

Report of the President's Task Force on Article 15

November 12, 2020

DRAFT 11.12.2020

Mission and Values

Preparing our students to succeed both within and beyond the workplace lies at the heart of the mission of a publicly funded regional comprehensive university. While conferring technical skills targeted toward specific career paths is a vital part of what we do, it also is essential to center the educational experience on the value of a liberal education as articulated by AAC&U, including such cross-cutting skills as critical thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving. Our General Education program speaks to our commitment to a liberal arts foundation for our undergraduate academic programs.

The important values of equity, inclusiveness, or democracy are best served by offering fully liberating educational experiences to all students, including those from underrepresented groups and/or those experiencing economic precarity. Inclusive excellence mitigates pervasive, lifetime inequities between students at “elite” institutions and students at access institutions while simultaneously meeting documented employer demand for multiple transferable attributes conferred by a liberal education (sometimes referred to, albeit erroneously, as “soft skills”). Indeed, these skills are as critical in preparing today’s students for the workplace of the future as any of the technical skills learned within specific career-focused programs. As such, it is vital to preserve liberal education as the core of the educational experience.

This perspective was eloquently expressed by the National Academy of Arts and Sciences in its 2013 report, *The Heart of the Matter: The Humanities and Sciences for a vibrant, competitive and secure nation*):

“At a time when economic anxiety is driving the public toward a narrow concept of education focused on short-term payoffs, it is imperative that colleges, universities, and their supporters make a clear and convincing case for the value of liberal arts education. This case needs to be made to every relevant audience: students, parents, governors and legislators, and the public at large. These audiences need to be reminded that the most successful Americans have typically benefited from such broad-based training, with early experiences often paying off in surprising ways; and that the ability to adapt and thrive in a world certain to keep changing is based not on instruction in the specific jobs of today but in the developing of long-term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the ability to share and build ideas with a diverse world of others.”

https://www.humanitiescommission.org/pdf/HSS_Report.pdf

As a publicly funded university, WOU contributes to the state’s achievement of its vision for higher education including goals related to “Economic and Community Impact.” Workforce development motivates state investment in public universities. It is also a primary interest for many of our students, disproportionately so for students from traditionally underrepresented groups (e.g., first generation, economically disadvantaged and/or under-represented minority). For most students, college promises great benefits but also poses the financial risks that come with debt and opportunity costs of attendance. To manage the unfamiliar space of higher education and mitigate risks, underrepresented students are disproportionately drawn to academic programs associated with career outcomes. To serve our region and the state, and to provide equitable educational resources to students from diverse

backgrounds, we prioritize investments in programs related to workforce development that are built on the foundation of a liberal education.

More than any other sector of higher education, public regional comprehensive universities admit and enroll a higher proportion of underrepresented, low-income, and first-generation students at a much higher rate than other types of universities. Regional comprehensive public universities are more effective in graduating these students than our larger counterparts. Western is no exception—over the years, we have committed ourselves to student success. Finally, regional comprehensive universities are often the cornerstone for cultural awareness in their respective communities. Through outreach programs such as the creative arts, these universities deeply enrich the communities and regions they serve.

Budget Background FY20: Why Article 15?

Our budget condition today is the result of two factors: the impact of COVID-19 and structural misalignment of our budget to enrollment. Since Fall 2011, WOU's enrollment has decreased over 25%, from 6,217 to 4,552 in Fall 2020. The enrollment decrease from Fall 2011 to Fall 2019 shows that enrollment decreased from 6,217 to 4,929, a decrease of 20%. The enrollment decreases from Fall 2011 to Fall 2019 account for 77% of the overall decrease while the decrease from Fall 2019 to Fall 2020 accounts for 23%. So, while COVID-19 clearly dampened enrollment, the larger factor has been a long-term decrease in enrollment over the past decade.

As we look back, we entered 2019-20 with an approved budget deficit of \$1.3M and took steps in the fall to address this planned shortfall. On October 15, 2019, I sent an all campus email that stated:

- The PUSF funding approved by the legislature was \$20 million below the amount requested by all public universities and needed to maintain current service levels.
- Although we will continue to model different scenarios to prepare to cover this shortfall, we can be certain that some budget tightening will be necessary.

This was followed on October 17, 2019 by a campus email that identified initial actions to be taken.

- ... we directed departments to apply a reduction of 4.5% to their S&S budgets.
- Additionally, beginning November 1, salary savings was moved to a central account. In effect, salaries from unfilled positions were held at the university level. If a position was filled, the prorated base funding was returned to the affected unit for the remainder of FY2019-20.

These one-time savings were applied to the FY2019-20 budget (FY20). And, as reported in an all campus email on February 20, 2020, "The net effect of these efforts is that we have identified \$1.9M in budget savings for FY2019-20."

In early April, we made additional adjustments to affect FY20 in which we:

- Eliminated vacant unclassified positions for a savings in salary and OPE of over \$300,000
- Eliminated vacant classified positions for a savings in salary and OPE of over \$350,000
- Nonrenewed selected unclassified positions for an estimated savings in salary and OPE of over \$350,000
- Laid off selected classified positions for an estimated savings in salary and OPE of over \$600,000
- Redirected funding for selected positions from E&G to other sources for an estimated savings of over \$100,000

Following the April 15, 2020 Board meeting, and in consideration of final spring enrollment, additional measures were explored. This round of budget work included updated assumptions around tuition, enrollment, PUSF funding, and consideration of funding related to COVID-19.

In early May additional steps were taken to address both FY20 and FY21. These actions were designed with an overarching goal of retaining as many employees as possible.

- With that in mind, we worked with our classified (SEIU) union, as well as the Oregon Employment Department's Workshare Program to leverage state and federal unemployment benefits
- On May 5, the University and SEIU signed a Letter of Agreement regarding a Leave Without Pay (LWOP) and furlough program. The LWOP plan designed to maximize access to federal and state unemployment benefits, as well as maintenance of the employee's health insurance.
- For nearly all 12-month unclassified employees, effective June 1, 2020 through July 31, 2020, the University implemented a 0.2 FTE furlough.
- Additionally, for senior administrators, an additional furlough of four (4) days will be taken between August 1, 2020 through June 30, 2021.
- President Fuller's salary was reduced to its 2017-18 level for FY2020-21.

Additionally, on May 7, 2020 I notified the faculty union (WOUFT) that program curtailment was imminent. This is in accord with Article 15 of the faculty CBA. WOUFT and members of my senior administrative team met on May 20 and June 1 to invite WOUFT to "discuss alternatives" to program curtailment. In June, the deans were directed to develop two budget scenarios that reduce personnel salaries by 10% and 17% respectively. In addition, all Cabinet members were directed to revisit their budgets for FY21 and develop 10% and 17% cut scenarios related to salary expenditures.

Budget Planning for FY21

The budget for FY21 is based on a number of assumptions including: a tuition increase of 4.55%, enrollment forecast of 2.5% decreased over fall 2019, and a decrease of 17% in Public University Support Fund (PUSF) over the biennium. Additionally, the FY21 budget approved by the Board included two scenarios that were based on assumptions about residential housing of 400 or 700 students. These scenarios were part of larger efforts related to re-opening plans for WOU in light of COVID-19.

Following lengthy discussion at the Finance and Administration Committee meeting on May 29 and the June 10 Board meeting, the Board approved the FY21 budget with these scenarios. The approved FY21 budget carried an expected E&G deficit of \$6.5M. However, the Board also directed the University to develop plans that would address the deficit and produce a fund balance that is consistent with our Board policy of having a 5% to 15% fund balance by the end of FY21.

Program evaluation

Criteria:

The Article 15 Task Force¹ (TF) examined programs from both a qualitative and quantitative framework. The TF evaluated program from the vantage point of the university's strategic plan and mission, as well as the state goal of improved educational outcomes for underrepresented, low-income, and first-generation college students.

- How is this program linked with the institution's strategic priorities and future directions?
- What is its relationship to the future success of other programs?
- Does the program support the goal of becoming a Hispanic Serving Institution?
- Where do underrepresented minority students enroll—what majors/programs?
- Does this program attract students to WOU?
- Do students major in this program?
- What curricular dependencies are present for this program?
- The trajectory of student credit hours, numbers of majors and number of degrees granted over recent years.
- Markets and students served by the program—are there growth opportunities?
- Efficiency measures were evaluated with respect to relative program size and scope
- What is the program's impact on the region and community?
- Average upper division course sizes in programs.
- Contributions to General Education, Honors, and Interdisciplinary Studies (IDS).

A list of resources used by the Task Force can be found in Appendix A.

¹ Task Force members include Chelle Batchelor (Dean, Library and Academic Innovation), Kathy Cassity (Dean, CALS), Mark Girod (Dean, COE), Ryan Hagemann (VP and General Counsel), Ana Karaman (VP Finance and Administration), Sue Monahan (Associate Provost for Program Development), Rob Winningham (Provost and VP for Academic Affairs), and Rex Fuller (President). Hillary Fouts (Dean of Graduate Studies and Research) joined the task force in late October.

NTT Reduction Recommendations from Deans' reports

The following table outlines changes in programs that result in efficiencies in utilization of NTT faculty for FY21 and FY22. As such, these changes do not invoke Article 15 as the personnel actions are non-renewals and not subject to Article 15 of the CBA. Nevertheless, these changes are included in this report to demonstrate changes in total instructional FTE. Some of the associated personnel actions have taken place while others have yet to be implemented.

Program	Action	NTT FTE impact	Notes
ASL and ASL/English Interpreting	NTT reductions	1.3 FTE	Raising caps in language classes and NTT load adjustments (12 to 15 hours)
Art	Efficiencies in scheduling	3.0 FTE	Adjust workload efficiency of studio art faculty from 1.50 to 1.00 reducing the need for NTT faculty by 90 credits per year (2 FTE) and Elimination of elementary path through MAT
Community Health	NTT reductions	.60 FTE	Un-replaced retirement FTE and NTT load adjustments
Early Childhood Studies	NTT reductions	.70 FTE	NTT load adjustments and curricular efficiencies
Education	NTT reductions	.20 FTE	NTT load adjustments
Exercise Science	NTT reductions	3.0 FTE	Reductions in physical education course offerings, NTT load adjustments, reductions in coordination re-assigned time, un-replaced retirement FTE
German/French Studies	Eliminate major/minor	Less than one NTT reduction	In progress
Math	No program changes; Mathematics assumes responsibility for teaching physics; additional efficiencies	1.5 FTE	NTT load adjustments
Music	NTT Visiting Professor position, as per Dean and CAD plan	3.0 FTE	NTT load adjustments
Sociology	NTT reductions	1.0 FTE	NTT load adjustments after TT gradual retirement which have begun
Spanish	NTT reductions	1.5 FTE	NTT load adjustments
Theater	NTT Visiting Professor position, as per Dean and CAD plan	1.0 FTE	NTT load adjustments

Program	Action	NTT FTE impact	Notes
Master of Arts in Teaching - GR	NTT reductions	.33 FTE	Curricular efficiencies
Special Education - GR	NTT reductions	.40 FTE	Un-replaced retirement FTE
InfoTech -GR	NTT reductions	.40 FTE	Un-replaced retirement FTE

Program Curtailment

The following table outlines changes that do invoke Article 15. A number of these personnel actions were identified in the Dean's reports. Additional actions were identified by the Article 15 Task Force, Deans, and Divisions after the Deans' reports were submitted.

Program	Action	Faculty FTE impact	Notes
Anthropology	Eliminate major/minor	1.0 TT FTE	Low enrollment, few majors and degrees, going forward we should focus on Cultural anthropology to support Gen Ed and IDS
Chemistry	Eliminate specializations and focus on single major	1.0 FTE	Reduction in number/frequency of upper division specialized courses required to complete the major
Criminal Justice	Eliminate Homeland Security & Preparedness minor/certificate	1.0 TT FTE	Renew focus on social justice
Dance	No program changes; review curriculum to streamline curriculum	1.66 FTE	Charge faculty to significantly tighten up delivery of program
Deaf Hard of Hearing Educator	Freeze program and review at later date	1.63 FTE	NTT reductions after TT departure
Earth and Physical Sciences	Retain Environmental Studies and Geographic Information Science minors; Eliminate Earth Science major, Integrated Science major, Earth Resources minor, Earth System Science minor, Geology minor, Physics minor	1.0 TT and 1.5 FTE NTT	Low enrollment over several years, retain Environmental Studies and Geographic Information Science minors; support General Education and move Physics to Math
English Studies		2.0 FTE	1.0 FTE for first year writing and 1.0 to reflect enrollment changes in the university
Geography	Eliminate Geography major, Geography minor, Planning minor.	1.0 TT FTE	Sustainability program is a high priority, interdisciplinary future direction for the university; Move to Sustainability focus
Program	Action	Faculty FTE impact	Notes

History	Eliminate Asian concentration	1.0 TT	Asian Studies courses are chronically under-enrolled.
Library	Curtail Library Instruction	About 1.33 FTE for contract changes and 1.0 FTE in staffing	Move six TT contracts from 12 months to 9 months; one FTE reduction in Instruction Librarian
Philosophy	Eliminate major	2.0 FTE	Low enrollment over several years. Support Gen Ed, IDS, and Honors; retain Religious Studies specialty
Master's in Information Systems	Eliminate program		Declining enrollment, exacerbated by decline in international students -- pivot to UG program in data analytics and math/econ
Master's in Music	Eliminate program	1.0 FTE	Low enrollment and redeploy resources to support UG programs

For example, the reductions noted in the second table above will eliminate about 13 FTE . The cost savings from these eliminations will ultimately depend on the faculty members who are laid off as each person is on a particular step in the salary schedule. For example, for every 10 positions on step 20, the salary savings in a full academic year would amount to \$712,245 compared to \$833,340 for step 30. This assumes that these positions are not replaced.

Retirement and Tenure Relinquishment

The university has developed a retirement incentive program. This idea was presented by WOUFT in its response to Article 15: “We recommend a variety of retirement incentives due to considerations of years of service, years to get to Medicare eligibility and potential impact to programs and students if a number of people decide to choose retirement from the same program or division.” The program features a lump sum payment of \$20,000 if the eligible employee retires effective March 31, 2021 (payable between April 1, 2021 and April 30, 2021); or \$10,000 if the eligible employee retires effective June 30, 2021. Eligible tenured faculty are determined by the applicable PERS/ORP retirement tier. (Appendix B)

Next Steps:

November 12, 2020	Draft plan released; there will be some preliminary, although unofficial four-week information on enrollment. Draft plan transmitted to WOUFT as required by Article 15, Faculty Senate Executive Committee for comment. Comments are due November 23, 2020
November 18, 2020	Board meeting; update Board on enrollment, budget, and the Article 15 plan
November 23, 2020	Draft plan comments due from WOUFT, and Faculty Senate Executive Committee
November 30, 2020	Final Plan distributed to Division Chairs and WOUFT as per Article 15. The President's final plan shall be given to affected divisions or units no later than one month prior to implementation. The Union shall be concurrently provided with a copy of the President's final plan.
Layoff process	<p>Article 15, Section 4. The factors to be considered in any layoff determination shall be considered sequentially.</p> <p>The first factor to be used in determining which faculty members are to be laid off shall be the needs of the program or division, including the need to preserve various areas of academic specialization and in consideration of the University's commitment to affirmative action goals. Each Division faculty shall provide recommendations to the Chairperson concerning areas to be preserved in protecting the academic integrity of the programs offered by the division as they relate to the Division, College and University. If the Chairperson does not agree with the division's faculty recommendations, he/she shall meet with the Division faculty to discuss the recommendations.</p> <p>The second factor shall be the kind of appointment: fixed term appointments shall be laid off before tenure-track and indefinite tenured appointments, tenure-track appointments shall be laid off before indefinite tenured appointments.</p> <p>The third factor shall be seniority; when the needs of the Division or program can be met by two or more members whose qualifications are substantially equal and whose performance are substantially equal, as revealed by performance evaluations (Article 8, Evaluations), members with the fewest number of quarters of continuous service shall be laid off first. The number of quarters of service to the division or program shall be calculated as described in Section 5 below.</p>
December 31,2020	Layoff notices

Conclusion

The Article 15 Task Force utilized qualitative and quantitative criteria to reach its recommendations and conclusions. The work considered the original reports from the deans, the recommendations from WOUFT (Appendix C), the recommendations from the Faculty Senate Executive Committee (Appendix D), PowerPoint for panel discussion (Appendix E), feedback from three faculty panel discussions (Appendix F), the report from the faculty Sustainability Task Force (Appendix G), and Article 15 of the CBA (Appendix H).

The work of the Article 15 Task Force was incredibly difficult, but we believe these changes will enable the university to continue to offer an appropriate array of undergraduate and graduate programs that serve the needs of Oregon. Furthermore, these budget cuts are part of a comprehensive approach to the university's budget reality—that is aligning our workforce to a campus enrollment of 4500 students.

Finally, we recognize that we may not have reduced faculty personnel expenses as much as we need to, given our enrollment and likely state funding decreases, but we did not want to cut too deeply. Moving forward, we will still need to engage in rigorous management of our instructional expenses. For example, we will need to be more mindful of other personnel expenses (OPE) that increase the cost of delivering courses when non-tenure track faculty are teaching less than 1.0 FTE, but are above .5 FTE. Quite simply, programs will need to work within allotted FTE to deliver their programs. Additionally, we may need to increase maximum courses sizes and increase our average courses sizes to a more sustainable number.

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Appendix A: Intersection of core values, context and metrics

Core Values	See also	Context	Notes on metrics and qualitative considerations
1. Liberal Education	See also Program Sustainability	All undergraduate degrees at WOU are built on the foundation of a liberal education. Most importantly that happens through General Education, be it in our traditional Bachelor's programs, our Bachelor of Music program, our Honors Program our Bachelor of Applied Science programs. Where student interest makes it sustainable, we also offer undergraduate programs in liberal arts and sciences fields. Program elimination/curtailment decisions prioritized maintaining a diversity of disciplinary options for students in General Education, while preserving a more limited set of major options.	Scope, scale and efficiency of contributions to General Education and Honors were examined. Scope = breadth of distinct offerings and GE/Honors areas served, scale = number of sections offered, efficiency = average section sizes
2. Workforce Development		As a public, regional, comprehensive university, WOU is charged with, and funded for, pursuing the state's vision for higher education as articulated by HECC. This includes goals related to "Economic and Community Impact." At the same time, our students are disproportionately drawn to areas of study that have direct connections to the workforce: e.g., Education, Business, Criminal Justice, among others.	Factors considered: Program connections to the workforce as evidenced by licensure, industry advisory groups, internship programs (qualitative/anecdotal). Student interest in programs as indicated by number of majors and new WOU applicants who express interest in the field. Growing employment opportunities (state and regional data).
3. Equity for Diverse Students	See also Hispanic Serving Institution (H.S.I.)	WOU serves increasing numbers, and proportions of, "New Majority Students" (Ross, 2016): first-generation college students, students from underrepresented minority groups, and economically disadvantaged students. Providing equitable opportunities to these students -- a robust general education experience, equitably-resourced degree programs -- is vital.	Fall 2019 data on majors and graduates, breaking out URM, First Gen and Pell Eligible Students

Core Values	See also	Context	Notes on metrics and qualitative considerations
4. Program Sustainability	See also Equity for Students	<p>Misalignment of faculty resources and student enrollments produces programs that are over-resourced (e.g., smaller programs with excess faculty) and under-resourced (e.g., larger programs whose faculty are stretched). That produces educational experiences that are inequitable across students. Programs that are not sustainable may nonetheless retain a disciplinary presence at WOU through faculty contributions, possibly reduced, to General Education, Honors and other interdisciplinary programs.</p>	<p>We assessed alignment of resources and students using a variety of measures: Current # of majors/minors/graduates, recent history of majors/minors/graduates (2016-2019), longer term history of majors/minors/graduates (2011-2019), with emphasis placed on majors and graduates. We examined faculty instructional productivity (SCH/FTE), faculty advising productivity (Majors/FTE), average class size in upper division courses (excluding ICF, MUP, MUEN), and curricular variants that create an obligation to offer courses to unsustainable numbers of students.</p>
5. Attending to Curricular Interdependencies: General Education, Honors, Teacher Education, Interdisciplinary Studies, service to other programs	See Liberal Education; See Service to other academic programs	<p>When programs provide service to other academic programs, we see that reflected in course sizes and student credit hours, even in otherwise small programs. Service to other academic programs at the upper division level (e.g., Economics serves Business, Gerontology serves Psychology, Mathematics serves Teacher Education and Computer Science) can create sustainable degree programs even when the number of majors is small. In cases where service is primarily at the lower-division, it may not be sufficient to allow for continuation of a degree program in the field offering the service. Faculty who serve interdisciplinary studies students as advisors and on the IDS Advisory Board bring specific expertise and contributions to WOU's mission to provide liberal education and degree completion options for students.</p>	<p>We worked with Deans to assess the needs for service and strategies for ensuring continuation. We examined upper division course sizes, along with curricular requirements, to identify programs who service at the upper division level allows for continuation of the major.</p>

Core Values	See also	Context	Notes on metrics and qualitative considerations
6. Proactive Management of WOU's Future		Future directions have emerged from WOU's Strategic Plan and its intersection with the needs of our students, region and state. WOU's success hinges on our ability to proactively manage our path forward. Key elements include:	These are strategic choices
Professional and career-focused opportunities	See Workforce Development	Allied health fields represent areas for job growth in Oregon, and an opportunity for WOU to better serve students and the state. Development of a health sciences portfolio synergizes with a range of existing and emerging WOU programs, strengthening the university as a whole.	
Hispanic Serving Institution (H.S.I.)		The changing demographics of Oregon and our region is moving WOU towards qualifying as an Hispanic Serving Institution (H.S.I.). WOU seeks to go beyond being an institution that <i>enrolls</i> the requisite percent of Hispanic students, truly serve our Hispanic students with relevant and culturally competent programs and services.	
Sustainable Creative Arts		WOU is distinguished by hands-on learning in creative arts degree programs in four distinct fields: Art, Theatre, Music and Dance.	
The value of Interdisciplinary programs, generally	See also IDS	While most academics strongly identify with their disciplines, almost all contemporary problems require interdisciplinary approaches. Interdisciplinary programs provide students the opportunity to engage and synthesize across two or more disciplines and provide opportunities for faculty to showcase the value of their disciplines, including at times when we cannot support specialized major.	

Appendix B

Western Oregon University
Faculty Tenure Relinquishment & Retirement Window Program
Dated: November 12, 2020

1. **Purpose.** Western Oregon University ("WOU") is offering this one-time Faculty Tenure Relinquishment & Retirement Window Program (the "Program") to respond to interest in retirement and tenure relinquishment incentives and to address budgetary goals.
2. **Eligibility.** WOU faculty who meet the following criteria are eligible to participate in the Program:
 - (a) Continuously employed by WOU in a benefits-eligible position since the 2015-16 academic year;
 - (b) Hold indefinite tenure at WOU;
 - (c) Have a full-time faculty appointment for 2020-21 academic year;
 - (d) Not employed in a grant-funded position (employees in grant-funded positions are not eligible for the Program); and
 - (e) Currently eligible for retirement under the applicable PERS/ORP retirement tier, which generally are as follows:
 - (i) PERS
 - Tier 1 – age 58 or 30 years of service in qualifying position.
 - Tier 2 – age 60 or 30 years of service in qualifying position.
 - Tier 3 – age 65 or age 58 with 30 years of service.
 - (ii) ORP
 - All Tiers – age 58 ("normal retirement age") or 30 years of service in qualifying position.
3. **Benefits.** In exchange for an eligible employee's execution, non-revocation, and compliance with the Tenure Relinquishment & Retirement Window Program Agreement, the form of which is attached as Appendix 1 (not Included here), the eligible employee will receive the following payment, less applicable employment and income taxes to the extent required, depending on the date on which the eligible employee decides to retire from WOU: \$20,000 if the eligible employee retires effective March 31, 2021 (payable between April 1, 2021 and April 30, 2021); or \$10,000 if the eligible employee retires effective June 30, 2021 (payable between July 1, 2021 and July 31, 2021). The payments made under the Program are not "salary" for PERS benefit and contribution purposes as provided under ORS 238.005(26)(c) or "compensation" for ORP benefit and contribution purposes as provided under Section 1.7 of the January 1, 2015, Optional Retirement Plan.

4. **Procedure.** Eligible employees electing to participate in the Program must agree to retire, relinquish tenure, and terminate employment from WOU effective on one of two dates: March 30, 2021 or June 30, 2021. Eligible employees electing to participate in the Program must continue active service with WOU through the effective date on which the eligible employee decides to retire. Any employee terminated for Cause before the effective date of their retirement will forfeit all benefits under the Program. As used herein, "Cause" means any termination for violation of the policies or procedures of WOU or for other performance or conduct which is detrimental to the best interests of WOU.

Employees participating in the Program will not be eligible for subsequent WOU employment, including 1039 or 600 hour appointments and the Appendix I: Gradual Retirement Program for the faculty after retiring under the Program. Employees must sign and submit a Tenure Relinquishment & Retirement Window Program Agreement, which includes a release of claims, by the following dates, depending on when the eligible employee decides to retire: March 1, 2021 if the eligible employee is retiring effective March 30, 2021 and June 1, 2021 if the eligible employee is retiring effective June 30, 2021. Eligible employees must comply with and not revoke such agreement in order to be eligible for the Program. Employees cannot change their retirement date once they have submitted their signed Retirement Window Program Agreement and such agreement has become effective in accordance with its terms. **The signed Retirement Window Program Agreement must be submitted to Human Resources no later than the applicable date as enumerated above, depending on the effective date of the eligible employee's retirement.**

Decision date	Retirement Date	Before tax payment
March 1, 2021	March 31, 2021	\$20,000
June 1, 2021	June 30, 2021	\$10,000

Participation in the Program is voluntary. Eligible employees who do not choose to participate in the Program or who revoke or violate the terms of the Retirement Window Program Agreement will not receive the benefits provided under the Program.

5. **Payment in the Event of Death.** In the event of an eligible employee's death after his/her Retirement Window Program Agreement has become effective but before any and all payments have been made under Section 3 above, any remaining payment(s) will be paid to the eligible employee's estate in a lump sum within 60 days from the date of death.

6. **Miscellaneous.**

(a) **Administration.** WOU has the exclusive right, power and authority, in its sole and absolute discretion, to administer and interpret, amend, and terminate this Program.

(b) **Exemption from Code Sections 409A and 457.** In the context of payment of benefits under the Program, "retire," "terminate employment," and similar terms mean "separation from service" as defined and interpreted in Treasury Regulation Section 1.409A-1(h). The benefits under the Program are intended to be exempt from the requirements of Sections 409A and 457 of the Internal Revenue Code by reason of being made under a "window program" within the meaning of Treasury Regulation Section 1.409A-1(b)(9)(vi) and Proposed Treasury Regulation Section 1.457-11(d)(3), or as "short-term deferrals" within the meaning of Treasury Regulation Section 1.409A-1(b)(4). All provisions of the Program shall be interpreted in a manner consistent with preserving these exemptions.

(c) Governing Law. This Program shall be governed by and enforced in accordance with the laws of the State of Oregon, without regard to principles of conflict of laws.

(d) No Assignment. Except as expressly provided herein with respect to death benefits, no eligible employee shall have the right to alienate, anticipate, commute, pledge, encumber, or assign any benefit under the terms of this Program.

(e) Responsibility for Evaluation of Tax Consequences. Participants in the Program have sole responsibility for evaluation of any tax issues arising from or related to the Program. WOU takes no responsibility for any tax consequences to participants and makes no representation regarding the tax treatment of participant's benefits under the Program. It is recommended that employees consult with their own financial planner and/or attorney regarding impact of the Program.

(f) Unfunded Obligations. The amounts to be paid to participants under this Program are unfunded obligations of WOU. WOU is not required to segregate any monies or other assets from its general funds with respect to such benefits.

(g) Withholding. WOU shall have the right to deduct from any amounts otherwise payable under this Program any federal, state, local or other applicable taxes required to be withheld.

THIS DOCUMENT IS THE SOLE AUTHORITATIVE DOCUMENT DESCRIBING THE EARLY RETIREMENT WINDOW PROGRAM AND CONTROLS OVER ANY INCONSISTENT STATEMENT MADE IN ANY OTHER VERBAL OR WRITTEN COMMUNICATION REGARDING THIS PROGRAM.

DRAFT 11.2.2020

Western Oregon University Federation of Teachers (WOUFT) Alternatives to Program or Discipline Curtailment

While we realize Article 15 calls for faculty involvement after your final plan is developed, we would like to suggest that instead of program or discipline curtailment as afforded the university under Article 15 of the collective bargaining agreement, the faculty be given an opportunity to offer up efficiencies and ideas for budget reductions regarding their own programs. We feel this should be systematically conducted at the department-division-college level with clear goals and timelines for deliverables.

Once provided with specific financial targets, which might include different levels of cuts that reflect various reduction models (e.g., 10%, 15%, 20%), and provided the time, WOU's faculty can come up with a wide variety of approaches to accomplish this task. Given the diversity of our programs, one size does not fit all at WOU, and there are many scheduling / FTE efficiencies that could be gained if the faculty are provided the opportunity to organize, discuss, plan, and implement reductions.

Furthermore, WOUFT feels this discussion could begin almost immediately at the department-division level, with guidance from each respective Dean. The faculty do understand and appreciate the challenges our university is faced with and would like the opportunity to join with the administration as we move *Forward Together*.

Additional Alternatives:

Additional suggestions for alternatives to cuts to programs and disciplines include many that came to the WOUFT Executive Council via surveys we've conducted.

Ideas Related to Faculty and Programs:

1. We recommend a variety of retirement incentives due to considerations of years of service, years to get to Medicare eligibility and potential impact to programs and students if a number of people decide to choose retirement from the same program or division. Examples include:

AGE	DATE	WHAT	HEALTH BENEFITS
Turning 65 2020-2021	Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020	6% added to base for final year (2019-20)	Yes, until Medicare kicks in
62 - 64 in 2020-21	Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020	No	Yes, full health care until Medicare eligible
Below 62 in 2020-21	Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020	No	75 % until Medicare eligible

2. Change the date to apply for gradual retirement to July 31st along with the possibility of extending the years in gradual retirement
3. Freeze all hiring
4. Delay the transition to Canvas
5. Move faculty with administrative roles / titles to teaching only
6. If feasible / practicable, reduce tuition remissions

Ideas Not Related to Faculty and Programs:

WOUFT encourages WOU to consider other parts of your budget first, before enacting any cuts to programs and disciplines. This isn't a suggestion we make lightly, but given the important role that student tuition dollars play in generating revenue, we feel this is an important consideration.

1. Reduce expenditures on athletics, including moving out of NCAA Division II sports
2. Continue to look for efficiencies in non-instructional office budgets and personnel assignments
3. Reduce the number of campus sponsored events
4. Use additional monies from the fund balance

FSEC Response to the Deans' Reports

Faculty Senate Executive Committee (FSEC) appreciated the opportunity to read the Deans' reports and were heartened to see how many programs are profitable and necessary on our campus. We were glad to see that the budget demands can be met through efficiencies rather than program cuts, and wish to emphasize that none of the three Deans' reports recommends making dramatic elimination of programs. Indeed, the reports clearly articulate that eliminating programs will only worsen the university's financial standing and ability to meet the needs of WOU students.

In particular, FSEC would like to see any report from the president take the following steps:

I. Endorsement of Specific Dean Recommendations

FSEC supports the 10% efficiencies outlined by the Deans in their reports; these plans, in general, have low human cost. We support pursuing these efficiencies over eliminating faculty positions. In particular, we support recommendations that:

- Adjust workload equivalency so that they are equitable and aligned with the CBA, per Dean Cassity's suggestion of "right sizing" the Business faculty teaching load to mirror the teaching loads of other faculty across campus.
- Propose the elimination of unsustainable programs; however, all eliminations should be brought before the Faculty Senate, per our bylaws (Article 3, section 3.6.3 and Article 7, section 3).
- Adjust course releases only when those releases are deemed inequitable.
- Draw on efficiencies found in courses offered between programs, such as suggested in Dean Girod's report on page 3.
- Eliminate course releases that have already served their purpose, such as the start up course release for the Organizational Leadership program.

At this time, we do not support the following actions:

- We strongly oppose artificially reducing individual NTT faculty members' FTE by a small amount to make them ineligible for benefits.
- We do not support cutting TT or NTT faculty in the Library. Instead, we would support Dean Batchelor's alternative proposal of making library faculty contracts 10 month instead of 12 months. The library, and library faculty, provides essential support services to the entire WOU campus throughout the calendar year.
- We do not support enacting the additional reduction strategies outlined on page 4 of Dean Girod's report.
- We do not support removing course release support from positions that require that support to complete extra labor that exceeds a faculty member's contract.

II. Embrace Shared Governance

Our greatest concern is that these recommendations will be jettisoned in favor of cuts to programs and faculty in line with previously established administrative priorities, including the realignment of academic units to support administration-driven initiatives.

Our campus culture has been further harmed by the Article 15 process thus far. The optimistic among us find it hard to calm our angry colleagues because we have no tangible counter-evidence with which we can assure them that the university administration has their best interests at heart. When the rubric was created to cut programs and without faculty consultation or awareness, all faculty began to fear for their jobs, and this has bred stress and defensiveness. This has been magnified by the stonewalling our schedulers have experienced when they have reached out to institutional research staff to gain enrollment data. It has also exacerbated previous feelings of confusion and anger at other top-down administrative decisions such as the 30-60-90 framework, the hiring of a labor expert to deal with union negotiations, and the rejected national Provost search.

Further evidence of harm is evident when calls for reduction are centered on faculty and staff positions, but no consideration is given to cutting administrative positions. There is clear evidence of administrative growth at WOU over the last five years. Indeed, faculty asked several pointed questions during the last special meeting of the faculty senate about specific cuts at the administrative level, and they were not given clear answers.

Even claims about the university's dire financial situation are difficult for our constituents to believe given the previous revelations about the university's "budget ratholes" that provided an inaccurately poor depiction of the institution's finances. Most of us are not financial experts, but once we learned from Jay Kenton, a consultant brought in by the current administration, that our incomes had already been negatively impacted by administrative malfeasance, we vowed to remain vigilant the next time we were told that the university was incapable of affording to pay us fairly.

Our goal in mentioning these issues is not to air old grievances but to make clear why shared governance has lately been so tense, and faculty so concerned.

Many of us remain hopeful, and believe that now is the time for collaboration in governance. We are ready for an alternative to the pugnacious relationship that has been established with the university administration, and believe that the difficult work of governance should not solely be the burden of administration. Yes, our administrators have the power to make these decisions without consulting faculty, but that attitude is antithetical to shared governance. The emphasis here is on *shared*, on discussing with all stakeholders and sharing in the hard work of making these tough decisions (a value that is seen in the recent campus climate survey results). Our

recommendations in the next section are aimed at helping to address the animosity between faculty and administrators by uniting them in this work.

III. Clearly Distinguish between Article 15 and Long-term Changes

Section 1 of Article 15 clearly and explicitly separates faculty layoffs from program curtailment and retrenchment activities:

It is understood that in a viable and complex University offering an array of professional programs, it may be necessary to adjust staff and programs. Historically, these adjustments have been accomplished by attrition and by not renewing appointments in specific programs, units, or divisions. The provisions of this Article and accompanying procedures do not apply to this historical practice.

The modification of programs generated solely by changes in curricula or in the educational programs or mission of the University is accomplished through usual curricular mechanisms and the provisions of this Article likewise do not apply.

Notwithstanding this, there has been lasting confusion over which parts of our ongoing budget process is related to Article 15 and which parts are longer-term budgetary or program adjustments unrelated to Article 15.

This confusion may stem from section 2 of Article 15, which mentions program curtailment and retrenchment as possible *reasons for enacting* layoffs.

Layoff will take place only after the University finds that one of the following bona fide conditions exists or is imminent: A. demonstrable financial exigency; B. program or discipline curtailment; C. retrenchment.

FSEC strongly recommends that any report from the president relating to Article 15 clearly and explicitly separates actions that are taken under the auspices of Article 15 (e.g. faculty layoffs) and recommended actions which are longer-term budgetary realignments (e.g. the elimination of programs) and which will need to go through the “usual curricular mechanisms” mentioned in Article 15 such as Faculty Senate and its committees, as well as the usual methods by which faculty, department heads, division chairs, and administration work together to approve significant changes to WOU’s program offerings and curriculum in a way that supports student success. As previously mentioned, program eliminations fall fully under the bylaws of the Faculty Senate (Article 3, section 3.6.3 and Article 7, section 3).

Separating these two types of actions will show good faith on the behalf of administration and will go a long way toward assuaging faculty concerns (whether founded or unfounded) that administration is attempting to use Article 15 as a means to radically change the direction of the university.

IV. Establish a Collaborative Process for Long-term Changes

FSEC understands the necessity of addressing any budgetary deficits facing WOU and to plan ahead for anticipated changes in state funding. Most of the recommendations from the Deans under the 10% model do not, in fact, require the invocation of Article 15; however, we know that the future is uncertain, and it is possible that these cuts alone will not fully address the problems facing WOU. It is for that reason, that we recommend establishing a collaborative process for long-term changes. First, this will also allow for the correction of a major flaw in the process thus far, the lack of intentional faculty involvement. Most of the best innovations to come to this campus have been driven by faculty involvement—for example, changes to BA/BS requirements and the revitalization of the general education program. Reimagining the landscape of WOU under the guise of Article 15 without compassionately and collaboratively including faculty is misguided.

Second, this will allow WOU's stakeholders to continue to plan for short-term and long-term changes using data based on information about state funding and student enrollment. Information from the recent Ways and Means Second Special Meeting of 2020 suggests that the 17% model may be unneeded, so making dramatic changes to the integrity of our academic programs and the committed faculty that have dedicated their careers to them will likely permanently damage the ecosystem—to use Dean Cassity's term—irrevocably.

While the Deans' reports present a clear way forward for short-term budget changes in response to Article 15, FSEC urges the Task Force to keep in mind the essential differences between short- and long-term budget adjustments. For long-term budget adjustments (things that fall under the 17% models), FSEC strongly recommends a faculty-led review using existing campus processes such as Faculty Senate and its various committees, the program reviews submitted on a semi-annual basis by academic programs, and in general taking a deeper look at individual units, longer-term trends, and potential new programs.

To accomplish this work, we would sincerely encourage the Task Force to consider implementing phases to this process, much like best practices in assessment encourage:

- We recommend beginning AY 20-21 by implementing the changes under the 10% model.
- Beginning AY 20-21 create a Sustainability Task Force that has equitable faculty representation from each division along with some administrators.
- Each year, the Task Force should assess the changes already made, gather new data, and recommend additional changes—again, these are basic assessment best practices.
- This can continue until WOU's budget has stabilized.

All faculty understand that President Fuller has the authority to make these decisions unilaterally, but we would caution against continuing down this path ignoring the many

reasonable objections voiced by faculty. Similar processes pursued by other universities fractured the campus, creating a hostile battle between faculty and administrators, that we would not like to see recreated on the WOU campus (see [this article](#) from the Chronicle). The objections of our faculty are not uneducated; they are grounded in deep concern for the future of this campus and our students, and they are also, regrettably, grounded in distrust of our administrators. The recent Campus Climate Survey shows how much faculty want to be included and want better, more transparent communication. Meaningfully modifying the process will work to repair the harm that has already been done and, in our opinion, lead to a stronger WOU. Our motto is “forward together” after all. Right now, we are not moving forward together.

As Dean Cassity writes in her report: “I would suggest that in the future, in lieu of “rank-and-yank” style program prioritization, the university engage in an ongoing process of program analysis that emphasizes the health of the university as an ecosystem, analyzes programmatic value alongside cost/revenue considerations, and encourages the development positive action plans with requisite institutional support” (4). That is what we are proposing here by suggesting a collaborative process for any long-term restructuring or reimagining of programs. We would also implore administrators to not engage in this work without meaningfully and intentionally including faculty from the origins and throughout the process.

Again, FSEC does truly appreciate being involved in this process, but that decision was reactive not proactive. It was done in response to faculty complaints at a special meeting of the faculty senate instead of involving faculty from the very beginning. The current climate on our campus would be different, and faculty in general would be much more supportive of Administration’s cost-saving efforts, had faculty been at the table while creating the rubric or had been truly included in this Task Force and if efforts to balance the budget had started from a truly collaborative place through WOU’s existing shared governance institutions such as Faculty Senate.

FSEC looks forward to meeting with the Task Force to further discuss the Deans’ reports and next steps, and to seeing and responding to the draft of the President’s plan. We hope that by working together, we can meet the needs of the university without furthering hostility between faculty, administrators, and staff at WOU.

Budget Update

FSEEC Panel

August 24, September 2 and 10

Concerns about Shared Governance

- In May, we were told by HECC and the governor's office to plan for an immediate \$4.4M cut in funding for fiscal year (July 1, 2020-June 30, 2021) and we immediately began a number of actions across all employee groups to balance the budget, as directed by the BOTs.
- We had two WOUFT meetings (May 20 and June 1) to get additional input and ideas to help manage the budget crisis.
- After the June BOT meeting we learned that the Joint Ways and Means Committee intended to keep our state funding flat for this fiscal year (this was finalized during the special legislative session on August 10), which allowed us to extend the Article 15 timeline and increase faculty participation.
- After the July 14, Special Faculty Senate meeting, we shared the deans' plans with the Faculty Senate Executive Committee (FSEC) and they began reviewing the plans and working on a report to the Article 15 Taskforce.

Concerns about Shared Governance

- While we were able to extend the timeline for a final plan from August 15 to October 16, there is still an imminent threat to our fiscal solvency because of our structural deficit and the highly probable state funding cuts beginning July 1, 2021.
- On August 4th, we had a productive meeting with the Article 15 Taskforce and FSEC, when the idea for these panels was suggested.
 - August 24
 - September 1
 - September 10
- At the August 4th meeting, a proposal was also made to convene a Faculty Senate Sustainability Taskforce after September 15 and that body could make recommendations to and meet with the Article 15 Taskforce. This allow for a more iterative response to various points in time when we will get more information about our budget (e.g. final Fall 2020 enrollment, staff FTE reductions, and FY22 and FY23 state funding).



FY 2019-20 Overview

Together we SUCCEED

Western Oregon University: FY20 Projected Year-End
(Unaudited, non-GAAP, for management purposes only)

	As of April 30, 2020 Management Report	As of 7/23/20	Difference
Student Fees & Tuition (net of remissions)	\$34,781,892	\$34,935,394	\$153,502
Government Resources & Allocations	\$27,512,295	\$27,516,295	\$4,000
Gift Grants and Contracts	\$611,849	\$738,498	\$126,649
Other Revenue	\$4,242,953	\$3,735,890	(\$507,063)
Total Revenues	\$67,148,989	\$66,926,077	(\$222,913)
Personnel *	\$62,217,644	\$59,828,355	\$2,389,289
Service & Supplies	\$6,664,805	\$7,809,390	(\$1,144,585)
Capital Expense	\$306,634	\$109,647	\$196,987
Total Expenses	\$69,189,084	\$67,747,392	\$1,441,691
Net Transfers	\$3,059,697	\$3,099,681	(\$39,985)
Total Expenses and Transfers	\$72,248,780	\$70,847,074	\$1,401,706
Operating Net Revenues less Expenses	(\$5,099,791)	(\$3,920,997)	\$1,178,794
* Reflects \$1.8M of CARES institutional reimbursement			

Western Oregon University: FY20 Projected Year-End
(Unaudited, non-GAAP, for management purposes only)

	As of April 30, 2020 Management Report	As of 7/23/20	Difference
Other Activities			
Investment in Salem Building	(\$2,698,042)	(\$2,698,042)	\$0
Retirement Window Payment	(\$782,798)	(\$782,798)	\$0
Other	(\$87,863)	(\$87,863)	\$0
Total Other Activities	(\$3,568,703)	(\$3,568,703)	\$0
Total Net Revenues less Expenses	(\$8,668,494)	(\$7,489,700)	\$1,178,794
Fund Balance at the Beginning of the Year	\$12,955,720	\$12,955,720	
Fund Balance at the End of the Year	\$4,287,227	\$5,466,020	
Fund Balance as a Percentage of Revenues	6.38%	8.17%	

FY2020-21 Overview

Building the FY2020-21 Budget

Board Directives:

- The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the FY21 Preliminary Budget as presented in the docket, with instruction to present an Adjusted FY21 Budget at the November 2020 Board of Trustees meeting that results in a positive projected ending FY21 **fund balance** as approved by the Board of Trustees. June 2020

Western Oregon University
FY21 Adopted Budget w/ Varying Levels of State Funding

		Education & General Fund			
	FY20 Adjusted Budget	Adopted (17% Cut) FY21 Budget	10% Cut to State Allocation	Full (0% Cut) State Allocation	
Revenues					
Enrollment Fees	\$36,819,522	\$35,950,000	\$35,950,000	\$35,950,000	
Government Resources & Allocations	\$27,512,295	\$24,533,727	\$26,580,998	\$28,967,290	
Gift Grants and Contracts	\$850,000	\$750,000	\$750,000	\$750,000	
Investment	\$3,659,000	\$3,000,000	\$3,000,000	\$3,000,000	
Sales & Services	\$450,000	\$500,000	\$500,000	\$500,000	
Other Revenues	\$100,000	\$100,000	\$100,000	\$100,000	
Total Revenues	\$69,390,817	\$64,833,727	\$66,880,998	\$69,267,290	
Expenses					
Personnel	\$59,239,913	\$60,186,055	\$60,186,055	\$60,186,055	
Services & Supplies	\$7,640,016	\$7,525,889	\$7,525,889	\$7,525,889	
Capital Outlay	\$202,691	\$209,691	\$209,691	\$209,691	
Total Expenses	\$67,082,620	\$67,921,635	\$67,921,635	\$67,921,635	
Net Transfers	\$3,619,069	\$3,424,329	\$3,424,329	\$3,424,329	
Net	(\$1,310,872)	(\$6,512,237)	(\$4,464,966)	(\$2,078,674)	



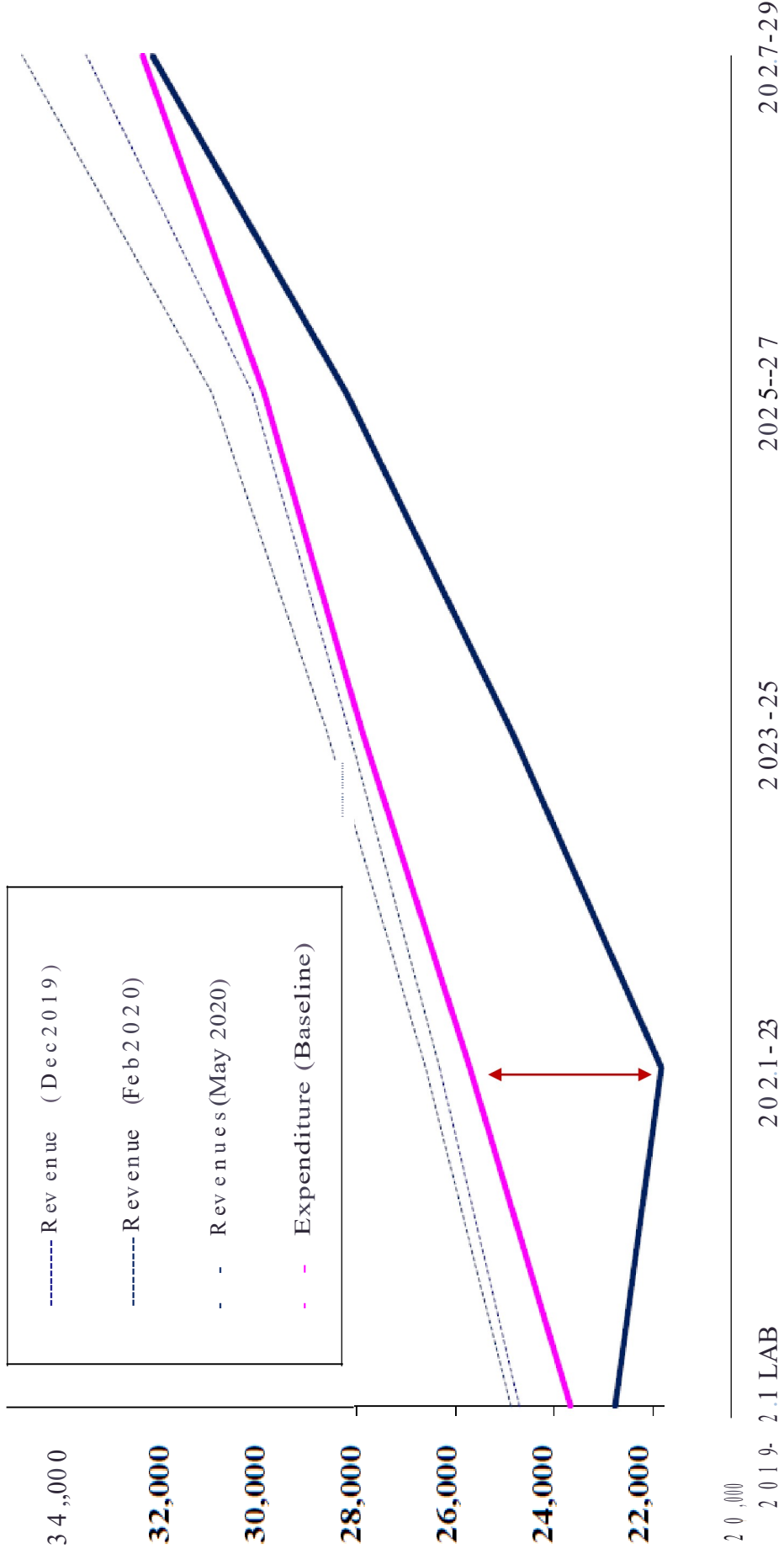
FY 2021-23 and FY2023-25

Together we SUCCEED

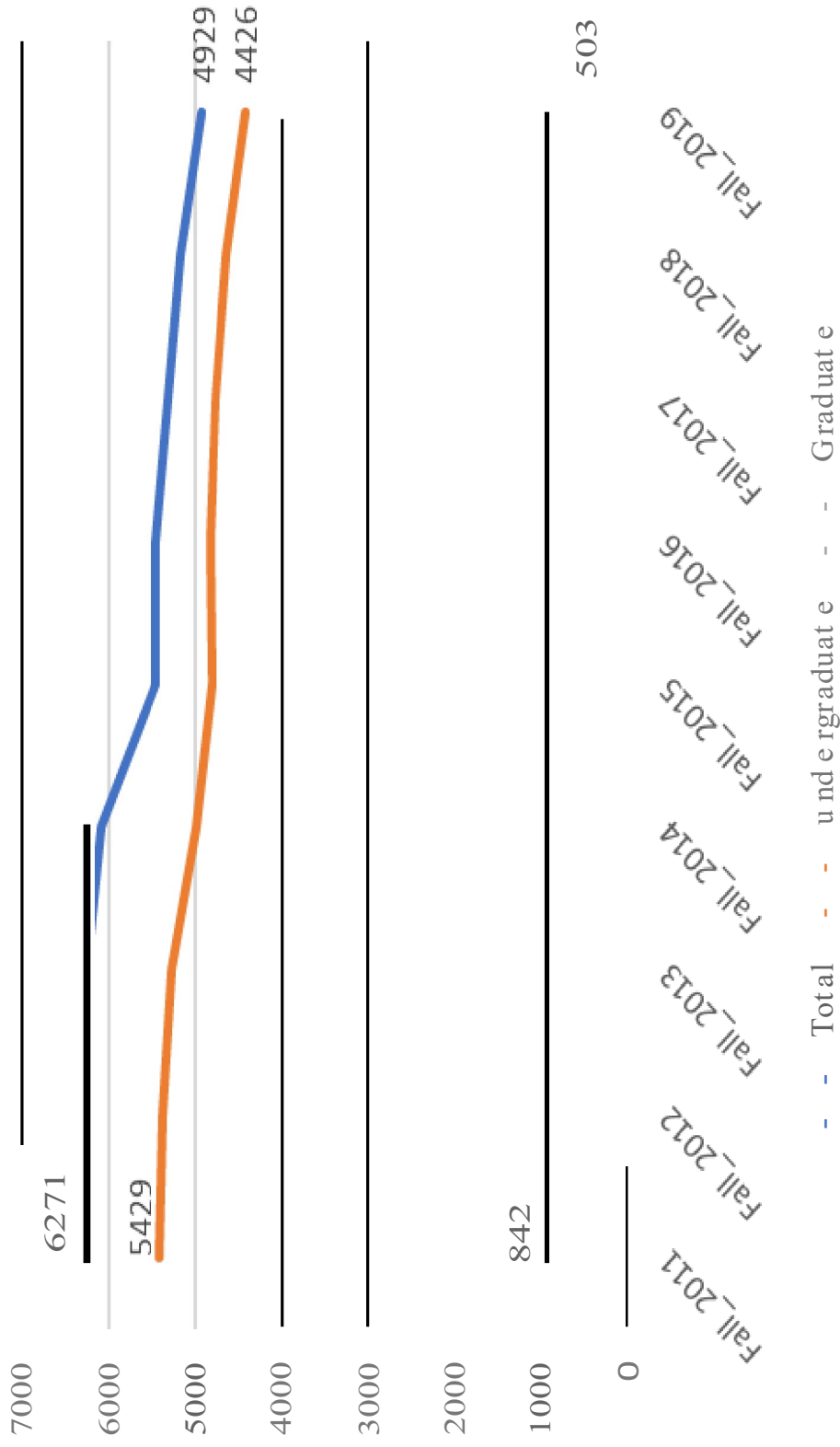


Long Term Budget

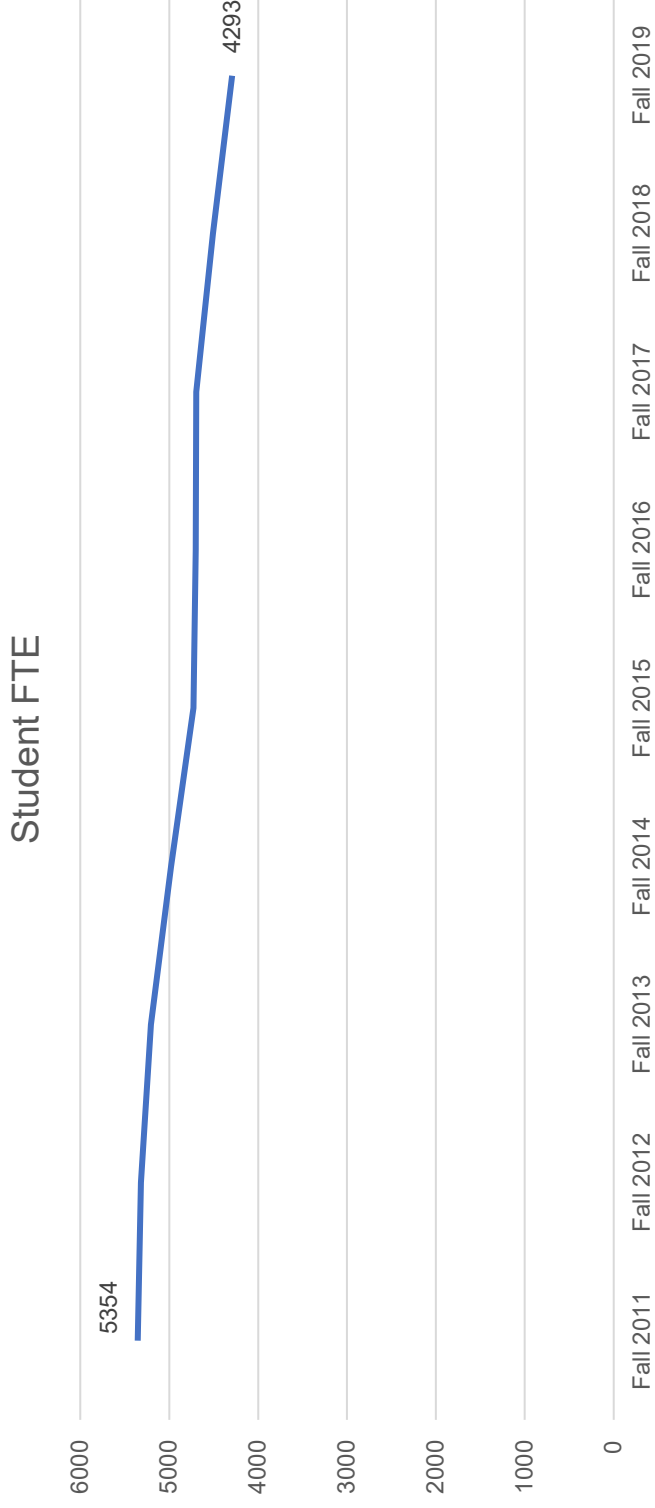
May 2020 Revenue Forecast.



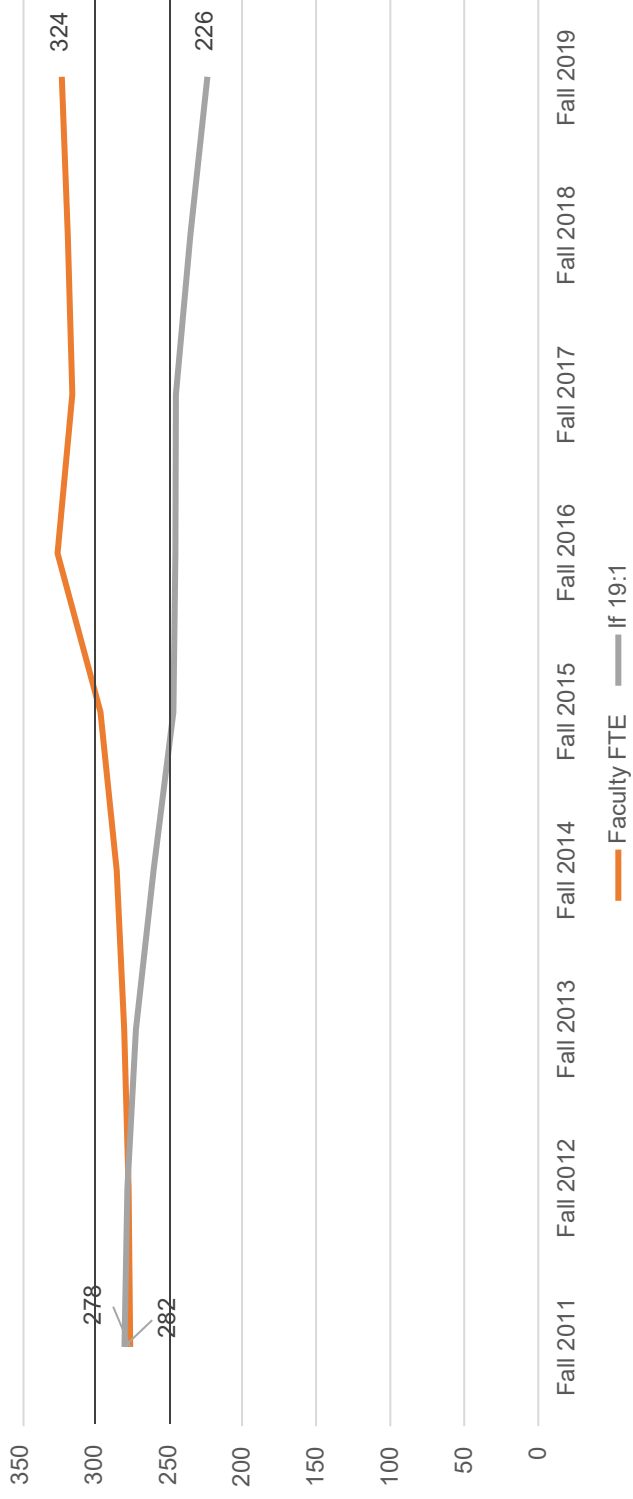
WOU Enrollment (HC)



Enrollment FTE



Faculty FTE



Student to Faculty Ratio

	Student-to-faculty ratio	Student FTE	Faculty FTE	If 19:1
Fall 2011	19 to 1	5354	278	282
Fall 2012	19 to 1	5319	279	280
Fall 2013	18 to 1	5206	282	274
Fall 2014	17 to 1	4979	287	262
Fall 2015	14 to 1	4726	298	249
Fall 2016	14 to 1	4701	327	247
Fall 2017	15 to 1	4695	317	247
Fall 2018	14 to 1	4509	320	237
Fall 2019	13 to 1	4293	324	226

Source: Institutional Research Office

Western Oregon University FY21 Enrollment Status Update

As of August 18, 2020 M-report:

Undergraduate FTEs are at 3389, which is 6% below budget (3600 FTEs)

Graduate FTEs are at 217, which is 13% below budget (250 FTEs)

Western Oregon University FY21 Adopted Budget w/ Varying Levels of Enrollment

	FY20 Adjusted Budget	FY21 Budget (2.5% Enrollment Decline)	FY21 Budget (5% Enrollment Decline)	FY21 Budget (7.5% Enrollment Decline)	FY21 Budget (10% Enrollment Decline)
Revenues					
Enrollment Fees	36,819,522	35,950,000	34,950,000	33,975,000	32,990,000
Government Resources & Allocations	27,512,295	28,967,289	28,967,289	28,967,289	28,967,289
Gift Grants and Contracts	850,000	750,000	750,000	750,000	750,000
Investment	3,659,000	3,000,000	3,000,000	3,000,000	3,000,000
Sales & Services	450,000	500,000	500,000	500,000	500,000
Other Revenues	100,000	100,000	100,000	100,000	100,000
Total Revenues	69,390,817	69,267,289	68,267,289	67,292,289	66,307,289
Expenses					
Personnel	59,239,913	60,186,054	60,186,054	60,186,054	60,186,054
Services & Supplies	7,640,016	7,525,889	7,525,889	7,525,889	7,525,889
Capital Outlay	202,691	209,691	209,691	209,691	209,691
Total Expenses	67,082,620	67,921,634	67,921,634	67,921,634	67,921,634
Net Transfers	3,619,069	3,424,329	3,424,329	3,424,329	3,424,329
Net Budget	(1,310,872)	(2,078,674)	(3,078,674)	(4,053,674)	(5,038,674)

FY2021-22

- Early intelligence
- 10% to 30% cuts in PSUF
 - 10% → \$2.9M
 - 20% → \$5.8M
 - 30% → \$8.7M

Questions and Comments

Panel Discussion: Article 15
August 24, 2020, 2-3pm

President Rex Fuller addressed the concerns about shared governance and then shared an overview of the current university budget situation as context for the discussion.

- A one-time infusion from the state (CARES Act funding) changed the balancing process so that the 2020-2021 academic year funding remains flat. The administration had initially planned for a potential 17% cut going into the year, but they were able to add \$4.5 million. WOU has already made some adjustments and will continue to look at efficiencies. Looking ahead, we have both a suppression (from having to close campus) and a recession coming. The 2021-2023 biennium projection shows a significant gap in funding that will be available from the State (\$29 million is our state budget; so we will lose anywhere from \$2.9-to-\$8.7 million depending on cuts from 10% to 30%; we are expecting a 20% reduction, a budget shortfall of \$5.8 million). For that biennium, we need to be looking at additional tightening. All Oregon universities are expecting a shortfall (collectively, \$4.5 billion).
- As for enrollment, we have been experiencing a 10-year decline. At our peak in 2011, our student FTE to faculty FTE ratio was 19:1 and we now have a 13:1 ratio. Student FTE has decreased while Faculty FTE has increased (we had 278 faculty in 2011 and now have 324). For FY21, undergraduate enrollment is 6% below budget (a budget shortfall of ~\$3.7 million).

The following questions were raised:

How faculty will be involved in planning, how do we ensure that faculty participation is meaningful?

- Rex: We have adapted; this panel, and the sustainability task force; union and task force will be looking at plans that have been developed thus far; we now have early intelligence to plan for cuts, so we need to develop a plan with different cut scenarios. Report by end of October would be used by Presidential Task Force. Up to this point have been looking at Deans' plans, which FSEC has also seen.

Would faculty see the plan created by the new sustainability task force?

- Rex: There will be many iterations of the plan that will be available for comment along the way.

Request for length of time increased at these panels.

Is there a slide that shows increase in Admin FTE?

- Rex: Did not include in this presentation. The presentation was meant to highlight reasons for invoking Article 15. The scenario has changed but does include cuts at various levels.
- Rob: We have eliminated 8.5 positions. We added 5, so total 3.5 reduction in Academic Affairs.
- Ana Karaman (in chat): In the past year, finance and administration cut 12 positions, which saved us \$1.2 million.

What does sustainability mean in this context?

- Rex: It goes back to strategic plan and the need for a model that leads to sustainability for the university. This means matching our ability to secure funding from the state, meeting enrollment/tuition, being affordable, and obtaining external resources (e.g., grants, foundation money). For departments, it means developing categories of interest (e.g., student demand, majors/minors). These are similar to what was in the rubric, although Deans did not use the rubric in their reports.

Are you committed to maintaining a liberal arts campus?

- Rex: I would refer you to the Heart of the Matter in my [first speech to WOU](#); we are still committed to being a regional university that offers liberal arts education and allows students to pursue degrees that offer real opportunities.

Question regarding data sources: Institutional Research page has been updated but there seem to be some discrepancies in dates used for data. Different time periods are used for different analyses. It would be important to use same time periods moving forward to get a better handle on the data that are used.

- Rex: Part of this is due to need for IR office to continue to build. 2011 is the peak year, so it is often used to determine what led to that peak and the decline that followed.

With the task force coming up with different cut scenarios, do you know what you are looking at regarding percentages for the 1, 2, 3, 4 million cut scenarios?

- Ana Karaman (posted in chat): Per June BOT approved budget, total faculty salary and OPE is \$26M. \$1m is 3.8%, \$2m is 7.7%, \$3M is 11.5%, and \$4M is 15.4%

In terms of enrollment and admissions, how much has changed since 2011?

- Rex: There have been a number of changes (remissions policy, Western Undergraduate Exchange Program, new markets). States that drive our enrollment are OR, WA, CA, HI, and AK. We are trying to grow markets in TX. In terms of spending, will have to look up numbers, but no significant changes in staffing at Admissions. Our efforts with transfers and WOU Salem are new efforts to open up new markets.

What is driving decline in enrollment more than what we see at other universities in OR?

- Rex: A number of issues, such as student preference (e.g., STEM programs), the new campus in Bend, community attributes that draw students (e.g., Monmouth vs. Bend). Biggest drivers are increased competition and decreased HS graduation rate.

Question about Business Department right sizing that was mentioned in FSEC response to Dean reports. What led to this?

- Kathy Cassidy: We need to look at this more carefully, but it is important that we are CBA compliant and look at efficiencies. Deans' planning scenarios are not final; the Deans wrote them to Rex as part of the preliminary planning that needs to happen.

Will there be an opportunity for faculty to see relevant data related to Deans' reports? Will we have the same data you are looking at in order to make decisions?

- Rex: One major data source has been added to Institutional Research website that includes Student Credit Hours, Majors, and Minors (i.e., headcount data and FTE data). These are on the IR website. We are also looking at other data and need IR to verify data in order to move forward. Some data are already there, other data we will get to you.

Do major/minor data include double majors? Faculty have seen discrepancies in the IR data after looking up students in Degree Tracks.

- Rex: This may be related to students not declaring even though they are majoring. This is an issue, and we will need to defer to Dr. Shaheed on this; please send questions in email to forward along.

Is there a holistic vision for the university? What about programs that have a lot of FTE in Gen Ed but few majors? What about the Hispanic Serving Institution?

- Rex: WOU has not been static for the last 15 years. We have had a dynamic process. For example, we have had to carefully look at TT positions, and may be worse off if we had not. Resources have needed to be reallocated.
- Rob: Also want to say that a sustainability task force would be effective, and it is important for us to think of a vision and faculty should contribute to this. Would also welcome a rubric (or something like that) that would contain some of those ideas for WOU.

Should we have an enrollment task force on campus?

- Rex: I believe a strategic enrollment plan was created with faculty. Student retention and graduation is also important as part of student success model.
- Rob (shared screen) – Strategic Enrollment Management Plan Committee existed, maybe we can build on that.

Why did the newly ratified CBA not include retirement incentives?

- Rex: Retirement could not be agreed upon by both sides to make the CBA.

Regarding WOU Salem : Are we generating new markets or are they WOU students?

- Rex: Both – our numbers are exceeding the business plan. The individuals with some college but no degree are seen as a potential new market. We are tracking ahead of where we thought we'd be with WOU Salem.
- Rob: Difficult to tell with new programs, but we did have a 340% increase in student hours S19-S20.

Are we advertising both WOU and WOU Salem?

- Rex: We do advertise WOU generally. We rely on a lot of word-of-mouth as well. When we look at cut scenarios, we need to look at impact on enrollment (e.g., reducing Admissions staff).

Article 15 notes - September 1, 2020

Leigh: Welcome and thanks for participating.

Pres Fuller: Shared a budget update created for the FSEC panel. Update showed concerns over shared governance and how administration has responded by extending plan timeline to October and holding these panels and a follow-up committee at the request of FSEC; budget updates for FY20-21; longer-term revenue and budget forecasts through to 2027-2029; WOU's historical enrolment figures; planning for FY 2021-2022.

Questions:

Bojan - Thanks to Ana Karaman, Camarie, and Gabe for talking about this information with me.

Clarification: Does the 3.92 million deficit in the management report include transfers?

Ana - Yes

Bojan - State of Oregon is below the average nationally. This means we get less per year than places elsewhere, so Oregon is stuck on income tax which makes funding hard. Question for Ana. We transferred 990k to the plant fund as a temporary transfer for the physical sciences building. Was that money transferred back?

Ana - Board authorized this transfer a year ago. It was transferred back and reported to the Board at that time. The transfer was a bridge of several months.

Rex - That project was underbid so we had to increase the amount we spent to meet the instructional needs of the science faculty. When that happens, you cannot get additional funding from the state but we have to

Bojan - Is the projected 20% cut for each biennium or each year?

Rex - For the biennium. We took the most recent annual budget as most people think in years not bienniums.

Bojan - Following up on FTE and enrollment comment, can I ask about the workload for business faculty? Looking at faculty FTE and enrollment trends, 2011 was a high point after the last recession. Historically, going back to the early 2000s we are not in that bad of a place but we do need to have programs on campus that will drive student enrollment and generate revenues. I think business is one of those programs. I did a cost-benefit analysis on moving business faculty to meeting the CBA (27 to 36 credits) and believe that would increase costs. We would have to cut NTTs, which would directly impact our NTTs who are highly productive and affect the composition of the division which has fewer full-time faculty. Changing that credit load would impact our ability to hire new faculty. It is typical at our competitor institutions for business faculty loads to be at or below 27 credit hours.

Ethan - WRT the discrepancy between revenues and faculty FTE costs, do we have comparable figures for administrative staff from 2011-2019?

Rex - The IR website (<https://wou.edu/institutionalresearch/>) has dashboards which tracks expenditures by employee group, including teaching VS non-teaching faculty. It's important to remember that we have added new administrative functions since moving out of the OUS system as well.

Rob - I have kept track of staff positions that have been cut VS those that have been added in the past three years. [can this list be shared?] We have reduced overall over 3.5 FTE at higher level positions in the last several years by eliminating or combining positions.

Leanne - In the IR dashboards, Faculty FTE appear to be calculated as 1 for full-time and 1/3 for part-time. How do we define those terms, which IPEDs says is defined by the institution? I was also looking at numbers of faculty FTE and noticed a large increase between 2014 and 2016. There is a report for 2012-2018 and another for 2019, but there's a lot of noise in the data between 14/15 and 15/16, in particular between 2015-2016 we went from [some number??] of part to full time faculty to a number 50 higher. Is it possible that those are not new hires but people being reassigned from part to full? In the same two years, we also go from 0 to 109 people without faculty status being calculated in these totals. It does seem we've added 22 TT faculty lines between 2012 and 2019 so it does appear to have gone up. Is there clarity on that?

Rex - In terms of TT/NTT, it's 36 credit hours VS 45. I would have to defer this question to Dr Shahid. The general trend, that we have a decline in enrollment and an increase in faculty expenditures.

Leanne - It might be good for these questions to be a question for the task force. It would also be good for them to examine what the ratio is of NTT instruction time and TT instruction time. Can you clarify how long the sustainability task force will have to complete its work?

Rex - It's still under some discussion but I think by the end of October. We need a workload study. There is a national study which identifies average levels of load by discipline, but it would be interesting to know what WOU's loads look like.

Erin - We have a large number of faculty whose loads are split up with administrative tasks (e.g. Gen Ed group, division chairs). How does that play into things like faculty lines? For instance, I teach 1/3 and I do administration 2/3. I think rather than administrative bloat we have faculty who are taking on administrative roles. From a GenEd standpoint, it's important to have people available to each in economic drivers but we also need to be able to support a robust and diverse general education program, which will include opportunities for students coming out of programs that don't necessarily bring in a lot of money.

Rex - FTE refers to instruction. Typically, if a line is half-instructional, it will appear as a half-FTE. If someone is teaching half in Gen Ed and half in chemistry, that doesn't impact their FTE because they are still teaching at full time.

Rob - There are a lot of points in the system where there probably is error/noise. Shahid has assured us that we have been doing reporting IPEDs data consistently since 2012 even though we shifted having OUS report it to having us report it. There is also a metric showing consistency. We have worked very

hard to reduce course releases in the last few years, and I'm not sure if or how that is reflected in the data. We have been working on a faculty workload project for quite some time.

Jen – Will the budget problems we're having impact our ability to pursue HSI status?

Rex - I don't think a budget excludes our mission as an HSI, although it might accelerate some of it. The HSI mission is very driven by a look at what's going to happen in Oregon demographics and K-12 population over the next ten years. Our Willamette Promise population is much more diverse than our current college population, which is a trend that is only going to increase.

Breann Flesch - We hear a lot about FTE and instructional effort across the board, but I have the unique experience of working in different academic units and I have taught 36 units the entire time I was here. But the workload is not the same. I went from 8 advisees to 54. I went from avg of 10 per class to avg of over 20. How much of that workload study is going to be an input to the sustainability task force? I think that's worth thinking about and looking at. Just because business faculty teach less classes, I wonder if workload is actually higher because of higher class sizes (etc.)

Rex - The data is instructional effort, which is one of three areas of responsibility. I've been at campuses where faculty fill out an annual form describing their workload in the coming academic year. We need to get closer of having a better sense of what our efforts are.

Bojan - We are actually lean, administratively, compared to other institutions.

Ana - Looking at financial..., we also have divisions for institutional support. There is a spreadsheet including all support offices if anyone is interested in seeing that data. We are fairly lean.

Ethan - We're attempting to decrease expenditures to meet this budget situation. Another way to the gap would be raise revenues. I haven't heard any discussion about that. What kind of strategies are we engaging in to increase revenues?

Rex - One big initiative is trying to increase retention by improving pathways to graduate, e.g. from community colleges. We have applied baccalaureate programs, for instance. WOU:Salem is a major market for that. We've extended the Western undergraduate exchange tuition rate to Texas, which has a surplus of high school graduates compared to higher ed capacity. We have also worked to increase state funding through lobbying at the state capital. We continue to work on the enrollment strategy, but it doesn't appear to be enough by itself.

Rob - In addition to HSI and the enrollment efforts, health sciences has been something where we have tried to work on this. For example, the DPT, which faculty voted to have a moratorium on. The data shows that \$4 million dollars of revenue would come in from that program, but there has been resistance to that which is frustrating. Up until this year, we've had a 5% increase in retention rate, which is another way to increase revenue.

Bojan - Is that a senate problem?

Rob - The senate resolution doesn't really stop us from moving forward on the program, but we are deferential to the faculty opinion to respect shared governance. We have tried to get the law blocking ups from offering this program revoked but it was caught up in the republican walk-out. There still seems to be good support in Ways and Means, so we are hopefully that it is moving forward. [There is a

high demand, OUS cascades and OIT have these but the demand is regionally focused as we need to have clinical sites students can access. There are also other opportunities. A Faculty advisory group heard about an opportunity for OT, and that would net \$3.5 million and there is currently no meeting of that need.]

Rex - ORS 352(?) defines TRU universities and limits them to the master's degree, so DPT requires us to change legislation. An OT program would not require legislation for us to offer it, since it is a Master's program.

Rob - As long as we don't have something like the walkout last session, I am confident we can have that language changed in the next legislative session.

Bojan - When people want to go back to school, we need to have programs they will want to go to. To grow revenues we need to be able to provide those programs.

Erin - When we think about how we grow, part of GE is to track data. We have some amazing programs with a ton of majors and those programs unfortunately lack capacity to contribute a lot to GE. We need to be really creative to continue offering a robust GE experience, especially since that cross-disciplinary experience is really useful to students. I think we need to remember that programs struggling to attract majors still contribute to the university in other ways.

Ethan - Thinking of the economy, we need to think about how to position ourselves in the future. Such as improving online course delivery. We had a strong online course presence and responded well, but we need to keep pushing on that. I think we might also look into beyond additional programs is offering short-term education outcomes (such as certificates) that would be attractive to working adults who are looking for additional support. Similarly, offering certificates to groups in the areas who need support right now. For example, K12 has had serious trouble meeting online education needs and I think we can help those groups provide those services while potentially increasing our revenues.

Stewart - A few comments and a question. I have heard from education faculty that marketing has told them they do not want to market education programs. I think it's great to develop new programs but I want to make sure we don't forget about existing programs which are not being leveraged as well as they could be. There is also an ongoing faculty senate group looking at the development of certificates. As a question, can you clarify why OPE isn't counted toward budget savings when it comes to salaries?

Rex - Regarding OPE, I made decision for those 10%/18% numbers to be around salary. There were two choices, OPE + Salary VS salary. I chose salary since that is the way I always think about these lines. The target numbers were adjusted appropriately, so the target itself would have been the same either way. I had a direct conversation with marketing to make sure that they are not disregarding education. Legislators often use STEM as an example of high-demand programs. I think about number of opportunities when I come to high-demand, and K12 is definitely a high-demand sector due to likely retirements. We need to make sure that we are offering a diverse, robust program. I've also been impressed by the number of certificates offered and look forward to new opportunities that can be enhanced/created by our experiences in the last few weeks.

Rob - I had also heard the comment about marketing and am very willing to spend discretionary budgets on targeted marketing. I have met with division chairs in COE and talked about this, as investing a small amount can highly increase enrollments in niche areas like this. We have done a good job on

certificates/new programs. We weren't able to offer standalone certificates due to reporting required by the Dept of Education, which may have changed. Mark Girod has done a great job of bringing us opportunities around this kind of thing.

Leanne - The vision for growing WOU and making it sustainable is great. A lot of faculty feel that we have been left out of that vision, or that we do not have buy-in. I think conversations around the Hanover report with faculty might cut down on some of the intransigence in some conversations. I hope we can all work towards this vision together.

Bojan - Hoping that immigration policies change, Indian, Bangladeshi, and Chinese markets are enormous and have a big appetite for STEM programs. If we keep those markets in mind then we can develop programs to meet those needs when international students are more able to come to the US.

Rex - It's been encouraging to end this on a "looking to the future" note. the Hanover report is probably not well-publicized and are areas of opportunity, such as STEM and international market. Our programs are likely to be of interest to both domestic, local, and international students due to diversity/robust programs etc.

Leigh: Thank you all for your time again. If you have other questions or comments, feel free to send them to me or pass them along to your division's rep for the next meeting.

Panel meeting 9.10.2020

Attending: Melanie Landon-Hays, Chelle Batchelor, Leigh Graziano, Erin Baumgartner, Keven Mallkewitz, Rob Winninham, David Janoviak, Chehalis Strapp, Patricia Flatt, Tad Shannon, Marie LeJeune, Ana Karaman, Mark Girod, Kathy Cassity, Brianna McFadden, Amanda Smith, Rex Fuller

Leigh: Thank us for volunteering, while most of us are off contract. Extended the time, begin with a short presentation and then open up to a larger discussion. Turn over to President Fuller.

Rex: Thanked us for joining. Especially as people are suffering through losses throughout the state. Hope everyone is safe...these are the most trying times I've experienced in my lifetime. Thoughts and prayers are with everyone. With any luck, we'll have some control and get to an environmental sense.

Slide 1. In May, the HECC and governor's office told us to plan for an immediate cut that led to the declaration we needed to invoke article 15. We met with the union twice, first on May 20th and June 11. Purpose is to discuss alternatives to program curtailment. At the June board meeting, the joint ways and means committee issued a set of principles and there was good news about flat funding for FY 21. That was a significant change since the board meeting took place and an adjustment was made. After the July 14th special faculty meeting, we met with FSEC and shared Dean's plans and we had an opportunity to respond. Thanked Leigh for leadership on that and we were able to with a task force which includes dean's, we were able to have a significant conversation with ...

Slide 2. Outlined steps that have delayed and lengthened the process for deliberation and designed response.

Slide 3. Key changes to FY20---key change is the 1.8 M of CARES reimbursement. Board delineation, we knew firsthand what it was like and thanked us for the quick pivot. Nutshell of that is they were able to assign 1.8 million dollars of personnel cost to this one-time infusion and that changed our ending fund balance here.

Slide 4. Impact. Important to see why we aren't using reserves---you see that we started using some of our reserves. We used and reduced our fund balance from 12 to 5.4 million. That puts us at an 8% balance and our board policy is 5 to 10% which is our desired target. We did utilize 7.5 million of reserve which is why we went from 12.9

Slide 5. Building the 20-21 budget. By November we need a set of solutions to balance the budget by the end of FY 21 in concert with board policy mentioned---5-15% fund reserve and an ideal target of 12%. This motion was debated extensively by the finance and administrative committee and they reaffirmed this directive moving forward

Slide 6. FY21 ADOPTED BUDGET. State of affairs in June. Flat funding was recommended and the far right column with the increase of 4.4 million that we are now 2 million. Effect of flat funding versus the 17% cut scenario. In that sense we have an infusion of funds for one year. One-year grant from the state and we now get to have more time to plan carefully. All part and parcel of our conversation today.

Slide 7. Long term budget. Update in September, revenue forecast in mid-September. This shows the revenue forecast going to December 19. In both cases, Oregon was in real good shape, revenues exceeding expenditures. We could think in terms of expansion of higher ed and then COVID happened and the gap is shown in that red line in that bright pink color and navy blue color with 4.4 billion dollars. This will be updated after the September forecast and all estimates are that we will continue this gap. Ben Cannon has met with us and what people are saying we can expect 17-20% cuts, Ben Cannon is saying we should expect much higher numbers, 30% cuts for the 21-23 biennium. 20% cut is 3 million and 30% is 9 million.

Slide 8. WOU Enrollment. Complicating that is our own enrollment at WOU. In earlier panels, people have noted that the peak is anomaly not normal, 2011-2012 is a peak and that is true for all universities in Oregon. This shows both UG and graduate enrollments.

Slide 9. FTE. Convert earlier graphs to FTE you see a similar pattern in decline and 20% decline that you've heard many of us talk about in regard to enrollment patterns experienced at WOU.

Slide 10. Faculty FTE. NTTs and TT lines. Equates to a full-time equivalent load for a TT faculty member teaching 36 hours in an academic year. Orange-ish line is the actual FTE numbers. Rose to 324. Relatively stable over the years. Gray bar is if we had a 19 to 1 student to faculty ratio what would have been what we needed...226. In Fall of 2019, we had 324 FTE and then we would have needed 226. The numbers that support that are in the next slide.

Slide 11. Student to faculty ratio. Enrollment has fallen faster than instructional FTE. # of students to # of faculty. Reflected in classes where you see the overtime number in some classes. All of these ratios are 1 number, quite a bit of variation across the university. These are the data that drive ===what if we held steady at 19 to 1, how many faculty would we have needed? These numbers are provided by Dr. Shahid and reflect the data that we report through IPEDS.

Slide 12. FY21 enrollment. UG FTE is 6% below budget and graduate FTE is 217 which is 13% below budget. Today's numbers show we are now about down 9% and graduates are down about 3 % on FTE. Down about 7% FTE. Much of that is complicated by COVID as you all know, we made a reopening decision that we are opening mostly remote and those are in the science labs and creative.

Slide 13. Adopted budget w/ varying levels of enrollment. 3-million-dollar loss. Our revenues are falling short as we begin the fiscal year. We go from a starting budget deficit of 2.2 million and if we were 10% that would put us at 5 million. We're working very hard to try to get students to return and to take full loads. We are getting the students who are enrolled, enrolling in loads the same as last year.

Slide 14. Early intelligence. Ben Cannon---30% rather than 10. Back in 2008, higher ed took a disproportionate share of cuts but back then, we thought we could raise tuition to offset the decline in state funding, double digit increases across the nation. Universities don't have much elasticity left to offset cuts. On top of that we're playing a game where we set tuition in April and have a budget cut that comes mid-cycle. 80% of expenses are personnel. VPs are planning for 10 and 17% cut scenarios. This process is a book with two chapters. Classified and unclassified positions and work around faculty positions is governed by article 15. With that we are ready for questions. Turn it back to Leigh. Will pull slides down to allow for more interaction.

Leigh: Immediate questions related to the presentation material before we move into a larger discussion.

David: There are a lot of unanswered questions moving forward with the budget, we don't know if it will be a 10, 20 or 30% cut, curtailment, program elimination cuts. What is your target given all of those uncertainties.

Rex: Planning target we gave deans were in the range of million dollars in program curtailment and that was built after June. When we think of where things end up, we are in a better spot with enrollment declines, we could be in that range of 6 million dollars and we are still looking at options. What we will have to do is build scenarios into it, if things are this bad, we'll go this far and if things are good, we'll go this far and the challenge is that we have to start now and it requires a full year to give notice for any tenure track positions, the change in our funding from the state enhances our ability to do thoughtful planning for this year. Planning documents by the end of the year, right size based on what we know at that moment. By the end of Fall, we will know the fall census and have more certainty and then the legislative process won't begin until January and then we can go forward with that process. I hope that's responsive to your question.

Melanie: Salem campus and Salem budget.

Rex: purchase price is 2.7 million, engaged in remodeling. It will be a place where we offer courses related to the new Salem effort. WE have seen enrollment in key programs there. Degree compilation options at the UG level. The enrollment numbers are tracking ahead of where we planned, and the location will be one that is available for further expansion in the COVID and post COVID world. Revenue estimates are all in. WOU has two locations and all enrollment estimates include both of those. I think all of that data is in the slides I shared, and I'll defer to Ana to see if there's anything she would like to share.

Ana: So, you saw on one of the slides, we pulled it out, because it's one time it has all the typical expenses and additional 3.5 million. That includes 2.7 we pulled it out to show it as a one-time expense, as we look to forecast, this won't happen and we go to that account. 2.7 purchase, when we purchased, we also started a revolving line of credit for 5 million we thought that if we need to tap into money, we have this line. We had lots of discussion with the finance committee about that.

Rob: Add perspective from academic standpoint. Exceeded our expectations in terms of enrollment. 340% increase in enrollment...exceeded our average classroom capacity last year...talking about reducing expenses. We want to increase revenue, given that we are in a recession now and giving them a flexible schedule and it will take some time...

Chehalis: Increase in enrollment, new student enrollment or shifts from Monmouth campus to Salem campus.

Rob: Some new enrollment in org leadership for example. We've surveyed students and asked why they came, and the convenience of being in Salem, WOU Salem

Leigh: What is the student FTE that equals the 340% increase? Org leadership is working populations.

Rex: We are targeting primarily a working population, for new enrollment that doesn't fit a 1 to 1 ratio. That is data we could run. I would say as Rob said is that students are a mix of new students. Mix of students taking courses because they can get the class there, as well as new enrollments. We know that there are 500,000 people in Oregon who started college and didn't finish.

Rob: We talk a lot about organizational leadership, other programs have seen an increase, org leadership, the Rehab and counseling is up 29% and interpreting studies is up 19%.

Leigh: Marie has asked if you could speak to how decisions are made to be held in Salem and how we allocate resources to advertise these Salem offerings?

Rex: General announcement...we've done some additional advertising in relocating to our permanent home in the Vick building, personal context and directors and Rob and I have met with leaders. State government, etc. and we've met saying we have programs available in Salem, there are advising efforts, the actual budget related to advertising, what advertising do we need to promote that new location. As to which programs are located there, I'll defer to the Provost, a lot of that is driven by faculty interest. Discussions and opening sections can be located there as well.

Mary: mic keeps cutting out for me.

Rob: in terms of programs offered there, Sue has worked with deans and division chairs and there is the opportunity to move into Salem. We can offer far more classes. We want

Rex: Working with the chair of OCOP to talk about an LOA for that space. They have provided 60,000 dollars for remodeling their space in that building. The advantage of them being there is that most of their work is around theprocess. The advantage of them being there during the sessions and they would relocate to community colleges. AT this point, only OCOP is seen as a tenant of that building. We had some conversations with projects related to Apple, there are possibilities but no decisions being made.

Amanda: are we looking to cut 100 positions or the equivalent of 100 FTE. Or how does that relate to the million or 4-million-dollar amount. These can represent lots of things; can you relate those for me.

Rex: The plans I asked the deans to work on is salary, not OPE. Going forward, those are the same numbers I asked the VPs to identify, those numbers were picked at the time as that was the intelligence we had from the governor's office. The numbers we've worked on were related to salaries and not OPE, base salaries, that includes salaries we have in the budget, TT and NTT positions, part time and full time. So, when I use that 19 to 1, it was simply for expository reasons, if we had maintained that ratio, that's what we would be. We aren't looking for a razor. We've seen enrollment declines that see a need to align our instructional resources with our current reality.

Mary: Thank you so much for providing us with this information ...TT is 36 hours and NTT is 46 hours. We've had lines not replaced and lines moved and so over time there's been a shift in TT faculty and see what those shifts have been over time. I think we've been right sizing for a while, see the shift from TT to NTT. Why just look at salaries? Benefits are related to what is in the contract, looking just at salaries? Why not look at the overall picture and not just salaries?

Rex: Reason I asked for salaries as someone who has worked in higher ed for a while, a position A, TT faculty member looks at steps in contract. When you look up salaries, you look up salaries, it's salaries rather than salaries and benefits. We can look at position alignment. We could have easily done the arithmetic based on OPE. There are fixed costs like healthcare but there are places that move the number around. We have been very careful about filling vacant lines, all the years I've been here and perhaps even before, and despite all those decisions around numbers. You might think about these efforts to make micro adjustments to be less than we need to fully balance the alignment of instructional resources which is why I invoked article 15, we can't do the gradual process anymore. We're doing both of those things with this particular exercise at this stage. Position accounts in various departments may have changed in the last five years, so the data that DR. Shahid provides his total instructional effort over a time period.

Mark: Going to the issue that we were just talking about which is salary versus salary + OPE, when we were looking at 17%, 17% cut in salary is a 22% cut when you figure in OPE, you are

really cutting 22% and telling people it's 17% and the problem is the disconnect between what is actually being cut. I understand that using salary is easier to calculate because healthcare is fixed for everybody when other costs are not. There are two sets of numbers and it causes a lot of confusion, so the implication is there are extra cuts being snuck in and people I talked to were quite suspicious and just using salary is underestimating the actual cuts being made.

Rex: The 10 and 17% figures converted to a dollar figure. Same process given to VPs. IN the end, we control positions and salaries and we don't control OPE. We don't have influence on that with the legislative process.

Rob: 10 and 17% plans on the staff side. Not faculty. Similar approach---we had targets for 10 and 17% salary reductions across campus.

David: I don't know if this is so much a question as a series of comments. I love the idea of a sustainability task force. I think this is long overdue. I think it should be in place for a long time and should have representation from all divisions. We've spent the last 5-6 years waving the word sustainability around like a chastising figure, but we weren't provided with data or expectations for what that term means in relation to our department, division, etc. Some departments felt we were sustainability but learned that we were losing money for the university, so when Dean Cassity provided us with her LAS cost analysis spreadsheet and whether or not we were generating profit or costing. It was a wakeup call and surprise to us, the two questions that went through my mind were 1) why weren't we provided this data earlier and 2) how do we fix this? If we were told how we could be sustainable by profitable departments, we could achieve those goals. Response from CA who has seen this has been to roll up their sleeves and find solutions. Those discussions have begun and are really valuable. I'm concerned as a division chair, is it too late for that? Will we be cut and relegated, based on rubrics and reports that scare us in CA. The Hanover report and I look at that series of bubbles and graphs that break us down into where we have low market and high market demand and it feels very utilitarian, I guess what I'm asking is will we be able to contribute to balance in this process? And secondly, is the Hanover report a major factor in making these decisions?

Rex: First of all, epiphany of having conversation with Article 15 and FSEC is both groups were thinking about this, my understanding in progress we were making on that, roughly, to your point, longer term one can imagine that topic embedded into the UBAC process, a long term sustainability question is I agree with you on that...another reason why we need to have evidence and data...the Hanover Report was an effort to look at future and the horizon and alignment with majors in UG programs so it is seen as an audit of our current programs, so at this point, we're still having dialogue about where we can make adjustments in our program array that would lead to some degree of efficiency and structural alignment, That's the whole point of these conversations is to look at alternatives,. There may be places where we say that we no longer need a major. Might lead to a reduction in total FTE in that unit. Aligning instructional FTE with programs you are responsible for. The crux of the conversation is that. The deans were charged with giving me a first effort into what that would look like. FSEC

responded to those, filling in this dialogue process. As I pointed out, these conversations and work down with the sustainability task force might.

Rob: I want to add a little to that if I may, I'm appreciative that we have been able to add additional time to the timeline. Now we're looking at the end of October. Work has already started. Give credit to college deans who have already cut 1 million dollars. We call efficiency, these are NTT jobs. That work has been done and will continue to be done outside of Article 15 It's been very difficult. Ana would point out to you more than a dozen people she has laid off in the last 6 months. We've laid off quite a few people in academic affairs. We've reduced 3.5 FTE in academic affairs the last two years. Mark and Kathy looked at profitability of programs. When we do something new, we try to factor in a 40% overhead, if it doesn't, we look at that to do that. Mark did that. He didn't think it would be publicly discussed like this and gave us a metric that would be comparable across all programs. WE found that all programs were quote unquote profitable. That can't be the case if we are losing several million dollars a year because we have some baseline infrastructure we have to put in place and that is more expensive than if we add more programs. 40% was an assumption made...

Keven: Business, student to faculty ratio higher than the campus mean. One question, three parts about workload: worked at Adidas for 15 years and went through 6 restructurings, key and central was analyzing the precision descriptions and workload of people being affected. It would seem that since every WOU faculty member has a rewritten description that details what they do, it seems these would need to be examined in looking at curtailment, how is that not being done? How does additional teaching in business save money? If that teaching increase is implemented, what will the FTE look like for TT business faculty?

Rob: We don't have position descriptions for faculty. Built into the CBA.

Keven: not true. I should have a position description.

Rob: I've never seen that policy and don't know anything about that description.

Keven: Judy is the implementer of that. The fact that we don't know that is a huge problem.

Rob: position description for faculty is baked into CBA. TT faculty teach 36 credits, that's in the CBA, somehow business got a special deal you taught less even though other programs. I've averaged almost 40 students in each class I've taught. Business isn't special in that regard. We have to follow the CBA. If we want to change the CBA, that can be done through the bargaining process.

Keven: answer to first question, we don't have position descriptions.

Rex: more than likely we have job ads that tie to people being hired, those would be in business specializing in marketing versus finance. That would lead to a decision to lead to FTE and discipline specific areas, that would be a piece of the conversation we are engaged in right

now. You are referring to the recommendation in the dean report, aligning load with 36 credits, when we think in terms of actual felt load, load of faculty ---size of classroom, number of courses, number of preps, all of those are factors of real load. We have in CBA a nominal load of 36 credits per term. In economics, we saw student enrollment that was not different, well above 30 per class. All of those are factors in individualized factors. Driven at department level, division chair, I would say that there would be a way to do this---decisions around program curtailment, such as suppose we decided not to offer a major in accounting, that would identify places in your group where we would look to reduce instructional offerings, we should not need upper division accounting courses. IF we made that decision, that is an example of aligning instructional resources in program curtailment.

Chehalis: Ideas or plans to incentivize early retirement...

Keven: We don't need to answer the questions that were asked. How will the proposal save money?

Rob: If all TT business faculty taught the CBA defined load, we'd reduce NTT FTE by 45 credits per year. That's where the savings would be.

Keven: It doesn't say, service and research part of the FTE, who does that, where does that go, where is that paid for?

Rob: You have service load, the TT faculty in your load don't do advising. You have service and scholarship expectations. Business faculty are not special here.

Keven: Your answer doesn't address how savings for us...it changes my research, service, and outside compensation changes.

Rob: 45 credits saved ...

Keven: 10 years I've taught 27 credits. What will change next year.

Rob: Plan deans submitted will have you teach 36 credits, like the rest of faculty, what will be my expectation?

Kathy: Same as everyone else Keven. Service and research as stated in the CBA.

Keven: We're not interested in hiring faculty in business or faculty diversity in business, strategic plan is not a strategic plan...

Rex: you're talking about a proposal that needs to be vetted; second time you've been on the panel and raised these concerns. In my experience as a dean of a business school that when someone has a nominal load of 36, that reduction in teaching means there is more effort put into the other categories and they have higher research and service expectations. Should we go

forward with that idea, we would raise your composition of courses in a given term and that will change your work balance among the three pillars if you will, teaching at a full 36 hours, so in effect, by having a reduction all these years, the expectation should be that you should have done more in service and research than your peers. I mean, in some cases I've experienced if one department has a lot of majors, why might you give them a slightly lower teaching load, have them do additional advising beyond the norm to offset the teaching load. Balanced with research and service expectations. I really think this is the reason why we are having these conversations. I'd like to move on to other questions.

Chehalis: How we might incentivize early retirement?

Rex: No other agreements that we have reached...in an earlier panel, in my conversations with leadership of the union, back on the 20th and 11th. One response was that we should consider this, that was suggested by the union. We were in the midst of bargaining at that time, there were proposals and there was no agreement on adding that at the time.

Mark P: There was no agreement because the administration stopped negotiating, the admin proposed one, the union gave a counter and the administration pulled the plug. We were mystified about why we stopped talking about it when incentivizing early retirements would save money, the administration just gave up.

Rex: We gave one proposal back...

Mark P: One counter and pulled up and gave up the discussion. It could have borne fruit, so we didn't talk any further. Anyway...

Mary: I'd like to see data. With the task force, are some of the data you are using to make decisions, are we moving forward as faculty. I'm seeing large data sets, not the subtle details. Will we have access to that moving forward?

Mark P: Two things I hear from a lot of faculty I've talked to for the last several months. One is, this enrollment issue has been exacerbated by COVID, but the enrollment is a long-term pattern, most faculty view sustaining enrollment as the task of the administration. The faculty are here to teach the classes, teach the students who are here, the administration's job is to get them here. We heard that we're doing this and this, statewide trends and national trends, our enrollment is going down faster than other universities and the administration is treating it like it's the weather and we've spent all this time on this budget crisis and worked on a project to increase enrollment, Faculty are being punished for the administration don't get students here.

Erin: I've been following the live chat with incoming students and the SOAR workgroup. I appreciate that we're already frustrated with enrollment and those folks are working so hard and are going above and beyond. I feel the need to speak up on their behalf.

Rob: I think that Mark, at one point, you say all the things were' doing, and we're not paying attention to this. We are doing this: have the types of programs and ability to attract students. You can't say we need to get people here and say programs don't matter. We just had a large grant renewed to do that and had an additional grant to support Latinx students and we're ...need to create new programs that meet the market and ...

Leigh: Mindful of time, Amanda let me sneak you in.

Amanda: I think I'm hearing an either / or. Admin has to bring people in or new things need to be flexible. And one of the things that struck me in that most recent exchange. Programs that are successful and do good work, we feel abandoned and are told you're fine. How do we partner existing as well as seeing resources provided to new programs that are not off the ground, but need support? How do we have those conversations where existing programs still get the resources they need and it's not on the faculty to do all of those things. I'm not dismissing our admissions and advising folks. It feels like, yeah, go do that, but there isn't a lot of external support for that. There has to be a medium in what I'm saying.

Leigh: Final words...

Rex: Thank you for taking time especially in these very challenging days. The number of comments...it's all of that, new students and higher retention rates and how do we get resources aligned with those efforts. We have to look at the balance of our academic programs for our mission as a regional comprehensive university. That's why we included the possibilities for enhancements as well, not just program curtailment, alignment, with our forecast and are sustainable.

Leigh: Exec is currently vetting the call for the sustainability task force. We are hoping to get that out next week and want to get people to hit the ground running. Please feel free to send concerns to your chairs and deans. I hope everyone stays safe and well. See you all in the near future.

**WOU FACULTY SENATE SUSTAINABILITY TASKFORCE
RESPONSE TO ARTICLE 15 TASKFORCE WITH RECOMMENDATIONS**

I. Introduction and Summary

The members of the Faculty Sustainability Taskforce (FST) wish to first express our gratitude to the WOU Administration for the opportunity to respond to the invoking of Article 15. In what follows, we provide our response and request that our recommendations be taken into consideration prior to implementation of any further action.

The FST acknowledges that a variety of factors, both in and outside of our control, have contributed to a fiscal situation that requires immediate remediation to ensure the long-term health of our institution. Administration has granted an opportunity for faculty to provide input on proposed solutions by requesting that this taskforce develop separate models to reduce faculty salary and OPE by specified amounts. It is our assessment that providing thoughtful, specific, and carefully-considered strategies aimed at meeting certain budget reduction amounts (e.g., \$1M, \$2M, etc.) is impossible within the timeline provided to this taskforce (see Section V. for more information). However, we submit that, as originally conceived, the charge of this taskforce was, more broadly, to serve as a conduit for faculty input on the Article 15 process, rather than to specify how the budget should be reduced by targeted amounts. To this broader charge, we remain faithful. Accordingly, we provide several recommendations on how to proceed from here. In the short-term, we request that the Deans' reports, which are detailed, thoughtful, and well-developed, be further refined in consultation with program leadership (e.g., Division Chairs). Revised reports should then be forwarded on to Administration for consideration. Additionally, we provide several recommendations regarding the development of new policies, practices, guidelines, etc., aimed at promoting institutional sustainability over the long-term.

II. Taskforce Charge

The FST was convened to provide an opportunity for additional faculty input to the Article 15 Taskforce. Membership of the FST includes representatives from academic divisions, academic programs, and ex-officio members serving in various capacities (see Appendix A). The charge given to the FST was to provide separate models to reduce faculty salary and OPE by \$1M, \$2M, \$3M and \$4M. These varying planning levels of cuts are to allow the university to better respond to increasingly volatile and uncertain factors that may impact institutional health, such as declining enrollment and state funding. The timeline to do this work is short, with a final report due to the university president by October 28, 2020.

III. Summary of Review Process and Data Utilized

Per the request of the Faculty Senate President, the FST was convened at the beginning of Fall Term 2020, meeting weekly during the month of October. The taskforce is led by a chair and co-chair, who have coordinated members' efforts to review and analyze the available data (described below) in the interest of producing the requested report.

The following materials and data were made available by administration for review by the taskforce:

- Notes from Summer 2020 Article 15 panel discussions;
- July 2020 budget reduction scenarios and proposals from Divisions/Departments in the College of Education (COE) and the College of Liberal Arts and Sciences (CLAS), in addition to similar documents from the Library;
- Proposed CLAS budget-reduction suggestions from Dean Cassity (July 15, 2020);
- Proposed COE budget-reduction suggestions from Dean Girod (July 22, 2020);
- Various budget document summaries including Institutional Research (IR) Data on program-specific student credit hour production (SCH), revenues-expenses, enrollment trends, student census of majors, General Education enrollments and faculty salaries, amongst others.

IV. Key Factors Informing Taskforce Assessment

The FST recognized the following in making their assessment:

- a. There is a projected budget shortfall in the next fiscal year that requires immediate action, planning, and mitigation.
- b. University enrollment has steadily decreased over the past 10 years.
- c. The campus, state, and nation are currently engaged in an ongoing pandemic and public health crisis that is impacting (and will continue to impact) University operations, enrollment, and revenues.

V. Taskforce Assessment

After utilizing the information available and recognizing the factors listed above, the taskforce made the following assessment:

- a. For the reasons described below, the taskforce should not provide separate models to reduce faculty salary and OPE by \$1M, \$2M, \$3M and \$4M, as originally requested.
- b. The timeline given for the FST to address its charge was insufficient. The Faculty Senate does not typically engage in budget management, few members of the Faculty Senate and/or the FST have the specialized knowledge required to effectively manage and/or make recommendations regarding the budget of a large organization, the members of the FST do not have the requisite information or understanding of context to make informed decisions for areas other than their own divisions, departments, and programs, and, moreover, it would be inappropriate for faculty to make such decisions under such a short timeframe and without a much more thorough process of familiarization with departments and programs across campus. The University, like other large organizations, is a complex and dynamic system of interrelated programs, offices, and units, and it is impossible to predict all possible implications of any proposed cuts without thorough consideration of the existing relationships between these units. Given the above, it is unreasonable to expect a well-informed recommendation regarding specific budget cuts within 3.5 weeks.
- c. Considering the complexity of the task, a lack of requisite knowledge and expertise, and the short timeline, any recommendations of specific cuts from the FST may have unintended consequences and would likely generate disagreement, conflict, and animosity among faculty, staff, and administration. This would undermine the development and maintenance of a collegial and collaborative academic community, which is central to the health of all institutions of higher education.
- d. Deans and Division Chairs have already presented budget reduction scenarios. The FST believes these to be thoughtfully developed and endorses much of what is recommended in these reports. The reports represent an excellent starting point that, with some revision, should receive the full consideration of administration when developing a final plan.

VI. Taskforce Recommendations

The FST recommends the following:

- a. The Library, CLAS, and COE deans should openly review their proposed reduction plans with Divisions and Departments in their respective areas, and work as a collaborative team to revise and submit a cohesive, agreed upon faculty salary + OPE reduction plan. These systematic discussions should involve consultation between the Deans, Division Chairs, and if needed, Department Heads and other faculty as needed. We encourage the Deans to solicit feedback from divisional leadership, and then to submit any final recommendations to administration for review. If needed, the timeline for submission of any recommendations should be extended to accommodate these discussions.
- b. Any proposed cuts should be reviewed with respect to their impact on not only major and minor academic programs, but also the General Education program. Final decisions regarding cuts should be balanced in their impact on these programs.
- c. Short-term budget reduction decisions should be guided by the values of our institution and the faculty thereof. We are a liberal arts university that values a diverse set of offerings for our General Education program, and we assert that having a robust choice of majors is important to our student body. We serve many students who need an alternative path to degree completion through our Interdisciplinary Studies program, a large and strong program that, it should be noted, includes faculty from many different fields. We proudly serve many first-in-family students and our systems and programs should continue to be supportive. We are also striving to be an Hispanic Serving Institution, so we should consider the diversity of our faculty and work to increase representation.

Additionally, in the interest of ensuring the long-term sustainability of any actions and the future health of the institution, we make the following recommendations:

- d. Augment existing and/or establish assessment-, program-, and curriculum-relevant protocols with formalized, clear, and consistent processes for potential program development, review, and reduction that includes adequate timelines to properly evaluate academic program outcomes in the context of any proposed developments, alterations, reductions, or elimination (See Appendix B for curriculum-specific recommendations).
- e. Create an automated system of regular academic program IR data collection and reporting that provides annual success metrics such that Division Chairs and Department Heads can proactively devise strategies to advance productivity and revenue streams, aligned with well-articulated institutional goals in this regard.

- f. Develop a collaborative, proactive incentive system for improving academic program success metrics such as SCH/Faculty FTE ratios, numbers of majors, General Education course enrollments, etc. Productivity through contributions to research and service should also be included.
- g. Establish high-priority task forces, constituted by faculty, staff, and administration, that are charged with (1) developing strategies aimed at ameliorating the declining trends in enrollment at WOU and (2) developing strategies aimed at economizing class scheduling, maximizing course SCH/Faculty FTE packing ratios, and other activities that increase efficiency and decrease the need for program reduction.
- h. Finally, all recommendations regarding the development of new policies, procedures, etc., should be extended to not only tenure-track faculty, but also non-tenure-track faculty and staff, where appropriate. We are a community of professionals, serving in various capacities, and any action that benefits one group should also benefit other groups as well.

VII. Action items

The tasks at hand, as listed above, can be divided into action items delineated based on the timeline required for planning and implementation:

- a. Short-Term Immediate Action Item
 - i. Finalize budget reduction strategies for academic program costs, as stated by the President. This should begin with Dean/Division Chair consultation regarding relevant proposed reductions, potential modification of college-level reduction recommendation reports, and resubmission of said reports to administration. Administration should take any revised recommendations into consideration for inclusion in the administrative budget plan presented to the WOU Board in December.
- b. Longer-Term Action Items
 - i. Convene working groups to address recruitment and retention issues in the interest of addressing declining enrollment trends, as well as to address existing inefficiencies in program delivery.
 - ii. Optimize strategies for IR data collection, analysis, dissemination, and utilization by academic program areas.
 - iii. Develop and establish and/or augment existing formalized processes for program development, review, management and reduction. In particular, the institution needs to develop a clear, data-driven process grounded in principles of shared governance by which program “sunsetting” may be engaged, as needed.

Appendix A

Taskforce Membership	
Erin Baumgartner	General Education
Laurie Burton	Curriculum Committee
David Janovick	CAD
Steve Taylor	NSM
Mark Perlman	HUM
Elizabeth Brookbank	LIB
Shaun Huston	SS
Ethan McMahan	BS
Bojan Ilievski	BUS
Breeann Flesch	CS
Terry Gingerich	CJ
Chung-Fan Ni	Deaf Studies
Ken Carano	Education
Jeff Armstrong	HEXS
Ex Officio Members	
Mike Baltzley	Data Support
Hilary Holman-Kidd	Data Support
Melanie Landon-Hayes	FSEC and Grad Studies
Annika Joy Thompson	Admin/Scheduling/Support

Appendix B

Curriculum Recommendations for Taskforce

To maintain a current and vibrant set of curriculum offerings to best serve WOU and Oregon students, and to guide development of new programs in high-growth or emerging fields, we recommend a campus wide approach and support for both focus on, and efficiencies in program and course offerings. In parallel with a regular process to evaluate program efficacy at the student outcome and the financial levels, faculty should be provided information about emerging fields, suggested curriculum development ideas from reports such as the Hanover Market Opportunity Scan (1) and the Stamats New Academic Program Analysis (2), and should be provided support for the time needed to develop new programs to attract student interest and to develop new pathways to enhance student degree completion.

A uniform and consistent curriculum development process with equal support opportunities for all faculty should be defined, disseminated, and used throughout campus. Such a process should be used to support existing programs as well as to support development of new programs and pathways. We would like to see a method provided for existing programs to request resources and reinforcements for ideas that will strengthen current offerings. We also believe that acknowledging areas of success is an important part of this process. We note that a uniform process to support curriculum development does not yet exist at WOU. For new revenue streams, the Hanover and Stamats reports show areas where WOU can grow and focus to attract new student interest and these and evolving ideas should be supported. The current ad hoc process does not afford equal opportunities for faculty in all areas to participate in the development of new programs. Report recommendations, development opportunities and other relevant information can be disseminated to faculty through existing Faculty Senate committees, such as Curriculum for undergraduate programs and Graduate Studies for graduate programs.

The deans' report and enrollment numbers identify a lag in graduate enrollment in key areas; Contemporary Music, M.M., Criminal Justice, M.A., Elementary Mathematics Specialist (K-8), M.S.Ed., Management & Information Systems, M.S. and Organizational Leadership, M.A., and this, along with the recent shuttering of the eMAT program, despite an incoming cohort of close to 20 graduate students, reflects a systemic issue in support for and marketing of existing graduate programs. The process for both supporting existing programs and building new programs has been particularly uneven in our graduate offerings with differential tuition approaches, and other special deals. We hope the hire of the new Dean of Graduate Studies and Research will result in increased numbers for previously vibrant graduate programs, and increased work with faculty to support existing programs and to develop new and attractive graduate programs and program pathways, certificates and specializations, including programs that are natural graduate level next steps for existing WOU undergraduate programs, pathways that are designed to help encourage current WOU students see WOU as a viable graduate school opportunity.

1. Market Opportunity Scan, Undergraduate Bachelor's Programs, Hanover
2. New Academic Program Analysis: Potential Graduate Programs, Stamats

Appendix H

COLLECTIVE BARGAINING AGREEMENT

Between

**WESTERN OREGON UNIVERSITY
FEDERATION OF TEACHERS**

**Local 2278,
AFT, AFL-CIO**

And

WESTERN OREGON UNIVERSITY

July 1, 2017 through June 30, 2020

(2018-2020 Re-opener)

back pay to accompany an order of reinstatement.

The arbitrator shall have no authority to make any decision limiting or interfering in any way with the powers, duties, and responsibilities of the University and the Board which have not been expressly limited by this Agreement.

Section 7. Arbitrator's Decision. The arbitrator derives authority wholly and exclusively from the express terms of this Agreement. The decision of the arbitrator shall be final and binding upon the parties as to the issues submitted, provided that either party may appeal the decision on the basis of repugnance to law, jurisdiction, or that the arbitrator exceeded authority granted by this Agreement.

The decision of the arbitrator shall be issued within thirty (30) calendar days of the close of the hearing unless the parties have agreed to additional time.

The decision of the arbitrator shall be in writing and shall set forth findings of fact, reasoning, and conclusions on the issue submitted and which shall include a clear statement as to the prevailing party.

Section 8. Costs. All fees and expenses of the arbitrator shall be borne by the party not prevailing in the arbitration. Where an award clearly finds each party culpable, costs will be shared equally. Each party shall bear the cost of preparing and presenting its own case. Expenses of witnesses, if any, shall be borne by the party calling the witness. The cost of any transcripts required by the arbitrator shall be divided equally between the parties and each party shall be furnished a copy thereof. If either party wishes a transcript of the hearing, it may have one made at its own expense, but shall provide the arbitrator and the other party a copy at no charge.

ARTICLE 15: LAYOFF

Section 1. It is understood that in a viable and complex University offering an array of professional programs, it may be necessary to adjust staff and programs. Historically, these adjustments have been accomplished by attrition and by not renewing appointments in specific programs, units, or divisions. The provisions of this Article and accompanying procedures do not apply to this historical practice.

The modification of programs generated solely by changes in curricula or in the educational programs or mission of the University is accomplished through usual curricular mechanisms and the provisions of this Article likewise do not apply.

Section 2. Layoff will take place only after the University finds that one of the following bona fide conditions exists or is imminent:

- A. demonstrable financial exigency;
- B. program or discipline curtailment;
- C. retrenchment.

The magnitude of the layoff shall be commensurate with the condition necessitating such layoff (OAR 580-021-0315 et seq.).

Section 3. After a declaration is made that one of the conditions described in Section 2 exists or is imminent, the President will meet with two (2) members of the Union to discuss alternatives. Following the meeting the President shall present a plan to implement the conditions described in Section 2 to the Union. The plan will include proposed reductions to divisions and programs. The Union will have an opportunity to review and make comments on the President's plan and to suggest alternatives. The President will consider the suggested comments of the Union before preparation of the final plan. The President's final plan shall be given to affected divisions or units no later than one month prior to implementation. The Union shall be concurrently provided with a copy of the President's final plan.

Section 4. The factors to be considered in any layoff determination shall be considered sequentially. Should consideration of any factor in sequence result in identification of a candidate for layoff, the remaining factor(s) need not be considered.

The first factor to be used in determining which faculty members are to be laid off shall be the needs of the program or division, including the need to preserve various areas of academic specialization and in consideration of the University's commitment to affirmative action goals. Each Division faculty shall provide recommendations to the Chairperson concerning areas to be preserved in protecting the academic integrity of the programs offered by the division as they relate to the Division, College and University. If the Chairperson does not agree with the division's faculty recommendations he/she shall meet with the Division faculty to discuss the recommendations.

The second factor shall be the kind of appointment: fixed term appointments shall be laid off before tenure-track and indefinite tenured appointments, tenure-track appointments shall be laid off before indefinite tenured appointments.

The third factor shall be seniority; when the needs of the Division or program can be met by two or more members whose qualifications are substantially equal and whose performance are substantially equal, as revealed by performance evaluations (Article 8, Evaluations), members with the fewest number of quarters of continuous service shall be laid off first. The number of quarters of service to the division or program shall be calculated as described in Section 5 below.

Section 5. Before the length of service to the Division, discipline, or program is determined, all faculty members who have transferred into a Division or program where a layoff is to occur will have time in their former division or program included in the calculation. When two members being considered for layoff have the same length of service, the individual first appointed to the Division or program shall have seniority. The date of appointment shall be taken as the date of the letter which first appointed the individual as a member of the Division or program. Upon request by the Union, the University agrees to provide the Union with a list containing the date of original appointment to the Division, discipline, or program.

Section 6. If a tenured faculty member is laid off under the provisions of this Article, the

University will endeavor to find suitable alternative employment within the institution or, if such is not found, shall make reasonable efforts to assist the member in finding suitable employment elsewhere.

Section 7. If a position becomes vacant in the program or Division from which a member has been laid off and the position is to be filled, a member who is fully qualified to fill the vacant position shall be offered reemployment by certified mail. Offers of reinstatement shall be made in inverse order of layoff. The faculty member will have thirty (30) days from the date the offer is sent in which to accept the offer. If no acceptance is received in writing within the thirty (30) day period, the faculty member will be deemed to have declined the offer and the institution will thereafter have no further obligation to the member. It is the responsibility of the faculty member to keep the institution apprised of their current mailing address. When circumstances warrant, the University and the Union may agree to shorten or waive the thirty (30) day period required by this section.

Faculty members recalled from layoff will be credited with their original date of appointment, less the layoff period, for purposes of determining years of service, and will be reinstated with all rights and privileges accumulated prior to layoff unless such rights or privileges have been impaired by actions of the member while laid off.

Persons who have not been reemployed as of June 15 of the year following two full academic years after layoff shall be deemed to have been given timely notice and their employment will have been terminated as of that June 15 date.

Section 8. Members on layoff status will be treated as if on leave without pay for purposes of eligibility for enrolling at any institution of the former Oregon University System at the staff fee.

Section 9. The University shall not use salary rates to differentiate among non-tenure track faculty for purposes of staffing.

ARTICLE 16: SALARY

Section 1. Retirement Plan Contributions.

Bargaining unit faculty members shall be eligible to participate in the Public Employees Retirement System (PERS), the Oregon Public Service Retirement Plan (OPSRP), the Optional Retirement Plan (ORP), the Tax-Deferred Investment 403(b) Plan (TDI), and the Oregon Savings Growth Plan as set forth by Oregon law.

A. Public Employees Retirement System Individual Account Program (IAP). For work performed on and after January 1, 2004, Western Oregon University shall pay on behalf of members of the Public Employees Retirement System (PERS) the statutorily required employee contribution to the Individual Account Program under ORS 238A.330 and pursuant to ORS 238A.335, or under ORS 238.315 if the member elected assistance under ORS 243.920.

1. The full amount of the members' required contributions paid by WOU to PERS