



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 28 – JUNE 12, 2019
12:00 PM – 6:00 PM**

WERNER UNIVERSITY CENTER, COLUMBIA ROOM

AGENDA

wou.edu/livestream

- I. CALL-TO-MEETING/ROLL CALL**
- II. CHAIR’S WELCOME**
- III. LUNCH/SHOWCASE: [WOU Foundation Comprehensive Campaign](#)**
- IV. CONSENT AGENDA ([April 17, 2019 meeting minutes](#)) Page 1**
- V. PUBLIC COMMENT**
- VI. SHARED GOVERNANCE REPORTS**
 - 1) [Faculty Senate](#) Page 12
 - 2) [Staff Senate](#) Page 16
 - 3) ASWOU
- VII. [PRESIDENT’S REPORT](#) Page 17 ([Cabinet Full Reports in Appendix A](#))**
- VIII. BREAK**
- IX. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**
 - 1) Committee Chair Report
 - 2) Committee Recommendations for Board Action/Discussion
 - a) Vice Chair election
 - b) [HB 2864](#)
 - c) Legislation Update
- X. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**
 - 1) Committee Chair Report



2) Committee Recommendations for Board Action/Discussion

a) Proposals for new graduate certificates:

- i. [Reflective Practice – Interpreting Studies](#) Page 30

XI. BREAK

XII. FINANCE & ADMINISTRATION COMMITTEE (FAC)

(1) Committee Chair Report

(2) Committee Recommendations for Board Action/Discussion

- a) [FY2019 April 30, 2019 Management Report](#) Page 47

- b) [FY2020 Budget](#) Page 54

- c) [Board Statement on the Education & General Fund Balance Standards](#) Page 58

XIII. JUNE DISCUSSION THEME: University Dashboard / Scorecard

XIV. FINAL ANNOUNCEMENTS

XV. EXECUTIVE SESSION

The Western Oregon University’s Board of Trustees will meet in executive session for several purposes. The board will meet pursuant to ORS 192.660(2)(d) (to conduct deliberations with persons designated by the governing body to carry on labor negotiations). The media is not authorized to attend the executive session pursuant to ORS 192.660(4).

Following these discussions, the board will also 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), ORS 192.660(2)(f) (to consider a record otherwise exempt from disclosure), and ORS 192.660(2)(i) (to conduct the employment-related performance of the chief executive officer). The media is authorized to attend this portion of the executive session pursuant to ORS 192.660(4) provided that the information shared and discussed in the executive session remain undisclosed.

Pursuant to ORS 192.660(6), no final action may be, or will be, taken in executive session.

XVI. [PRESIDENTIAL COMPENSATION](#) Page 60

XVII. ADJOURNMENT



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 27 – APRIL 17, 2019
12:00 PM – 6:00 PM
WERNER UNIVERSITY CENTER, COLUMBIA ROOM**

DRAFT MINUTES

I. CALL-TO-MEETING/ROLL CALL

Chair Betty Komp called the Board meeting to order at 12:01 PM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Zellee Allen
Jaime Arredondo (arrived by phone at 1:04 PM)
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Rex Fuller
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

The following trustees were absent:

Gavin Keulks
Jenny Mladenovic

II. CHAIR'S WELCOME

Komp welcomed the Board and audience and the trustees to the April board meeting. She introduced Doug Morse, the Board's newest trustee.

III. LUNCH/SHOWCASE: Tuition and Fee Advisory Committee

Komp asked Vice President for Finance and Administration Dr. Ana Karaman to introduce the Tuition and Fee Advisory Committee (TFAC) members. The following TFAC members were present:

Dr. Hamid Bahari-Kashani
Dr. Becka Morgan
Evelyn Guzman



Lizbeth Marquez Gutierrez
Erik Morgan
Carlos Chairez

Karaman made introductory comments and asked Guzman and Dr. Morgan to make some brief comments. The Board, staff, and TFAC engaged in conversation about the process TFAC used to come to its recommendation for a tuition rate increase that the Board would consider later in the meeting. Many TFAC members expressed appreciation for the preparation and the ability to use the budget modeling tool individually so they might come to individual recommendations to share with the entire TFAC group. Komp asked each TFAC member to explain how they came to individual recommendations and why. Koontz asked TFAC to describe any challenges that they faced. Many TFAC members stressed the importance of not only looking at the numbers, but appreciating diverse perspectives, understanding student stories, and remaining focused on affordability.

IV. CONSENT AGENDA (January 16, 2019 meeting minutes)

Komp called for a motion to approve the consent agenda, consisting of the Board minutes for the January 16, 2019 meeting. Shetterly moved approval and Koontz seconded the motion. The following trustees voted for approval:

Zellee Allen
Jaime Arredondo
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

V. PUBLIC COMMENT



Dr. Chloe Hughes, representing the Western Oregon University Federation of Teachers (WOUFT), shared comments on revenue and higher education funding. A copy of a WOUFT resolution was provided to the Board prior to Dr. Hughes' public comments.

VI. SHARED GOVERNANCE REPORTS

1) Faculty Senate

Komp recognized Dr. Adele Schpiege, Faculty Senate President, for a brief Faculty Senate report. Dr. Schpiege offered comments on the following topics: faculty representation and shared governance, process for curriculum and program changes, snapshot of other faculty efforts beyond curricular work, and a reminder about the upcoming Academic Showcase. Larson asked about the sustainability of the number of committees and work of faculty.

2) Staff Senate

Komp recognized Rip Horsey, Staff Senate President, for a brief Staff Senate report. Horsey offered comments on the following topics: working with AVP for Human Resources Judy Vanderburg on a campus climate survey, presentations by WOU's new Veterans Resource Center Director Colin Haines, spring staff newsletter, Student Support Committee, and shared governance and the new Fifth Tuesday meetings (including the agenda for the upcoming April 30, 2019 meeting).

3) ASWOU

Komp recognized ASWOU President Evelyn Guzman for a brief ASWOU report. ASWOU Vice President Erik Morgan joined Guzman for the report. Guzman offered comments on the following topics: ASWOU elections, student surveys (including whether to change the term 'Dead Week'), student participation on OSERA conference, discussion of OSU's possible departure from the Oregon Student Association, and work on ASWOU Senate governing documents.

VII. PRESIDENT'S REPORT

Komp asked Dr. Rex Fuller for the President's Report. In his report, Fuller highlighted and addressed the following topics:

- Update on the Northwest Commission on Colleges and Universities (NWCCU) mid-cycle review visit;
- NWCCU's approval of WOU's new MA in Organizational Leadership;
- Update on the Doctor of Physical Therapy;
- Update on the WOU:Salem effort;



- Intentional effort in reaching out to students about registration holds and nudges to register;
- Update on open educational resources (OER);
- Update on the 2019 Legislative Assembly and efforts to secure adequate funding;
- Update on Policy Council changes, including the creation of an Executive Policy Group (EPG);
- Information on HB 2864 and cultural competency efforts;
- Efforts toward the creation of Divisional Strategic Plan to link to the University's strategic plan;
- Update on WOU's strategic approach to admission and enrollment;
- Changes to the University's Diversity and Inclusion Advisory Committee;
- Completion of work from the Incidental Fee Committee;
- Recognition of Associate Vice President and Dean of Students Tina Fuchs by the Northwest Association of College and University Housing Officers;
- Update on changes to alumni and giving outreach;
- Update on planning and readiness of the pending comprehensive campaign;
- WOU's participation in an NCAA APPLE conference on alcohol, tobacco, and other drugs; and
- Update on the President's various community engagements and outreach activities.

VIII. BREAK

IX. FINANCE & ADMINISTRATION COMMITTEE (FAC)

1) Committee Chair Report

Komp acknowledged FAC Chair Cec Koontz and asked her for brief FAC report. Before turning to the FAC items on the agenda, Koontz shared information on the following topics regarding the April 4, 2019 FAC meeting: University Budget Advisory Committee (UBAC) (including assessment of the committee changes over the past academic year), University Technology Advisory Committee (UTAC), and an update on the University's quasi-endowment.

2) Committee Recommendations for Board Action/Discussion



a) Management Report (as of February 28, 2019)

Komp recognized Koontz and Vice President for Finance and Administration Dr. Ana Karaman to introduce the Management Report as of February 28, 2019. Karaman asked WOU Budget Manager Camarie Campfield to outline the Management Report. Campfield reported that the projected budget deficit was less-than-expected. Baumgartner asked about the description of a budget deficit, but how the University is hitting its fund balance target. Shetterly asked Karaman and Campfield about the lower-than-expected labor costs. After discussion, Komp called for a motion to accept the Management Report as of February 28, 2019 as presented and included in the written docket materials. Baumgartner moved approval and Shetterly seconded the motion. The following trustees voted for approval:

Zellee Allen
Jaime Arredondo
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

b) Capital Projects

i. Natural Science Building Transfer of Operating Funds

Komp asked Koontz and Karaman to continue with the Natural Science Building Transfer of Operating Funds. Koontz and Karaman described the circumstances surrounding the bridge transfer proposal. After discussion, Komp called for a motion to approve the transfer of operating funds for the Natural Science Building as presented and included in the written docket materials. Shetterly moved approval and Larson seconded the motion. The following trustees voted for approval:

Zellee Allen



Jaime Arredondo
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Jenny Mladenovic
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

ii. Information Technology Center Renovation Budget Approval

Komp asked Koontz and Karaman to continue with the Instructional Technology Center (ITC) Renovation Budget Approval. Karaman clarified that ITC stood for Instructional Technology Center, not *Information* Technology Center, as included in the written docket. Karaman described the change in seismic projections that altered the proposed budget for the capital project. She described the sources of funds that would make up the additional \$4M needed for the budget. Morse asked whether the proposed use of the funds affected other planned projects. After discussion, Komp called for a motion to approve the Instructional Technology Center (ITC) Renovation Budget as presented and included in the written docket materials. Larson moved approval and Muniz seconded the motion. The following trustees voted for approval:

Zellee Allen
Jaime Arredondo
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly



No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

c) Tuition & Fees

i. 2019-2020 Tuition Rate

Komp recognized Fuller, Koontz and Karaman to discuss the proposed 2019-2020 rate for resident, undergraduate tuition. Koontz referenced previous discussions with the University's Tuition and Fee Advisory Committee and recognized the "ceiling" of 2.5% recommended increase. Baumgartner and Shetterly both asked for an explanation in the deficit spending approach to setting the 2019-2020 resident, undergraduate tuition rate. After discussion, Komp called for a motion to approve 2019-2020 tuition rate increase of 2.33% (\$4/credit) for resident, undergraduate tuition as presented and included in the written docket materials. Baumgartner moved approval and Larson seconded the motion. The following trustees voted for approval:

Zellee Allen
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

ii. 2019-2020 Tuition and Fee Book

Komp moved to the 2019-2020 Tuition and Fee Book and asked Fuller, Koontz, and Karman to continue with the presentation. Karaman reviewed all of the proposed changes to the 2019-2020



Tuition and Fee Book. They included: (1) updates to the course fee policy language, (2) elimination of additional fees charged for online courses for students who take a mix of online and face-to-face instruction, (3) implementation of a Salem campus rate, (4) implementation of an Organizational Leadership rate regardless of modality, (5) authorization of a health service fee to be charged on the first credit of face-to-face classes, (6) approval of undergraduate students to take up to fifteen (15) graduate credits at an undergraduate rate, (7) increase of matriculation fee by \$15 to permit the elimination of the \$50 graduation application fee, and (8) elimination of the differential rate for the graduate MA in Interpreting Studies. After explaining the policy changes, Karaman also took care to review the proposed tuition rate increases separate from the resident, undergraduate rate previously approved. After discussion, Komp called for a motion to approve 2019-2020 Tuition and Fee Book as presented and included in the written docket materials. Shetterly moved approval and Evans seconded the motion. The following trustees voted for approval:

Zellee Allen
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

X. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

1) Committee Chair Report

Komp offered a brief report of EGTC activities, acknowledging that the committee will be busy in the coming months with the President's evaluation.

2) Committee Recommendations for Board Action/Discussion

a) Legislative Update



Komp asked Vice President & General Counsel for a brief legislative report. Hagemann and McDonald offered brief comments, primarily focused on progress in securing budget.

XI. BREAK

XII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

1) Committee Chair Report

Komp recognized ASAC Chair Lane Shetterly and asked him for a brief ASAC report. Before turning to the ASAC items on the agenda, Shetterly shared information on the following topics: Willamette Promise (handout in the red folder), general education reform, and NWCCU mid-cycle visit and report.

2) Committee Recommendations for Board Action/Discussion

a) Proposals for new undergraduate certificates:

i. Bilingual/English for Speakers of Other Languages (ESOL)

Komp asked Shetterly and Provost and Vice President for Academic Affairs Dr. Rob Winningham to introduce the Bilingual/English for Speakers of Other Languages (ESOL) certificate proposal. Winningham asked the Dean of the College of Education Dr. Mark Girod and the Dean of the College of Liberal Arts and Sciences Dr. Kathy Cassity to join him in the presentation of the various academic proposals on the agenda. After discussion, Komp called for a motion to the Bilingual/English for Speakers of Other Languages certificate as presented and included in the written docket materials. Before the motion, Shetterly suggested a motion to approve all of the certificate and minor programs out of the College of Education (ESOL certificate, ESOL minor, Early Childhood Education certificate, Early Childhood minor) on the agenda as a slate. Koontz moved approval and Larson seconded the motion. The following trustees voted for approval:

Zellee Allen
Jaime Arredondo
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.



No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

- ii. Early Childhood Education

Approved previously as a part of a slate vote.

- b) Proposals for new minors:

- i. Early Childhood Education

Approved previously as a part of a slate vote.

- ii. English Studies

Komp asked Shetterly, Winningham and Cassity to continue with the proposed minor in English Studies. Cassity described the more contemporary, flexible pathway to the discipline to justify the proposed minor. After discussion, Komp called for a motion to approve the English Studies minor as presented and included in the written docket materials. Muniz moved approval and Larson seconded the motion. The following trustees voted for approval:

Zellee Allen
Jim Baumgartner
Zoe Chan-Tuyub
Gayle Evans
Betty Komp
Cec Koontz
Malissa Larson
Doug Morse
Lydia Muniz
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed

- iii. English for Speakers of Other Languages (ESOL) and Bilingual Education



Approved previously as a part of a slate vote.

XIII. APRIL DISCUSSION THEME: Hispanic Serving Institution (HSI) Presentation
President Rex Fuller, Dr. Kathy Espino-Perez, David McDonald

Komp recognized Fuller and Associate Vice President for Public Affairs and Strategic Initiatives David McDonald to frame the April discussion theme of Hispanic Serving Institutions (HSI). Fuller and McDonald were joined by incoming faculty member Dr. Kathy Espino-Perez. Winningham offered a brief introduction and welcome to Dr. Espino-Perez. Fuller, McDonald, and Espino-Perez walked through the written presentation as included in the docket materials and engaged in conversation with the Board. Fuller reviewed the University's mission, demographic trends, the definition of "Hispanic-serving institution," and WOU enrollment data and trends. McDonald described relationships with community colleges, particularly those with large Hispanic student populations. Espino-Perez presented on her research and how colleges and universities might approach retaining and recruiting Hispanic students, including transformative experiences and different approaches to intelligence and pedagogy. Komp and Espino-Perez discussed the impact of different cultural norms. Espino-Perez stressed the impact of incorporating the knowledge approaches of Hispanic students, including the focus on interdependent reasons for attending college. Chan-Tuyub echoed much of Espino-Perez's presentation and approaches. Trustee Evans, Fuller, and Espino-Perez discussed whether the results of the ongoing campus climate survey could assist with this initiative; Espino-Perez stressed the importance of a baseline from the survey results. Trustee Morse asked about the impacts of technology, both regarding outreach and pedagogical approaches. Fuller and Espino-Perez offered observations about alumni and other networks to facilitate outreach to the Hispanic communities.

XIV. FINAL ANNOUNCEMENTS

Komp asked the Board if there were any final announcements and reminded the Board of the upcoming activity sheet in the red folder. Fuller pointed out that hard copies of the NWCCU mid-cycle accreditation report were available for Board members.

XV. ADJOURNMENT

Komp adjourned the meeting at 5:30 PM with a quorum of the Board (Zellee Allen, Jim Baumgartner, Zoe Chan-Tuyub, Gayle Evans, Rex Fuller, Betty Komp, Cec Koontz, Malissa Larson, Doug Morse, Lydia Muniz, Lane Shetterly).

Ryan James Hagemann
Secretary to the Board of Trustees

WOU Faculty Senate (wou.edu/facultysenate) Report June 10, 2019

1. 2019-2020 Faculty Senate Executive Committee

Executive Committee:

Faculty Senate Elections

President: Kristin Latham -Scott (NSM)

Vice President: Melanie Landon-Hays: (DEL)

Secretary: Stewart Baker, re-elected (LMS)

Senators-at-Large (4):

- Emily Vala-Haynes (HEX)
- Leigh Graziano (HUM)
- Leanne Merrill (NSM)
- Senator – at large #4 – TBD at July or September meeting when new senators begin their terms

Returning

- Adele Schepige (DEL): Past President
- Erin Baumgartner (NSM): Interinstitutional Faculty Senate)
- Tad Shannon (CS): Interinstitutional Faculty Senate)

2. Faculty Senate Committee on Committee proposal approved:

- Increased Senator-at -Large position from 2 to 4
- Dissolved the Academic Requirements Committee
- Use adhoc committees for academic and other issues that need to be addressed in a timelier fashion

3. University Budget Advisory Committee: Call out for volunteers to serve.

- Two faculty positions, each two years

4. New Programs: How long does it take? Launch of Master of Arts in Organizational Leadership (flyer can be provided)

- OL Idea created/developed in Skunkworks Summer 2015
- Strategic Planning Committee 2016
- Faculty Senate Approval 2017
- Provost Council 2017
- HECC Approval 2018
- NWCCU Approval April 2019

5. Beyond Curriculum

WOU and Community Connections	Who	
<p>Western Oregon University Tree Advisory Committee (WOUTAC) The committee is charged, in part, with garnering annual recognition from the Arbor Day Foundation as a Tree Campus USA university which is accomplished by meeting a number of criteria. Furthermore, meeting these criteria requires significant support from WOU's administration. Notable accomplishments this academic year include a very successful Arbor Day Celebration (4/26) and Tree Campus USA recognition for the fourth consecutive year.</p>	<p>Bryan Dutton and 10-member university committee of staff, faculty, and students, along with representatives from the surrounding community.</p>	
<p>Math Buddies Each term, two sections of WOU students in Math 396, Elementary Problem Solving engage in a mentor relationship with fifth graders from a local school. We work with all three local elementary schools, AES, MES and IES, one per term fall, winter and spring. After a term of problem solving and writing letters about math back and forth, our mentoring relationship culminates with a Math Buddy Fun Fair on campus run by our future teacher students. The fifth graders come for two or more hours and after meeting their buddies, play math games, and occasionally stay at WOU for lunch with their buddies. This photo is from spring term 2019, 95 buddies and 46 WOU students.</p>		<p>Math 396 is taught by four tenure track and three non-tenure track faculty in the Mathematics Department, it is a lot of work for everyone, but it is really rewarding! Every term, our students tell us this community engagement opportunity is the one where they have learned the most about their future jobs.</p>
<p>WOU Conference on Learning and Instruction for Paraprofessionals (WOU-CLIP) on August 22, 2019. Sessions will be on Mathematics, Literacy, Special Education, and ESOL that are designed specifically for paraprofessionals. Dallas, Falls City, Salem-Keizer and Corvallis participating so far.</p>	<p>Rachel Harrington & Maria Peterson-Ahmad (DEL)</p>	
<p>History Exhibits Students share their work featured in the online exhibit on the centenary of the Nineteenth Amendment with community partner the Oregon Women's History Consortium. For Independence Museum Speaker Series Thursday, June 6, 6-8 At Civic Hall, Independence.</p>	<p>Kimberly Jensen and history majors Antonia Scholerlman, Andy Alvarez, and Hudson Kennedy</p>	
<p>Professional and Technical Writing Advisory Board Advisory Board for the Professional and Technical Writing program, which includes luminaries from Schnitzer Steel, City of Monmouth, City of Salem, the Salem Arts Association, the Statesman Journal, and other organizations to guide our Writing students and suggest curricular change. It's with their help that the Professional Writing Certificate was created, which hopefully the BOT will see in front of them for their July meeting.</p>	<p>Lars Soderlund, (HUM) assisted with student CiP intern</p>	

<p>Western Oregon University Choral Music Program</p> <p>1) Western Oregon Voices competed in the Reno Jazz Festival and three students were awarded medals for Outstanding Musicianship based on their performance.</p> <p>2) Western Oregon University Voices, Chamber Singers, and Concert Choir have all qualified for the 2020 World Choir Games to be held in the Flanders region of Belgium in July 2020.</p> <p>3) The WOU Concert Choir and Chamber Singers presented their final performance of the year collaborating with students, faculty, and community to present Beethoven's <i>Choral Fantasy</i> including over 100 musicians performing together in Rice auditorium.</p> <p>4) The WOU Chamber Singers did a residency with Oregon composer Paul John Rudoj in May.</p> <p>5) Established partnership with Trinity Lutheran Church in Dallas, Oregon providing opportunities for community outreach through performance for WOU music students.</p> <p>6) Other featured performances included: WOU Voices at Taproot, Early Childhood Conference, WOU Veterans for Memorial Day, AES Plenary Session, and much more.</p>	<p>James Reddan, (CA)</p>
<p>GSA Visit Day</p> <p>Visit day for LGBTQ+ high school students with the goal of showing potential WOU students what an inclusive college experience could mean for them. We welcomed students at any point in their high school careers. Over 40 students, plus their advisors, attended. High school students were able to connect with other students and GSA (Gay-Straight Alliance / Gender & Sexuality Alliance) groups from around Oregon, learn about LGBTQ+ life at WOU from our current students, and gain resources and information on succeeding after high school. The day included a variety of panels and speakers who highlighted the importance of queer inclusion, community, and leadership, including a keynote talk by Logan Casey and Raechel Anne Jolie entitled "We're Here! We're Queer! We're Happy!: Queer Resilience Through Community".</p>	<p>SafeZone, Triangle Alliance, and the Stonewall Center</p> <p>Funding for GSA Day was provided through a competitive grant from the WOU Foundation.</p>
<p>Faculty sponsored opportunities for students</p>	
<p>Art students:</p> <p>1. In May a group of animation students were taken on an exclusive tour of the Laika Studios (in Portland).</p> <p>2. Several design students will be interning with the Interactive Museum of Games and Puzzlery this summer. Another student will be interning with a cooking magazine and another with an academic publishing house.</p>	<p>Timothy Hutchings (CA)</p>
<p>Anthropology Club at the Society for Applied Anthropology Meetings</p> <p>Eight members of the Anthropology Club attended the 2019 Annual Meeting of the Society for Applied Anthropology, a national conference held in Portland March 19th-23rd. The meetings coincided with the final week of Applied Anthropology, a new course in which students learned about the many ways in which Anthropological practices and theories are put to use solving real-world problems. The WOU contingent engaged enthusiastically in discussions and Q&As at panels, networked with fellow students and representatives from graduate programs, and further explored the breadth and vibrancy of the field.</p>	<p>Katherine Miller (Visiting Professor, Social Sciences)</p> <p>With support from the Dean of LAS</p>

<p>COE Un-Conference on Equity, Diversity, & Inclusivity The COE Equity, Diversity, & Inclusivity Committee hosted their first un-conference for students. This was a loosely structured event that allowed students to set the agenda and participate in activities and discussions surrounding equity, diversity, & inclusivity. In addition, the documentary, <i>Far from the Tree</i>, was shown and a discussion followed regarding diverse populations.</p>	<p>Jessica Dougherty and Jaclyn Hernandez (DEL), with support from Drs. Rachel Harrington (DEL) and Robert Monge (LMS).</p>
<p>Upcoming: <i>Environmental Studies and Stewardship in the Galapagos Archipelago and Ecuadorian Cloud Forest</i> In the summer of 2020, the Department of Chemistry will be taking science out of the traditional lab and into the real world to investigate how to sustain unique environments in the face of human pressures. This will include a service-learning project in the Galapagos dealing with sustainability, biodiversity and preservation. Open to any and all learners.</p>	<p>Arlene Courtney (NSM)</p>
<p>New for WOU</p>	
<p>\$10,000 grant from the National Center of Women & Information Technology to increase the number of women (and other underrepresented folks) in Computer Science. With the money we bought promotional materials (coffee cups, shirts, etc..) and are revamping our image online (using researched techniques for reaching women).</p> <p style="text-align: center;">change the world (no experience required)</p> <p style="text-align: center;">study computer science @ wou.edu/cs</p>	<p>Becka Morgan, Scot Morse, Chris Brooks, and Breeann Flesch</p>
<p>Center for Leadership and Creativity Description: The Center for Leadership and Creativity (CLC) will open in fall 2019 in Hamersly Library and be a critical resource to support WOU in achieving its mission of creating “lasting opportunities for student success through transformative education and personalized support” and move WOU closer to its vision of being “Oregon’s campus of choice for students, faculty and staff who seek a student-centered learning community.” The CLC will accomplish this goal by providing opportunities for students, faculty, staff, and community members to enhance their leadership and creative problem solving skills — vital competencies to gain and maintain a competitive academic and professional edge in the 21st century (Bloomberg Job Skills Report) — through a variety of training opportunities including: online training modules; assessments; workshops; and access to leadership and creativity coaches.</p>	<p>David Foster and Jessica Murfin, Organizational Leadership Program</p>

Staff Senate Report - June 12, 2019

Recognition and value

WOU Strategic Plan 2017-2023 Forward Together, item 6.3 under section V. Sustainability & Stewardship states “Implement process improvements to improve satisfaction and productivity of faculty and staff.”

- Thank the follow through from our administration for campus climate survey
- Awaiting the report on July 29, 2019 from Great Colleges to Work For employee satisfaction survey recently administered by Human Resources

Presentations providing valuable resources while utilizing the amazing talent of our campus professionals.

- Topics have included –
 - The Distressed and Disruptive Behavior folder is a tool for staff/faculty to be aware of distressing behavior (Tim Glascock, Project Director, WOU CASA and Suicide Prevention)

Election Results

Natasha Gaspar (President)

Kyler Dreyer (Vice President)

Laura Lyons (Secretary/Recorder)

Shared Governance

The final 5th Tuesday meetings (Faculty Senate, Staff Senate, ASWOU, representatives from Western’s two unions, and President’s Cabinet) was canceled due to a number of unexpected absences. We are encouraged that these talking points will be discussed at the fall meeting.

- Reflection and discussion about the “Cultural Competency” presentation
 - Discussion of (HB2864) and the work ASWOU has done
- Discussion about the “How to respond to uncivil behaviors” presentation
 - Clarification about steps that have been done since the last meeting to ensure the grievance procedures are easily identifiable for all through the HR website documents or policies



**Board of Trustees Meeting, June 12, 2019
President's Report**

1. Academic Affairs

Update on Doctorate in Physcial Therapry

ORS 352.011 - <https://www.oregonlaws.org/ors/352.011>

Establishment of certain public universities as comprehensive universities

Western Oregon University, Southern Oregon University and Eastern Oregon University are established as comprehensive universities that offer a full range of baccalaureate programs and graduate programs through the master's degree.

WOU was unsuccessful at amending ORS 352.011. Western attempted to attach an amendment to at least three separate bills and despite support from numerous senators and representatives, the amendment was withdrawn each time. Plans are developing for a work session in September that could lay the groundwork for an amendment in February 2020.

Update on Hispanic Serving Institution

New HECC data shows that 22% of WOU's UG FTE are students identifying as Hispanic/Latinx. This new data includes students enrolled in the Willamette Promise program who take WOU UG courses, thereby adding FTE to the calculation.

Dr. Espino-Perez will start working on our efforts this summer. As part of that work, she will research what other universities have done to accelerate becoming an HSI.

Pastega Awards Recipients

Drs. Rachel Harrington and Scott Beaver were identified as the recipients of WOU's highest recognition of faculty achievement -- the Pastega awards in scholarship and teaching.

- Pastega Award for Excellence in Teaching: Dr. Scott Beaver (Mathematics)
- Pastega Award for Excellence in Scholarship: Dr. Rachel Harrington (Education and Leadership)

The ceremony and reception honoring this year's recipients was held on Thursday, May 23, 2019 from 3:30 to 5:00 in the Willamette Room at the Werner University Center.

New Dean of Library and Academic Innovation

Michelle (Chelle) Batchelor will begin serving as Dean of Library and Academic Innovation on August 1st, 2019. Chelle is currently serving as the Interim Associate Dean of Libraries for Research and Learning Services at the University of Washington, where she has also served as Director of Access Services and Research Librarian. She has also held positions at University of Nevada Las Vegas and University of Oregon. Her most recent publication, from 2018, was about open education resources (OERs). Western is committed to because they have the potential to significantly reduce the cost of textbooks for our students. Special thanks to the Dean of Library and Academic Innovation Search Committee: Cheryl Beaver, Search Committee Chair, Scott Carter, Chien-Chun Lin, Jaime Cloud, Amanda Smith, Amy Harwell, Benjamin Hays, Sue Kunda, David McEvilly, Mari Sakiyama, and Nora Solvedt.

Academic Excellence Showcase

On May 30, WOU hosted its 14th annual [Academic Excellence Showcase](#). The day was filled with many excellent panels and presentations and featured a Presidential Plenary entitled "Interplay of Arts and Sciences."

Mission Fulfillment – Academic Affairs has worked with Dr. Burton and the University Council to update and track mission fulfillment in Academic Affairs.

2. Vice President and General Counsel

TRU Day

Oregon's Technical and Regional Universities—Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University—held their joint lobby day on May 14, 2019. With approximately 150 advocates in the Oregon Capitol from across the four universities, the TRUs organized several activities and meetings to highlight the unique role Oregon's smaller campuses play in Oregon's economy, workforce, and student success. The TRUs stressed the need for the Public University Support Fund (PUSF), Sports Action Lottery funding, and Engineering Sustaining funds. Mark your calendars now: TRU Day 2021 is May 5, 2021.

2019 Legislative Assembly

The 2019 legislative session is moving to constitutional sine die on June 30, 2019. While the Legislature must adjourn by June 30, legislative leadership has targeted June 21 as adjournment.

The following information, summarizing week 19 of the legislative session, was prepared by Dana Richardson, the Oregon Council of Presidents (OCOP) Executive Director. She prepares weekly updates for the Legislative Advisory Council (LAC), comprised of government affairs representatives from all seven public universities and OHSU:

Weekly Summary

- In the House, with support from three Republicans, the constitutional requirement to read bills in their entirety was suspended for the first time in the last few weeks. While the 3rd Reading list is still lengthy, the House is not planning to meet on Friday or over the weekend. We are seeing more and more work sessions being scheduled for bills that are in the subcommittees of the Joint Ways & Means Committee.
- The PERS reform bill, SB 1049, passed the House on a 31-29 vote. Seven Democrats joined all of the Republicans in voting against the bill. Union leaders have indicated that they will challenge the bill in court and seek to recoup employee losses at the bargaining table.
- An association of Oregon industrial businesses filed a referendum that seeks to repeal the Student Success Act and its accompanying tax hike. If repeal supporters gather 75,000 signatures within 90 days after the end of the legislative session then the referendum goes to Oregon voters – likely early next year.

Budget

- It is likely that the HECC's budget bill, HB 5024, containing an amount for the Public University Support Fund (PUSF) will be scheduled for a work session this coming week in the Education Subcommittee. We are getting feedback from multiple sources that the universities are likely to receive an increase of \$100-\$120 million over the 2017-19 LAB. It is possible that the appropriation will be accompanied by a budget note relating to tuition increases (e.g., a \$100 million increase would result in a 6% increase at OIT, 6.5% increase at PSU, 6.9% increase at UO and 10% increase at SOU).

- Alliance members (OEA, AAUP, OSA, AFT Oregon, Oregon Community Colleges, and Oregon public universities) continue to coordinate budget advocacy efforts. OSA is conducting phone banking to legislators and OSA and OCCA are reaching out to the Oregonian and other newspapers to express the need for the Legislature to finish the job and fund higher education. Meetings with key legislators continue and several legislators have been provided messaging to support higher education base-budget funding to their colleagues and legislative leadership as follows:
 - Community College Support Fund (CCSF) – \$57 million
 - Public University Support Fund (PUSF) – \$80 million
 - Oregon Opportunity Grant (OOG) – at least \$30 million
- HECC Chair Neil Bryant and Executive Director Ben Cannon sent a letter to the Presiding Officers and Ways & Means Chairs last week calling on them to support universities and colleges and avoid tuition increases.
- The conversation around an interim discussion on higher education has not advanced. The universities have asked the Governor's Office and the HECC to develop and share with legislators an interim discussion concept that focuses on accountability. Accountability, in its various forms, could include financial reporting, cost containment, executive compensation and other topics.

Policy Bills, General

- SB 3 that would permit community colleges to offer applied baccalaureate degrees passed the second chamber on a 45-10 vote with 5 members excused. The Floor conversation included mention of concern about the HECC and agency taking on additional tasks, as well support for more funding for higher education this Session.
- SB 35 that extends the campus grant program for veterans move out of the Transportation and Economic Development Subcommittee this past week without the increased funding for the program that we had hoped to see. It was funded at \$1 million which matches its current funding level.
- SB 123 that would extend provisions of the Pay Equity Act that was passed in 2017 has been referred to House Rules.
- SB 731 that would authorize recognized student governments or their members to make statements or issue resolutions promoting or opposing gathering

signatures on an initiative or referendum petition or on a ballot measure passed out of House Rules.

- SB 852 which would provide part-time faculty members with health care coverage at state expense is in Ways & Means. Advocates for the bill continue to seek an appropriation of approximately \$7.5 million to support implementation of the bill.

Policy Council

The new Executive Policy Council (EPC) identified collectively an agenda of policies to work on in the coming weeks. In addition, the Policy Council will finalize policies covering such topics as the University's relationship with the WOU Foundation, accelerated learning, legal services, social media, centers and institutes, and others.

This summer, we will work on the technical amendments to the Board Statement on the Delegation of Authority and prepare a substantial number of revisions for the Policy Council to consider when everyone returns in the fall. It is possible that we may be able to make targeted use of outside assistance to organize and review the priority topics and we will investigate that over the summer. Information on the Policy Council and the University's policy library may be found at:

<http://www.wou.edu/policycouncil/>

WOU-WOUFT Joint Labor-Management Committee

VPGA Hagemann and the management team continue to participate in productive meetings with the WOUFT Executive Council. The Joint Labor-Management Committee is designed as a venue for collaboration and conversation between bargaining sessions on matters of concern for either party and a place where current provisions of the agreement could be discussed.

Procurement

The new procurement code is nearly complete with meetings scheduled for several stakeholders to review procedural and process refinements in order to unveil the new process and code as soon as possible.

PURMIT

The Public University Risk Management and Insurance Trust (PURMIT) is meeting frequently in the final quarter in order to finalize insurance renewals for FY2020. PURMIT met on May 16 and May 29, and will meet once again in June to bind coverage. This year, due to a number of national and other factors, the broker and third-party administrators are working on hard on binding property coverage. The property insurance market, after natural disasters and claims in 2017, is much tighter

than in the past. Information the Public University Risk Management and Insurance Trust (PURMIT) may be viewed at: www.purmit.org.

3. Finance and Administration

Budget Office

- Budget FY20 prep and ongoing training for campus budget managers
- Capital Budgets for OMA, ITC and Salem building
- WOU has a letter of intent to purchase the Vick Building in Salem following a period of due diligence. The building has about 40,000 square feet of assignable square footage on three floors with 40 reserved parking slots as well as street parking and one of the Salem parking structures nearby. The offer is \$2,725,000 and the original list price was \$3,100,000. A final decision is subject to Board approval.

Business Services

Interim audit was completed the week of May 20 - 24th. Testing was done on two grants and financial aid.

- Amazon Business continues to be rolled out to additional departments

University Computing Solutions

- DUO implementation—two factor authorization
 - 63 users have opted in
 - Additional departments are scheduled for in-person introduction
- 13 Smart Classrooms are either upgraded or installed since July 1, 2018, including
 - WUC Santiam (new)
 - HL 116 (upgrade)
 - HL 205 (upgrade)
 - WUC Calapooia (new)
 - 2 new computer labs in Todd, replacing displaced rooms in OMA 101, ITC001

Facilities Services

- Natural Science remodel in final phase and will be complete by September of 2019. Most of the remaining work will happen on the first floor in addition to the mechanical system upgrades.
- Received notice from Oregon Energy trust that we will be receiving \$78,000 rebate for energy savings being implemented on two boilers this summer.
- Solar panels on RWECS saves approximately \$12k per year on energy costs and supplies enough electricity to power at least 75% of the building.

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Public Safety

- Tabletop Exercise done on May 16th-Chemical spill
- Emergency preparedness bags for every floor of every building given to Building Managers by June 30th.
- Stop the Bleed training to campus is scheduled in June/July.

Treasury

- In mid-May we reversed roles with USSE and now are leading on report processes related to Check Reconciliation Processes and Proof of Cash
- By July 1st all treasury services will be done in house.

4. Student Affairs**Admissions and Enrollment**

Over the last few weeks, we have had some optimistic changes. While the number of applications continue to run behind by about 6%, the number of admitted first-year students has started to run ahead of the last several years. Applications and admitted transfer students continue to run behind from last year. The number of students who have cancelled their admission is down significantly (50%) from previous years.

We are optimistic the remission packages and other efforts our staff have made in recruiting new students is the difference. We continue to solicit applications to WOU and reach out to students who have started the application process, but haven't completed the process. We also continue to work with students who have been admitted to WOU and have yet to express their intent to enroll or register for an orientation program.

We had successful SOARs in Hawaii and California. We also had a good turnout for Transfer SOAR on May 18, 2019.

As of May 31, 2019, 709 first-year students stated they plan to attend WOU. Our enrollment goal is 805 first-year students. We currently have 525 students signed up for SOARs, and our average number of students attending is 740.

University Diversity and Inclusion Advisory Committee

The UDIAC met on May 13, 2019 and one of the items they started the process of determining was whether to include the word Equity in their title. Conversation is still occurring.

Seven members of the Committee attended the National Conference on Race and Ethnicity which was held in Portland, Oregon this year. It is hoped that individuals

Office of the President

who attended this conference will bring valuable information back to the larger group.

University Diversity & Inclusion Advisory Committee (UDIAC) was also charged with evaluating its name to consider adding “equity” to its title.

Leadership Recognition Night

One of the highlights as we wrap up the year is Leadership Recognition Night. Students from across campus are recognized for the leadership roles and outstanding contributions to WOU. This is also when the Outstanding Undergraduate and Graduate students are announced. Billy Ann Stempel and Juan Carlos Chairez Casas were selected as the Delmer Dewey / Julia McCullough Smith award winners.

Billy Ann is in the Honors Program and will be graduating with a 3.9 GPA in Elementary / Middle School Education with a concentration in Science. She has been an Ambassador, Programming Coordinator for the Residence Hall Association, a Program Assistant in University Housing, and participated in two service -earning trips. She also volunteers at an adaptive horse riding program and coaches a middle school LEGO robotics team. Billy Ann is from Gleneden Beach, Oregon.

Juan Carlos will be graduating with a 3.6 GPA in Business with a minor in Entrepreneurship. Juan Carlos has been very active in the Multicultural Student Services and Programs office for three years, having first served as a Multicultural Representative and then progressing into a leadership position as a Multicultural Representative Coordinator. Juan Carlos has also been on the PLUS Team and has served as an Ambassador for two years. When he isn't in one of his many leadership positions, he is volunteering at the César E. Chávez Leadership Conference, serving on various committees including the Tuition and Fees Advisory Committee. Juan Carlos is from Hood River, Oregon.

Jonathan Breland was selected as the Outstanding Graduate Student and will be graduating with a Master of Science in Rehabilitation Counseling. Jonathan interned at the Student Success and Advising Center and also served as a Counselor in Training and the Polk County Free Clinic. Many of you may have seen Jonathan before as he played on WOU's football team as an undergraduate and then moved into a coaching position as a graduate student. Jonathan also works in the Marion County Detention Center as a part of their Guaranteed Attendance Program. In this capacity, Jonathan educates youth on cultural competence, gender specific social and life skills, and character education. Jonathan hopes to continue his work with this group and provide mentorship, role modeling and service to these youth. Jonathan is from Berkeley, California.

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End of Year Events

As the academic year comes to a close, there are a flurry of events. International Night, Pow-Wow, Nuestra Fiesta Latina and the Luau were all successful. We also hosted a successful César E. Chávez Leadership Conference. Three of the parents of our current students shared their stories of coming to the United States as a part of Border Stories presented by our Unidos Club. The Veteran's Resource Center had a successful Memorial Day Banquet on May 28, 2019. Kelly Fitzpatrick, Director of the Oregon Department of Veteran Affairs was the keynote speaker. We also celebrated all of graduates in Upward Bound and the Student Enrichment Program as a part of TRiO Day.

Upcoming events include Lavender Graduation on June 13, 2019, and Black Graduation on June 14, 2019.

5. Alumni & Outreach

Gifts through May 29

Total cash and stock gifts into the WOU Foundation as of May 29 are approximately \$1.7 million.

100 Opportunities campaign

The WOU Foundation Board's annual campaign to raise money for scholarships is in its 2nd year. So far this year, more than \$101,000 has been raised towards this campaign. Members of the Board held an event on May 11 at St. Josef's Winery welcoming more than fifty guests; enjoying student, alum and donor speakers; great food and wine; and, most importantly, raising nearly \$12,000 for student scholarships. The next event is June 13 and is being hosted by Gayle Evans.

Campaign readiness report

Shelly Parini with Parini Connects, LLC, the consultant hired by the WOU Foundation Board, will present her final report to the WOU Foundation Board of Trustees on Saturday, June 8. Her report includes results from the April 13th Planning Retreat.

Alumni & Friends activities

- Alumni volunteers continue to host monthly after hours in various locations on the first Tuesday.
- The first What's New at WOU event is happening featuring WOU:Salem on June 4th at Willamette Education Service District.
- Preparation has been underway for commencement, including Senior Send Off, give-aways, etc.
- This year's Golden Wolves are Byron Darr and Laverne Davis.

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- The Alumni Award of Excellence winner this year is Jer Pratton from Class of 1968.

Enrollment Yield Activities

- Family Pack mailing
 - More than 2,500 families received the mailing
 - Approximately 750 of the packs also included a Spanish version
 - Three hundred families will receive a follow-up mailing with WOU gear
- [Why I Love WOU video contest](#)
 - 57 video entries were received
 - 10 finalists chosen by a committee each received a \$1,000 scholarship
 - Grand prize winner was chosen via public vote. Congratulations to [Caitly Healy](#), who won a \$3,000 scholarship and received nearly 600 votes.
 - A celebration to announce the winner was held Friday, May 31 on the steps of the Werner University Center and live streamed on social media.
- Spanish radio: ads will begin in the Portland area in the coming weeks
- Customized High School graduation posters were sent to local schools
- Specialized emails from the university and ASWOU presidents sent to admitted students

Strategic Communications & Marketing (MarCom) efforts

- The team continues to provide services and outreach including: social media, earned media, writing/editing, graphic design, web updates and more.

6. Athletics: NCAA II

Student Success: Winter/Spring Quarters 2019

Athletic Director, Curtis Campbell met with SAAC (Student Athlete Advisory Committee) to discuss IFC budget cut.

Hired head men's basketball coach: [Wes Pifer](#)

Pifer comes to the Wolves from Northern Arizona University where he served as Associate Head Coach on the Lumberjacks' staff. He boasts eight years of Division I coaching experience; including helping NAU to a school-record 23 Division I wins in 2016. Pifer played collegiately at Penn State – Altoona, becoming a team captain in the 2002-03 season for the Lions. He played professionally in Germany for BBG Herford following his collegiate career, spending 2005-06 overseas.

Baseball

- No.2 seed in GNAC Tournament
- Five (5), D2CCA All-West Region, including four (4) First Team selections
- GNAC Pitcher of the Year (Alex Roth)
- 11 All-GNAC selections, including seven (7) First Team selections
- Five (5) Academic All-GNAC
- Jared McDonald named CoSIDA Google Cloud Academic All-District
- Four (4) GNAC Players of the Week
- One (1) NWBCA National Pitcher of the Week
- Two (2) NWBCA Region Pitcher of the Week

Softball

- Appeared in NCAA DII Region for third time in program history, advanced to finals
- No. 2 seed in GNAC Tournament
- Seven (7) All-GNAC, including two (2) First Team selections
- Two (2) First team NFCA All-Region
- Three (3) D@CCA All-West Region, including two (2) First Team selections
- Haley Fabian and Ryanne Whitaker named CoSIDA Google Cloud Academic All-District
- Seven (7) Academic All-GNAC
- Four (4) GNAC Players of the Week

Outdoor Track & Field

- Two (2) students qualified to compete at NCAA DII Outdoor National Championships
- Ten (10) All-GNAC
- Three (3) USTFCCCA All-West Region
- Three (3) GNAC Performers of the Week
- 19 Academic All-GNAC

Women's Basketball

- One (1) All-GNAC selection
- Four (4) Academic All-GNAC
- Ali Nelke named to CoSIDA Google Cloud Academic All-District Team

Men's Basketball

- Appeared in West regionals for the fourth time in five years
- Won 20 games for the fourth time in five years
- Advanced to the GNAC Championship game for fourth straight year

Office of the President

- One (1) All-GNAC selection
- Two (2) Academic All-GNAC
- Two (2) GNAC Players of the Week

Indoor Track & Field

- Five (5) students qualified to compete at NCAA DII Indoor National Championships
- One (1) All-American
- Olivia Woods set new school records in the 400m and 800m runs
- Two (2) GNAC Individual Champions (Cody Warner, 60m dash; Justin Crosswhite, mile run)
- Seven (7) All-GNAC
- Three (3) GNAC Athlete of the Week

Academic Excellence: Winter Quarter 2019

- Baseball Team GPA: 3.19
- M-Basketball Team GPA: 2.65
- Football Team GPA: 2.70
- M-Track & Field Team GPA: 3.18
- **Men's Teams GPA: 2.93**
- W-Basketball Team GPA: 3.10
- Soccer Team GPA: 3.35
- Softball Team GPA: 3.42
- W-Track & Field Team GPA: 3.37
- Volleyball Team GPA: 3.40
- **Women's Teams GPA: 3.32**

ATHLETIC DEPARTMENTS COMBINED GPA: 3.15

Community Engagement: Winter Quarter 2019

- Hosted GNAC Outdoor Track & Field Championships
- Hosted Oregon State 1A/2A High School Outdoor Track & Field Championships
- Student-athletes participated in TRU Day at Capitol

Sustainability and Stewardship: Winter Quarter 2019

- "The Independence" (new hotel in Independence) has agreed to become official GNAC and WOU Athletics host Hotel.

- Athletic Auction was held on campus in NPE first time in the 33 year history of the event on June 1, 2019.

7. Outreach

- OPB interview regarding WOU tuition, April 18
- Phi Kappa Phi induction, WOU, April 23
- Tree Campus celebration, WOIU, April 26
- NCAA Presidents Council meeting, Indianapolis, April 29-May 1
- Salem Airport meeting, May 2
- César E. Chávez Leadership Conference welcome, May 3
- Testimony on ORS 352, Senate Higher Education Committee, May 6
- Meeting with Representative Williamson, House Majority leader, May 8
- Signing ceremony with Linn-Benton Community College, May 10
- 100 Opportunities fundraising event, St. Josef's Winery, May 11
- TRU day at Capitol, May 14
- TSOAR, May 18
- Business and Economics, student recognition night, May 21
- SEDCOR, Oregon Economic Summit, meeting, May 22
- Pastega Awards, May 23
- Memorial Day Banquet, May 28
- Latino Advisory Board, scholarship celebration, June 1
- Athletic Auction, June 1

Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate: Reflective Practice – Interpreting Studies

The Division of Deaf Studies and Professional Studies proposes a graduate certificate in Interpreting Studies: Reflective Practice. A needs assessment conducted in 2017 revealed demand for advanced interpreting studies programs. Working signed language interpreters across the country are largely training in AAS degree programs. This does not sufficiently prepare them for the realities of interpreting work. In addition, interpreting professionals are required to maintain credentials by earning continuing education units. This certificate provides structured, intentional training to increase the capacity, professionalism, and competence of interpreters working in the community with Deaf/Hard of Hearing children and adults navigating their lives. By adding this certificate program to existing graduate certificates in Interpreting Studies, the division seeks to address the need that interpreters and interpreter educators nationwide have for professional development.

The certificate may be applied to the MA in Interpreting Studies, if students wish to pursue a degree. The certificate, which is delivered online, is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.

The proposed certificate received Faculty Senate Approval on March 12, 2019 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

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



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Interpreting Studies

Degree and Program Title: Graduate Certificate in Reflective Practice

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
 - a. 16.1603 Sign Language Interpretation and Translation
 - b. **“16.1603 Sign Language Interpretation and Translation.** A program that prepares individuals to function as simultaneous interpreters of American Sign Language (ASL) and other sign language systems employed to assist the hearing impaired, both one-way and two-way. Includes instruction in American Sign Language (ASL), alternative sign languages, finger spelling, vocabulary and expressive nuances, oral and physical translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.”
 - c. From: <http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.1603>
 - d. **“----- Sign Language Interpretation and Translation (Report under 16. 1603)”**
 - e. From: <http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13>
- 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.
 - a. Based on the needs assessment conducted in 2017, there is a demonstrated demand for advanced interpreting studies programs. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's DSPS will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies: Reflective Practice, 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.
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

- Interpreting Studies: Reflective Practice (15 credits)
 - INT 677 Intrapersonal Aspects of Interpreting (3)
 - INT 617 Introduction to Reflective Practice (3)
 - INT 627 Reflective Practice Techniques (3)
 - INT 637 Rhythms of Reflective Practice (3)
 - Interpreting Studies Electives (3)
- 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).
 - a. Online.
- e. Adequacy and quality of faculty delivering the program.
 - a. Certificate is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.
 - b. **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. She was 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 Oregon School for the Deaf Council since 2015.
 - c. **Ms. 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 was also 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.

g.

Dr. Elisa Maroney	full-time, tenured professor
Amanda R. Smith	full-time, tenured professor

h. Other staff.

a. N/A

i. Adequacy of facilities, library, and other resources.

- a. Online resources such as Moodle for curriculum delivery are currently used and supported at WOU.
- b. WOU’s Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items.

j. Anticipated start date.

a. Winter 2020

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.

- a. “Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” This is the mission of WOU. This program aligns by engaging with pre-interpreting students much earlier in their educational journey, optimizing advising, growth, and appropriate career path choices. The institutional missions include the following that this program aligns with:

- i. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
 - ii. 1.3.2 Improve curriculum based on effective assessment of student learning outcomes.
 - iii. 1.3.3 Support curricular innovation and accountability.
 - iv. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
 - v. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
 - vi. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic 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.

HECC identifies the following initiatives for the state of Oregon higher education industry:

- 1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
- 2. Public College and University Funding: supporting sustainable state funding linked to student success.
- 3. Pathways: simplifying and aligning student pathways from cradle to career.
- 4. Student Support: enhancing student success, safety, and completion.
- 5. College Affordability: limiting student costs for attending college in Oregon.
- 6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

Working signed language interpreters across the country are largely training in AAS degree programs. This does not sufficiently prepare them for the realities of interpreting work. This certificate provides additional, structured, intentional training to increase the capacity, professionalism, and competence of interpreters working in the community with Deaf/Hard of Hearing kids and adults navigating their lives.

- 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;
 - a. Interpreter education and continuing professional development is sorely lacking in the pacific northwest, and the nation. This certificate will open doors for interpreters to advance their careers and perhaps entice them to seek the full master's degree after taking a few of our courses.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - a. In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a Community Needs Assessment to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that the quantity and quality of interpreters in the state is significantly lacking. This lack of quantity and quality means that many interpreting jobs go unfilled resulting in Deaf/HH Oregonians unable to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews, to name a few of the impacts.
- iii. address civic and cultural demands of citizenship.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
 - a. N/A. The Commission on Collegiate Interpreter Education (CCIE), the professional accrediting body for signed language interpreter education in the U.S., does not currently accredit advanced degrees, nor are there existing standards for this area. However, the design of this certificate and the degree program it is housed in, is based upon the values and standards that do exist for pre-service interpreting programs.
- 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.
 - a. The new program developed is mindful of not only CCIE standards but also current research done by faculty, graduate students and the field at large.
- 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.
 - a. N/A
- 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.

- a. The degree in which this certificate is housed is not eligible for discipline specific accreditation because it is an advanced interpreting degree, they do not currently accredit at that level.

4. Need

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

	Graduate projections, first 6 years of the program				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Headcount	5	10	10	10	10
SCH generation	60	150	150	150	150
Certificate Completers		5	5	5	5
Once course per term F, W, Sp, Su; Five terms to complete;					

- b. Expected degrees/certificates produced over the next five years.
 - a. See above = 25 certificate completers over the next 5 years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - a. Part-time, working adults from across the country. Likely non-traditionally aged. Could have international participation as well.
- d. Evidence of market demand.
 - a. In 2015, a needs assessment survey was administered among certified and non-certified interpreters nationwide inquiring as to the interest in graduate education in interpreter. We had 59 respondents. Of those interested in graduate, 78% were interested in a doctoral degree and graduate certificate work.
 - b. Certified signed language interpreters are required to obtain continuing education units (CEUs). Academic, credit-bearing coursework is one of the most direct ways to get those CEUs as the national organization (Registry of Interpreters for the Deaf) recognizes credits from an accredited institution without need for much other justification.
- 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).
 - a. 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 this program?
 - a. Successful candidates will continue their pursuits as signed language interpreters, serving as mentors and leaders in their communities.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
 - a. Students completing the Reflective Practice Certificate will:
 - i. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
 - a. Course final projects regarding philosophy statements and development of practices within their communities.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
 - a. Tenured and tenure-track faculty in the Interpreting Studies program have appointments in the division of Deaf Studies & Professional Studies, and are expected to meet the scholarly standards of the division. 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.
 - a. This certificate program is closely related to the Master of Arts in Interpreting Studies, both the Interpreting Studies: Theory & Practice track and the advanced/teaching track. Faculty will continue to work together for effective and efficient instruction.
- 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.
 - a. There are no similar program in other Oregon institutions, nor anywhere west of Washington, D.C. and Florida.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
 - a. No existing similar programs.
- d. Potential impacts on other programs.
 - a. Potential for students enrolling in the certificate to continue and pursue Master's degree.

7. External Review

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

N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2016-2017

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						

Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						

Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						

Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						

Finance & Administration Committee (FAC), June 12, 2019, Management Report

I. Period 10 Actual to Actual and Percent Variance Education & General Fund:

This report provides ten months of actual revenue and expense activity (as of April 30, 2019) as compared to the same period in prior fiscal year.

Revenues:

Student fees & tuition (net of remissions) are \$1.847 million less than the prior year due to an overall decrease in enrollment this academic year. From the prior year, fall term enrollment decreased by 3.3%, winter term enrollment decreased by 4.3%, and spring term enrollment decreased by 4.6%. Government resources & allocations have increased by \$842k from prior year based on the HECC's Public University Support Fund (PUSF) allocation. Gift, grants, and contracts as well as other revenue are higher than the prior period primarily due to timing differences.

Expenses:

Personnel expenses include the FY19 portion of a two year retirement window program payment of \$844k; the second equivalent payment will be made in FY20. Personnel expenses also increased from prior year due to the increases in salary rates. Total increase in personnel expenses is \$3.293 million. Services and supplies expenses have also increased by \$756k from prior period.

Net Revenues less Expenses:

Net revenues less expenses have decreased by \$4.403 million.

FY19 Projected Year-End for Education and General Fund:

The projected year-end methodology is a combination of actual revenues and expenses for the first ten months of operations and projections for the remaining two months of FY19. Projections for periods eleven through twelve are based on the actual FY18 realization/burn rates for period ten, which are applied to FY19 revenues and expenses.

Revenues:

Total revenues are projected to be \$70.346 million, slightly less than the FY19 adjusted budget. Tuition is projected to be \$1.1 million less than the adjusted budget, but is partially offset by high gift, grants, contracts, and other revenues.

Expenses:

Total expenses are projected to be \$1.229 million under the FY19 adjusted budget due to projected salary and benefit savings from regular position turnover.

Net Revenues less Expenses

Net revenues less expenses is projected to be a gain of \$2.813 million versus the FY19 adjusted budget of \$2.088 million. The \$1 million transfer out to the quasi-endowment is included in the net revenue less expenses line on the FY19 Projected Year-End sheet. Projected year end fund balance is \$13.816 million, or 19.64% of projected revenues.

Transfer Schedule:

A projected transfer schedule is attached to provide details for the projected transfers in and out.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers is projected to be a loss of \$1.822 million versus the FY19 adjusted budget of \$1.428 million. The \$1 million transfer out to the quasi-endowment is included in this figure. Projected year end fund balance is \$13.816 million, or 19.64% of projected revenues.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees accept the FY19 Projected Year-End Report and the overall Management Report as of April 30, 2019 as presented in the docket.

Western Oregon University
P10 YTD Actual to Actual Variance Education & General Fund
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of April 30, 2019
For the Fiscal Year Ended June 30, 2019

	P10 YTD FY18	P10 YTD FY19	Variance	Note
	Actuals	Actuals		
Revenues				
Student Fees & Tuition (net of remissions)	41,143	39,296	(1,847)	Lower enrollment
Government Resources & Allocations	24,506	25,348	842	HECC higher allocation
Gift Grants and Contracts	371	644	273	Timing differences
Other Revenue	2,824	3,331	507	Timing differences
Total Revenues	68,844	68,619	(225)	
Expenses				
Personnel	44,942	48,235	3,293	Retirement window payment and rate increases
Service & Supplies	4,578	5,334	756	
Capital Expense	98	226	129	Purchase of Netapp Disk Shelf to enhance LMS performance.
Total Expenses	49,618	53,795	4,178	
Net Revenues less Expenses	19,226	14,824	(4,403)	

Western Oregon University
P10 Percent Actual Variance Analysis Education & General Fund
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of April 30, 2019
For the Fiscal Year Ended June 30, 2019

	P10 FY18 Realization/ Burn Rate %	P10 FY19 % of Adjusted 2019 Budget	Variance
Revenues			
Student Fees & Tuition (net of remissions)	98.46%	95.78%	-2.68%
Government Resources & Allocations	100.00%	100.00%	0.00%
Gift Grants and Contracts	63.72%	110.23%	46.52%
Other Revenue	77.22%	85.59%	8.36%
Total Revenues	97.61%	96.85%	-0.76%
Expenses			
Personnel	81.40%	79.53%	-1.88%
Service & Supplies	67.86%	67.45%	-0.41%
Capital Expense	36.99%	111.62%	74.63%
Total Expenses	79.75%	78.23%	-1.51%

Western Oregon University
FY19 Projected Year-End
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of April 30, 2019
For the Fiscal Year Ended June 30, 2019

	FY18 Year-End Actuals	FY19 Year-End Projected	FY19 Adjusted Budget	Variance FY19 Projected Year-End to Adjusted Budget	Note
Education & General Fund					
Student Fees & Tuition (net of remissions)	41,788	39,912	41,027	(1,115)	Lower enrollment
Government Resources & Allocations	24,506	25,348	25,348	0	
Gift Grants and Contracts	582	773	584	189	Projected using periodical method rather than realization rate.
Other Revenue	3,657	4,314	3,892	422	
Total Revenues	70,533	70,346	70,851	(505)	
Personnel	55,209	59,062	60,652	1,591	Adjusted for retirement window program payment made on July 1, 2018. Projected savings due to regular labor savings.
Service & Supplies	6,746	7,860	7,907	48	
Capital Expense	264	612	203	(409)	Purchase of Netapp Disk Shelf to enhance LMS performance.
Total Expenses	62,219	67,533	68,762	1,229	
Net Revenues less Expenses	8,314	2,813	2,088	725	
Net Transfers In/Out	3,999	4,634	3,516	(1,118)	Projection is based on transfer schedule, includes \$1M transfer out to quasi-endowment.
Net Revenues less Expenses and Transfers Additions/Deductions to Fund Balance	4,315	(1,822)	(1,428)	(393)	Includes \$1M transfer to quasi-endowment.
Fund Balance at the Beginning of the Year	11,323	15,638			
Fund Balance at the End of the Year	15,638	13,816			Excludes \$1M investment in quasi-endowment
Fund Balance as a Percentage of Revenues	22.17%	19.64%			
Auxiliary Enterprises Funds					
Enrollment Fees	7,293	7,090	7,021	70	
Sales and Services	14,760	14,233	14,969	(736)	
Other Revenue	1,879	1,816	1,570	246	
Total Revenues	23,933	23,139	23,560	(420)	
Personnel	11,071	11,500	11,556	56	
Service & Supplies & Capital Expense	12,871	13,151	13,866	715	
Total Expenses	23,942	24,652	25,422	770	
Net Revenues less Expenses	(9)	(1,512)	(1,862)	350	
Net Transfers In/Out	(3,031)	(2,787)	(2,198)	589	Projection is based on transfer schedule.
Net Revenues less Expenses and Transfers Additions/Deductions to Fund Balance	3,022	1,275	336	169	
Fund Balance at the Beginning of the Year	12,448	12,851			
Fund Balance at the End of the Year	12,851	11,636			
Fund Balance as a Percentage of Revenues	53.70%	50.28%			
Designated Operations, Service Departments, Clearing Funds					
Enrollment Fees	105	95	102	(6)	

Western Oregon University

FY19 Projected Year-End

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

(in thousands)

As of April 30, 2019
For the Fiscal Year Ended June 30, 2019

	FY18 Year-End	FY19 Year-End	FY19	Variance FY19	Note
	Actuals	Projected	Adjusted Budget	Projected Year-End to Adjusted Budget	
Sales and Services	416	361	352	10	
Other Revenue	2,406	2,268	2,359	(91)	
Total Revenues	2,927	2,725	2,812	(87)	
Personnel	1,222	1,199	1,253	54	
Service & Supplies & Capital Expense	1,497	1,236	1,502	266	
Total Expenses	2,718	2,435	2,755	320	
Net Revenues less Expenses	209	290	57	233	
Net Transfers In/Out	(272)	(201)	(219)	(18)	Projection is based on transfer schedule.
Net Revenues less Expenses and Transfers	480	491	276	(105)	
Additions/Deductions to Fund Balance	(408)	369			
Fund Balance at the Beginning of the Year	2,893	2,965			
Fund Balance at the End of the Year	2,965	3,825			
Fund Balance as a Percentage of Revenues	101.32%	140.37%			

Western Oregon University
Transfers Schedule - Projected

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

As of April 30, 2019
For the Fiscal Year Ended June 30, 2019

	E&G		Auxiliary	Des Ops - Serv Dept.	Grant	Plant fund				Quasi-Endowment	Total
Transfers In E&G						(a)	(b)				
Actual						17,483					17,483
Upcoming							995,000				995,000
Transfers Out E&G			(c)	(d)	(e)		(f)	(g)	(h)	(i)	(j)
Actual							194,028	495,000	31,802	100,000	1,000,000
Upcoming			3,107,158	87,863	150,000		(19,028)	500,000			
Transfers In AUX	(c)	(d)				(k)					
Actual						201,876					201,876
Upcoming	3,107,158	87,863									3,195,021
Transfers Out AUX				(l)		(k)					
Actual						50,737					50,737
Upcoming				48,920		509,790					558,710
Transfers In DO, SD	(e)		(l)		(m)						
Actual					2,179						2,179
Upcoming	150,000		48,920								198,920
Transfers Out DO, SD											
Actual											-
Upcoming											-

Type	Description
(a) Actual	Transfer from excess Devolder project
(b) Upcoming	Return of temporary transfer funds for Natural Science remodel when XI-F bonds are issued in June
(c) Upcoming	Athletic operations support
(d) Upcoming	Conference Services program staff support
(e) Upcoming	Child Development Center support
(f) Actual & Upcoming	Transfer out of funds to Small-Scale Energy Loan Program debt service fund for payment
(g) Actual & Upcoming	Temporary transfer for Natural Science remodel until XI-F bonds are issued in June
(h) Actual	Transfer out of funds to support Office of Disability Services remodel
(i) Actual	Transfer out of additional funds to support Child Development Center remodel
(j) Actual	Quasi-endowment
(k) Actual & Upcoming	Building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, and the Werner University Center
(l) Upcoming	Vending income sponsored scholarships
(m) Actual	TRI fixed price agreement award

Finance & Administration Committee (FAC), June 12, 2019, FY20 Budget

Budget Creation Process

For the past several months, we have been working towards developing the FY20 Budget. This is the first year we are undergoing this process in a decentralized budget environment. Thus, we supported the process by providing budget training in multiple capacities, including in-person meetings, a video training, and written instructions. The overall purpose of the budgeting process was to engage all relevant campus stakeholders in setting fiscal targets and levels of expenditures, allocating resources in conformity with fiscal targets and University's Strategic Plan, and addressing issues of operational efficiency and performance standards.

The process involved having 26 meetings with stakeholders across campus, including LAS, COE, divisions of Academic Affairs, Student Affairs, General Counsel, Development and Advancement, Finance and Administration, and Auxiliary Services. In addition, the budgeting process included University Budget Advisory Committee's (UBAC) review of campus-wide initiative and efficiency proposals, Tuition and Fee Advisory Committee's (TFAC) involvement in the tuition setting process, and Incidental Fee Committee's (IFC) involvement in setting the incidental fee.

Budget formulation took place in an uncertain state funding environment with the Governor Recommended Budget (GRB) allocating no additional funds from the previous biennium to higher education. The Co-Chair's Recommended Budget allocated an additional \$40.5M from the prior biennium to higher education (PUSF).

Proposed FY20 Budget Highlights:

Revenue:

1. State appropriations remain uncertain. As a result, the FY20 budget is built upon the assumption of an additional \$40.5M being invested into the PUSF, but also includes the impact of \$60M, \$80M, \$100M, and \$120M scenarios on the revenue side.
2. Tuition revenues are based on the assumption of flat enrollment.
3. Tuition revenues have been adjusted for the rates approved by the Board (a Resident Undergraduate tuition increase of 2.33%), for a projected budgetary increase of \$980K.
4. Other revenues projected to be equivalent to FY19's projected actual earnings, for a projected budgetary increase of \$837K.
5. Fee remission budget increased by \$1.6M to enhance enrollment and retention.

Expenses:

1. Total expense increase is \$3.045M.
2. Increase to PERS expense of \$1.25M, which is offset by the \$750K reserve built into the FY19 budget.

3. Projected budgetary increase to salaries totals \$1.5M, which includes faculty raises as per the CBA, step increases for classified staff (based on FY19 contract), and a pool for raises for unclassified staff and changes to the classified staffs' contract.
4. An overall increase in S&S of \$614K. This includes \$100K added for a budget contingency, \$202K added for the Natural Science debt repayment to begin next year, and \$100K added for bad debt expense (\$0 of bad debt expense was budgeted in FY19).
5. An overall increase in transfers out of \$103K to account for an increase in athletics' subsidy due to funding men's soccer head and assistant coach positions.
6. New initiatives invested in the proposed budget include:
 - a. Salem presence of \$401K
 - b. Organizational Leadership program of \$150K
 - c. Two new positions in the Financial Aid office totaling \$129K
 - d. A new Institutional Research Analyst totaling \$102K
 - e. A new Paralegal position for General Counsel totaling \$88K
 - f. Open Educational Resource incentives/textbook rental initiative of \$45K
 - g. Strong Start Scholars program to support students interested in STEM fields of \$19K
 - h. Funding to continue CASA services that were previously funded by a grant of \$103K
 - i. Funding to improve experiential learning of \$12K
 - j. Funding for a temporary position to improve web marketing of \$77K

Budget Summary

With the uncertain level of state funding and an environment of dwindling enrollment across the state, the budget proposed is in deficit. WOU's conservative financial history has provided reserves that can be utilized in times such as these. While we recognize that this is not a sustainable approach to these challenges over time, we believe it is the best decision for our students this year.

Additionally, an adjusted proposed FY20 budget will be prepared in the fall once actual state appropriations and enrollment are known. At that time, the expense side of the budget will be reassessed and adjusted as necessary.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the FY20 Budget as presented in the docket.

Western Oregon University
Proposed FY20 Budget

	FY19 Budget	Proposed FY20 Budget	Variance	Note
Revenues				
Tuition				
UG Resident	20,083,733	20,551,684	467,951	
UG WUE	7,413,916	7,586,660	172,744	
UG NonResident	3,813,263	4,001,638	188,375	
UG Online	6,233,714	6,288,571	54,857	
Summer UG Resident	357,694	372,896	15,202	
Summer UG NonResident	433,815	446,829	13,014	
			-	
G Resident	1,090,366	1,127,548	37,182	
G NonResident	394,342	413,822	19,480	
G Online	3,489,789	3,489,789	-	
Summer G Resident	165,225	170,182	4,957	
Summer G NonResident	39,431	39,431	-	
			-	
Fac/Staff	<u>214,367</u>	<u>219,362</u>	<u>4,995</u>	
Total Gross Tuition	43,729,655	44,708,412	978,757	
Fees	1,966,865	1,966,865	-	
Fee Remissions	(4,670,000)	(6,270,000)	(1,600,000)	Increase of \$1.6M in budget
State	25,348,067	25,765,566	417,499	Assumed \$40.5M level of funding
Gifts Grants & Contracts	584,000	1,010,336	426,336	Assumed equivalent to FY19 actuals
Investment	3,374,000	3,815,203	441,203	Assumed equivalent to FY19 actuals
Sales & Services	357,000	383,172	26,172	Assumed equivalent to FY19 actuals
Other Revenues	<u>161,000</u>	<u>104,628</u>	<u>(56,372)</u>	Assumed equivalent to FY19 actuals
Total Revenue	<u>70,850,587</u>	<u>71,484,182</u>	<u>633,595</u>	
Expenses				
Personnel	59,824,387	62,196,159	(2,371,772)	Includes raises, new positions, and increase in retirement by 3.1%
Service & Supplies	8,100,006	8,714,119	(614,113)	Natural Science debt repayment, UBAC initiatives, contingency of \$100K
Net Transfers	<u>3,428,607</u>	<u>3,619,069</u>	<u>(190,462)</u>	Increase to athletics
Total Expenses	<u>71,353,000</u>	<u>74,529,347</u>	<u>(3,176,347)</u>	
Net Revenues less Expenses	<u>(502,413)</u>	(3,045,165)	(2,542,752)	
Net Adjusted for Different Levels of Additions to the PUSF:				
	WOU's Year 1		Difference from	
	Level of Funding	FY20 Budget Deficit	Base Budget	
Additional \$40.5M	25,765,566	(3,045,165)	-	
Additional \$60M	26,394,882	(2,415,849)	629,316	
Additional \$80M	26,947,370	(1,863,361)	1,181,804	
Additional \$100M	27,499,859	(1,310,872)	1,734,293	
Additional \$120M	28,052,345	(758,386)	2,286,779	

DRAFT FY20 Budget Overview**Net Changes from FY19 Adjusted Budget to Proposed FY20 Budget**

(in thousands)

Revenues

Increase in fee remissions	(1,600)	
Increase in other revenues based on FY19 Overrealization	837	
Increase in tuition from new rates	980	
Increase in state funding (at \$40.5M level)	417	
		634

Expenses

Increase to salary cost - due to raises/COLA	(1,500)	
Increase to retirement expense	(1,250)	
Retirement increase built into budget last year	750	
Natural Science Debt Service payment added	(202)	
Contingency added	(100)	
Bad debt expense added	(100)	
Increase in athletics subsidy	(103)	
New initiatives invested in		
Salem presence	(401)	
Organizational Leadership program	(150)	
Financial Aid (2 new positions)	(129)	
Institutional Research (IR) Analyst (new position)	(102)	
General Counsel Paralegal (new position)	(88)	
Open Educational Resource Incentives/Textbook Rental	(45)	
Strong Start Scholars	(19)	
CASA	(103)	
Experiential Learning	(12)	
Web Marketing (temp)	(77)	
Reallocated budget	586	
		(3,045)

Net Revenue less Expenses (2,411)**Fund Balance Projected at FY19 Year-End 13,816**

Fund Balance as a Percent of Revenues 19.64%

Existing FY19 Budget Deficit (502)

FY19/20 non-recurring budget expenses (900)

Fund Balance Projected at FY20 Year-End with Proposed Budget 10,003

13.90%

Fund Balance Projected at FY20 Year-End Adjusted for State Funding Levels**% of Revenues**

Additional \$40.5M	10,003	13.90%
Additional \$60M	10,632	14.77%
Additional \$80M	11,185	15.54%
Additional \$100M	11,737	16.30%
Additional \$120M	12,290	17.07%

**Finance & Administration Committee (FAC), June 12, 2019,
WOU Board Statement on Education & General Fund Balance Standards**

Fund balance percentage is calculated as the percent of ending fund balance to total operating revenue. Currently, WOU's policy is to maintain a fund balance percentage between 10-20% with a target of 15% for the Education & General fund. This policy originally stems from the Oregon University System; at the time, the other public institutions were given a fund balance percentage range of 5-15% with a target of 10%. WOU was given a higher fund balance range and target due to the Tuition Promise that was in place, which allowed little flexibility in tuition rates, and therefore, revenues.

The last Tuition Promise cohort began fall 2018. However, beginning fall 2019, students who have elected the Tuition Promise will be assessed the lower Basic Tuition rate. The practice of honoring the lower rate (between Promise and Basic) for Tuition Promise students will continue until the Tuition Promise is completely phased out. For 2019-20, it is projected that approximately 23% of students will have elected the Tuition Promise option; this will decrease by approximately 7% each of the following years until entirely phased out.

With the approval of the Board Statement on Education & General Fund Balance Standards, the fund balance percentage range will be revised to 5-15% with a target of 10-12%.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the Board Statement on Education & General Fund Balance Standards as presented in the docket.



**Board Statement on Education & General Fund Balance Standards
Board of Trustees of Western Oregon University**

1.0 Introduction and Purpose

Responsible fiscal management requires adequate reserves, or fund balances, to mitigate current and future risks. Adequate fund balances are essential to offsetting cyclical variations in revenues and expenditures and to protect against 1) catastrophic events, 2) unforeseen revenue declines and expenditure gaps, 3) unexpected legal obligations, and 4) failures and health/safety/code issues in infrastructure or major business systems.

2.0 Process

Western Oregon University shall develop budgets that target an ending biennial budgeted operations fund (E&G) balance of approximately 10-12 percent of annual budgeted operations revenues. E&G fund balances will be monitored as part of the quarterly projections included in the Managerial Reports provided to the Board, and the Vice President for Finance and Administration & CFO (VPFA) shall advise the Board in the event projected or actual ending balances for the biennium either fall below 5 percent or rise above 15 percent of revenues. Included in the information provided by the VPFA will be an explanation for the variance and a plan to rebalance the budgeted operations fund balance over time to approximately 10-12 percent of annual budgeted operations revenues.

Presidential Compensation

Dr. Rex Fuller was appointed the Western Oregon University President for a two-year term, effective July 1, 2015. Over the course of that two-year term, Dr. Fuller's salary was not adjusted from the original annual salary of \$225,000. On June 6, 2017, the Board reappointed Dr. Fuller to an approximately four-year term from July 1, 2017 to September 30, 2021. At that time, after reviewing relevant College and University Professional Association (CUPA-HR) comparators, the Board's Executive, Governance, and Trusteeship Committee (EGTC) recommended a salary adjustment to \$248,000 annually and required that no further salary adjustment be made effective until at least July 1, 2019. This requirement was added to Dr. Fuller's employment agreement. As such, Fuller's compensation has not been adjusted since the July 1, 2017 effective date.

The Board minutes outlining this process and action may be viewed at:

<http://www.wou.edu/board/files/2015/10/June-7-2017-Meeting-Minutes.pdf>

Chair Komp and the Board's Office, in anticipation of the July 1, 2019 date, requested salary information and comparators from Human Resources and CUPA-HR to assist in developing a compensation proposal for the Board's consideration. The following data was collected and presented to Chair Komp.

Current salaries of Oregon public university presidents:

	OSU	PSU	UO	EOU	OIT	SOU	WOU
BASE							
By University	355,686	266,691	720,000	250,351	300,000	240,000	248,004
By Foundation	274,602	347,097					
TOTAL	630,288	613,788	720,000	250,351	300,000	240,000	248,004

These figures represent salary; they do not include supplemental retirement programs, housing, or transportation at other campuses.

At WOU, while faculty and classified staff salaries are covered by respective collective bargaining agreements, Human Resources uses CUPA-HR to norm salaries for unclassified employees. The University's goal is to hire unclassified employees at the median of relevant comparators for public and master's institutions. The range Human Resources considers for unclassified employees is 85-100% of the relevant median dependent on the skills and abilities at the time of hire. When developing this median, HR typically takes the median salary for the relevant position for (1) all master's institutions, (2) WOU's budget quartile in the public institutions data set, and (3) WOU's enrollment quartile in the public institutions data set, and then averages those medians.

The CUPA-HR data for the position of president follows:

All master's institutions:	\$322,500
Public institutions (budget quartile):	\$255,000
Public institutions (enrollment quartile):	\$248,340
 MEDIAN AVERAGE:	 \$275,280

With this data, Chair Komp gathered information and input from trustees individually in order to craft a recommendation for the Board's approval. Komp recommends the following, subject to Fuller's performance evaluation, which will be conducted at the June 12, 2019 meeting in executive session:

- Effective July 1, 2019, an annual salary of \$262,896, representing a 3% increase for each of the two years the president has served without a salary adjustment;
- Effective July 1, 2019, no change to the housing and transportation allowances provided to the president (\$2500/month for housing and \$1000/month for transportation). With the transportation stipend, Fuller contractually may not request vehicle-related travel reimbursements for work-related travel.

CHAIR RECOMMENDATION

The Board of Trustees, effective July 1, 2019, approves a salary adjustment to Dr. Rex Fuller for his employment as President of the University to \$262,896 annually for 1.0 FTE and continuation of the housing and transportation stipends at current level, and delegates to the Board Chair or her designee the authority to negotiate and execute an amendment to the President's employment agreement to memorialize the approved salary adjustment.