



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 16 – February 5, 2020  
Public Site: Hamersly Library, Room 301-A  
1:30pm – 3:00pm**

**AGENDA**

- I. CALL-TO-MEETING AND ROLL CALL**
- II. COMMITTEE CHAIR'S WELCOME**
- III. CONSENT AGENDA**
  - 1) Approval [October 30, 2019 minutes](#) (page 1)
- IV. ACTION ITEMS:**
  - 1) Proposal for new degree program:
    - a. [Undergraduate Minor in Sustainability](#) (page 7)
- V. REPORT & DISCUSSION ITEMS:**
  - 1) [ASAC Charter](#) | *Ryan Hagemann, VP & General Counsel/Board Secretary*
  - 2) University Policies related to Free Speech | *Ryan Hagemann, VP & General Counsel/Board Secretary*
  - 3) Student Affairs Update | [Vice President Report](#) (page 18)
  - 4) Academic Affairs Update | [Vice President Report](#) (page 21)
- VI. ADJOURNMENT**



**Western Oregon University Board of Trustees:  
Academic and Student Affairs Committee  
Meeting No. 15 - October 30, 2019  
Public Site: Hamersly Library 301A  
1:30pm – 3:30pm**

The meeting was called to order by Chair Lane Shetterly.

Committee members present: Zellee Allen, Malissa Larson, Dr. Jenny Mladenovic, Lane Shetterly

University Staff present: Mike Baltzley, Chelle Batchelor, Erin Baumgardner, Kathy Cassity, Tim Cowart, Gary Dukes, Mark Girod, Hilary Holman-Kidd, Sue Monahan, Linda Stonecipher, Annika Thompson, LouAnn Vickers, Niki Weight, Beverly West, Rob Winningham

**CONSENT AGENDA**

1. The **May 22, 2019 minutes** were approved with no corrections.

**Motion:** Lane Shetterly  
**2<sup>nd</sup>:** Jenny Mladenovic  
Unanimously approved

**ACTION ITEMS**

1. **Proposal for new graduate certificate in Interpreting Studies: Teaching Interpreting**

It was confirmed that there is a market for this certificate and no budget impacts. Trustee Allen asked that there be a pathway for the program and Dean Girod confirmed there are external accreditors for the certificate.

**Motion:** Lane Shetterly  
**2<sup>nd</sup>:** Jenny Mladenovic  
Unanimously approved

2. **Proposal for New undergrad certificate in Professional Writing**

Faculty and budget are already in place and this program will be delivered at both WOU:Salem and the Monmouth campus. Trustee Malissa Larson requested clarification regarding the financial impact of the program being offered in Salem. Larson requested that consideration be given to the costs of interpreting, scribes, and

accommodation expenses when the general overhead costs for WOU:Salem are considered. Dean Cassity spoke to the potential for online long-distance learning and confirmed that the only difference between this class being offered in Salem or Monmouth is the option for faculty to deliver the course as hybrid, in the classroom, or online at either location. It was also clarified that this class will be offered with or without this certificate program.

**Motion:** Malissa Larson

**2<sup>nd</sup>:** Zellee Allen

Unanimously approved

**3. Proposal for new undergrad program, Bachelor of Science in Aquarium Science**

Associate Provost Mike Baltzley defined this new program that would be in partnership with Oregon Coast Community College (OCCC). The program would allow students to complete a direct path for aquarium science training and also take classes with business and biology that will assist with their aquarium science career. Students in their fourth year would apply to the OCCC cohort program, and if they were not accepted to the program, they would then still be able to complete a different degree.

The committee discussed concerns regarding the number of students that might be interested in this specific degree and also if there would be career opportunities for these students.

In response to the concern about low interest in this program, Dean Cassity noted that this degree would utilize courses currently offered and would not create any new course design for WOU. She clarified that it would be reasonable to assume WOU could have 12 students each year pursuing this degree which would equate to about 36 students taking our undergrad general education at any given time. This program would not have a budget impact. Trustee Shetterly agreed that there seems minimal risk with offering the aquarium science degree but could potentially bring great reward and might bring a niche population to Western.

Dr. Baltzley noted that fourth year students would complete their coursework at OCCC and that communication to the students would clearly define this step in the map of their coursework. Provost Winningham clarified that until a partnership agreement is in place, students would be OCCC students during their fourth year of coursework. However, he noted that Kristin Mauro is working on a dual enrollment partnership with OCCC.

Because this dual-enrollment partnership has not been formerly established, the committee requested that the first two sentences in section 1.d. on page 3 of the proposal (referencing dual-enrollment) be removed before it's forwarded to the full

board and potentially the Higher Education Coordinating Commission (HECC). The academic affairs agreed that this would be done prior to the November 29, 2019 board meeting.

**Motion:** Zellee Allen

**2<sup>nd</sup>:** Malissa Larson

Approved 3-1

### **Report and discussion items:**

1. **Consent Agenda:** At the September 11, 2019 board retreat, there was discussion centered around creating a more defining line between items that require “action” by and items that can be included in the consent agenda for the full board. It was noted that the ASAC committee is charged with the “review and recommendation to the WOU Board of Trustees action on the introduction of new degree, certificate, or minor programs and assurance of maintenance of appropriate standards for academic accreditation.” It was determined that ASAC would forward new degree programs to the board for approval but certificates and minor programs would be part of the board’s consent agenda.

The charter also states that it should be reviewed and assessed by the ASAC at least annually, and any changes should be submitted to the board for approval. Trustee Larson suggested that the charter be assessed at the end of the academic year to reflect on what worked and didn’t work. It was decided that the committee would do a first review of the charter at the next meeting. It could then be determined then when the charter should be reviewed in the future.

### **2. Academic Affairs Update**

- a. **Free Speech on Campus:** Provost Winningham invited the committee to attend the “Free Speech on Campus: Controversial Speakers, University Preparedness and Legal Consideration” forum which will be held on November 7. President Fuller will provide opening remarks and he will join Vice President & General Counsel Ryan Hageman, Director of Public Safety Rebecca Chiles, and ASWOU President Erik Morgan as part of a panel. Trustee Mladenovic asked if WOU has a free speech policy, and it was noted that we currently have a “Time, Place, and Manner” policy in place. It was suggested that this might be something that WOU should pursue. It was requested that a summary be presented at the next committee meeting, with Ryan Hageman invited to give an update.
- b. **WOU:Salem:** Hilary Holman-Kidd gave an update regarding the purchase of the Vick Building, as well as the establishment of the Yost Scholarship. An architect firm has selected for the building renovations and classes are scheduled to

begin Fall 2020. The first community event in the Vick building was held on Monday, October 28th with the Oregon Economic Development Association.

WOU:Salem is doing a lot of outreach to promote the new location which included speaking at the Travel Salem upcoming event. Dr. Sue Monahan gave an update regarding the new programs being offered at WOU:Salem. This update included the course enrollments for Fall 2019 (at the current WESD location). Monahan included survey data from last year's WOU:Salem students and mentioned that there another survey will be given to students this academic year.

- c. Willamette Promise:** Letters were mailed to approximately 2,450 "Willamette Promise" students regarding the credits they have earned from WOU in the 2018-2019 school year through this program. The letter also introduced the possibility of them transferring to WOU and encouraged them to apply for scholarships.
- d. Health Sciences:** Provost Winningham noted that efforts are continuing to revise ORS 352.011, which would grant authority to regional universities to offer applied doctorates. Language has been written for the proposal and President Fuller, David McDonald and Dr. Winningham will be presenting November 18 to the Senate Ed committee at Legislative Days. Their presentation will be followed by the HECC executive director. They are hoping this will be addressed in the February 2020 short session of the legislature. Consideration is also being given to additional health degree programs that could be offered, both undergraduate and graduate programs.
- e. ASAC Showcase, Academic Quality:** Using a display of posters, Dr. Sue Monahan and Dr. Mike Baltzley provided an update on how Academic Quality and Excellence are measured. This included the WOU mission, with regards to curriculum, and the objectives in the accreditation statement that support the pursuit of academic quality. Tim Cowalt, associate professor of theatre/dance, serves as an external reviewer and provided input on the process. He outlined a program evaluation process for the self-study seven-year review. He also gave insight into how the dance department is aligning its program to include constant review for excellence. Dr. Baltzley gave an update on what an annual review of an academic program looks at Western and the five learning outcomes that WOU has identified. Dr. Monahan mentioned that this is looped into WOU's accreditation and the new standards, including student success and effectiveness. Trustee Shetterly requested these updates (posters) be brought to the board meeting. This was agreed upon.

### 3. Student Affairs Update

- a. **New Student Week:** Dr. Gary Dukes provided an update regarding the New Student Week and the retention events that go on throughout the week. He and his team are considering whether or not the activities should last a full week for if they might reduce the duration to fewer days.
- b. **Video Tours of Buildings:** He also shared a demonstration of some building tour videos that have been made to post online and to use for promotional materials. As an example, he shared a 360° tour of the Health and Wellness Center and a video created to promote graduation.
- c. **Enrollment:** Dr. Dukes noted that this year's enrollment is down 50 students (from last year) and down about 50 transfer students. This decline aligns with the national and state trends. He was encouraged that early numbers for next year appear to be up. Students tend to go to college within about 85 miles of their hometown, so efforts are being focused from Vancouver, Washington down to about Cottage Grove, Oregon. They are also focusing on the community colleges. Washington just introduced a free tuition plan for students, so he commented that this might limit the number of students we recruit from Washington.
- d. Dukes confirmed that the Latinx student population is increasing and this may be due to the support of the new and further outreach being done in the Latinx communities. Application and admitted students from Hawaii are up as well.

The admissions office is having more outreach programs to the Hispanic community to help them understand how the application and financial aid process works. They are also creating more materials in Spanish

- e. **Financial Aid:** A recent report noted that about one third of students who file a FAFSA are being selected verification. Considering WOU's demographics, a large percentage of our students are impacted by this. So it's important that WOU continues to support students who are selected for verification and help them get the documentation that is needed.
- f. **University Diversity & Inclusion Advisory Committee (UDIAC):** Dr. Dukes serves as the President's Cabinet liaison for UDIAC. At their summer retreat, they discussed the need to adapt recruitments to draw a more diverse pool. The committee had a retreat during the summer.

- g. Students Voting Participation:** Dr. Dukes was encouraged that a recent report from a national organization noted a majority of WOU students are voting. The number of students is above the national average.

Meeting was adjourned at 3:10pm.

DRAFT

## **WOU Board of Trustees, Proposal for a new degree program: Undergraduate Minor in Sustainability**

Students are increasingly engaged – civically, politically, socially and intellectually -- around their concerns for sustainability. The minor in Sustainability is proposed by faculty in the Department of Geography and Sustainability as a complement to the major in Sustainability. The minor enables WOU students pursuing any major to take a structured approach to understanding one of the most pressing issues of our time and provides students with knowledge, skills, and research-based strategies to think more about sustainability, globally and locally. This 28-credit minor will help students articulate an informed understanding that will complement their major interests.

The minor aligns with WOU’s values of Stewardship and Leadership: Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual, and human resources entrusted to us. In addition, the minor advances WOU towards its vision of being an institution that “adapt[s] to the changing world through continuous institutional improvement, evolve[es] pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs...challeng[es] students, faculty and staff to grow profoundly through inspiring, thought- provoking educational experiences.

The proposed minor received Faculty Senate Approval on January 14, 2020 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.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new minor in Sustainability as included in the docket material.





## Proposal for a New Academic Program

**Institution:** **Western Oregon University**

**College/School:** **College of Liberal Arts and Sciences**

**Department/Program Name:** **Geography and Sustainability**

**Degree and Program Title:** **(Minor) Sustainability**

### 1. Program Description

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

First, note that this minor in Sustainability will not be an option for students majoring in Geography.

The academic minor in Sustainability offers interested students a subset of the intellectual ground that will be covered in the academic major. Thus, in addition to courses offered by the Geography and Sustainability Department, the minor too draws on important intellectual connections to other academic fields of inquiry.

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

At least 28 credits will be required in the minor.

Required courses:

- GEOG 106: Sustainable World (4 credits)
- GEOG 105: Nature & Society (4 Credits)
  - Or, GEOG 107: People, Space, and Place (4 Credits)
- BI 101: General Biology (4 Credits)

Choose at least four from the following:

- GEOG 380: Environmental Conservation (4 Credits)
  - Or, BI 370: Humans and the Environment (4 credits)
- GEOG 331: Environmental Justice (4 credits)
  - Or, PS 449: Environmental Values and Political Action (4 Credits)
- GEOG 306: Geographies of Development (4 Credits)
- GEOG 390: Global Climate Change (4 Credits)
- GEOG 470: Energy, Environment and Society (4 Credits)
- GEOG 412: Selected Topics (4 Credits)

- o Courses that are approved by the faculty advisor
- 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).
- The main WOU campus will primarily be where courses for the minor will be delivered. Occasionally, classes may be offered at the Salem site. The Geography and Sustainability Department has a long track record of offering online and hybrid classes in addition to the traditional format; some of the courses included in the proposed minor might be offered in the online or hybrid modes.
- e. Adequacy and quality of faculty delivering the program.
- The faculty who contribute to the current programs in Geography and Sustainability will be the ones who will also deliver the courses for this proposed minor. Thus, there is no concern about the adequacy and quality of faculty who will deliver this program.
- f. Adequacy of faculty resources – full-time, part-time, adjunct.
- Current full-time and adjunct faculty are adequate to successfully launch this minor with existing courses.
- g. Other staff.
- Current staff are adequate to deliver this new minor. No additional staff will be needed.
- h. Adequacy of facilities, library, and other resources.
- Current resources are adequate to deliver this new minor.
- i. Anticipated start date.
- Fall 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.
- The new minor in Sustainability supports WOU’s mission of creating “lasting opportunities for student success through transformative education and personalized support”. Students are increasingly loud about their concerns for sustainability, and this minor will help them articulate an informed understanding that will complement their major interests. Through the minor in Sustainability, students pursuing any major will have a structured approach to understanding one of the most pressing issues of the time.
- Stewardship and Leadership are among WOU’s core values:

Leadership in service of the public good; action to improve the health of our planet; responsibility for preserving and enhancing the natural, structural, financial, intellectual, and human resources entrusted to us.

This new minor is also consistent with WOU's vision that includes:

Adapting to the changing world through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs.

Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.

- 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.

Oregon has a reputation—nationally and globally—for innovative thinking about sustainability. This minor will provide students with knowledge, skills, and research-based strategies to think more about sustainability, globally and locally. Building up the capacity of students with a minor in Sustainability, whatever their academic major is, will empower them to work towards better outcomes for future generations of Oregonians.

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

### 3. Accreditation

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

Not applicable.

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

Not applicable

- 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.

Not applicable.

- 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.  
Not applicable.

#### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
- d. Evidence of market demand.
- 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).
- 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?

Academic minors are no longer required for graduating from WOU. Minors are, thus, electives that students could choose to work on. The fact that minors are electives means that it will be extremely difficult to guesstimate how many students might choose to pursue a minor in Sustainability.

A minor in Sustainability will be a huge asset to students. Visible activism by the younger generation, and inspired by Greta Thunberg, has furthered interest in sustainability among our students, who understand that the criticality of these issues and their own futures.

The employment market is also rapidly developing in various aspects of sustainability. Solar panels, energy efficiency, and waste management are examples of areas in which it will be difficult for business and government to ignore sustainability. Minor in Sustainability will, therefore, vastly expand the potential career options for students.

#### 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The learning outcomes that students will work towards are the same as the outcomes for the major in Sustainability:

- Describe social, environmental, and economic elements of sustainable human communities
- Analyze the systemic nature of interrelationships among social, environmental, and economic elements of a thriving human community.
- Apply knowledge through actions that promote a sustainable and balanced system between humans and the environment.

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

As with all academic programs in the university, student learning outcomes will be annually assessed. The evidence will be aggregated and reported consistently to facilitate continuous improvement. The assessment work will be managed by the faculty in the Geography and Sustainability Department.

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

This minor will be served mostly by tenured and tenure-track faculty, whose scholarly work is reviewed on a regular basis as per the Collective Bargaining Agreement.

## 6. Program Integration and Collaboration

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

This academic minor draws on courses offered by other academic departments. Further, the 100-level foundational courses required in the minor could also be completed at other institutions, especially community colleges, which will make it relatively straightforward for students transferring in from other colleges and universities.

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

Not applicable.

- d. Potential impacts on other programs.

If any, this minor will introduce students to other disciplines in which they may not have taken courses. The flexibility provided in this minor means that no program will be unduly burdened with serving students.

## 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.

Not applicable.

Revised May 2016

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### Instructions on Budget Outline form

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#### 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.

There are no new budget items.

## 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.

As stated earlier, no additional resources are needed for this new minor. Correspondingly, the tables reflect zero budgetary impact.

## 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.

As stated earlier, no additional resources are needed for this new minor. Correspondingly, the tables reflect zero budgetary impact.

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

## Budget Outline Form: Year 2

### Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



## Budget Outline Form: Year 3

### Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Budget Outline Form: Year 4

### Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Academic and Student Affairs Committee  
Vice President for Student Affairs Report  
February 5, 2020**

**Fall 2020 Enrollment Update**

Applications and Admitted students are tracking ahead of previous years at this point. Overall, Applications are up 430 compared to last year and a little over 150 from two years ago. Admitted students are also running up a little over 225 from last year and about even from two years ago where we had a larger freshmen class.

As we continue our efforts to become an Hispanic Serving Institution, our Latinx admitted student numbers are 54 students higher than this time last year. An increase year-to-year of 11%. Our Asian/Pacific Islander numbers are also up by 41 from this time last year. An increase of 28%.

Housing currently is tracking significantly ahead as well. We have 248 students who have applied for housing as compared to 182 at this time last year, an increase of 36%.

Several efforts were conducted leading up to the winter break to generate interest. President Fuller sent an e-mail to students who had been admitted, but hadn't filed their FAFSA and offered them a \$750 scholarship with the direction that they might be eligible for additional aid, but we need to have their FAFSA to know. 310 students completed their FAFSA from this e-mail.

Admissions did a similar push with the students in which we had their FAFSA, but they hadn't applied or completed their admission application. We had 244 students open the e-mail and 40 complete an application to date.

The Financial Aid office also went out with early award letters to over 1300 students.

**Other Events (Numbers):**

Saturday Visits: 11/23 (19 students); 12/7 (21 students); 1/25 (43 students)

Application Workshops: 12/6 (13 students); 1/17 (16 students)

Transfer Day, January 24 (33 students)

Winter Preview is scheduled for February 1. Ninety-three students are currently registered. 99 students attended in 2019.

Our goal in all of these endeavors is to increase our Fall 2020 enrollment.

### **Tree Lighting**

On December 6, WOU held its annual Tree Lighting event. This event is a great event which also unites the three communities, Independence, Monmouth, and WOU. There is a coloring contest and essay contest for students in the elementary schools. The winner of the essay contest gets to “flip the switch” to light the Giant Sequoia. After the official tree lighting, there are choir performances from the various grade schools, high school and WOU which occur in the Pacific Room. The Werner University Center also is the center of this event where various crafts can be made, cookies tasted, and entertainment enjoyed.

### **MLK Event**

Approximately 250 students, staff, faculty and community members turned out for this years Dr. Martin Luther King Jr. Tribute Dinner. As part of the program there were performances by Rainbow Dance Theatre and WOU Chamber Singers.

### **Family Weekend**

Family Weekend was January 24-26, 2020. We had 73 families in attendance. The weekend started with a dessert reception on Friday evening and ended with a brunch send-off on Sunday. Families were able to participate in many activities including Trivia Night, a cornhole tournament, men’s and women’s basketball games, and utilize the Health and Wellness Center.

### **Search Advocate Training**

Approximately 35 members from the Division of Student Affairs participated in a search advocate training conducted by a trainer from Oregon State University. The goal of the training is to have individuals look more critically at each search process to ensure inclusion and equity of candidates. Our intent is to start implementing pieces of this training immediately.

### **University Diversity and Inclusion Advisory Committee**

UDIAC continues to work on the development of a Diversity Strategic Plan. The goal is to have a plan ready for review by the end of this academic year. This group continues to meet every few weeks to work on this plan.

### **Student Support Services Grants**

We just submitted grant applications for two grants. The first is the renewal of our current US Department of Education, Student Support Services grant (known as Student Enrichment Program). The second application was for a new and additional Student Support Services grant to serve education majors. The Student Enrichment Programs serves 250 low-income, first-generation and/or students with disabilities. In

addition, the University contributes funds to serve an additional 250 students who meet the same qualifications of SEP. The Teacher Preparation Student Support Services grant will serve 140 low-income, first-generation and/or students with a disability who are education majors. We should know the outcome of these grant applications by early summer.

### **Common Application for Leadership Positions**

This year the PLUS Team (orientation leaders), Ambassadors (Admission Tour Guides), Resident Assistants, and Peer Mentors all used the same Common Application for these positions. Students could check which positions they were interested in and complete the rest of the application for these positions. 193 students completed the application and each of the areas saw an increase in their applicant pool.

**Academic and Student Affairs Committee  
Provost & Vice President for Academic Affairs Report  
February 5, 2020**

- 1. Registration Nudges:** We have continued with registration nudges and removing advising holds at the end of finals week. Below are the results of our efforts for Winter 2020.

**Registration Nudges Fact Sheet  
Fall 2019 to Winter 2020**

The table below shows the impact of registration nudges sent during Fall term 2019. Lists of unregistered students were sent to their assigned advisor for registration nudges on November 25, 2019 and general advising nudges were sent by the SSA office on December 12, 2019.

**Overall by the end of December, the percent of students not registered (excluding students graduating, attending OHSU, or placed on academic suspension) dropped from 19% to 8%, an increase of 445 students registering for Winter term.**

<b>Date Enrollment Status Checked</b>	<b>Students Not Registered Winter Term 2020</b>	<b>Applied for Graduation Fall Term</b>	<b>Students Attending OHSU</b>	<b>Students Registered</b>	<b>Total Students Not Registered (excluding graduating and OHSU students)</b>	<b>Percent of Students Not Registered (excluding graduating and OHSU students)</b>	<b>Total Students Enrolled Fall Term 2018</b>
<b>11/25/2019</b>	980	161	59	3248	760	19.0%	4228
	<b>Students Still Not Registered</b>			<b>Additional Students Registered</b>	<b>Total Students Not Registered (excluding graduating and OHSU students)</b>	<b>Percent of Students Not Registered (excluding graduating and OHSU students)</b>	
<b>12/12/19</b>	456	4	n/a	308	452	11.3%	
	<b>Students Still Not Registered</b>		<b>Students Suspended</b>	<b>Additional Students Registered</b>	<b>Total Students Not Registered (excluding graduating, OHSU, and suspended students)</b>	<b>Final Percent of Students Not Registered (excluding graduating, OHSU, and suspended students)</b>	
<b>1/2/2019</b>	316	1	30	137	315	8.0%	

- 2. Congress to Campus: February 11th-13<sup>th</sup> (flyer on following page)**



Western Oregon  
UNIVERSITY



Presented by the Department of Politics, Policy, and Administration:

**Former U.S. House Representatives Nick Lampson (D-TX) and Rod Chandler (R-WA)** will share **how the U.S. Congress functions**, promote **bipartisanship**, and discuss the **value of public service**.

The following events are open to all WOU students, prospective students, and other interested community members unless otherwise noted.

## TUESDAY, FEB. 11

**3 - 3:50 p.m. • COM 439 Contemporary U.S. Public Address**

Werner University Center, Columbia Room • Open to WOU students and prospective students

## WEDNESDAY, FEB. 12

**10 - 10:50 a.m. • PS 201 American National Government**

Health & Wellness Center 203 • Open to WOU students and prospective students

**2 to 3:30 p.m. • Public Service Panel** (with WOU Alumni and CTC representatives)

Health & Wellness Center 105

**7 - 9 p.m. • Congress to Campus Public Forum**

Werner University Center, Pacific Room • FREE PARKING AVAILABLE (public forum only)

## THURSDAY, FEB. 13

**Noon - 1 p.m. • Public Service Career "Meet and Greet"**

Werner University Center, Santiam Room

Check online at [wou.edu/publicpolicy](http://wou.edu/publicpolicy) for more information, or contact Dr. Earlene Camarillo at [camarilloe@wou.edu](mailto:camarilloe@wou.edu).



To learn more about Congress to Campus, visit:  
[stennis.gov/congress-to-campus](http://stennis.gov/congress-to-campus).

If you require an accommodation to participate in a WOU activity, please notify Disability Services at least 72 hours in advance: 503-838-8250 or [ods@wou.edu](mailto:ods@wou.edu).

### **3. Hispanic Serving Institution Summit: Together We Succeed – April 3rd**

We are planning to an HSI Summit to be held on April 3rd, 2020, which will provide an opportunity for the campus community to learn more about what it means to be a Hispanic Serving Institution. We will also have opportunities to learn more about current services, resources and support for our Latinx students. In addition, we strive to provide a platform for people to share ideas and give feedback so WOU can support all of our students, including Latinx students, in an effective and culturally sensitive manner. We will have plenary speakers, a lightning round panel and a moderated panel.

### **4. Dean of Graduate Studies and Research Search**

In the later part of January, four candidates for the Dean of Graduate Studies and Research visited campus. This search combined two positions: 1. Director of Graduate Studies and 2. Director of The Research Institute. The Dean of Graduate Studies and Research model is common and should serve WOU well. We are grateful for the work the Dr. Linda Stonecipher has done for many years in her role as Director of Graduate Studies and now in her role as Interim Dean of Graduate Studies and Research.

### **5. Preschool Promise Renewed**

Preschool Promise is a grant for \$133,545.00 that pays for a 3/4 time enrollment for 16 preschool families at the CDC each year. The purpose of the Preschool Promise grant is to reach the "working poor" in our area. The Head Start program serves families that are under 100% of the federal poverty level. The Preschool Promise, which still serves those families that are under 100%, is meant to target families that are between 101-200% of the federal poverty level. We are helping those families that need quality, early childhood education but literally cannot afford it.

### **6. Student Complaint Process**

We have refined our student complaint process. This work formalizes common practices and provides more guidance to student, staff and faculty. Division Chairs went through training last summer and we will be continuing to education the campus community about these processes, in addition to providing helpful website and forms for students, staff and faculty. Bev West in Academic Affairs has played a critical role in the above efforts.



## 7. Rebuilding Academic Innovation

The process to rebuild Academic Innovation as a unit reporting to the Dean of Library and Academic Innovation began in Fall 2019. This is important work as it builds our capacity to deliver online, hybrid and technology-enhanced courses. Academic Innovation also plays a key role in creating professional development opportunities for faculty. Thus far, the following steps have been taken in our effort to rebuild this department:

- Revised vacant Academic Innovation Instructional Technology Specialist position (Zhang) to create Director of Academic Innovation position. Posted October 2019; Interviews took place in January 2020.
- Revised vacant Library Digital Media and Publishing Specialist position (Carter) to create an Instructional Designer position reporting to the Director of Academic Innovation. Posted November 2019; Interviews taking place January/February 2020.
- Moved existing Academic Innovation staff (Moodle/LMS Support) into Library DMC space. Designated vacant office (Carter) for Director of Academic Innovation position.

Underway:

- University Budget Advisory Committee proposal for an additional Instructional Designer
- University Budget Advisory proposal for Canvas Learning Management System

Critical needs to expand online programming:

- Canvas LMS - our self-hosted Moodle environment does not support our current scale and is becoming a major barrier to forward progress.
- General Education Online Pathway Coordinator - we need to ensure students pursuing an online undergraduate degree complete their curriculum in a reasonable amount of time, and that the online courses enabling this meet national quality standards.
- Funding for support services to ensure online student success (disability services, tutoring, tutorials, library materials, etc.)
- Instructional designer skills: online lab development, expertise in pedagogy to support community-building in an online environment
- Proctoring services
- We need to ensure students pursuing an online degree complete their curriculum in a reasonable amount of time, and that the online courses enabling this meet national quality standards."

The needs outlined above will all require up-front investments in order to ensure our future success.

## **8. Degree Completion Work**

Niki Weight, Director of Student Success and Advising and Susan Griffin, Student Success and Advising Advisor have been working on identifying and reaching out to students who were close to graduating and had not yet done so. They pulled students from the nudge reports last year and from lists the Registrar's Office provided of students close to graduating. From those lists, Susan has reached out to 37 students with a plan for them to graduate. Of those 37, 11 students graduated Fall 2019, 2 students are on track to graduate Winter 2020, 3 students have finished their requirements and just need to update their graduation status, and 2 additional students have a plan in place for completing their requirements (total of 18 students who have now graduated or on track to do so).

In addition to those numbers, we also identified about 12 students who needed to update their graduation status during fall term (from the 2018-2019 academic year). These were students who had completed their requirements after they had graduated but never updated their graduation term. Out of those 12, 11 now have graduated.

We are continuing to reach out to more students regarding degree completion options.