



**MEETING OF THE WOU BOARD OF TRUSTEES**

**MEETING NO. 39 – APRIL 21, 2021**

**1:00 PM – 5:00 PM**

To observe the meeting: [wou.edu/livestream](http://wou.edu/livestream)

Audio only, call: +1-415-655-0002 | Meeting ID: 133 720 9555

**AGENDA**

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

**II. CHAIR'S WELCOME**

**III. CONSENT AGENDA ([Appendix A](#))**

1) Meeting Minutes:

a) [February 17, 2021](#)

2) Proposal for new certificates:

a) [Elementary Certificate in Spanish](#)

b) [Intermediate Certificate in Spanish](#)

c) [Elementary Certificate in French](#)

d) [Intermediate Certificate in French](#)

e) [Elementary Certificate in German](#)

f) [Intermediate Certificate in German](#)

g) [Certificate in Public and Non-profit Management](#)

h) [STEM Educational Leadership Graduate Certificate](#)

3) [FY21 Management Report](#) (As of February 28, 2021)

**IV. PUBLIC COMMENT**

**V. SHARED GOVERNANCE REPORTS**

1) [ASWOU](#) (page 3)

2) [Faculty Senate](#) (page 4)

3) [Staff Senate](#) (page 9)

**VI. [PRESIDENT'S REPORT](#) (page 11) (Cabinet full reports in [Appendix B](#))**

Executive Order 20-28 states: The governing board of each public university or community college must, at each regular board meeting, review the plan referenced in this paragraph, and any amendments thereto.

The Presidents Report's report includes an update on the University's safe operations during COVID-19.



**VII. BREAK**

**VIII. THEME: Academic Affairs**

- 1) [Graduation and Retention Rates](#) | Dr. Michael Baltzley & Dr. Sue Monahan (page 30)
- 2) [ACE Learner Success Lab](#) | Dr. Adry Clark & Dr. Kathy Cassity (page 53)

**IX. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion

**X. FINANCE & ADMINISTRATION COMMITTEE (FAC)**

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
  - a) [FY2020 Single Audit](#) (page 62)
  - b) [Tuition & Fees for 2021-22 Academic Year](#) (page 90)

**XI. BREAK**

**XII. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
  - a) [Board Statement on Diversity, Inclusion, Equity and Accessibility](#) (page 110)

**XIII. FINAL ANNOUNCEMENTS**

**XIV. ADJOURNMENT**

**XV. EXECUTIVE SESSION**

Following these discussions, the Western Oregon University Board of Trustees will transition to an executive session. The board will meet pursuant to ORS 192.660(2)(f) to consider (a record otherwise exempt from disclosure). The institutional news media are authorized to attend the executive session pursuant to ORS 192.660(4) on the condition that information shared and discussed in the executive session remain undisclosed. Pursuant to ORS 192.660(6), no final action may be, or will be, taken in executive session.

**ASWOU Report**  
**WOU Board of Trustees meeting, April 21, 2021**

1. Incidental Fee Committee (IFC)
  - a. Conclusion of FY22 budget and fee setting process
    - i. Hundreds of WOU students attended the two open hearing sessions to participate in the decision-making process.
    - ii. Incidental fee recommendation is included in the Tuition and Fee Book and has been supported by President Fuller.
    - iii. Incidental Fee Steering Committee (IFSC) will convene in spring term to review the IFC Bylaws.
2. ASWOU Elections
  - a. ASWOU Elections Committee Chair: Houston Winslow
  - b. Two candidate forums will be held where students will have the opportunity to engage with the candidates over a live Zoom room, ask questions, and hear the candidates' visions for campus.
    - i. Wednesday, April 14 at 6:30pm
    - ii. Wednesday, April 21 at 6:30pm
  - c. Voting week will take place April 19-23.
  - d. Inauguration will take place June 1, 2021.
3. Projects/Campaigns
  - a. ASWOU participated in a very successful OSA Lobby Day with the Oregon State Legislature on April 6, 2021.
  - b. By ASWOU Senate Resolution 9.21, ASWOU endorses the TFAC (Tuition & Fees Advisory Committee) recommendation of a 0% increase in undergraduate resident tuition for the 2021-22 academic year.
  - c. ASWOU Senate passed Senate Resolution 8.21 which calls on the WOU administration to develop and implement a cultural competency plan as directed by Oregon House Bill 2864.
  - d. ASWOU supports BIPOC students' comprehensive proposal that highlights and addresses major concerns WOU students have expressed for years about their safety and treatment on campus.

# WOU Faculty Senate Report April 21, 2021

*Prepared by Dr. Leigh Graziano, Faculty Senate President & Associate Professor of English*

## 1. Curriculum

- Approved 49 undergraduate with minor changes and/or added to the new General Education curriculum
- Approved 8 graduate courses with minor changes
- Added 10 new undergraduate courses
- Added 8 new graduate courses
- Dropped 11 undergraduate courses
- Dropped 2 graduate course

## 2. Programs

- 2 new graduate certificates: Enabling Leadership, STEM Educational Leadership
- 7 New undergraduate Certificates: Public and Nonprofit Management, Elementary certificate in French, Intermediate Certificate in French, Elementary Certificate in Spanish, Intermediate Certificate in Spanish, Elementary Certificate in German, Intermediate Certificate in German
- 1 new undergraduate minor: Ethics and Social Justice
- Approved 58 program minor modifications (descriptions, course numbers, title)
- 3 proposed Article 15 drops were disapproved by Faculty Senate: MS, Management and Information Systems, Earth Resources Minor, and Geology Minor

## 3. Committees

- Curriculum Committee, advisory to Faculty Senate, after hearing extensive testimony, voted to disapprove the remaining Article 15 drops submitted by Academic Affairs; I anticipate these items being voted for disapproval by Faculty Senate as well on April 27th when they appear as Old Business.

## 4. University

- Working with Michael Baltzley, Associate Provost of Academic Effectiveness, to conduct a survey about program assessment. Survey sent to all undergraduate/graduate department chairs and program coordinators with a May 1 due date.
- Inaugural Shared Governance Summit occurred on Friday, February 19 and focused on WOU: Salem with Dr. Sue Monahan and Michael Smith presenting. **The next Summit will take place on Friday, May 14,** and we are hoping to tentatively focus on the process for the permanent President search, along with time for attendees to discuss the qualities they are looking for in a new President.

## 5. Beyond Curriculum: Amazing Things Our Faculty Are Doing

What	Who
<p><i>Innovative Grading</i></p> <p>I implemented "hybrid" contracts in my LING courses: they are both labor based and specification-based and also include metacognitive awareness strategies (for grades A and B).</p> <p><i>Accessible Materials</i></p> <p>I created an OER for the LING 310 course-- some of the chapters are simply remixes while others are new.</p>	<p>Cornelia Paraskevas</p> <p>English Department</p>
<p><i>WOU Jazz Lecture Series</i></p> <p>This year the music department arranged for six internationally known jazz artists to meet with WOU music students via zoom for a series of jazz clinics and masterclasses. Guest artists included grammy award winners and nominees. WOU music students had the opportunity to listen to, interact with, and ask questions to musicians who occupy the apex of musical achievement in the field of jazz.</p>	<p>Keith Karns</p> <p>Director of Jazz Studies Music/CAD</p>
<p><i>Zoom Homework Help Session</i></p> <p>To help support remote learning in schools, WOU pre-education and education majors are offering free homework help to K-12 students in mathematics and writing via Zoom. Bilingual (Spanish/English) tutors are available nightly. Last term, we served over 300 K-12 students from Oregon, Washington, California and Arizona. For more</p>	<p>Rachel Harrington</p> <p>Division of Education &amp; Leadership</p>

<p>information:  <a href="https://wou.edu/education/highlights/math-tutoring-distance-learning/">https://wou.edu/education/highlights/math-tutoring-distance-learning/</a>.</p>	
<p><i>Polk County Math Circle Coming Soon!</i></p> <p>Starting in Fall 2022, the Polk County Math Circle will increase mathematical creativity, persistence, and community by bringing together local high school students, college students, and college faculty from Western Oregon University to work collaboratively on mathematics. Small teams of high school students will be paired with college student mentors for monthly mathematical discovery sessions, engaging in a variety of rich mathematical tasks that go beyond the typical high school curriculum. The program will culminate in a one-day Polk County Mathematics Festival, held at WOU Spring 2022, where high school students will engage with family and community members in mathematical inquiry and celebration. This program is free for all local high school students, and college students will be paid for their work by a generous grant from the Mathematical Association of America and the Mary P. Dolciani Halloran Foundation.</p>	<p>Leanne Merrill</p> <p>Math Department</p>
<p><i>Innovative High-Impact Practice in WR 304</i></p> <p>Each term, for WR 304 (the grant and proposal writing class), most students do <i>conceptual</i> practice proposal projects geared toward addressing some problem area, often geared toward improving some aspect of WOU, Monmouth, or issues in the region. Each term too, a handful of these proposal/grant projects have real elements, or aspects, and work to support student engagement with local issues and organizations to an extent.</p> <p>In the past, students love conceptualizing and drafting proposals to support Abby's House, for creating models for growing food in the dorms, for improving sidewalk accessibility in Monmouth by conceptualizing a proposal in relation to Monmouth's "Facade Improvement Program"</p> <p><a href="https://www.ci.monmouth.or.us/pview.aspx?id=4946&amp;catid=0">https://www.ci.monmouth.or.us/pview.aspx?id=4946&amp;catid=0</a>.</p> <p>Students work on writing proposals to submit for real conference talks, etc. I am pushing more students to align this proposal writing with the Maurice Challenge, etc. Or to pretend to apply for the Competitive Grants, etc.</p>	<p>Damian Koshnick</p> <p>English Department</p>
<p><i>Racial Justice Beyond the Curriculum</i></p> <p>During the past year I have developed a new course on Race and Law Enforcement for WOU and also partnered with the College of Education to provide new training on racial understanding and healing for local governments contracted through WOU. We just</p>	<p>Gregory Willeford</p> <p>Criminal Justice Sciences Division</p>

<p>successfully completed an 11 week course for 28 local government officials last month.</p>	
<p><i>Alumni Mentor Program</i></p> <p>Some of our first graduates from the Organizational Leadership Masters of Arts program are serving as Alumni Mentors for undergraduates in the BA 474 Business Leadership course. This will not only improve the professional experience for our business students but also expand our outreach into the community and increase our network of alumni mentors</p>	<p>Paul Disney</p> <p>Business/Economics/Organizational Leadership</p>
<p><i>WOU student participant in Phi Alpha Theta (National History Honor Society) Conference</i></p> <p>History Major John Franzwa will present an original research paper at the 2021 Annual Phi Alpha Theta (National History Honor Society) Pacific Northwest Regional conference, hosted virtually by Portland State University. In HST402 Reading and Conference (Winter 2021), he worked with Dr. Swedo (WOU P.A.T. chapter adviser) to revise his paper "The Space Between Love and Hate: Coexistence During Convivencia" and to prepare for his presentation on Friday, April 9, 2021  <a href="https://www.pdx.edu/history/2021-phi-alpha-theta-pacific-north-west-conference">https://www.pdx.edu/history/2021-phi-alpha-theta-pacific-north-west-conference</a>.</p>	<p>Elizabeth M. Swedo</p> <p>History Department</p>
<p><i>Apple Box Children's Theater, Central High School, and WOU Theater production of Much Ado About Nothing</i></p> <p>I'm executive producing the new Apple Box Children's Theater, Central High School, and WOU Theater department alliance to put on a children's play on the outdoor stage at WOU over the Fourth of July weekend this year. Last year ABCT, a local independent children's theater group, transitioned to a community engagement program for WOU under the Humanities Division. At the same time, CHS created a capstone theater project based on involvement with ABCT. Besides providing a free theater experience for local children, the ABCT, CHS, and WOU partnership will help create a pipeline for creative students to WOU.</p> <p>I also wrote the adaptation of <i>Much Ado About Nothing</i> for ABCT.</p>	<p>Maren Bradley Anderson</p> <p>English Department</p>
<p><i>High Impact Practices in Music Education</i></p> <p>One item that I have to mention is some cool things we are doing this term with our Music Education Seminar students. This term our theme is instructional technology. The students are exploring online websites, cloud-based sources, and apps that they can use to impact music teaching and learning for grades K-12. The students main</p>	<p>James Reddan</p> <p>CAD</p>

<p>project this term is, working in groups, choosing a program to explore and providing both a demonstration and leading discussion about the program weighing its educational benefits, links to National Core Arts Standards and more. The course itself has proved to be really valuable as an introduction to music teaching and professional development. This has been especially interesting with the current online and hybrid teaching taking place around the state.</p> <p>We also hosted Quaver Music, and K-8 focused cloud-based music education program for a Zoom presentation this term.</p>	
<p><i>Outstanding Willamette Promise Work Aligned with Our Mission to Become an HSI</i></p> <p>Dr. Claudia Costagliola and myself are the recipients of the Community Spotling Award. At the Willamette Promise Advisory Board meeting on April 22nd, we are being awarded the Partner Spotlight award for our outstanding work on the Willamette Promise project. Our innovative, hard work resulted in building a better, more resilient Spanish assessment system in response to the shift to remote education in area high schools. This is certainly the most complex project that WP and WOU faculty have ever taken on since the start of this program</p> <p>Also, this assessment has been approved by Oregon Department of Education with the Oregon State Seal of Biliteracy, becoming the first free assessment tool online for latinos and financially disadvantaged students.</p>	<p>Patricia Gimenez-Eguibar &amp; Claudia Costagliola</p> <p>Modern Languages</p>



## Staff Senate Report to the Board of Trustees April 21, 2021

A strong sense of connection and community has long represented one of the greatest strengths of Western Oregon University. This asset has been buffeted by the challenges of this year. Rebuilding it—and maintaining it through the challenges that lie ahead—will require exceptional communication. Therefore, Staff Senate has decided to focus its energies this academic year on a unifying theme:

### 2020-21 Staff Senate Theme: Improving Communication

#### **Campus Updates**

In endeavoring to foster communication across campus, Staff Senate hosted the first Campus Update program on January 21, 2021. While successful, we realized that Shared Governance was also offering a similar type of program. Therefore, Staff Senate has decided to scale back on our original intentions of a more “grand” campus presentation and incorporate briefer “updates” into our regularly scheduled meetings. Our meetings are recorded on Zoom and we have requested captioning in order to make them more accessible. Most recently, Rob Findtner presented information regarding enrollment and admissions on behalf of Student Affairs.

#### **Improving Communication**

While Staff Senate has noticed and appreciated the more frequent communication coming from the executive level of the University to the staff at large and encourages this trend to continue; we would also like to encourage a more timely and collaborative process. If Staff Senate, along with Faculty Senate and ASWOU are to **truly** be part of a Shared Governance process, we feel that it is essential that we are more fully involved/informed and at an earlier stage in the process on items that affect the greater campus community. Specifically, we were disappointed in our involvement, or lack thereof in the selection process of an interim Presidential candidate. Additionally, we were recently asked to provide feedback regarding the Board Statement on Diversity, Inclusion, Equity and Accessibility. We are certainly encouraged that we were asked for input and feedback, however, there has also been some concern that we were not involved sooner in the project.

Staff Senate realizes that there will continue to be challenges as we work together with our different partners across campus and we highlight the above instances not to assign blame, but to show opportunities in how we can better become part of the shared governance process. We have also been encouraged to find that when we have

pressed for more open dialogue, we have been met not with resistance, but a willingness to engage in a more full and robust conversation.

### **Staff Senate Turnover/Vacancies**

There have been substantial changes to the membership of the Staff Senate this year. Currently we are on our fourth President and third Vice President since October. We have seen 4 positions in Staff Senate filled due to vacancy, with an additional position currently open (which we aim to fill in our upcoming general elections in May). Recruiting to fill Staff Senate positions (especially at the executive level) has become more difficult as people are unwilling or unable to take on additional responsibilities *outside* of the increased job responsibilities that most people have felt due to staffing cutbacks. Additionally, committee membership within Staff Senate is suffering from the same issues. We currently are without (and have been for many months) representation on the UTAC committee.

Staff Senate is surely not the only group/organization on campus that has been suffering the effects of increased turnover; including frustration, loss of morale, lack of involvement, and the additional stresses of loss of institution knowledge. These frustrations often lead to the feeling that as much as we may want to move forward on a “better path”, we are forever stuck in the same old institutional patterns that have led us to the position that we are in now.

### **Bylaws Review**

Staff Senate assembled an Ad-Hoc committee to review and update our bylaws. The majority of the updates were made to increase clarity and ensure that our bylaws and our actual practices are working in concert with each other. The updated bylaws will be up for full Staff Senate vote at our April 20th meeting.



## Board of Trustees, April 21, 2021

### President's Report

**Reopening update:** Executive Order 20-28 states: The governing board of each public university or community college must, at each regular board meeting, **review the plan referenced in this paragraph, and any amendments thereto.**

The Board reviewed the plan at the November meeting and the plan can be found [here](#).

The reopening large group meets every other week and is developing ideas on how to open safely in fall 2021. The goal is to be able to safely conduct in-person instruction and co-curricular activities as well as work group meetings related to all aspects of university life.

The faculty in Natural Science and Mathematics prepared a discussion paper, based on recent scientific evidence, which calls for installation of HEPA filters in classrooms, and by extension, larger multi-person offices and spaces. In the coming months we will test the viability of this solution to include assessing noise and overall effectiveness of this solution. Federal Funds from the America Rescue Plan can be used to support this investment.

Vaccines are now available for university employees who are not able to fulfill their responsibilities by telecommuting. By extension family members of these employees are also eligible for the vaccine. With our vaccine center on campus, employees are making appointments and getting vaccines.

Oregon plans to open vaccines to those aged 16 and over after April 19 and WOU is exploring a vaccination week to promote vaccines for WOU students. The goal would be to have WOU students vaccinated before they finish spring term. These two efforts will greatly improve the likelihood of a more normal fall 2021 opening.

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#### Office of the President

Activity	Lower Risk	Moderate Risk	High Risk	Extreme Risk
Outdoor Rec and Fitness	300 people	150 people	75 people	50 people
Outdoor –Stadiums	300 people	150 people	75 people	50 people
Indoor Recreation and Fitness	50% capacity	50% capacity or 100 people, whichever is smaller	25% capacity or 50 people, whichever is smaller	6 people plus employees
Indoor Entertainment — Concert halls	50% capacity	50% capacity or 100 people, whichever is smaller	25% capacity or 50 people, whichever is smaller	6 people plus employees
Dining	50% capacity indoor or 300 capacity outdoor 8 per table max	50% capacity indoor or 100 with 6 per table Outdoor: 150 people 8 per table max	25% capacity indoor or 50 capacity Outdoor: 75 people 6 per table max	Indoor: No dining Outdoor: 50 people 4 per table max

**Source: OHA Sector Risk Level Guidance Chart (Effective February 12, 2021)**

**Facility Use Requirements**

- Official university business use only
- Appropriate hand-hygiene upon arrival to campus recommended—should have hand sanitizer stations available at entry points
- Require all attendees to conduct COVID-19 self-check before coming to campus
- Attendee list with contact information
- Signage stating face covering requirements must clearly be posted
- Indoor classroom use limited to 50 people (25 people if at extreme risk) or 35 square feet per person, whichever is smaller.
- Outdoor classroom use limited to 35 square feet per person or specific capacity limits as noted below whichever is smaller
  - Extreme risk 50 people
  - High risk 75 people
  - Moderate risk 150 people
  - Low risk 300 people
- Thoroughly clean all areas between groups including restrooms
- Signage to manage movement of people so as to minimize close contact

Source: Oregon Higher Education Coordinating Commission Guidance for the Conduct of In-Peron Instructional, Residential and Research Activities at Oregon Colleges and Universities. Updated December 14, 2020

1. **STUDENT SUCCESS:** promote student success, learning and graduation through personalized support in a student-centered education community.

**Willamette Promise** got its start in 2014 with a Regional Promise Replication Grant from the Oregon Department of Education. Its goals are to expand opportunities to earn accelerated credit, enhance career-readiness and a college-going culture in Oregon's schools and communities, and strengthen coordination and collaboration across educational sectors. Most of all, we seek to build each student's confidence in his or her ability to succeed in college **by awarding college credit** when a student **demonstrates college-level learning as defined by college faculty**. This is particularly important for students who have not previously imagined succeeding in college. We now offer 20 courses throughout the state.

- Last year, WOU's faculty worked with Willamette Promise staff and our partner school districts to develop pathways for remote-learning students to demonstrate the college-level learning necessary to earn WOU credits. Then, over the summer, Willamette Promise faculty in Biology, Chemistry, Communication Studies, Geography, Mathematics, Psychology and Writing strengthened support for online instruction and assessment in our partner schools. This adaptive work has served our schools well this year and will be of great value moving forward.
- **Almost half of our Willamette Promise credits are awarded in Spanish**, and the exam is a path for students to earn Oregon's Seal of Biliteracy on their high school diploma. Over the summer, WOU's Spanish faculty redesigned the Spanish Assessment tool so that it can be securely administered in remote locations. Patricia Gimenez-Eguibar and Claudia Costagliola drew on the expertise and voices of 26 native Spanish speakers from 14 countries. Our partners at the Willamette Education Service district provided extraordinary technical, pedagogical, student service and project management support to this effort.
- The Higher Education Coordinating Commission found a route to maintaining the current reimbursement level (\$55 per credit) for accelerated learning credits earned even as they sought other means to simplify the state's funding formula for public universities. David McDonald led the lobbying effort; he was supported by testimony from high school administrators and strong letters of support from Regional Promise Advisory Boards. This level of support from the state is what allows us to work so closely with the high school teachers with whom we partner.

**Student Success and Advising (SSA)** continued to provide support to students and campus wide initiatives as shared in past reports. In addition to that ongoing work, some updates and successes for Student Success and Advising during Winter term 2021 include the following:

- SSA success team developed and launched two Study Skills Seminars as well as a resource guide for parent students.
- Our Tutoring Center saw a 41% increase in the number of appointments from Fall 2020 (170 total appts in Winter compared to 120 total appointments in Fall). Our English Tutoring Center also saw an increase in use during Winter term.
- SSA contributed to the launch of CircleIn, with over 600 students using the platform by the end of Winter 2021.
- Tutors from SSA's English Tutoring Center and Tutoring Center were added to classes in the CircleIn platform to provide additional support and connection to students.
- SSA Director is chairing the Student Success and Retention Committee to research data and high priority needs for increasing retention and persistence.

### **Degree Completion Outreach**

Since October 2020, Susan Griffin in SSA has contacted an additional 91 students (327 total) to discuss a plan to complete their degree, 21 additional students have graduated (93 total), and 15 additional students were scheduled to graduate Winter 2021. This leads to a total of **108 students** that have graduated or are planning to graduate Winter 2021 since SSA began doing degree completion outreach in January 2020.

WOU will use federal funding to invest in a limited duration advisor to expand the above degree completion efforts. We will also be reaching out to students who may have stopped out during the pandemic, as students may not know about the federal funding opportunities that are now available for students.

### **Division Reports on Enrollment Demographics and DFW Rates**

In an effort to stimulate faculty conversations about how we can make our various undergraduate majors attractive to and supportive of all students, Dr. Mike Baltzley is sending all Division Chairs data on enrollment and success in their respective undergraduate academic disciplines. They will receive data on enrollment in the undergraduate majors in their division from 2015-2020, as well as the average GPA, D-F-Withdrawal (DFW), and F-Withdrawal (FW) rates for each course prefix from their division. Both types of data are disarticulated by gender and race/ethnicity. These reports are scheduled to be distributed to all academic divisions on April 12.

## Registration Nudges

### Registration Nudges and Advising Holds Fact Sheet

As a continuation of the registration nudges initiative, the table below shows the impact of registration nudges sent during Winter Term 2021 for Winter 2021 registration. Advisors were sent lists of their unregistered students to nudge on March 2, 2021. Advisor holds were expired and a second round of nudges were sent to students from Niki Weight on March 19, 2021. Targeted nudges were sent to students with expired advisor holds, accounts receivable holds, and no holds/other holds with instructions tailored to those groups. A list of students not registered with information about if they had an accounts receivable was sent to the Business Office as requested for additional outreach by that office. A final text nudge was sent by Niki to students without registration holds on March 26, 2021. By April 1, 2021, the percent of students not registered for Winter term (excluding students who applied for graduation, attending OHSU, or placed on academic suspension), who were not registered on March 2, dropped from 25.7% to 6.4%, an increase of 653 students registering for spring term\*.

Date Enrollment Status Checked	Date Registration Nudge Sent	Students Not Registered Spring Term 2021	Applied for Graduation Winter Term 2021	Students Attending OHSU	Total Students Not Registered (excluding graduating and OHSU students)	Percent of Students Not Registered (excluding graduating and OHSU students)	Total Students Enrolled Fall Term 2020
3/2/2021	3/2/2021	1028	101	73	867	25.7%	3541
			Additional Graduation Applications for Winter 2021		Total Students Not Registered (excluding graduating and OHSU students)	Percent of Students Not Registered (excluding graduating and OHSU students)	
3/18/2021	3/18/2021	440	2	n/a	438	13.0%	
	Text nudge to students without hold		Additional Graduation Applications for Winter 2020	Students Suspended *(that were not already registered)	Total Students Not Registered (excluding graduating, OHSU, and suspended students)	Percent of Students Not Registered (excluding graduating, OHSU, and suspended students)	
3/26/2021	3/26/2021	309	2	12* (26 total)	297	8.8%	
				Withdrew from Winter and not registered for spring (excluded from report)	Final Total Students Not Registered (excluding graduating, OHSU, and suspended students)	Final Percent of Students Not Registered (excluding graduating, OHSU, and suspended students)	
4/1/2021	n/a	216	n/a	4	214	6.4%	

\*These nudge stats track the status of those students not registered for classes on March 2. Small numbers of other students may have registered and subsequently dropped, but they are not included in these reports.

### Athletics

Several WOU Athletic teams returned to GNAC competition over the past two months. Baseball, Softball, and Men's and Women's Track & Field are competing in regular spring seasons which will culminate in GNAC and NCAA championships in May. Soccer and Volleyball are currently participating in modified GNAC schedules, which do not include championship segments this year. Football and Men's and Women's Basketball will not participate in games but have begun contact practice this spring in preparation for next season.

Student athletes and staff have been following OHA, CDC and NCAA guidance for athletic practice and competition for the past several months. The GNAC has developed

### Office of the President

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sport specific protocol checklists to ensure that all teams are following the same participation requirements. All student athletes and athletic staff take part in required COVID testing prior to travel and surveillance testing during non-travel weeks. Masking and physical distancing continue to be observed at all times except for during competition. The GNAC is not allowing spectators within athletic facilities during competition this year. All events are available through livestream.

Western Oregon will host the GNAC Softball championship on May 6-8<sup>th</sup> and the GNAC Track & Field championship on May 14-15<sup>th</sup>. The 35<sup>th</sup> Annual Wolves Athletic Auction will open virtually on May 29<sup>th</sup> and close on June 5<sup>th</sup>. Wolves Club and season ticket renewals will begin on June 7<sup>th</sup> and will be open to the public on July 1st. The GNAC and WOU Athletics are moving forward with plans for regular operations for the 2021-22 year with schedules being released in May.

### **Student Affairs: COVID 19 Updates**

- **Housing and Dining**

Coming off of Spring Break, students residing in the residence halls were tested for COVID-19 on March 28 and 29. We have 469 students signed up to be living in the residence halls for spring term. This is down from the nearly 750 students we had living on-campus in the fall. Each term we have had more and more students leave campus. We are beginning to allow students to congregate in small numbers in the residence halls, but this has not been allowed earlier based on OHA guidelines.

- **Student Health and Counseling**

Student mental health issues continue to be challenging. As discussed before, only students taking in-person classes are charged the health fee. Students can also opt into paying the fee, but most students don't see the value in this. We see a fair amount of students experiencing issues who have not paid the fee and we work with these students to encourage them to pay the health fee or work to help them obtain services in the community.

- **Campus Recreation**

Campus Recreation is just now able to open back up with larger capacity. Up until the beginning of March, the Recreation Center was not allowed to be open and when it was, only offer very limited capacity. With Polk County being in the Moderate Level, this has allowed for more in-person activities and more opportunities for students to participate.

- **Student Engagement and Activities**

As with other areas within Student Affairs, Polk County moving in the Moderate Level has allowed Student Engagement to offer more in-person activities with larger capacity.



2. **ACADEMIC EXCELLENCE:** promote academic excellence in an engaged student-focused learning environment.

### **Program for Undergraduate Research Experiences (PURE)**

Dr. Xiaopeng Gong, the PURE Director, and the PURE Executive Committee have continued to expand the outreach activities of PURE beyond the Academic Excellence Showcase. They have hosted several presentations about student research called “Collaborations for Undergraduate Research Experiences (CURE)” this year, with the most recent presentation on Feb. 8. Led by Dr. Feier Hou, the PURE Executive Committee has also launched “3-minute Research Talks” to provide students with an additional outlet for disseminating their work.

### **Academic Program Review**

We have begun the process of preparing for 7-year Program Reviews for 10 academic programs for the 2020-21 academic year. Programs have been notified that they are scheduled for review and Dr. Mike Baltzley, Associate Provost for Academic Effectiveness, has begun discussing the Program Review process with some of those programs.

### **College of Education**

All educator programs submitted for state review to Teacher Standards and Practices Commission were approved without “areas for improvement” and the following commendations were identified:

- The Commission commends Western Oregon University for setting a high bar for its candidates across all programs by exceeding the number of required weeks for clinical practices.
- The Commission commends Western Oregon University for the deep analysis and interpretation of key assessments in order to continually improve the assessment tools.
- The Commission commends Western Oregon University for providing quality preparation programs, which contribute to the educator workforce, and is especially recognized for their Special Education programs.

Next steps in the educator re-accreditation processes is submission of the unit-level self-study report to the national Council for the Accreditation of Educator Preparation (CAEP) and then a site visit fall '22. Western Oregon University is the longest running, continuously nationally accredited educator preparation program in the state holding accreditation since 1954.

Through the College of Education Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) ([www.wou.edu/education/jedi](http://www.wou.edu/education/jedi)), several academic programs are holding “listening sessions” seeking to further understand the experiences of students.

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Focused sessions have occurred listening to diverse students in several academic programs, instructional assistants seeking pathways into teaching professions, rural partners seeking degree completion and teacher licensure, and students in our Bilingual Teacher Scholars programs. Student voices will inform change ideas that will be considered for implementation by faculty.

### **S/NC Grading**

WOU will continue to offer the S/NC grading option for spring term. This grade option is a student friendly approach to helping students manage the unique stressors of online learning during the pandemic.

- 3. COMMUNITY ENGAGEMENT:** create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

### **Registrar's Office**

In coordination with the Commencement Committee, the reopening team, and University Council we have set up the structure for Western Oregon University's 164th Commencement ceremony. We have begun collecting registrations for an on-campus ceremony as well as for a virtual ceremony. Graduates from the class of 2020 have been invited to participate in this year's drive-through ceremony.

### **Contact Tracing and Community Health**

Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes from the Division of Health and Exercise Science continue to collaborate with the Polk County COVID-19 Project and Community Health students to prevent the spread of the virus. The faculty and student team perform all contact tracing in the county and is actively involved in outreach and community health education. They were recently awarded additional dollars from Oregon Health Authority to extend services in Latinx communities and for older adults in the region.

### **Vaccination Center**

With renewed hope for the future with active distribution of a vaccine, we are working out details with West Valley Hospital in Dallas for WOU to be a community vaccination clinic site. Although this does not change the timing of when students and employees may be vaccinated, we are happy to be a partner in improving the community response. Vaccinations are coordinated by the state of Oregon and more details can be found on the state's [COVID-19 vaccine website](#).

### **Alumni Relations**

- The Alumni Board's executive committee worked together to update job descriptions and new notebooks for alumni board members.

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- The 2021 Alumni Award of Excellence selection committee chose a candidate that was voted on by the full Alumni Board on April 10.
- Alumni board member CM Hall taught a "Wolves Teaching Wolves" class in February and had a great turnout.
- Two Alumni and Friends virtual After Hours were hosted.
- Plans for spring, summer and fall events have begun.

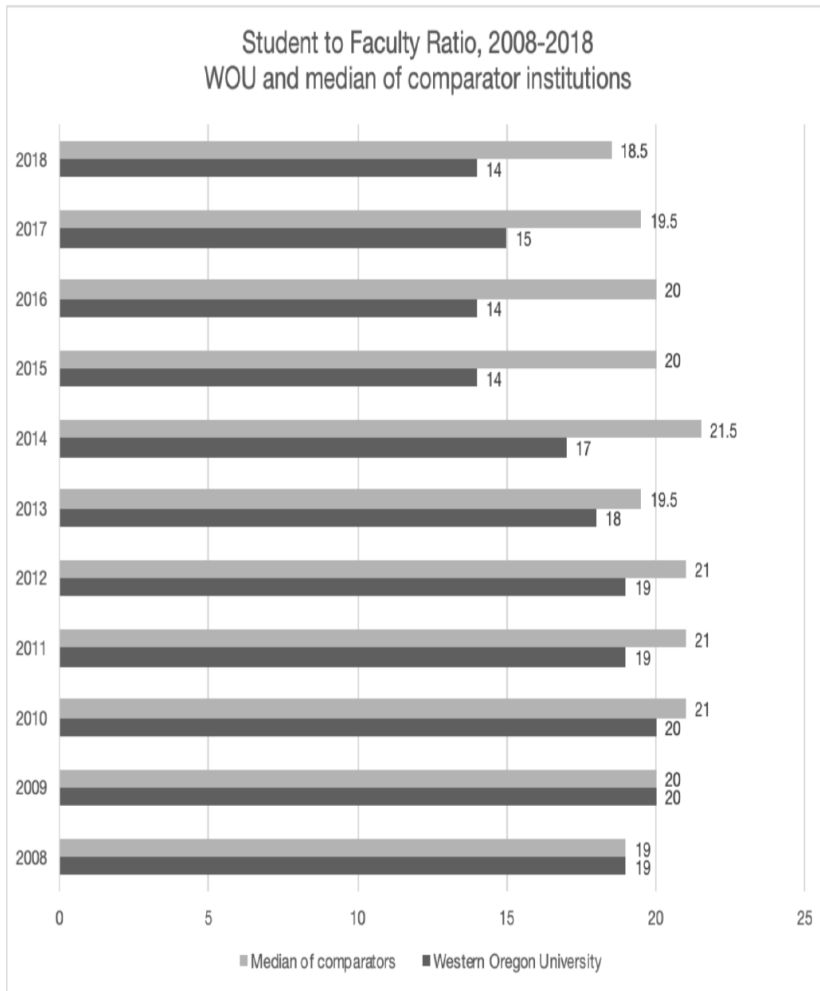
**4. ACCOUNTABILITY:** promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

**Accounting & Business Services**

- Received Single Audit from Eide Bailly and prepared corrective action plan
- Temporarily extended relationship with Eide Bailly to March 30, 2022
- Accepted supplemental grants under the Coronavirus Response and Relief Supplemental Appropriations Act, 2021, which provides over \$7M in federal relief
- Successfully preserved 95% of the University's original 2021 allocation of the state's Capital Improvement and Renewal bond sale

**Academic Affairs: Instructional FTE and Budget Process**

- Academic Affairs has developed and initiated a more robust annual instructional budgeting and scheduling process. Each program is allotted program contact hours, general education contact hours and all course releases for institutional service are factored in. This allows us to better meet average course size targets in academic programs and General Education, which will allow us to bring our student to faculty ratio to a more sustainable level. The above FTE allotments can be viewed by other faculty in the spirit of transparency. Below you can see our student to faculty ratios over time, relative to our comparator institutions.



### Public Safety

- Conducted Cybersecurity Ransomware Attack Tabletop Exercise (TTX) on February 25, 2021.
- Assisted Admissions with drive thru campus visitation event on March 13<sup>th</sup>
- Conditional offers of employment made to two individuals to fill both vacant Public Safety Officer positions.
- Assisted with COVID-19 testing of returning students for Spring term on March 28 and 29, 2021.

### Ice Storm Mitigation

- Campus Public Safety and Facilities responded to the ice storm at 6 a.m. on February 13, 2021. Power was out for the entire university, as well as phone lines. CPS officers blocked dangerous areas of campus with cones, caution tape, and barricades. CPS spent a lot of time helping students get limbs off their vehicles so they could go to work, and took several vehicle damage reports. Cell towers went down mid-morning, so CPS provided radios to several University Housing staff to be able to continue communication.

### Office of the President

- [See included presentation for more information](#)
- Partnering with General Counsel to submit for insurance reimbursement for damages incurred.
- Future actions:
  - Replace CPS generator (that operates off propane currently) with a sufficient capacity diesel generator to operate the entire Watson House
  - Accelerate regular maintenance of tree limbs
  - Design communication plan accounting for the potential of cell phones not working
  - Create communication plan to call out essential personnel in the event phones are not working
  - Create a first response team to clear damage and debris in future storm event



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### **Board's Office**

- Successfully completed February 17, 2021 regular board meeting and April 7, 2021 EGTC meeting.
- Continued work on the draft Board Statement on Diversity, Inclusion, Equity and Accessibility, including presentation to the April 7, 2021 EGTC meeting.

### **Office of the General Counsel (including legal services and risk management)**

- Provided substantial legal advice on COVID-related matters, including but not limited to revised executive orders, guidance from the state, and the federal American Rescue Plan.
- Continued work with the HB 2864 cultural competency committee, including goals and development of the Training & Development and Assessment sections of the effort.
- Reviewed and processed nearly 100 contracts, including many expedited contracts for emergency work and no-cost extensions and changes to grant documents.
- Conducted numerous investigations for complaints and grievances; advised and appeared in grievance hearings.
- Provided substantial advice on various legal matters from the Board Chair, the president, and presidential cabinet members.
- Continued work and advice on the ongoing Article 15 retrenchment process, including significant work with Division Chairs.
- Work with Facilities on various issues related to capital construction projects on campus.
- Finalized work with the USDOE Office of Civil Rights and Student Conduct and Community Standards to post relevant Title IX on WOU's website.
- Assisted with advice regarding reopener salary negotiations with WOUFT.
- Participated in Joint Labor-Management Committees for WOUFT and SEIU.

### **Public Affairs and Strategic Initiatives**

- Continued work and distribution of 3-5-minute advocacy/awareness videos that feature students, faculty, alumni and partners for distribution throughout the legislative session to WOU priorities. Topics include Bilingual Teacher Scholars, HSI, capital construction requests, WOU: Salem Center, Sports Lottery, Diversity, Equity, and Inclusion, Student Success efforts, and transfers student success. [Video Link](#)
- Actively monitoring over 30 bills, including financial aid, student fees, and academic policies.
- Significant work with the Ways & Means process, including participation in the Oregon Public University Ways & Means workgroup, several meetings with Ways & Means members, and collection of possible uses for the state's CARES Act and American Rescue Plan funds.

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- Shepherded SB233—authorization of EOU, SOU, and WOU to offer professional doctorates—through successful vote in the Oregon Senate.
- Capital projects for WOU include the Student Success Center (ranked 1/11) and Health Sciences (ranked 10/11). Total request for eleven projects is \$362.8M. Capital Improvement and Renewal (CIR) funds increase to \$80M in recognition the need to focus on current spaces and renewal projects.

### Oregon Council of Presidents (OCOP) report on Federal Funds

#### CARES Funds Provided to Oregon Universities (HEERF 1):

University	Total HEERF 1 Allocation	Emergency Grants to Students	Institutional Aid
EOU	\$1,215,854	\$579,164	\$636,690
OIT	\$1,807,274	\$903,637	\$903,637
OSU	\$15,559,998	\$7,779,999	\$7,779,999
PSU	\$16,640,404	\$8,320,202	\$8,320,202
SOU	\$3,422,079	\$1,711,040	\$1,711,039
UO	\$16,095,946	\$8,047,973	\$8,047,973
WOU	\$4,281,684	\$2,140,842	\$2,140,842

#### CRRSAA Funds Provided to Oregon Universities (HEERF II):

University	Total HEERF II Allocation	Emergency Grants to Students	Institutional Aid
EOU	\$2,787,527	\$579,164	\$2,208,363
OIT	\$4,145,176	\$903,637	\$3,241,539
OSU	\$26,602,486	\$7,779,999	\$18,822,487
PSU	\$30,740,104	\$8,320,202	\$22,419,901
SOU	\$6,202,456	\$1,711,040	\$4,491,416
UO	\$24,150,869	\$8,047,973	\$16,102,896
WOU	\$7,059,841	\$2,140,842	\$4,918,999

**PROJECTED ARP Funds Provided to Oregon Universities (HEERF III):**

University	Total Projected HEERF III Allocation	Emergency Grants to Students	Institutional Aid
EOU	\$4,700,000	\$2,350,000	\$2,350,000
OIT	\$7,337,000	\$3,668,500	\$3,668,500
OSU	\$47,077,589	\$24,263,179	\$22,814,410
PSU	\$54,194,338	\$27,392,338	\$26,802,000
SOU	\$10,913,000	\$5,456,500	\$5,456,500
UO	\$42,587,000	\$21,293,500	\$21,293,500
WOU	\$12,351,000	\$6,175,000	\$6,176,000

**Summary of Restrictions on the Use of Funds by Institutions**

HEERF I in CARES restricted the allowable uses of funds by institutions, limiting uses to defraying expenses due to the significant change in delivery of instruction. HEERF II and HEERF III expanded the allowable use of funds to include lost revenue, faculty and staff trainings, reimbursement for expenses already incurred, and student support activities for needs related to the pandemic.

**Total Allocations**

University	Total Federal Funds Received	Emergency Grants to Students	Institutional Aid	Combined Lost Revenue and COVID Expenses	Net Gap
EOU	\$8,703,381	\$3,508,328	\$5,029,451	\$3,194,321	+\$1,835,130
OIT	\$13,289,450	\$5,475,774	\$7,813,676	\$8,018,374	+\$204,698
OSU	\$89,240,073	\$39,823,177	\$49,416,896	\$177,613,891	-\$128,196,995
PSU	\$101,574,846	\$44,032,734	\$57,542,103	\$42,949,664	+\$14,592,439
SOU	\$20,537,535	\$8,878,580	\$11,658,955	\$33,124,490	-\$21,465,535
UO	\$82,833,815	\$37,389,446	\$45,444,369	\$209,981,725	-\$164,537,356
WOU	\$23,692,525	\$10,456,684	\$13,235,841	\$14,194,752	-\$958,911
<b>TOTAL</b>	<b>\$339,871,625</b>	<b>\$149,564,732</b>	<b>\$190,306,893</b>	<b>\$489,009,373</b>	<b>-\$298,702,480</b>

Full OCOP report [here](#).



- 5. SUSTAINBLILITY & STEWARDSHIP:** promote effective university stewardship of educational, environmental, financial, human and technological resources.

### **Academic Innovation**

The transition from Moodle to Canvas continues, with approximate 60% of WOU courses currently being taught in Canvas. As of Summer 2021, all active instruction will be in Canvas. In a recent survey of WOU instructors, 91% of respondents agreed or strongly agreed with the statement "would be satisfied if Canvas were WOU's only learning management system."

Academic Innovation continues to offer a growing suite of programs for WOU faculty. A full description of these programs can be found on their [Current Programs](#) webpage. Over 50 faculty members have now participated in the Catalyst program, an intensive collaborative program that brings faculty together to explore the intersection of technology and pedagogy while jumpstarting course design for the following term. Also, since Fall 2020, 99 faculty members have attended at least one of the other workshops offered by Academic Innovation, such as Canvas Fundamentals, Gradebook Basics, Guided Conversions and Deep Dives.

### **CircleIn**

Thanks to Federal CARES Act funding, Academic Affairs has launched the CircleIn study app for students. CircleIn offers a variety of study features like creating flashcards, sharing notes, asking questions, group discussions and study halls through group chat. CircleIn has now been downloaded by 778 WOU students, and adoption is growing steadily.

### **University Computing Solutions**

- Welcome Center IT Infrastructure completed
- Cyber-security
  - Enrolled in free Department of Homeland Security free cyber-hygiene program
  - Reduced the number datacenter vulnerabilities from 243 (29 critical) to 44 (6 critical)
  - Released 6 information security trainings – 3 new trainings
  - Successfully mitigated cyber security incident and new module arriving March 19 that will summarize the most recent incident, with recommended best practices
  - Successfully migrated 5 buildings onto the new "hub and spoke" security infrastructure
  - Successfully migrated additional servers to the new "hub and spoke" security infrastructure

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- E-mail security was upgraded with the latest e-mail rule-sets and features
- Construction is in progress on WOU Salem, Welcome Center, and ITC. Please watch a [construction update video](#).

### **Human Resources**

- Continued work regarding bumping process in accord with the SEIU CBA after layoffs.
- Continued participation in the preparation for SEIU negotiations, including successful extension of the current contract to facilitate successor bargaining.
- Continued review and strategized about payroll changes due to the University Shared Services Enterprise (USSE) ceasing certain tax services related to payroll.
- Continued work on potential reorganization of the HR function with the pending retirement of the AVP for Human Resources and the resignation of the Payroll Coordinator.
- Developed internal protocols between Human Resources and the Office of the General Counsel to ensure timely and complete work with SEIU and major initiatives, including but not limited to a new standing meeting each week between HR and Legal.
- Continued significant day-to-day work, including payroll, disability accommodation, telework assistance, and accrued leave management.
- Coordinated with UCS to create a Portal Form Submission that allows employees to submit HR forms directly into DocStar for processing.
- Revamped process for faculty sick leave submissions

### **Sponsored Projects Office**

In FY 2020, the Sponsored Projects Office helped submit 55 external funding proposals. The proposals were led by 41 different faculty and staff members from across campus and totaled \$19,817,837 in requested funding. WOU proposals had a high success rate of 54.5% and we were awarded \$12,785,285 in external funding, most of which came from federal and state agencies.

In FY 2021 (as of 4/1/21), 46 external funding proposals have been submitted, totaling \$12,516,242 in requested funds. To date, 19 of these awards have been funded, totaling \$1,246,846. Compared to this time last year, our submission rate has increased by 31%, which is a promising upward trend.

WOU's newly formed Western Restorative Justice and Reentry Center (WRJRC) has already led to 4 grants and contracts proposal submissions. The WRJRC is led by Dr. Vivian Djokotoe, as Director, and Dr. Taryn VanderPyl, as Research Director.

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### The Research Institute (TRI)

The TRI Traffic Safety Education Project, which is funded by grants from the Oregon Department of Transportation, hosted the Pacific Northwest Driver and Traffic Safety Conference in March 2021. This is the first year that the conference has been hosted virtually and 238 certified driver educators from across the PNW and beyond attended the conference.

### WOU Foundation

- **Gifts Through February 1, 2021**

- Overall committed: \$2,329,840 (increase of \$344,986)
- Overall received: \$2,239,300 (increase of \$302,186)
- Competitive Grant Program for 2021-22 launched
- Campaign Steering Committee continues to meet to drive effort forward

- **Giving Day 2021**

This year's Giving Day was a success. This effort is a major undertaking, supported by nearly all members of the Advancement Division. You can read more about the success at [wou.edu/givingday](http://wou.edu/givingday). Some highlights are below:

- As of April 1 (our final count): **\$213,230 raised**
- 955 gifts to 73 different funds
- Eight campus groups raised \$43,622 as part of the pilot of FundRaker, a crowdfunding platform.
- Matches and challenges this year supported scholarships and programs including:
  - Fund for WOU
  - Class of 1971 Scholarship (Golden Wolves Class Gift)
  - Kevin & MaryRuth Helppie Music Education Scholarship
  - Wolves Softball Program
  - LGBTQIA+ Commitment Scholarship
  - WOU Veterans Resource Center
  - Smith Fine Arts Series
  - Emeritus Society Scholarship
  - Model UN
- A new endowed scholarship was announced – the Budding Neighbor Alumni Presidential Scholarship. This endowment is special because it was created by GOLD (Graduate of the Last Decade) Alum April Lindsey '15 and her husband Aaron. By leveraging Nike's generous employee giving match program, we believe she is the youngest person to ever endow a scholarship at WOU.
- A significant undertaking for Advancement Operations, simultaneously processing gifts, pulling lists, tracking matches & challenges.

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- Four student callers worked on and off for 10 hours reaching out to donors from the Student Philanthropy Center.

## **MarCom**

### **• Graphic Design**

- Created six new interactive applications for Admissions and Graduate Programs
- New flyers created for professors, APAs and counselors for majors and special programs
- Graphics for Criminal Justice website/social media and new center
- Designed art for a variety of ads
- Signage design for a variety of projects
- Creation of art for mailings and invites

### **• Website**

- Creation of new sites/pages for Giving Day, presidential vacancy, commencement
- Updated WordPress templates for campus wide use
- Maintenance of coronavirus webpage and weekly case counts

### **• Marketing**

- Facebook/Instagram digital advertising:
  - Total reach: 672,691
  - Total impressions: 1,548,267
  - Total landing page views and link clicks: 9,876
- Spotify ads (February campaign)
  - Impressions: 101,946
  - Clicks: 144
  - Reach: 15,533
- Google ads (February and March)
  - Impressions: 36,600
  - Clicks: 4,650
  - Calls: 255
- YouTube ads (February and March)
  - Impressions: 801,000
  - View rate: 21-25%
- Billboard: I-5 northbound through the end of the academic year (2<sup>nd</sup> design features WOU:Salem)
- Mailers: featuring Board of Trustees members to both contact households and "cold call" households using a paid mailing list
- Referral Incentive Program launched this week (partnership with Admissions, funding from WOU Foundation Competitive Grant Program)

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## **Office of the President**

**Fall 2021 Recruitment Update**

Applications and admitted student numbers continue to be down from previous years. Applications are tracking down 24% and Admitted students are tracking down 13%. As has been the case, BIPOC (black, Indigenous and people of color) students are tracking down the most. Hawaii which normally is a state we attract many students from, has the largest drop. Our Latinx population is also significantly down.

A committee which continues to meet weekly to brainstorm strategies in order to increase applications and yield. A Drive Thru Tour was held on March 30. Sixty families signed up to participate and we had 55 attend which we felt was a huge success. It was a sunny day to show off our campus. We have also re-started in-person campus tours.

Admitted Student Receptions planned on April 11 in Tigard and April 25 on-campus. WOU will host two receptions each date to maximize attendance. Going forward, WOU continues to plan events which bring students to campus.

Western's counselor responsible for Hawaii is receiving COVID vaccinations and will travel to Hawaii in early May to meet with students and register them for fall classes.

Housing applications which are often an indicator of recruitment are down. Currently, we have 332 housing applications this year as compared to 512 at this time last year.

# IR Data and Tools: Trends in Graduation

Presentation for  
Western Oregon University Board of Trustees  
April 21, 2021

Dr. Michael Baltzley, Associate Provost for Academic Effectiveness  
Dr. Sue Monahan, Associate Provost for Program Development

## Institutional Research Website

**A tour hosted by**

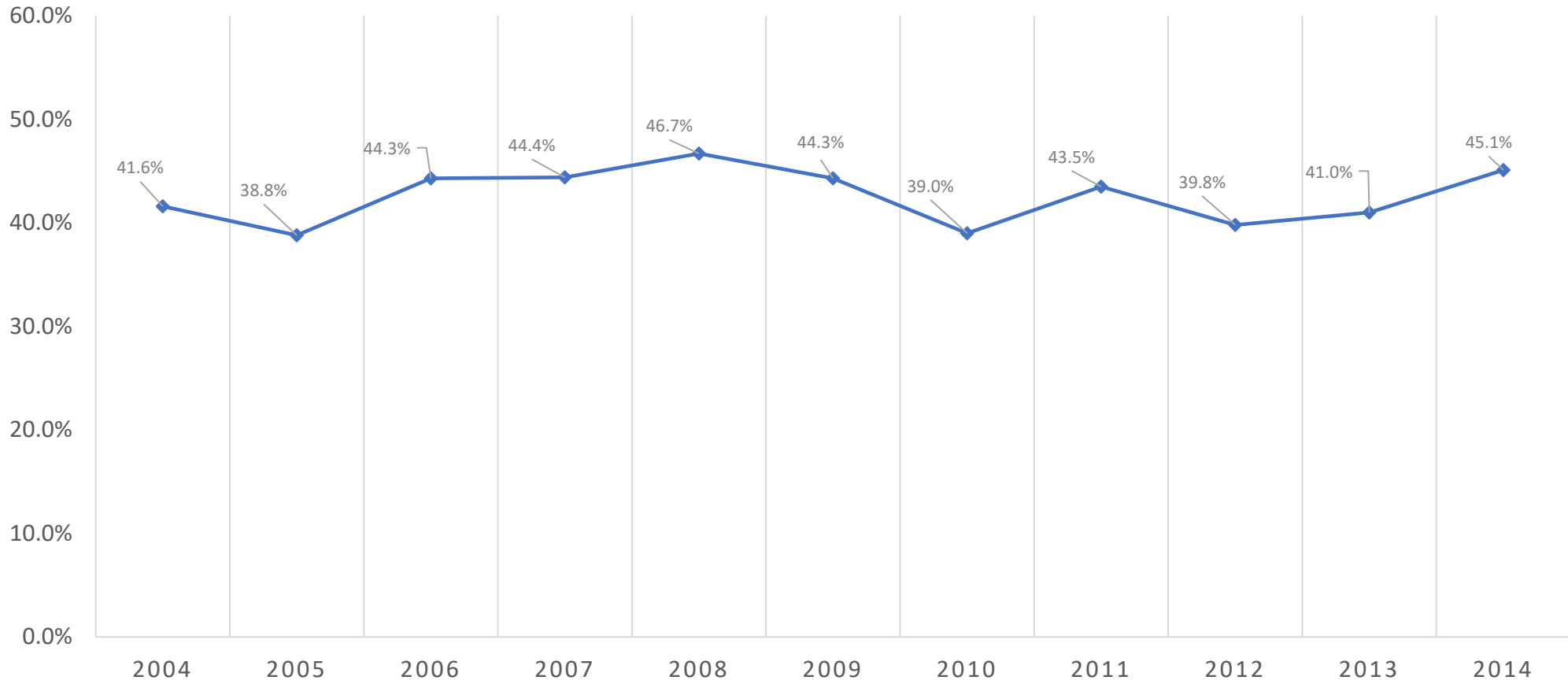
**Dr. Michael Baltzley**

**Associate Provost for Academic Effectiveness**

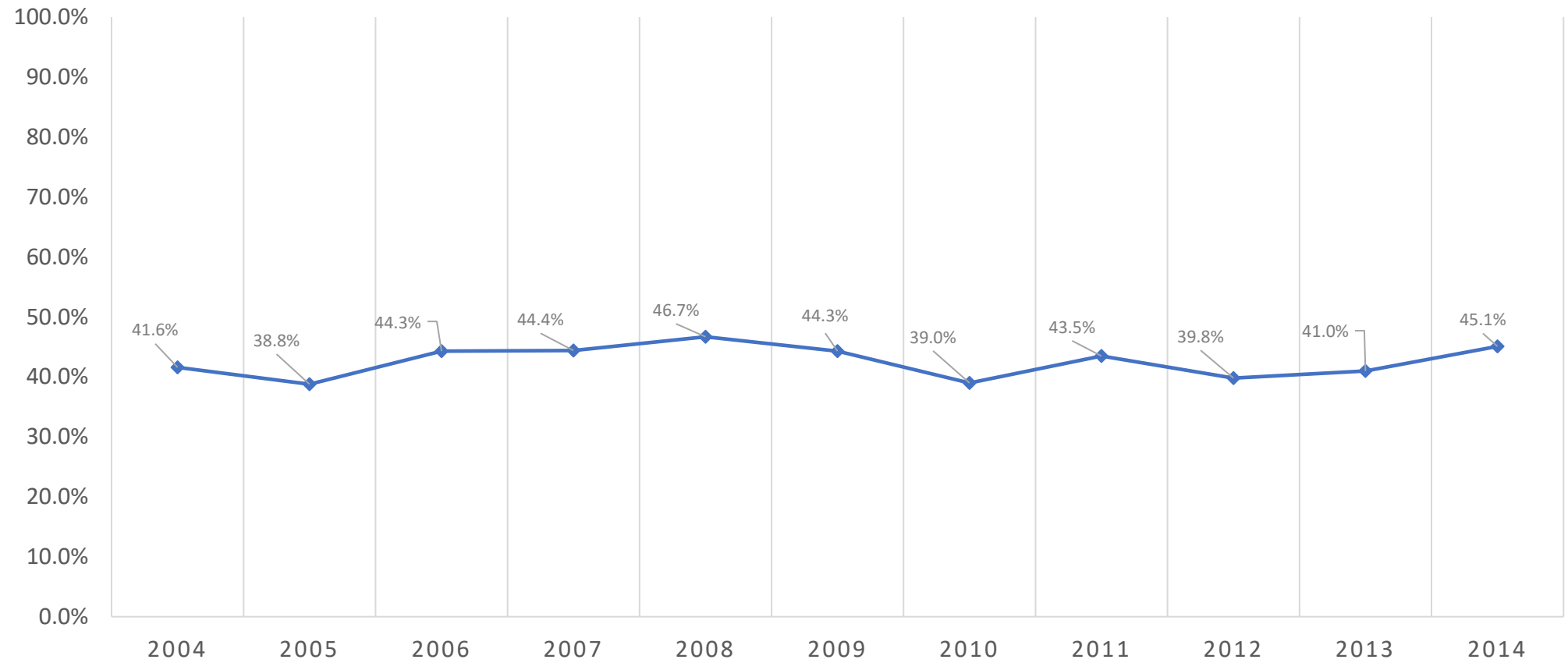
## How have six-year graduation rates changed over time?



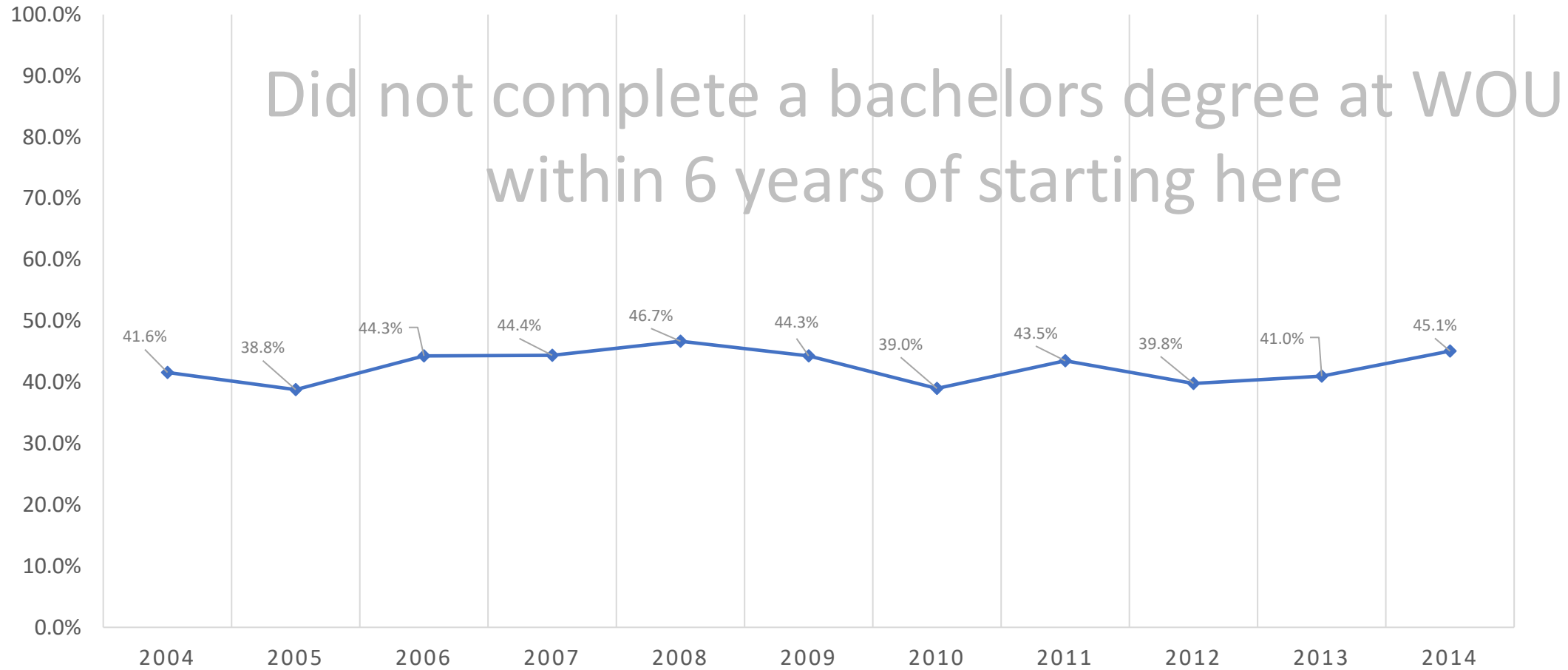
**6-year graduation rate for first time, full time students, by cohort, 2004 – 2014 cohorts**



6-year graduation rate for first time, full time students, by cohort, 2004 – 2014 cohorts



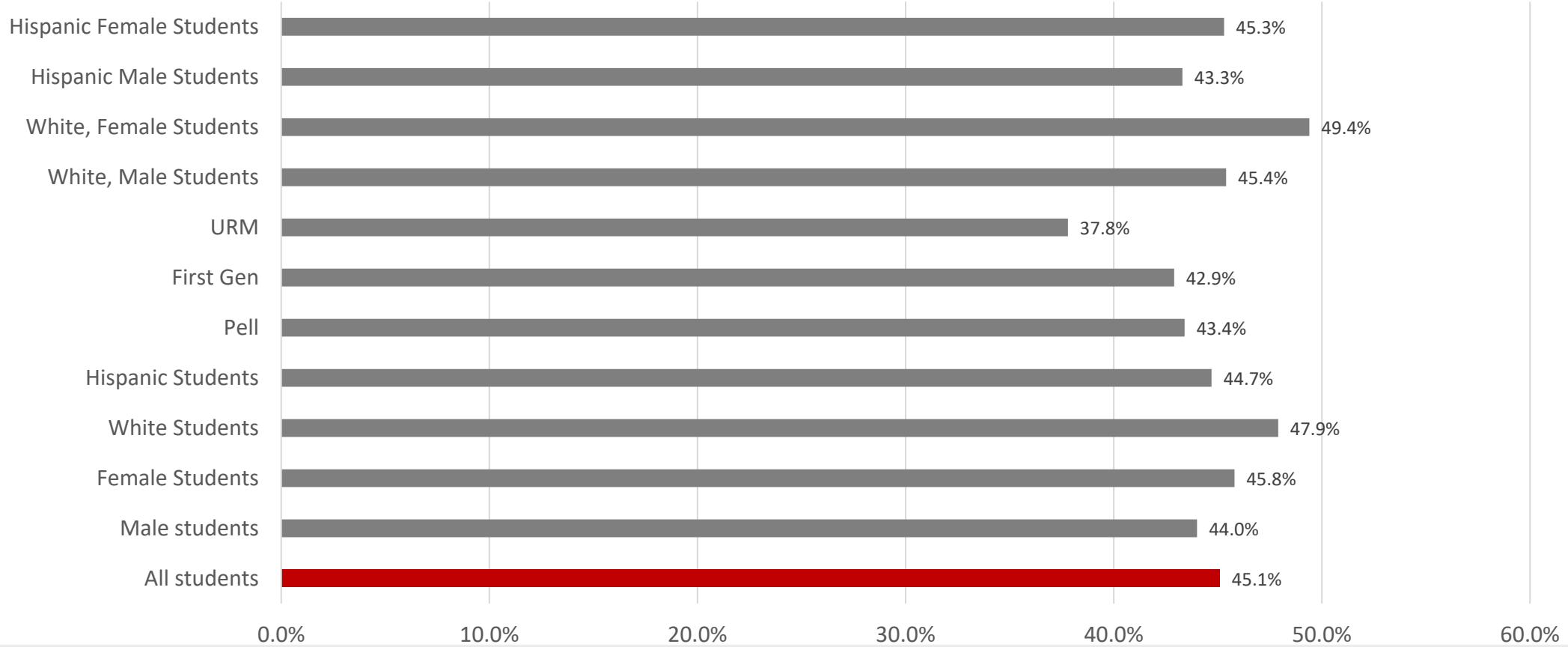
6-year graduation rate for first time, full time students, by cohort, 2004 – 2014 cohorts



**Is student success, as measured by six-year graduation rates, equitably distributed?**

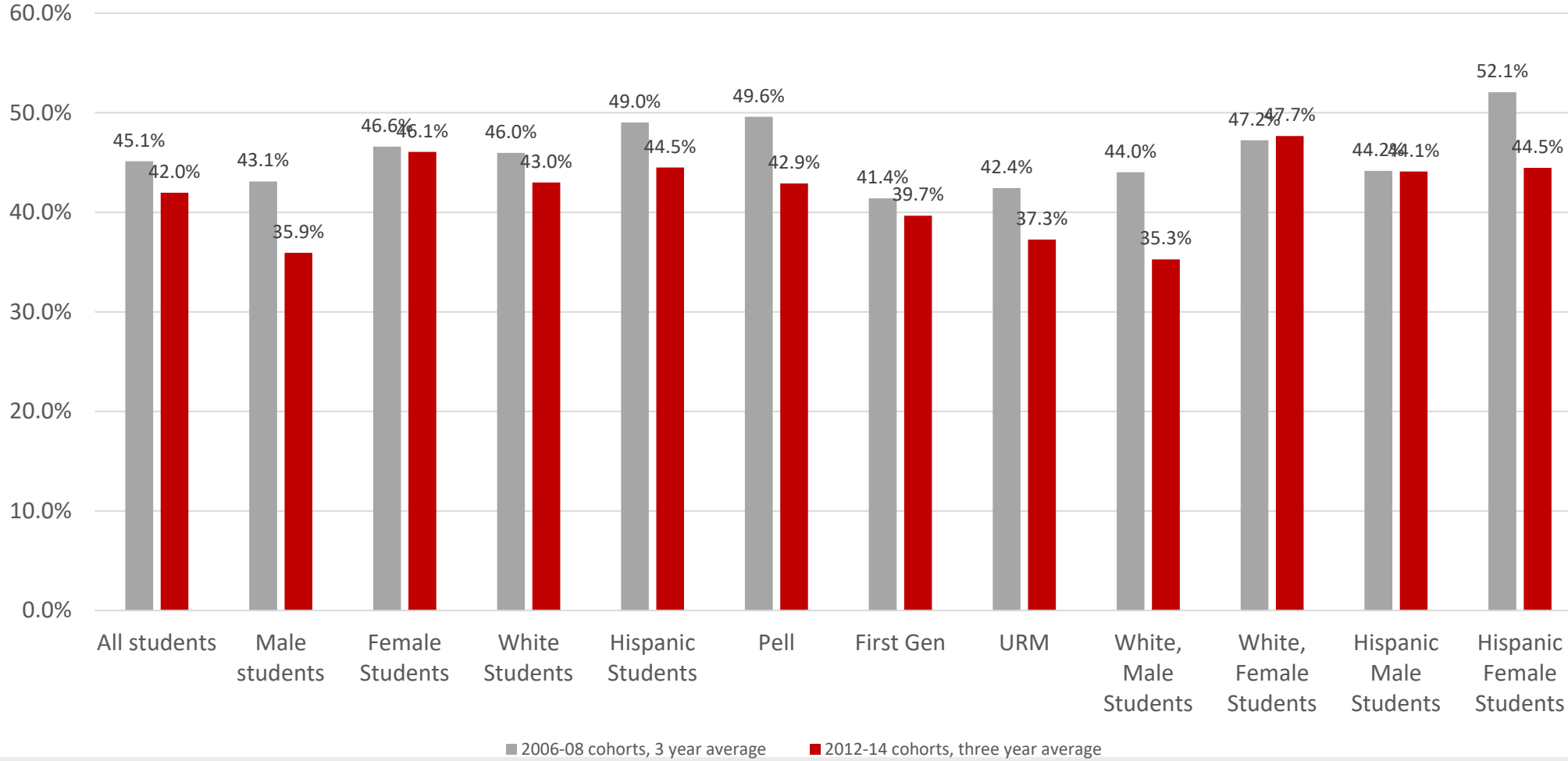
6 year graduation rate, 2014 cohort of first-time, full time students

Most recent  
data....class of 2020  
**(2014 cohort)**



How is the six-year graduation rate **changing** over time for different *groups* of students?

6-year graduation rates for 2006-08 and 2012-14 cohorts of first-time, full-time students

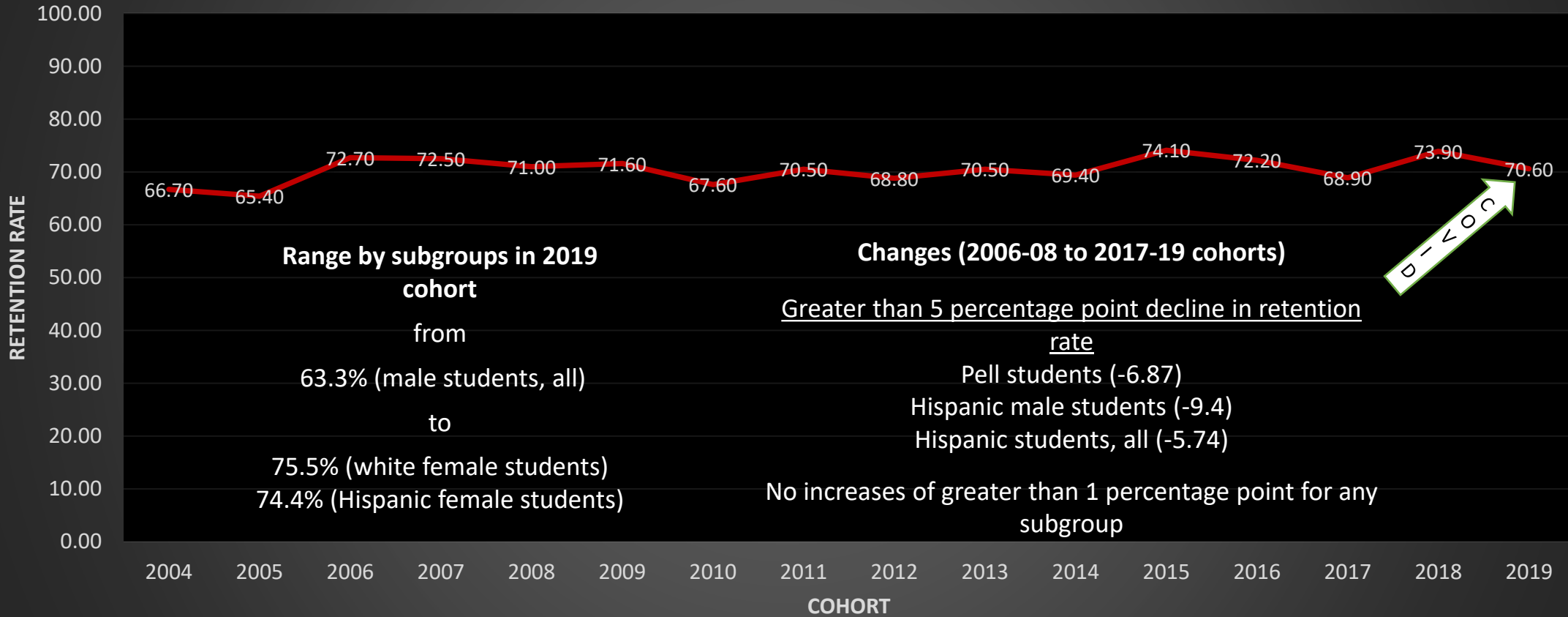


## **Components of the 6-year graduation rate:**

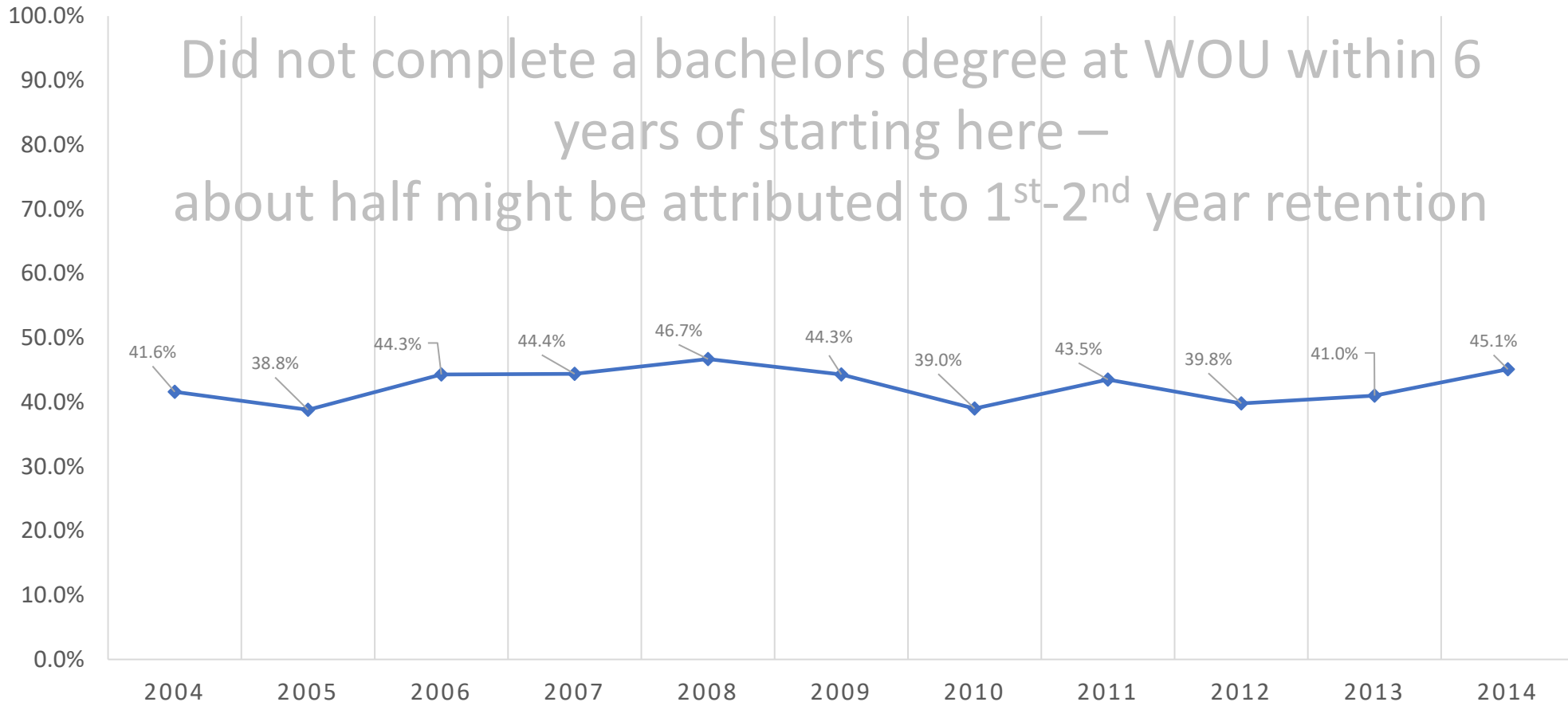
- **First → second year retention rate**
- **Four-year graduation rate**



First to second year retention, first-time full-time students, by cohort, 2004-19 cohorts



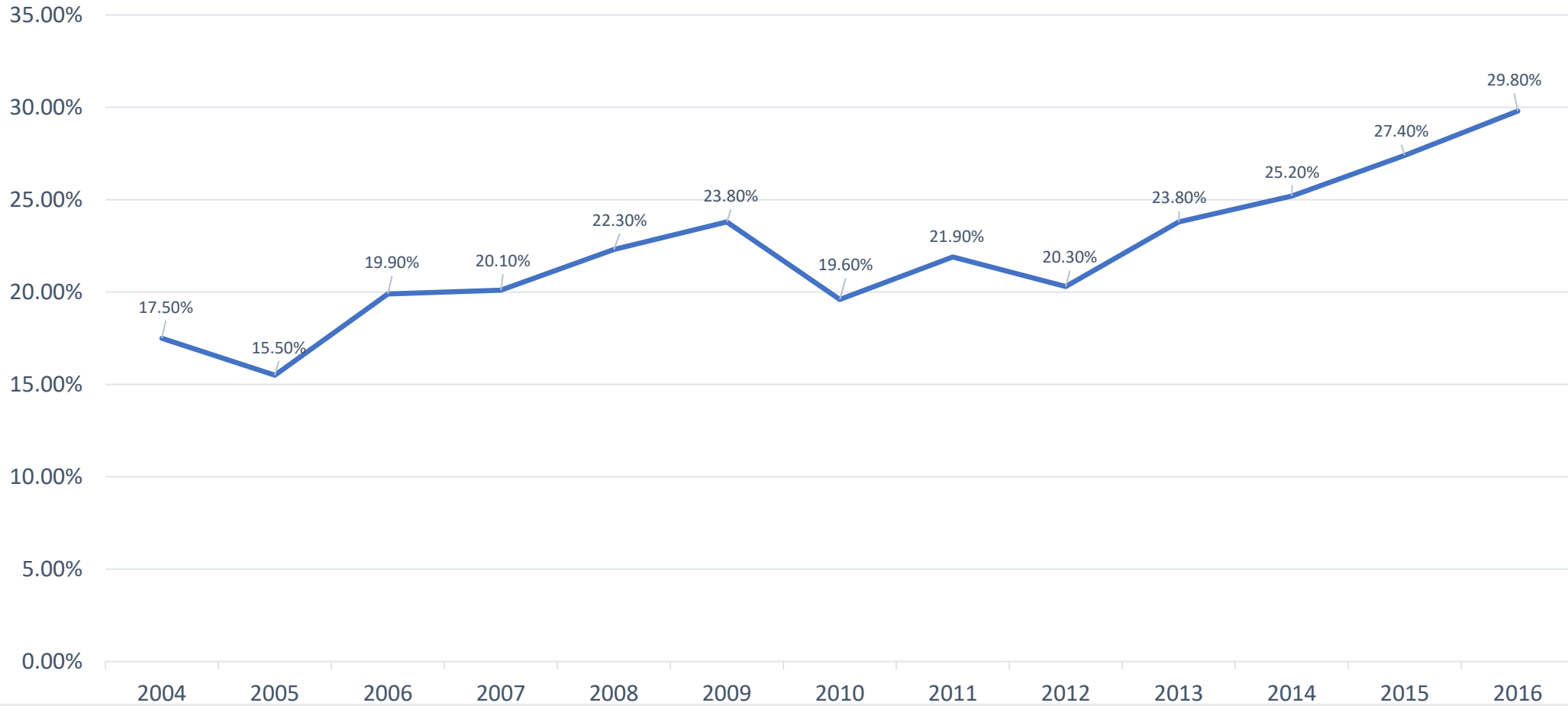
6-year graduation rate for first time, full time students, by cohort, 2004 – 2014 cohorts



Did not complete a bachelors degree at WOU within 6 years of starting here – about half might be attributed to 1<sup>st</sup>-2<sup>nd</sup> year retention

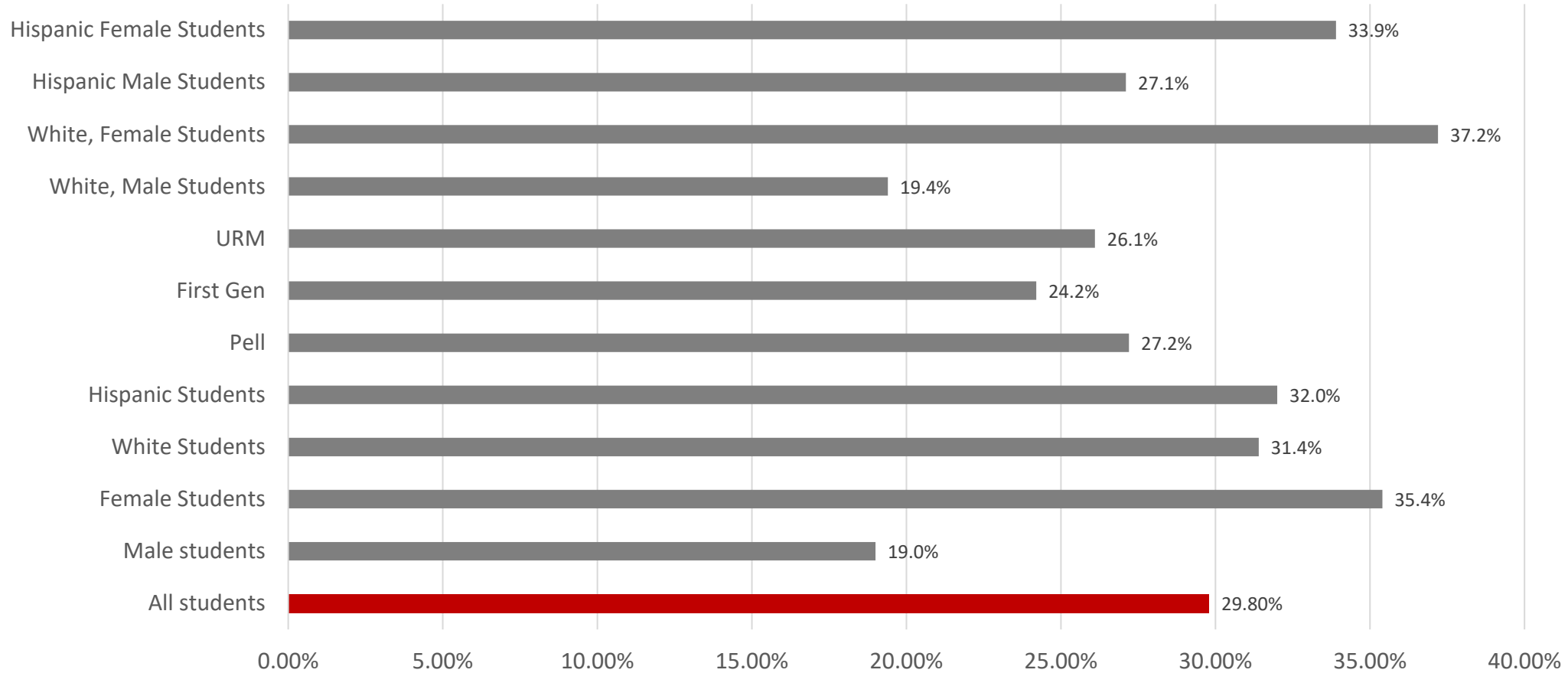
**How have four-year graduation rates changed over time?**

### 4-year graduation rate for first-time full-time students, by cohort, all students

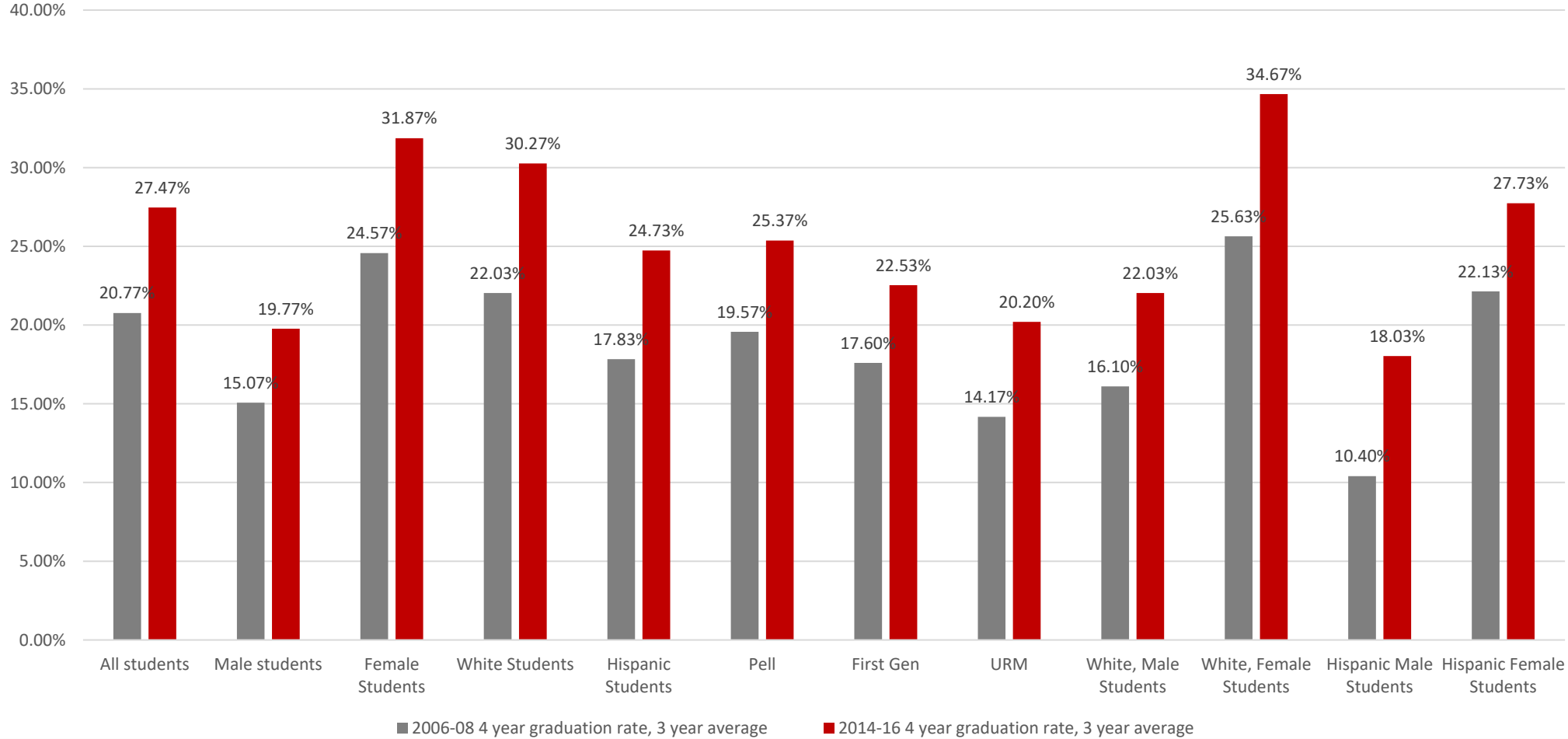


**Is student success, as measured by four-year graduation rates, equitably distributed?**

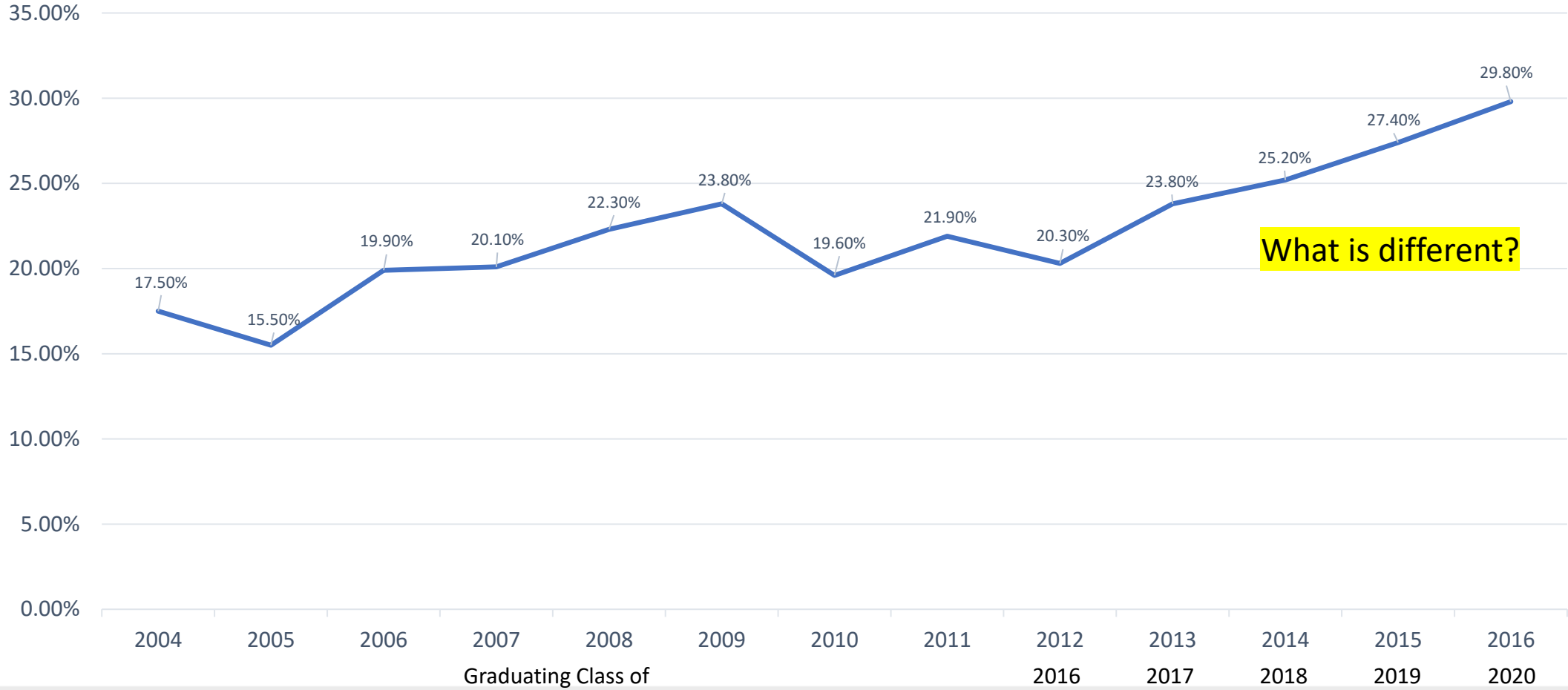
### 4-year graduation rates for 2016 cohort of first-time full-time students



4-year graduation rates for 2006-08 and 2014-16 cohorts of first-time, full-time students



### 4-year graduation rate for first-time full-time students, by cohort, all students





## What's different?

*We have seen that structural changes are as much needed to impact change ... as the hard work of individual faculty/staff. Let's keep making those necessary changes, even if they are hard. – University Council member, 3-12-21*

### Practices

Systematic registration nudges

Strategic increases in fee remissions

Focus on affordability

Degree Tracks for students/advisors

Strengthening infrastructure for wrap around supports (e.g., CARE Team, Navigate, SEP, MSSP)

Find and eliminate hidden pre-requisites

### Curriculum

Focus on 180-credit degree paths

#### New General Education

- Coherence through shared learning outcomes
- Streamlined requirements
- First-Year Seminars
- Curation of course offerings

Centralized General Education support

Eliminate required minor

Math Pathways: MTH 110 as an alternative to MTH 111

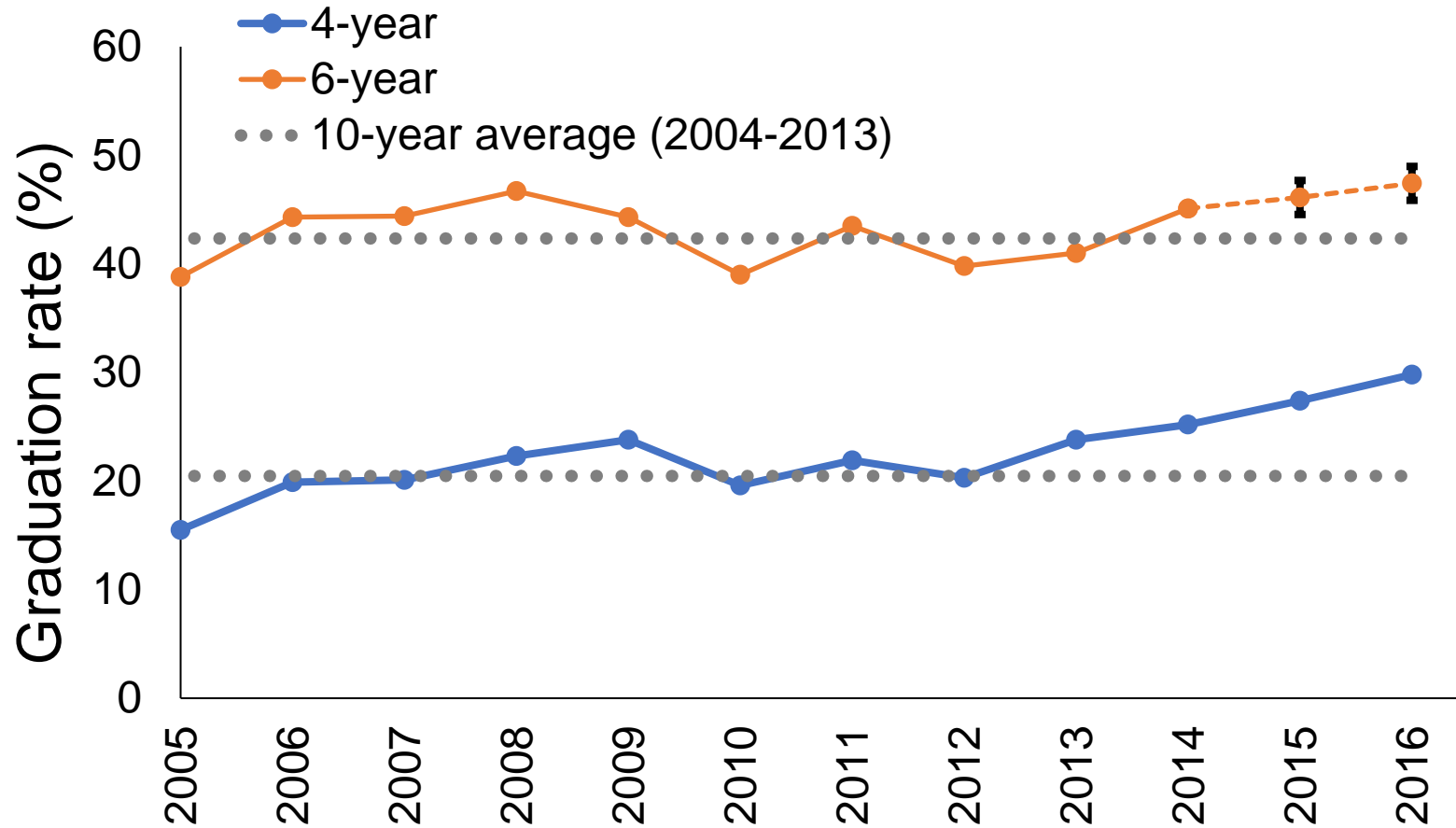
First Year Writing program coordination

#### Restructuring university graduation requirements

- All inclusive Gen Ed instead of maintaining a separate set of "Additional Graduation Requirements"
- 62 -> 60 upper-division credit requirement
- Program-level degree (BA, BS) designation

**Can 4-year graduation rates help us predict future 6-year graduation rates (all else being equal)?**

## 4-and 6-year Graduation Rates with Projections and Averages



## In the future

- **Continued focus on equitable gains**
- **Transfer graduation rates**
- **Benchmarking against peer comparators**

## Other questions we should ask?

# WOU ACE LEARNER SUCCESS LAB

A comprehensive change management process that facilitates continuous improvement through intentional transformation of institutional systems, processes, programs, and culture around learner success.

**Kathy Cassity, PhD & Adry Clark, PhD, Chairs**

## AGENDA

- Overview of the Learner Success Lab
- Charge
- Model
- Timeline
- Site visit – take-aways
- Committee
- Subcommittees
- Review



Transformation labs guide colleges and universities through a structured strategic planning process to advance critical institutional priorities.

## LEARNER SUCCESS LAB

An inclusive learning community that integrates evidence-based practices for persistence, life design and career exploration, and workforce skills development to assist participating institutions in developing a comprehensive strategy for learner success.

The LSL is a comprehensive change management process that facilitates continuous improvement through intentional transformation of institutional systems, processes, programs, and culture around learner success.

### ACE Model for Comprehensive Learner Success





[Charge](#)

[Website](#)





# STEERING COMMITTEE

Steers institution through the LSL, refines and leads the data collection process, and manages subcommittee activities and outputs.

**The framework provides us with lenses for looking at the extraordinary events happening around us!**

**Advisor from ACE:** Mary Churchill, Boston University

# ACE SITE VISIT

A deep dive by advisor, an experienced university leader, to get a broad perspective of both WOU's assets and challenges. Dr. Churchill met virtually with President's Cabinet, Academic Success and Advising, FYS Class, Student Affairs Directors, Academic Affairs Exec Committee, ASWOU Cabinet

## **Main take-aways:**

### **Assets:**

We are on the verge of being an inclusive community

We have committed people who care deeply about our diverse and marginalized students

### **Challenges:**

Lack of common definitions for concepts in Strategic Plan: Student Success, Diversity, Personalized Approach

Lack of overall structure to support diverse and marginalized students

Limited ways to remove systemic barriers and

# STEERING COMMITTEE MEMBERS

Conveners of reviews aligned with target areas of model

<b>Rajeeb Poudel</b> - Business	Curriculum/Co-Curriculum
<b>Shaun Huston</b> – FYS, Sustainability	Curriculum/Co-Curriculum
<b>Laura Ellingson-Sayen</b> , Ex. Sci.	Faculty/Staff Support
<b>Mary Pettenger</b> – Polit. Sci	Faculty/Staff Support
<b>Dana Schowalter</b> – Comm Studies	Institutional Commitment & Policy
<b>Hillary Fouts</b> – Dean, Grad Stud, Research	Institutional Commitment & Policy
<b>Niki Weight</b> – Acad. Success and Advising	Leadership & Structure
<b>Chelle Batchelor</b> – Dean Library, AI	Leadership and Structure
<b>Feier Hou</b> - Chemistry	Mobility
<b>Kristin Mauro</b> – Transfer Programs	Mobility
<b>Lars Soderlund</b> - English	Partnerships
<b>Yuliana Kenfield</b> - Education	Partnerships

ACE Model for Comprehensive Learner Success



# Review Part 1

## Core of Model:

Learner  
Success  
Life Design  
Career Readiness  
Completion

Bring about  
360° thinking  
Question our  
assumptions  
Identify areas  
most relevant to  
us

# Review Part 2

## Target Areas:

- Institutional Commitment & Policy
- Leadership & Structure
- Curriculum & Co-curriculum
- Faculty & Staff Support
- Mobility
- Partnerships

## Strategic Lenses

- **Diversity, Equity & Inclusion**  
– main emphasis
- Data-Informed Decision-Making
- Agility & Transformation

# TIMELINE

## May 20

Form subcommittees, plan reviews (SWOC analysis), develop research questions and methods

## June 3

Conduct surveys and other data collection

## November 6

Analyze findings  
Second site visit

## January 2022

Write report

## April 2022

Finalize report



## **Finance & Administration Committee (FAC), Fiscal Year Ended June 30, 2020, Single Audit**

The public accounting firm, Eide Bailly LLP (hereinafter “Auditor”), has audited the financial report and has issued an unmodified opinion; i.e., in their opinion, the financial statements present fairly, in all material respects, the financial position of the University. The Auditor also performed testing of the University’s compliance with certain provisions of laws, regulations, contracts, and grant agreements. This testing resulted in a report on compliance for each major federal program, a report on internal control over compliance, and a report on expenditures of federal awards, as required by Uniform Guidance.

These reports and detailed findings are provided in the Federal Awards Reports in accordance with Uniform Guidance, which communicates certain matters related to the conduct of the audit to those who have responsibility for oversight of the financial reporting process.

The Auditor issued their opinion that the University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of the University’s major federal programs.

### **COMMITTEE RECOMMENDATION:**

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the fiscal year ended June 30, 2020, Single Audit and Management’s proposed Corrective Action Plan.



March 25, 2021

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

We have audited the financial statements of Western Oregon University (the University) and the discretely presented component unit of the University as of and for the year ended June 30, 2020, and have issued our report thereon dated December 2, 2020. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under the Uniform Guidance**

As communicated in our letter dated April 24, 2020, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the University complied with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the University's major federal program. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the University solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the University's major federal program compliance, is to express an opinion on the compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the University's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated December 2, 2020. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated March 25, 2021.

### **Planned Scope and Timing of the Audit**

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

### **Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

### **Qualitative Aspects of the Entity's Significant Accounting Practices**

#### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the University is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2020. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

#### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are:

- Collectability of receivables and student accounts are based on past history and current market conditions. We reviewed the underlying assumptions and past history to determine that the estimate appears reasonable



- The remaining obligation under the other postemployment benefit (OPEB) plans is based on actuarial estimates provided by Milliman and audited by independent auditors. We evaluated the key factors and assumptions used to develop the OPEB assets/(liabilities) in determining that they are reasonable in relation to the financial statements taken as a whole.
- Management’s estimate of the net pension liability is based on actuarial estimates provided by the Oregon Public Employee Retirement System (OPERS). We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

### *Financial Statement Disclosures*

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the University’s financial statements relate to:

- Note 14 – Employee Retirement Plans – This describes the details and assumptions of the Oregon Public Retirement System (OPERS) Plan and the related net pension liability.
- Note 15 – Other Postemployment Benefits (OPEB) – This describes the details of the postemployment benefit plans.

### **Significant Difficulties Encountered during the Audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

### **Uncorrected and Corrected Misstatements**

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. There were no uncorrected or corrected misstatements identified as a result of our audit procedures.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the University’s financial statements or the auditor’s report. No such disagreements arose during the course of the audit.

### **Representations Requested from Management**

We have requested certain written representations from management which are included in the management representation letter dated December 2, 2020 and March 25, 2021.

### **Management's Consultations with Other Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

### **Other Significant Matters, Findings, or Issues**

In the normal course of our professional association with the University, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating conditions affecting the University, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the University's auditors.

The financial statements include the financial statements of Western Oregon University Development Foundation (the Foundation), which we considered to be a significant component of the financial statements of the University. The financial statements of the Foundation were audited by other auditors, and we did not assume responsibility for the audit performed by the other auditors, rather we have referred to their audit in our report. Our decision to refer to the report of the other auditor is based our evaluation of the materiality of the Foundation with respect to the financial statements as a whole. Our audit procedures with respect to the Foundation included required correspondence with the other auditor, obtaining and reading their auditor's report and the related financial statements, and other procedures as considered necessary.

### **Other Information in Documents Containing Audited Financial Statements**

Pursuant to professional standards, our responsibility as auditors for other information in documents containing Western Oregon University's audited financial statements does not extend beyond the financial information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

However, in accordance with such standards, we will review the information inputted into the data collection form and will consider whether such information, or the manner of its presentation, is materially consistent with the financial statements.

This report is intended solely for the information and use of the Board of Trustees and management of the University and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Boise, Idaho



Federal Awards Reports in Accordance with the Uniform  
Guidance

June 30, 2020

Western Oregon University

Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* ..... 1

Independent Auditor’s Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance ..... 3

Schedule of Expenditures of Federal Awards ..... 6

Notes to Schedule of Expenditures of Federal Awards ..... 9

Schedule of Findings and Questioned Costs ..... 10



**Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Western Oregon University (the University) and its discretely presented component unit, as of and for the year ended June 30, 2020, and the related notes to the financial statements, and have issued our report thereon dated December 2, 2020. Our report includes a reference to other auditors who audited the financial statements of Western Oregon University Development Foundation (the Foundation), as described in our report on the University’s financial statements. The audit of the financial statements of the Foundation were not performed in accordance with *Government Auditing Standards*, and accordingly this report does not include reporting on internal control over financial reporting or instances of reportable noncompliance that are reported on separately by those auditors of Western Oregon University Development Foundation.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University’s internal control. Accordingly, we do not express an opinion on the effectiveness of the University’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Boise, Idaho  
December 2, 2020



**Independent Auditor’s Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

To the Board of Trustees  
Western Oregon University  
Monmouth, Oregon

**Report on Compliance for Each Major Federal Program**

We have audited Western Oregon University’s (the University) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the University’s major federal programs for the year ended June 30, 2020. The University’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

**Management’s Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor’s Responsibility**

Our responsibility is to express an opinion on the compliance for each of the University’s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University’s compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the University complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major Federal program for the year ended June 30, 2020.

### **Other Matters**

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as items 2020-003 and 2020-004. Our opinion on each major federal program is not modified with respect to these matters.

The University's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

### **Report on Internal Control over Compliance**

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses and significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, described in the accompanying schedule of findings and questioned costs as items 2020-001 through 2020-002 that we consider to be significant deficiencies.



The University's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The University's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

**Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

We have audited the financial statements of the University and its discretely presented component unit as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the University's basic financial statements. We issued our report thereon dated December 2, 2020, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



Boise, Idaho

March 25, 2021, except for our report on the schedule of expenditures of federal awards, for which the date is December 2, 2020.

Western Oregon University  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2020

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
<b>Department of Agriculture</b>				
<u>Direct Programs</u>				
Research and Development Cluster:				
Agriculture and Food Research Initiative (AFRI)	10.310	Not Applicable	\$ 18,977 *	
Child and Adult Care Food Program	10.558	Not Applicable	9,741 *	\$ -
<b>Total Department of Agriculture</b>			<b>28,718</b>	<b>-</b>
<b>Department of Education</b>				
<u>Direct Programs</u>				
Student Financial Aid Cluster:				
Federal Supplemental Educational Opportunity Grants	84.007	Not Applicable	204,225	-
Federal Work-Study Program	84.033	Not Applicable	301,540	-
Federal Perkins Loans	84.038	Not Applicable	3,661,474	-
Federal Pell Grant Program	84.063	Not Applicable	7,790,563	-
Federal Direct Student Loans	84.268	Not Applicable	23,745,466	-
Teacher Education Assistance for College & Higher Education Grants	84.379	Not Applicable	215,157	-
Total Student Financial Aid Cluster			35,918,425	-
COVID-19: CARES Act - Higher Education Emergency Relief				
Fund - Student	84.425E	Not Applicable	1,472,500	-
COVID-19: CARES Act Higher Education Emergency Relief Fund - Institutional	84.425F	Not Applicable	1,800,000	-
Subtotal			3,272,500	-
TRIO Cluster:				
TRIO Student Support Services	84.042	Not Applicable	412,928	-
TRIO Upward Bound	84.047	Not Applicable	292,591	-
Total TRIO Cluster:			705,519	-
Rehabilitation Long-Term Training	84.129	Not Applicable	407,448	-
Rehabilitation Services				
Vocational Rehabilitation Grants to States	84.126	ODE SUBGRANT 43119	120,364	
Training Interpreters for Individuals who are Deaf and Individuals who are Deaf-Blind	84.160	DASPS-2342-15 AMDMT #1	350,862	-
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	Not Applicable	266,897	-
Passed -through:				
CEEDAR Center				
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	OSU Subaward ED197A-A	6,253	-
Oregon State University				
Special Education - Personnel Development to Improve Services and Results for Children with Disabilities	84.325	Not Available	54,228	-
Subtotal CFDA 84.325			327,378	-

Western Oregon University  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2020

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326	Not Applicable	203,346	-
Passed - through:				
National Center on Deaf-Blindness				
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326	Subaward Agreement	167,681	-
Subtotal CFDA 84.326			<u>371,027</u>	-
<b><u>Total Department of Education Direct Programs</u></b>			<u>41,473,523</u>	-
<b><u>Pass-Through Programs</u></b>				
Oregon Department of Education				
Special Education - IDEA Cluster:				
Special Education Grants to States	84.027	ODE IGA No 10976	109,486	8,011
Special Education Grants to States	84.027	Not Available	<u>12,115</u>	-
Total Special Education - IDEA Cluster:			<u>121,601</u>	<u>8,011</u>
<b><u>Total Department of Education Programs</u></b>			<u>121,601</u>	<u>8,011</u>
<b>Total Department of Education</b>			<u>41,595,124</u>	<u>8,011</u>
<b>Department of Health and Human Services</b>				
<b><u>Direct Programs</u></b>				
Substance Abuse and Mental Health Services Projects of Regional and National Significance	93.243	Not Applicable	23,269	-
Strength Public Health Systems to Improve Protect Nation's Health	93.421	Not Applicable	<u>587,556</u>	-
<b><u>Total Department of Health and Human Services Direct Programs</u></b>			<u>610,825</u>	-
<b><u>Pass-Through Programs</u></b>				
Oregon Department of Education				
477 Cluster				
Child Care and Development Block Grant	93.575	ODE Agreeemnt 11407	21,120	-
Child Care and Development Block Grant	93.575	ODE Agreement 11407 ADM 1	<u>956,384</u>	-
			977,504	-
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.596	ODE Agreement 11407	<u>1,881,285</u>	<u>30,040</u>
Total 477 Cluster			<u>2,858,789</u>	<u>30,040</u>

Western Oregon University  
Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2020

Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	Amounts Passed-Through to Subrecipients
Oregon Childhood Development Coalition Research and Development Cluster: Head Start	93.708	Letter of Agreement	44,104 *	-
<u>Total Department of Health and Human Services Pass-Through Programs</u>			<u>2,902,893</u>	<u>30,040</u>
<b>Total Department of Health and Human Services</b>			<u>3,513,718</u>	<u>30,040</u>
<b>Department of Justice</b>				
<u>Direct Programs</u>				
Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus	16.525	Not Applicable	40,852	-
Public Safety Partnership and Community Policing Grants	16.710	Not Applicable	731	-
Edward Byrne Memorial Competitive Grant Program	16.751	Not Applicable	1,673	-
Crime Victim Assistance	16.575	Not Applicable	73,924	-
<u>Total Department of Justice Direct Programs</u>			<u>117,180</u>	<u>-</u>
<u>Pass-Through Programs</u>				
Tribal Law and Policy Institute Tribal Court Assistance Program	16.608	Tribal Law & Policy Inst Sub	97,810	-
<u>Total Department of Justice Pass-Through Programs</u>			<u>97,810</u>	<u>-</u>
<b>Total Department of Justice</b>			<u>214,990</u>	<u>-</u>
<b>National Science Foundation</b>				
<u>Direct Programs</u>				
Research and Development Cluster: Education and Human Resources	47.076		3,634 *	-
<b>Total National Science Foundation</b>			<u>3,634</u>	<u>-</u>
<b>Environmental Protection Agency</b>				
<u>Direct Programs</u>				
Environmental Education Grants	66.951	N/A	27,357	4,625
<b>Total Environmental Protection Agency</b>			<u>27,357</u>	<u>4,625</u>
<b>Department of Transportation</b>				
<u>Direct Programs</u>				
National Highway Traffic Safety Administration Discretionary Safety Grants	20.614		30,237	
<b>Total Department of Transportation</b>			<u>30,237</u>	
<b>Total Expenditures of Federal Awards</b>			<u>\$ 45,413,778</u>	<u>\$ 42,676</u>
<b>* Subtotal of the Research and Development Cluster</b>			<u>\$ 76,456</u>	

**Note 1 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal grant activity of Western Oregon University (the University) under programs of the federal government for the year ended June 30, 2020. The information is presented in accordance with the requirements of title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the University, it is not intended and does not present the financial position, changes in net position, or cash flows of the University.

**Note 2 - Summary of Significant Accounting Policies**

Expenditures reported in the schedule are recognized on the accrual basis of accounting except for expenditures passed through to sub-recipients, which are recognized on the cash basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Note 3 - Indirect Cost Rate**

The University has not elected to use the 10% de minimis cost rate.

**Note 4 - Federal Student Loan Programs**

The federal student loan programs listed subsequently are administered directly by the University and balances and transactions relating to these programs are included in the University's basic financial statements. Loans made during the year are included in the federal expenditures presented in the schedule. The balance of loans outstanding at June 30, 2020, consists of:

<u>CFDA Number</u>	<u>Program Name</u>	<u>Outstanding Balance at June 30, 2020</u>
84.038	Federal Perkins Loan Program	\$2,998,872

**Section I – Summary of Auditor’s Results**

**FINANCIAL STATEMENTS**

Type of auditor's report issued	Unmodified
Internal control over financial reporting:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

**FEDERAL AWARDS**

Internal control over major program:	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	Yes
Type of auditor's report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516:	Yes

**Identification of major programs:**

<u>Name of Federal Program</u>	<u>CFDA Number</u>
Student Financial Aid Cluster	
Federal Supplemental Educational Opportunity Grant	84.007
Federal Work-Study Program	84.033
Federal Pell Grant Program	84.063
Federal Perkins Loan Program	84.038
Federal Direct Student Loans	84.268
Teacher Education Assistance for College & Higher Education Grants	84.379
COVID-19: CARES Act Higher Education Emergency Relief Fund - Student	84.425E
COVID-19: CARES Act Higher Education Emergency Relief Fund - Institutional	84.425F
Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities	84.326
Dollar threshold used to distinguish between type A and type B programs:	\$750,000
Auditee qualified as low-risk auditee?	Yes

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**Section II – Financial Statement Findings**

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There were no findings relating to the financial statement audit.

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**Section III – Federal Award Findings and Questioned Costs**

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**2020-001**

Direct Programs – Department of Education  
CFDA# 84.007, 84.033, 84.063, 84.038, 84.268, 84.379  
Student Financial Aid Cluster  
Special Tests and Provisions: NSLDS Withdrawal Date  
Significant Deficiency in Internal Controls over Compliance

Criteria:

34 CFR section 685.309 states that an Institution shall ensure that all information reported to the Department of Education is within the required time frame. The NSLDS Enrollment Reporting Guide further states that the information that is reported to the Department of Education is accurate in addition to timely.

Condition:

During our testing of students that were disbursed financial aid during the 2019-20 school year, there were five instances in which the students' status change date did not match the dates reported to NSLDS.

Cause:

The withdrawal date was incorrectly reported to NSLDS.

Effect:

The withdrawal date for 1 of the 60 students sampled for Status Change testing was reported incorrectly to NSLDS. Additionally, 4 withdrawal dates of the 33 students sampled for R2T4 testing.

Questioned Costs:

None

Context/Sampling:

A non-statistical sample of 33 students out of 219 students were selected for R2T4 testing. Additionally, a non-statistical sample of 60 students out of 3,260 students were selected for Status Change testing.

Repeat Finding from Prior Year(s):

Yes, see finding 2019-001.

Recommendation:

We recommend that the University implement a control process in which the NSLDS system is updated between the Registrar's office and the Student Financial Aid's office. The University should also periodically monitor this process to ensure that it is working effectively.

Views of Responsible Officials

Management agrees with these findings. The Student Financial Aid Office and the Registrar Office will ensure the final submission for each semester is recording the proper withdrawal date for each student reported to NSLDS.

**2020-002**

Direct Programs – Department of Education

CFDA# 84.326

Special Education Technical Assistance and Dissemination for to Improve Services and Results for Children with Disabilities

Cash Management

Significant Deficiency in Internal Controls over Compliance

Criteria:

Under the Uniform Guidance, there must be an independent review from the preparer of all cash draw downs.

Condition:

During our testing over the cash draw down process, it was noted that there was no independent review of one of the five sampled draws prior to submitting for reimbursement. The University implemented a process in October 2019 for an independent review of cash draws; however, for the item noted, this was drawn down prior to the updated process.

Cause:

The process at the time of the draw downs did not include an independent review of the cash draw downs to ensure accuracy.

Effect:

The incorrect amount may be drawn down from the granting agency, however, none were incorrect in our sample.

Questioned Costs:

None

Context/Sampling:

A non-statistical sample of 5 cash drawdowns out of 29 total drawdowns for the Special Education Assistance for College and Higher Education Grants.

Repeat Finding from Prior Year(s):

Yes, see finding 2019-002.

Recommendation:

The University implemented a control process where the cash drawdowns are reviewed by someone independent of the preparer during the current year. We recommend the University continue this process.

Views of Responsible Officials:

Management agrees with these findings.



**2020-003**

Direct Programs – Department of Education

CFDA# 84.425F

COVID – 19: CARES Act – Higher Education Emergency Relief Fund – Institutional

Cash Management

Other Noncompliance

Criteria:

31 CFR Section 205.33 states that an agency must minimize the time between the drawdown of Federal funds from the Federal government and their disbursement for a Federal Program purpose. The timing and amount of funds transfers must be as close as is administratively feasible to an agency's actual cash outlay for direct program costs.

Condition:

During our testing of compliance with Cash Management, the institutional funds were all drawn down in May, which was prior to when the actual cash outlay was associated with the institutional funds.

Cause:

The initial guidance provided by the Department of Education associated with the Institutional portion of the Higher Education Emergency Relief Fund was not completely clear that the grant was considered a reimbursement grant and therefore the expenses were to be incurred prior to submission for reimbursement. There was also confusion as to what expenditures were allowed to be reimbursed under the institutional portion of the Higher Education emergency Relief Fund. All of this contributed to the funds being drawn down prior to incurring the expenditures used for reimbursement.

Effect:

The University drew down the funds prior to incurring the expenditures that were used for reimbursement.

Questioned Costs:

None reported

Context/Sampling:

None

Repeat Finding from Prior Year:

No

Recommendation:

The University should review their current practices and policies for drawing down aid from the Federal government to minimize the time between when funds are drawn down to when they are expended.

Views of Responsible Officials:

Management disagrees with this finding. The Department of Education, Office of Postsecondary Education held a webinar with other institutions of higher education on June 23, 2020. Officials at the Department recognized the urgency in some IHEs to draw down the entire award to defray rapidly mounting losses and extraordinary expenditures in response to the coronavirus pandemic. Officials, prompted by questions by IHEs, provided preliminary guidance that while those institutions may draw down their entire awards before incurring the expenditures, the expenditures must be consistent with the lawful provisions of the Higher Education Emergency Relief Fund in order to be allowable for reimbursement. Moreover, officials noted that IHEs must return any interest that was earned on the awards prior to or at the grant's administrative close-out.

**2020-004**

Direct Programs – Department of Education

CFDA# 84.425F

COVID – 19: CARES Act – Higher Education Emergency Relief Fund – Institutional Allowable Costs/Cost Principles

Other Noncompliance

Criteria:

Section 18004(c) of the CARES Act allows Recipient to use up to 50 percent of the funds received to cover any costs associated with significant changes in delivery of instruction due to the coronavirus so long as such costs do not include payment to contractors for the provision of pre-enrollment recruitment activities, including marketing and advertising; endowments; or capital associated with facilities related to athletics, secretarian instruction, or religious worship.

Condition:

The \$1.8M in funds that were reported on the Schedule of Expenditures of Federal Award under the Higher Education Emergency Relief Funds for the institutional piece related to faculty payroll for the Spring semester when the University went remote through the end of the term due to “changes in delivery of instruction”.

Cause:

In June 2020, the Department of Education held a webinar that stated that an institution can use be reimbursed for faculty payroll for those faculty who taught in person prior to the campus shutting down and changed it to teaching online due to a “change in delivery of instruction” per the guidance above. Subsequent to the webinar, the University reached out to the Department of Education to confirm that these were allowable costs, receiving a confirmation that they were allowable costs. In October 2020, the Department of Education held another webinar that stated the faculty payroll that was used for reimbursement needed to be based upon additional costs incurred and could not just be based upon a change in delivery of instruction as the guidance had originally stated was allowable.

Effect:

The institutional expenditures reimbursed under the Higher Education Emergency Relief Fund were not in accordance with the guidance provided in October 2020 by the Department of Education; however do follow the guidance provided in the CARES Act as well as the guidance provided in June 2020.

Questioned Costs:

None reported

Context/Sampling:

None

Repeat Finding from Prior Year:

No

Recommendation:

The University should adjust their allowable expenditures reimbursed under the Higher Education Emergency Relief Fund – Institutional piece as the guidance changes.

Views of Responsible Officials:

Management disagrees with this finding. The Higher Education Emergency Relief Fund was a unique and unusual appropriation in the CARES Act (Public Law No. 116-136). Management attended the webinar held by DOE, OPE on June 23, 2020, where DOE staff provided preliminary guidance that reimbursement may be applicable to university payrolls. Furthermore, management followed-up with the Department of Education in an official written communication on June 25, 2020, confirming the allowability to reimbursing faculty salaries due to the disruption and modality switch. Officials at the Department made written representations on June 29, 2020, to management on the allowability of those expenditures.

**Management's Response to Auditor's Findings:**  
Summary Schedule of Prior Audit Findings and  
Corrective Action Plan  
June 30, 2020

Prepared by Management of  
**Western Oregon University**

## Summary Schedule of Prior Audit Findings

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### Yellow Book

*No Yellow Book findings.*

### Single Audit

#### *Finding 2019-001*

*Federal Agency Name: Department of Education*

*Program Name: Student Financial Aid*

*CFDA #: 84.007, 84.003, 84.063, 84.038, 84.268, 84.379*

*Initial Fiscal Year Finding Occurred: 2018*

*Finding Summary: During testing of students that were disbursed financial aid during the 2018-10 school year, there were two instances in which the students' withdrawal date per the Return of Title IV Aid (R2T4) calculation worksheets did not match the dates reported to NSLDS.*

*Status: Finding not corrected in the current year. See finding 2020-001.*

#### *Finding 2019-002*

*Federal Agency Name: Department of Education*

*Program Name: Student Financial Aid*

*CFDA #: 84.007, 84.003, 84.063, 84.038, 84.268, 84.379, 84.326*

*Initial Fiscal Year Finding Occurred: 2019*

*Finding Summary: During testing over the cash draw down process, it was noted that there was no independent review of the cash drawdowns prior to submitting for reimbursement.*

*Status: Finding not corrected in the current year. See finding 2020-002.*

#### *Finding 2019-003*

*Federal Agency Name: Department of Education*

*Program Name: Special Education Technical Assistance for College and Higher Education Grants*

*CFDA #: 84.326*

*Initial Fiscal Year Finding Occurred: 2019*

*Finding Summary: During testing over procurement and subrecipients, it was noted that there was no process in place to verify that entities in which the University contracts with, whether through a vendor relationship or a subrecipient relationship, were not suspended or debarred.*

*Status: Finding corrected in the current year.*

*Finding 2019-004*

*Federal Agency Name: Department of Education*

*Program Name: Special Education Technical Assistance for College and Higher Education Grants*

*CFDA #: 84.326*

*Initial Fiscal Year Finding Occurred: 2019*

*Finding Summary:* During testing over allowable costs, there was one cost that was submitted for reimbursement incorrectly.

*Status:* Finding corrected in the current year.

*Finding 2019-005*

*Federal Agency Name: Department of Education*

*Program Name: Training Interpreters for Individuals who are Deaf and Individuals who are Deaf-Blind*

*CFDA #: 84.160*

*Initial Fiscal Year Finding Occurred: 2019*

*Finding Summary:* The University was notified that they were inappropriately using unrecovered indirect costs as part of their cost sharing commitment. Under 34 CFR 75.562(c), an indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. Indirect costs in excess of the limit may not be charged directly, used to satisfy matching or cost sharing requirements, or charged to another federal award.

*Status:* Finding corrected in the current year.

Yellow Book

*No yellow book findings noted in the current year.*

Single Audit

Finding 2020-001

Federal Agency Name: Department of Education

Program Name: Student Financial Aid Cluster

CFDA #: 84.007, 84.033, 84.063, 84.038, 84.268, 84.379

Special Tests and Provisions: NSLDS Withdrawal Date

Significant Deficiency in Internal Controls over Compliance

*Finding Summary:* During the testing of students that were disbursed financial aid during the 2019-20 school year, there were five instances in which the student's status change did not match the dates reported to NSLDS.

*Responsible Individuals:* Director of Financial Aid.

*Corrective Action Plan:* Management agrees with this finding. The Assistant Director of Financial Aid process official withdrawals from the university and uses only one date—namely, the date that was originally reported to the National Student Clearinghouse (NSC) from the Registrar, who reports the same date to NSLDS.

Unofficial withdrawal dates are added to NSLDS by the Financial Aid Office but sometimes overwritten by the Registrar's Office. The Financial Aid Office typically uses a course's last day of attendance reported by faculty to determine the student's last day of attendance. The Registrar's Office reporting after the Financial Aid Office at the end of the term and overwriting the withdrawal date has resulted in this finding.

The Office of Financial Aid will design a process with the Registrar to ensure that, where exceptions between two dates occur, the Office of Financial Aid will report to the Registrar that the date in the National Student Clearinghouse must be updated.

*Anticipated Completion Date:* June 1, 2021.

Finding 2020-002

Federal Agency Name: Department of Education

Program Name: Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities

CFDA #: 84.326

Cash Management

Significant Deficiency in Internal Controls over Compliance

*Finding Summary:* During the testing over the cash draw down process, it was noted that there was no independent review of one of the five sampled draws prior to submitting for reimbursement. The University implemented a process in October 2019 for an independent review of cash draws; however, for the item noted, this was drawn down prior to the updated process.

*Responsible Individuals:* Controller, Office of Accounting and Business Services; Post-Award Administrator, Sponsored Projects Office

*Corrective Action Plan:* Management agrees with this finding. While the Department of Education considers this finding resolved in a letter dated August 12, 2020, the university did not implement the corrective action plan, as written in the 2019 single audit, until September 2019 instead of July 2019. The corrective action plan has since been implemented, and management considers this finding resolved.

*Anticipated Completion Date:* Completed on September 1, 2019.

#### Finding 2020-003

Federal Agency Name: Department of Education

Program Name: COVID – 19: CARES Act – Higher Education Emergency Relief Fund - Institutional

CFDA #: 84.326

Cash Management

Other Noncompliance

*Finding Summary:* During the testing of compliance with Cash Management, the institutional funds were all drawn down in May, which was prior to when the actual cash outlay was associated with the institutional funds.

*Responsible Individuals:* Controller, Office of Accounting and Business Services.

*Corrective Action Plan:* Management disagrees with this finding. The Department of Education, Office of Postsecondary Education held a webinar with other institutions of higher education on June 23, 2020. Officials at the Department recognized the urgency in some IHEs to draw down the entire award to defray rapidly mounting losses and extraordinary expenditures in response to the coronavirus pandemic. Officials, prompted by questions by IHEs, provided preliminary guidance that while those institutions may draw down their entire awards before incurring the expenditures, the expenditures must be consistent with the lawful provisions of the Higher Education Emergency Relief Fund in order to be allowable for reimbursement. Moreover, officials noted that IHEs must return any interest that was earned on the awards prior to or at the grant's administrative close-out.

Management will adjust accounting as preliminary guidance changes and will return interest upon close-out.

*Anticipated Completion Date:* Not applicable.

#### Finding 2020-004

Federal Agency Name: Department of Education

Program Name: COVID – 19: CARES Act – Higher Education Emergency Relief Fund - Institutional

CFDA #: 84.326

Allowable Costs/Cost Principles

Other Noncompliance

*Finding Summary:* The \$1.8M in funds that were reported on the Schedule of Expenditures of Federal Awards under the Higher Education Emergency Relief Funds for the institutional piece related to faculty payroll for the Spring semester when the University went remote through the end of the term due to "changes in delivery of instruction."



*Responsible Individuals:* Controller, Office of Accounting and Business Services.

*Corrective Action Plan:* Management disagrees with this finding. The Higher Education Emergency Relief Fund was a unique and unusual appropriation in the CARES Act (Public Law No. 116-136). Management attended the webinar held by DOE, OPE on June 23, 2020, where DOE staff provided preliminary guidance that reimbursement may be applicable to university payrolls. Furthermore, management followed-up with the Department of Education in an official written communication on June 25, 2020, confirming the allowability to reimbursing faculty salaries due to the disruption and modality switch. Officials at the Department made written representations on June 29, 2020, to management on the allowability of those expenditures.

As preliminary guidance changes, management will adjust accounting accordingly.

*Anticipated Completion Date:* Not applicable.

## **Finance & Administration Committee (FAC), Tuition & Fee Book**

### **BACKGROUND**

The 2020-21 Tuition & Fee Advisory Committee (TFAC) is comprised of eleven members – three administrators, two faculty members, and six students. TFAC met seven times over the course of winter term to learn about the University budget, how state funding is allocated, review financial projections, hear from the Student Health & Counseling Center, and learn about the overall tuition setting process. While TFAC only makes a formal recommendation on resident undergraduate tuition and mandatory fees, the model they utilize to review different increases includes all tuition rates.

TFAC sought student at-large feedback on three proposed tuition increases ranging from 0 – 2.72% and a proposed \$5 increase (per term) to the health service fee via three open forums and an all-student survey accessible through the student Portal. The open forums were held via Zoom and did not generate much student attendance, but the Portal survey tool was successful in gathering 822 students' feedback (the questions and results can be seen in the appendix of TFAC's recommendation letter).

When TFAC reconvened to make their final recommendation, the committee was unanimous in their decision to recommend a 0% tuition increase for resident undergraduate next year. The Committee's discussion weighed the impact of a tuition increase on the budgetary deficit against the impact on affordability for students, especially in the light of this year's circumstances due to COVID-19. Ultimately, they felt that a tuition increase may result in greater attrition of current students due to affordability issues, hence causing larger financial problems for the university.

Additionally, TFAC discussed the proposal to increase the health service fee by \$5 (3.45%) to \$150 per term. They weighed the same importance of affordability to our students alongside the feedback they had heard from students relating to the importance of having health services available. Given that the health service was operating at a deficit even prior to the pandemic, the overwhelming support for the health services last year during the open forums, and the survey results (294 students voted in favor of this increase while 512 did not; taken into consideration the brief snippet of context around the reasoning for a fee increase, the Committee felt this was substantial support), although they had some hesitation and wish for better communication around the Student Health & Counseling Center's services and accessing those services in the future, they ultimately decided to recommend this increase.

Their recommendation letter is included.

## SUMMARY OF RECOMMENDED CHANGES IN TUITION AND FEES FOR 2021-22

### Overall:

- An increase in the health service fee of \$5, bringing the fee to \$150 per term
- No increases to the building, student health building, student rec center building, and matriculation fees
- Online course fee remains at \$53/credit, to be charged to both undergraduate and graduate students based on online course modality
- IFC has voted to change the fee to \$355 per term, to be charged to all students at credit 1 (whereas previously the fee was staggered into two tiers and only charged based on on-campus credits)

### Undergraduate:

- 0% increase to resident undergraduate tuition (stays at rate of \$184 per credit)
- Non-resident undergraduate tuition increased to \$620 per credit (2.99% increase)

### Graduate:

- Changing the tuition assessment structure to be one rate (\$460 per credit – a 3.14% increase from 2020-21's resident graduate rate) regardless of residency or modality
  - Before, graduate tuition was assessed at resident (\$446/credit) and non-resident (\$739/credit) rates for in-person courses, with a different tuition rate (\$493 per credit) for online courses.

## SUMMER

Summer 2021 tuition rates are included at the same rates as the 2021-22 academic year. Building and student rec center building fees are slightly less than the academic year (as is consistent with historical summer fees). The summer incidental fee is \$125 to reflect the difference in service level during summer.

## ROOM AND BOARD RATES

Room and board rates are the same as what were originally approved for the 2020-21 year (although actual 2020-21 room and board rates were reduced in response to housing re-configuration to support resident safety in response to the COVID-19 pandemic).

## ADDITIONAL INFORMATION

The graphs and figures below were presented to TFAC to provide additional context related to tuition and fees.

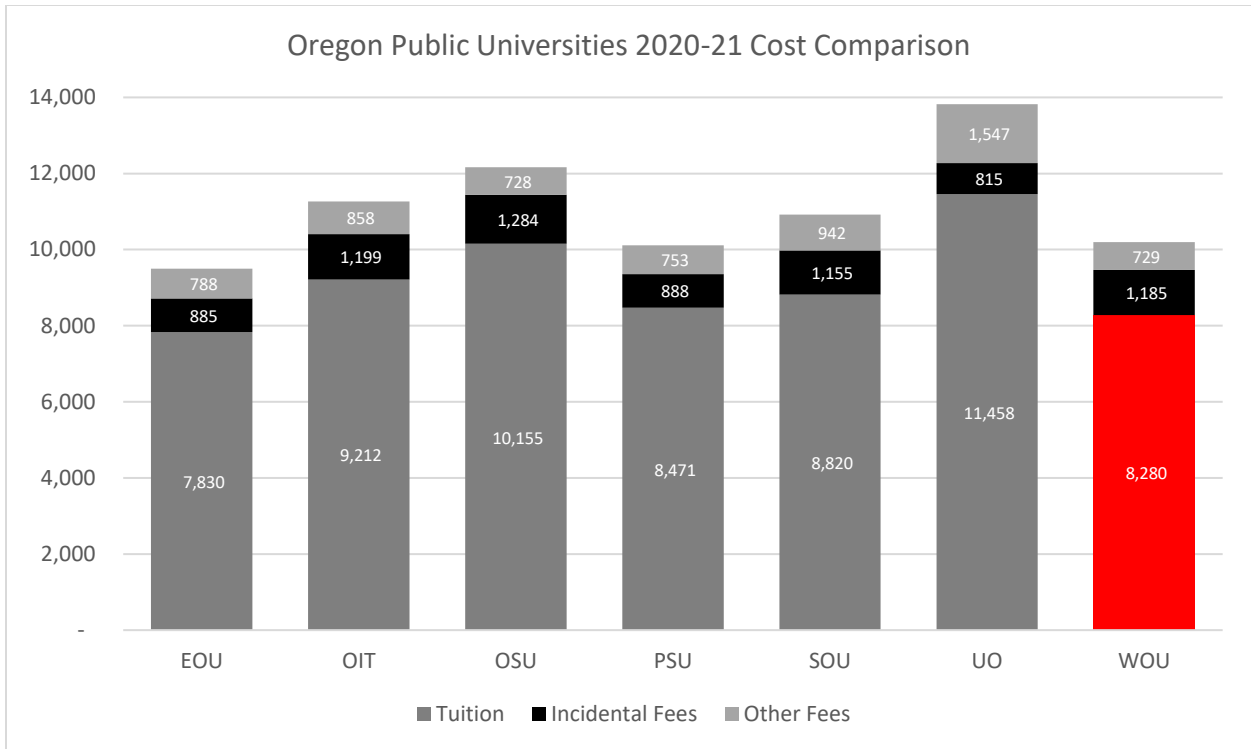


Figure 1: Oregon public universities' cost comparison for resident undergraduate (assumes 15 credits/term)

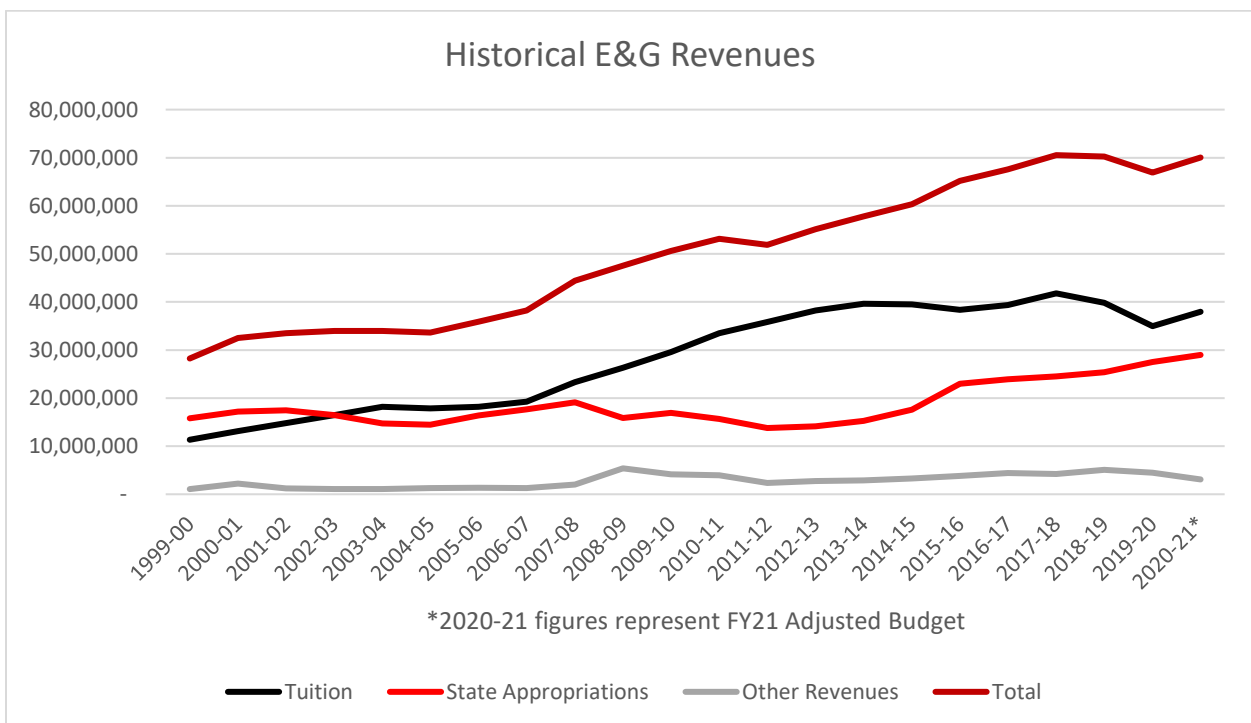


Figure 2: Historical Education & General fund revenues.

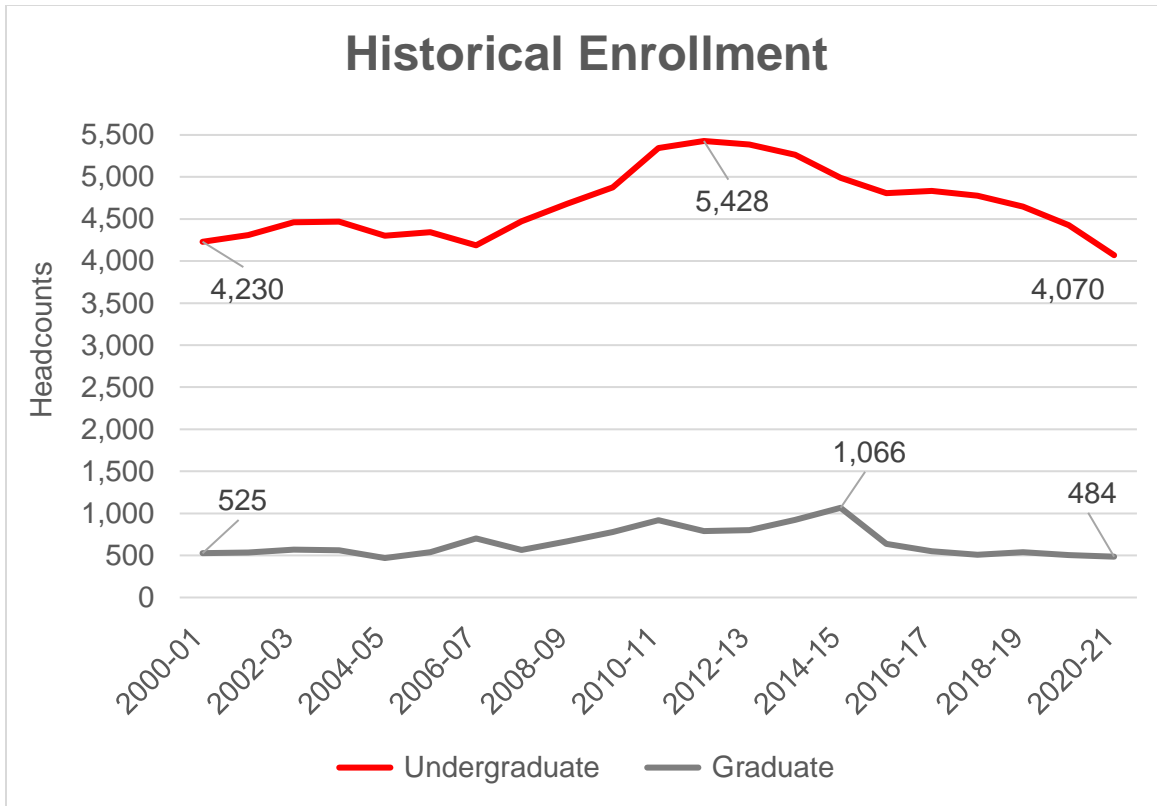


Figure 3: Historical enrollment headcounts (fall-term census).

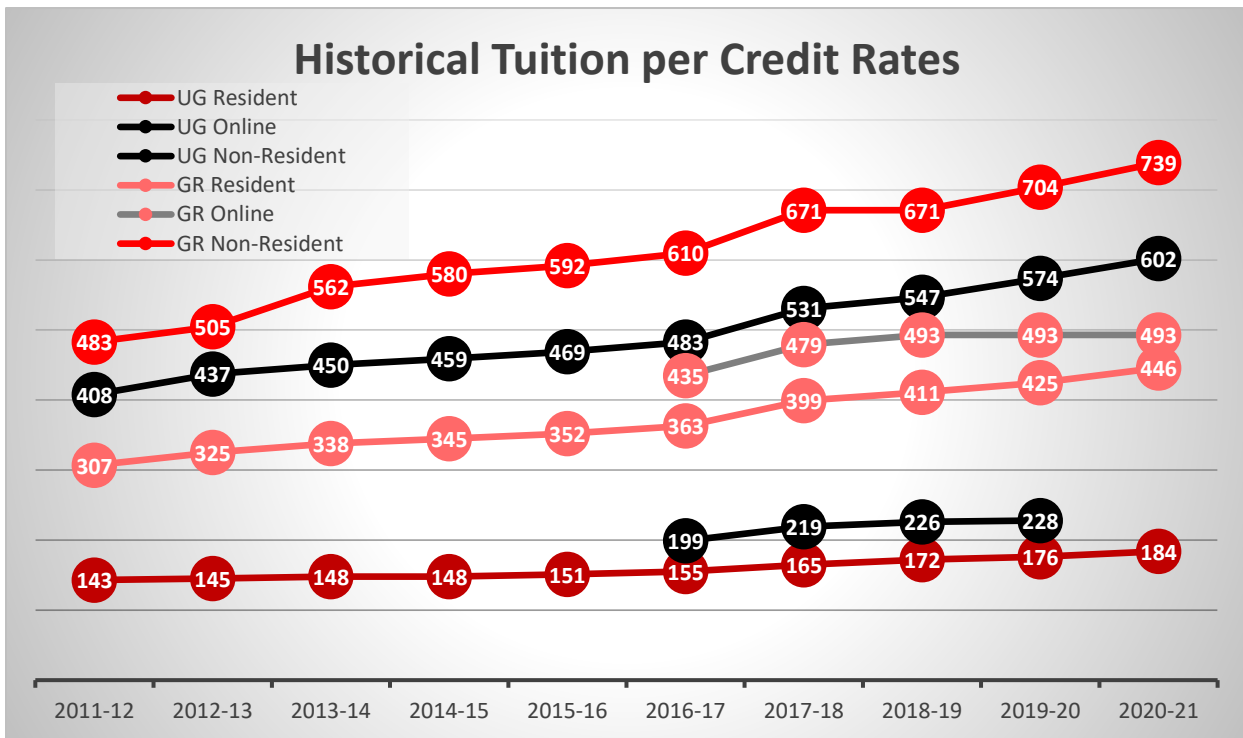


Figure 4: Historical enrollment headcounts (fall-term census).

Resident UG Credit Rate	% Increase	Estimated Additional Gross Tuition (based on 10% enrollment decline)
184	0.00%	-
185	0.54%	130,774
186	1.09%	286,439
187	1.63%	417,213
188	2.17%	572,878
189	2.72%	703,652
190	3.26%	859,317
191	3.80%	990,091
192	4.35%	1,145,756
193	4.89%	1,276,530

Figure 5: Estimated additional gross tuition revenues for FY2022 (assuming a 10% enrollment decline from Fall 2020) for each respective resident undergraduate tuition rate.

**COMMITTEE RECOMMENDATION:**

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees approve the 2021-2022 Academic Year & 2021 Summer Session Tuition and Fee Book as presented with the condition that they have a full discussion at the board meeting with respect to making up all or a portion of the budget deficit resulting from a zero tuition increase and that the Board further consider the impact of changes in the way incidental fees are assessed to graduate students and the implications on the competitiveness of our graduate rates.

March 17, 2021

To: President Fuller and the WOU Board of Trustees

Subj: Recommendation from the Tuition & Fee Advisory Committee

Taking into account the on-going pandemic and current economic challenges, in addition to student feedback, we recommend a 0% increase to resident undergraduate tuition. 70.7% of students surveyed ranked affordability as their number one priority for next year (see full survey results in appendix). We feel that raising tuition may lead to even greater economic difficulties because it may lead to decreased retention and enrollment. We feel that this recommendation is in line with our strategic plan of being the most affordable university and serving our student population, especially first-generation and low-income students.

We recommend an increase of \$5/term to the health service fee (from \$145 to \$150/term). However, our Committee is not unanimous in this decision, with two members in favor of increasing the fee by a smaller amount. We took into consideration the operating deficit of the Student Health & Counseling Center (even prior to the pandemic) paired in the context of our focus on affordability. We implore SHCC to be much more intentional with their communication across campus with their service offerings and how to access those services.

We believe that focusing on enrollment, retention, and graduation rates through innovative and creative uses of funding for current academic programs and university operations will have a positive impact on long-term University funding: first, because the State grants funds based on enrollment and graduation rates; and second, because an increase in enrollment increases revenue directly. As far as short-term funding, we understand the necessity of increasing revenue; however, we believe the impact of increased tuition rates on our students would be detrimental. We considered tuition increases of 1.63% and 2.72%, but we anticipate the enrollment impact from a decision to increase tuition will outweigh the anticipated revenues resulting from the tuition increases, as indicated by the 546 students who suggested that \$184/credit is the maximum they would be willing to pay.

We make this recommendation accompanied with continued university fee remissions to students who are able to afford college least (as determined by FAFSA and ORSAA), and with supporting diverse students through financial aid packages including tuition remissions and scholarships. We also feel strongly about the necessity to continue efforts of overall affordability through open educational resource initiatives.

We hope that you continue to think of students as you reflect on these financial decisions. We would be happy to address any questions you may have while this is being discussed at the Finance & Administration Committee or full Board meeting.

NJ Johnson

Earlene Camarillo

Will Lucas

Rebecca McCannell

Hunter Weeks

Lizbeht Marquez

Giovanna Johnson

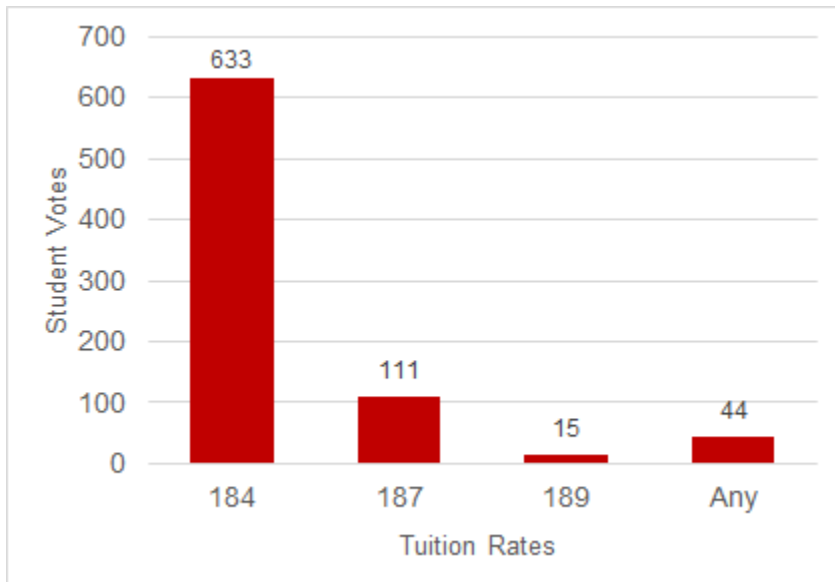
Quentin Kanta



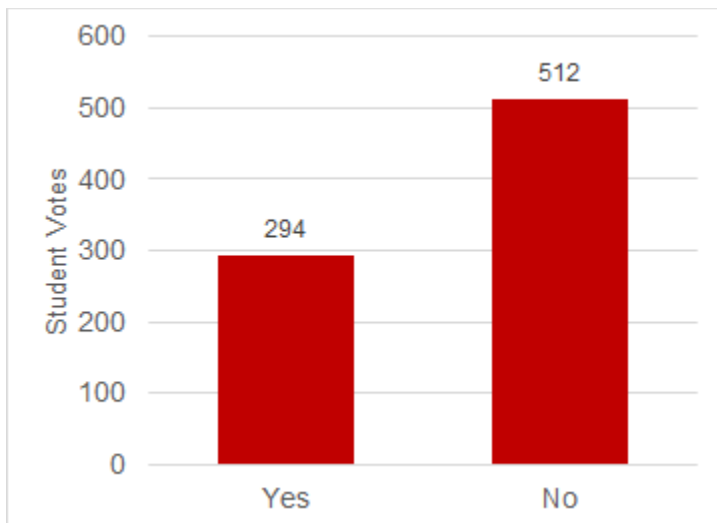
## Appendix: Survey Results

Total Responses: 822

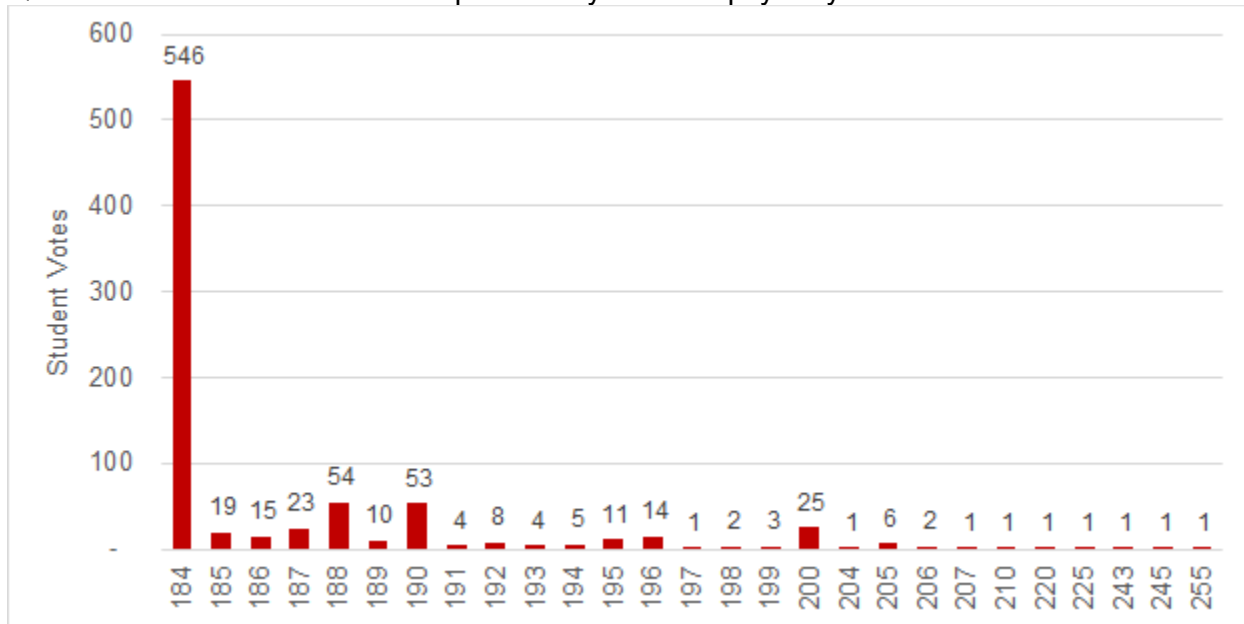
Question 1: WOU is facing a large budgetary deficit next year due to declining enrollments, increasing expenses, and decreased state funding (click here for more information). The students and faculty of the Tuition and Fee Advisory Committee (TFAC) are considering the following options to recommend to the President for the resident undergraduate tuition rate increase next year -- which would you be most supportive of?



Question 2: Are you in support of a \$5 (3.45%) increase to the health service fee (from \$145 to \$150 per term)?

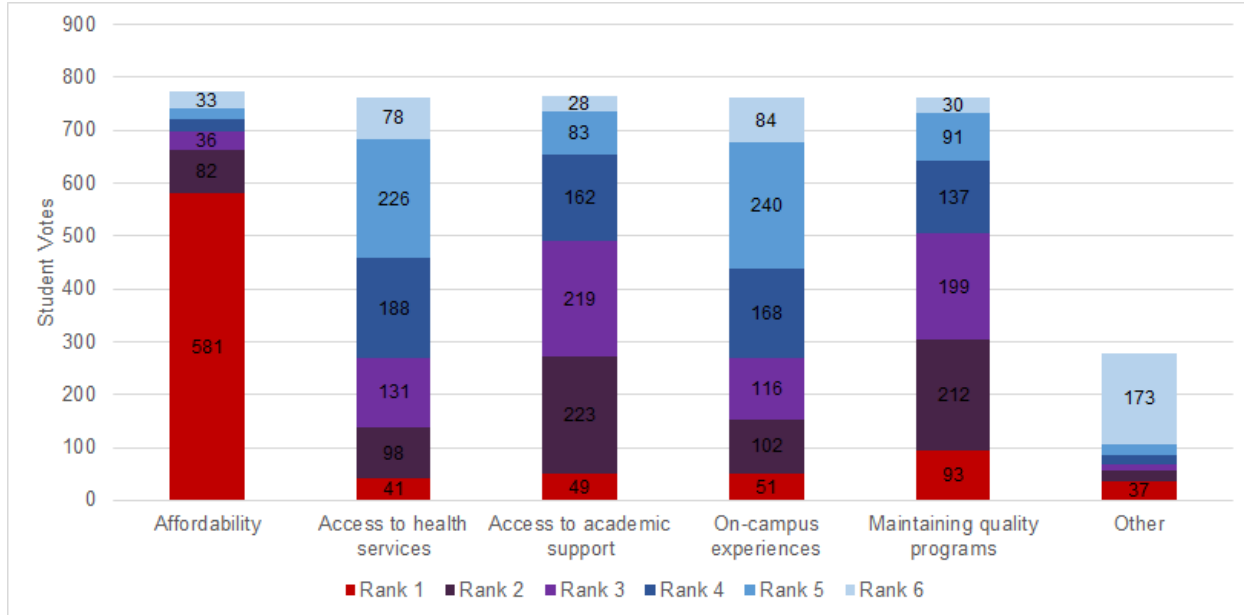


Question 3: What is the maximum per credit you would pay for your WOU classes?



Please note: The answer to this question defaulted to \$184/credit.

Question 4: Please rank your priorities for next year from 1 (highest) - 6 (lowest):



Other responses:

- Access to Recreation Facilities
- Access to online learning or Salem Campus
- Access to online platform(s) for classes

Actually having quality programs, because the CS Degree isn't one.  
Advising  
Affordability AGAIN  
All of these to me are and should be a priority for our students, they go hand in hand.  
Appropriate prices for only online classes  
Athletic Programs  
Athletics  
Athletics  
Athletics  
Athletics  
Athletics  
COVID Safety  
Campus Safety  
Campus recreation  
Cheaper tuition  
Communication and transparency  
Community involvement  
Continuing Football, look at moving WOU Football into Division 1 to bring a new revenue stream  
Covid Safety/Future Vaccine Distribution  
Disability services and accomodations  
Financial Aid  
Getting professors to actually do their job and not blame students for the teachers lack of effort  
Having GOOD professors!  
Having athletic events  
Having board members that care about student financial costs. Not their own paycheck.  
Help/support financially, academically, pandemic  
Hire good teachers  
I do not like paying for health services I do not need  
I don't have an Other  
In person ASL Classes  
In person classes  
In person classes  
Inexpensive  
KEEP THE PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT  
Keeping programs and professors around  
Knowledgeable professors and qualified  
Lacrosse  
Library services and study rooms  
Living Expenses  
Lowering cost of tuition  
Maintaining budget for on campus jobs (i.e., student media)  
Mental Health  
Money going to the appropriate places.  
N/A

N/A  
N/A  
N/A  
None  
Not sure  
Noting I can think of right now  
On campus class  
On campus counts clubs too  
On campus experience only if actually safe!!  
Online courses should be cheaper as we teach ourselves the material and course work  
Online schooling options  
Overall, affordability. As people are getting affected significantly with COVID.  
Parking Passes/HWC Facility  
Preventing further layoffs  
Public Safety  
Quality Athletic Programs  
Quality experience for student veterans.  
Quality professors  
Quality professors  
Revamping the SPED program  
Safety of students from covid  
Sane prices for education  
Schedule flexibility  
Scholarships  
Services and support for older students  
Specialty scholarships for older students who have to work full time  
State funding  
Stop charging us Man. fees for places we cant use.  
Stop increasing costs for the few students who attend western w/o actually increasing quality  
Student Employment Opportunities (then we could afford to take more classes).  
Student representation (ASWOU and clubs/orgs)  
Support for minorities  
Support for students from marginalized communities  
Support for students with dependents  
Support from teachers  
Tuition  
Tuition Grants from Federal Relief Bill for resident and non resident  
Up kept housing and used buildings. Such as dorms, Library, and gym  
Utilizing online classes  
Variety of Class/Professor Options  
Veterans support services  
Wolf ride  
accommodations ADA  
baseball

better understanding and communication  
club/recreational sport/ gym accessibility  
diversity is often in poverty, high prices discourage people in poverty from attending college  
easier access to assistant programs.  
extracurricular programs  
food  
idk  
improving on line courses  
incidental fees!?  
leaving school with minimum debt  
literally anything besides tuition hikes and forcing everyone to be on campus  
lower tuition  
maintaining sports  
n/a  
none  
online classes  
online support  
other support services  
physical activity options  
quality professors...  
quality teachers  
raising tuition is literally absurd this past year has been a joke of education  
sports  
student-teacher communication  
the gym  
volunteering and clubs



Western Oregon  
UNIVERSITY

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2021 – 2022 Academic Year &  
2021 Summer Session  
Tuition and Fee Book

Adopted by Western Oregon University Board of Trustees at the April \_\_, 2021, meeting. All prior tuition and fee books are superseded except as to the rights and obligations previously acquired or incurred therein.

## 2021-22 ACADEMIC YEAR & SUMMER 2021 TUITION

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Credits	Undergraduate			Graduate
	Resident	WUE/Texas	Non-Resident	
1	184	276	620	460
2	368	552	1,240	920
3	552	828	1,860	1,380
4	736	1,104	2,480	1,840
5	920	1,380	3,100	2,300
6	1,104	1,656	3,720	2,760
7	1,288	1,932	4,340	3,220
8	1,472	2,208	4,960	3,680
9	1,656	2,484	5,580	4,140
10	1,840	2,760	6,200	4,600
11	2,024	3,036	6,820	5,060
12	2,208	3,312	7,440	5,520
13	2,392	3,588	8,060	5,980
14	2,576	3,864	8,680	6,440
15	2,760	4,140	9,300	6,900
16	2,944	4,416	9,920	7,360
17	3,128	4,692	10,540	7,820
18	3,312	4,968	11,160	8,280
<i>Each Add'l Credit Hour</i>	184	276	620	460

**Notes:**

- (1) Tuition for undergraduate students under the Western Undergraduate Exchange (WUE) program or who are from Texas is assessed at 150% of the resident tuition rate.
- (2) Tuition rates apply to all courses regardless of modality (face-to-face, hybrid, online) or location (Monmouth, Salem).

## PROMISE RATES

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Credits	Resident Undergraduate	
	2018	2017
1	197	198
2	394	391
3	591	584
4	788	777
5	985	970
6	1,182	1,163
7	1,379	1,356
8	1,576	1,549
9	1,773	1,742
10	1,970	1,935
11	2,167	2,128
12	2,364	2,321
13	2,561	2,514
14	2,758	2,707
15	2,955	2,900
16	3,152	3,093
17	3,349	3,286
18	3,546	3,479
<i>Each Add'l Credit Hour</i>	197	193



## MANDATORY FEES – ACADEMIC YEAR

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Credits	Undergraduate Mandatory Fees					Total
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	
1	23	355	150	11	42	581
2	25	355	150	11	42	583
3	27	355	150	11	42	585
4	29	355	150	11	42	587
5	31	355	150	11	42	589
6	33	355	150	11	42	591
7	35	355	150	11	42	593
8	37	355	150	11	42	595
9	39	355	150	11	42	597
10	41	355	150	11	42	599
11	43	355	150	11	42	601
12 or more	45	355	150	11	42	603

**Notes:**

(1) A one-time Matriculation Fee of \$365 is assessed to all new and transfer undergraduate students.

(2) Online courses are subject to the incidental fee and an online course fee of \$53 per credit.

(3) Building, Health Service, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours. Students not enrolled at the Monmouth campus may opt into the Health Service Fee for associated service.

## MANDATORY FEES – ACADEMIC YEAR (cont.)

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Credits	Graduate Mandatory Fees					Total
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	
1	23	355	150	11	42	581
2	25	355	150	11	42	583
3	27	355	150	11	42	585
4	29	355	150	11	42	587
5	31	355	150	11	42	589
6	33	355	150	11	42	591
7	35	355	150	11	42	593
8	37	355	150	11	42	595
9 or more	45	355	150	11	42	603

**Notes:**

(1) A one-time Matriculation Fee of \$315 is assessed to all new and transfer graduate students.

(2) Online courses are subject to the incidental fee and an online course fee of \$53 per credit.

(3) Building, Health Service, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours. Students not enrolled at the Monmouth campus may opt into the Health Service Fee for associated service.

# MANDATORY FEES – SUMMER 2021

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Credits	Undergraduate & Graduate Mandatory Fees					Total
	Building	Incidental	Health Service	Student Health Bldg	Student Rec Ctr Bldg	
1 or more	34	125	150	11	35	355

*Notes:*

(1) A one-time Matriculation Fee of \$365 for undergraduate and \$315 for graduate is assessed to all new and transfer students.

(2) Online courses are subject to the incidental fee and an online course fee of \$53 per credit.

(3) Building, Health Service, Student Health Bldg, and Student Rec Ctr Bldg fees are based on Monmouth campus credit hours. Students not enrolled at the Monmouth campus may opt into the Health Service Fee for associated service.

## ROOM AND BOARD RATES

University Housing and Campus Dining Room and Board Rates					
		Annual	Fall	Winter	Spring
<b>Landers</b>	Standard Double (2 people/2 person room)	8,159	2,856	2,856	2,447
	Single (1 person/1 person room)	9,996	3,499	3,499	2,998
	Super Single (1 person/2 person room)	10,664	3,732	3,732	3,200
<b>Barnum</b>	Deluxe Double (2 people/3 person room)	9,534	3,337	3,337	2,860
	Triple (3 people/3 person room)	8,159	2,856	2,856	2,447
	Single (1 person/3 person room)	11,108	3,888	3,888	3,332
<b>Heritage &amp; Ackerman</b>	Standard Double (2 people/2 person room)	9,002	3,151	3,151	2,700
	Single (1 person/1 person room)	9,996	3,499	3,499	2,998
	Super Single (1 person/2 person standard double)	10,664	3,732	3,732	3,200
<b>Arbor Park</b>	Individual Rate for shared apt. (4 people/apt.) <i>(no meal plan included)</i>	7,404	2,591	2,591	2,222
	Individual Rate for shared apt. (4 people/apt.) <i>(meal plan included)</i>	9,826	3,439	3,439	2,948
<b>Meal Plans</b>	Resident Meal Plan #1	1,050	285	285	285
	Resident Meal Plan #2	1,350	450	450	450
	Resident Meal Plan #3	1,800	600	600	600
	Resident Meal Plan #4	2,250	750	750	750
	Resident Meal Plan #5	450	150	150	150
<p><b>Notes:</b></p> <p>(1) Room rates to be charged 35% in fall and winter terms and 30% in spring term. Meal plan charges to be distributed evenly each term.</p> <p>(2) Students residing in all halls other than Arbor Park must select a meal plan.</p> <p>(3) Rates include \$23 social activity fee and \$30 laundry fee per term.</p>					

# ROOM AND BOARD RATES (cont.)

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<b>Family Housing</b>	Knox Street Housing	705/month
	Alderview Townhouse	945/month interior unit; 975/month exterior unit

*Notes:*  
 (1) Knox: Includes utilities, internet through Minet fiber, free laundry in community laundry room, \$2 social activity fee per month.  
 (2) Alderview: Includes utilities, campus internet, washer/dryer in each apartment, \$2 social activity fee per month.  
 (3) Family Housing does not include meal plans.

## **Board Statement on Diversity, Equity, Inclusion and Accessibility**

At the Board's September 11, 2019 retreat, as a part of the day's exercises, each of the Board's standing committees worked to devise a draft workplan for the upcoming year. The committees were to outline all of its required and standing business, but, also, to identify initiatives to undertake over the course of the academic year to advance the university and its strategic plan. In addition to its required items, such as the president's performance evaluation and audits, the Board's Executive, Governance and Trusteeship Committee (EGTC) identified the approval of a Board Statement on Diversity, Equity, Inclusion and Accessibility as a key objective. The docket for the September 11, 2019 retreat may be viewed [here](#). The meeting minutes of the September 11, 2019 retreat may be viewed [here](#).

At its November 5, 2019 meeting, the EGTC started deliberations on a draft Board Statement on Diversity, Equity, Inclusion and Accessibility, as well as heard from the University Diversity and Inclusion Advisory Committee or UDIAC. UDIAC is a presidential advisory committee that advises President Rex Fuller on diversity, equity and inclusion efforts as on campus, as well as drafts and recommends the university's Diversity Action Plan for the president's consideration. EGTC continued the conversation at its January 31, 2020 meeting as it considered information and updates regarding the university's efforts regarding HB 2864 on cultural competence. To comply with the statute, and separate from the UDIAC, the university established the University Cultural Competence Advisory Committee or UCCAC.

Amid the Board and EGTC's consideration and discussion of the Board Statement, UDIAC, and UCCAC, both advisory committees served as a resource to edit and offer suggestions regarding the draft Board Statement on Diversity, Equity, Inclusion and Accessibility. UDIAC and UCCAC specifically were forwarded drafts of the Board Statement for comments and suggestions on June 8, 2020, October 27, 2020, December 15, 2020, and February 4, 2021. The Board was updated on the status and condition of the draft at its November 18, 2020 meeting. While UDIAC and UCCAC offered many iterative comments on the draft, as the draft was prepared to present to this committee (and eventually the full Board), the draft was presented to the president's cabinet in March 2021. Finally, in March 2021, the draft was sent to Faculty Senate, Staff Senate, and ASWOU for suggestions and comments. It is possible that final comments from UDIAC, UCCAC, Faculty Senate, Staff Senate, and ASWOU will come in after the committee meeting; any of these comments will be shared with the Board Chair with the possibility of amendment or inclusion at the April 21, 2021 full Board meeting.

As a reminder, a Board Statement is the university's highest level of policy authority. As stated in Section 4.3 of the Board Statement on the Delegation of Authority: "Board Statements are broad, strategic statements communicating the Board's expectations.

As opposed to University Policies or Procedures, which could communicate delegated, operational or transactional authority or procedures, Board Statements communicate the fundamental strategic, fiduciary, and structural expectations of the Board.” Because diversity, equity, inclusion and accessibility are fundamental institutional values and featured prominently in the university’s strategic plan, it is appropriate to memorialize the Board’s expectations in a Board Statement.

The proposed Board Statement is organized in three general areas. First, in order to offer a touchstone and consistent approach to key terms and definitions, the Board Statement takes care to define various terms relevant to effective and efficient diversity/inclusion/equity/accessibility work. In perhaps the heart of the Board Statement is an enumeration of the Board’s seven priorities and expectations. These expectations are: climate, employees, students, curriculum and pedagogy, business practices, community partnerships, and facilities and physical plant. Finally, the third section of the draft requires accountability and steps the university will take to ensure that it is meeting the Board’s expectations.

### **COMMITTEE RECOMMENDATION**

The WOU Executive, Governance and Trusteeship Committee recommends that the Western Oregon University Board of Trustees approve the Board Statement on Diversity, Equity, Inclusion, and Accessibility as presented and included in the written docket materials.



## **Board Statement on Diversity, Inclusion, Equity, and Accessibility**

### **1.0 Policy and Purpose**

The Western Oregon University Board of Trustees wishes to demonstrate the essential and paramount necessity of incorporating the values and imperatives of diversity, inclusion, equity, and accessibility throughout the University enterprise.

### **2.0 Definitions and Key Terms and Concepts**

2.1 *Diversity* encompasses the similarities and difference between individuals accounting for all aspects of one's personality and individual identity. These similarities and differences include individual differences, such as life experiences, learning styles and personality types and group or social differences, such as age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation or veteran status.

2.2 *Equity* is the fair and just treatment of all members of a community. Equity requires commitment, is the goal of our work, and requires deliberate attention. It is, collectively, a step toward recognizing past exclusion and achieving genuine inclusion. Equity is not the natural state of things. The University must deliberately apply time, resources, and consideration to achieve this goal.

2.3 *Inclusion* is the active, intentional and ongoing engagement with diversity—with people, in the curriculum, in the co-curriculum, and in intellectual, social, cultural, and geographic communities in which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact—and change—systems and institutions.

2.4 *Accessibility* is giving equitable access to everyone along the continuum of human ability and experience. Accessibility encompasses the broader meanings of compliance and refers to how the University makes spaces for the characteristics that each person brings.

2.5 *Cultural Competence* is an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures and backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses, and other characteristics in a manner that recognizes,



affirms and values the worth, and preserves the dignity, of individuals, families, and communities. See HB 2864 (2017).

2.6 *Unconscious or implicit bias* are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. All individuals hold unconscious beliefs about various social and identity groups and these biases stem from one's tendency to organize social worlds by categorizing.

2.7 *Underserved or underrepresented* includes anyone in the campus community—faculty, staff, students, stakeholders, vendors, or licensees—who have historically not received equitable resources when compared to other groups. Typically, these groups include those who have been underserved and underrepresented due to their age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation, or veteran status.

2.8 *Anti-Racism* is the active process of identifying, challenging, and changing the values, structures and behaviors that perpetuate individual and systemic racism. It does so by examining the power imbalances between racialized and non-racialized or differently racialized peoples.

### **3.0 Priorities and Expectations**

3.1 *Climate*. The Board of Trustees expects purposeful and intentional action by the University and its employees and students to create and sustain a climate of respect, civility, and acceptance to allow all members of the University community—administrators, faculty, staff, and students—to succeed as a University employee or student.

3.2 *Recruitment and Retention of Employees*. The Board of Trustees expects purposeful and strategic prioritization of the recruitment and retention of University employees, including administrators, faculty, and staff. The Board expects measurable and demonstrable action and progress throughout all steps of an employee's relationship with the University, including but not limited to job announcements, the consideration of minimum and preferred qualifications, the composition and training of search committees, application and interview question, professional development, formal and informal mentor relationships, and the incorporation of the principles of diversity, equity, inclusion, and accessibility, as appropriate, in the performance evaluation of all employees.

3.3 *Recruitment and Retention of Students*. The Board of Trustees expects the purposeful and strategic prioritization of a diverse student body, as well as the primacy of culturally competent and inclusive practices, programming, and resources to retain as many students as possible. The Board expects measurable and demonstrable action

and progress in admission practices, financial aid practices, programming, student organizations, student resources, and new student orientation.

**3.4 Curriculum and Pedagogy.** The Board of Trustees—recognizing the faculty’s unique role in the development and stewardship of the University’s curriculum—expects the curriculum, academic departments and divisions, majors and minors, degree and certificate programs, pedagogies, and modalities to prepare students as citizens of an increasingly diverse and inclusive community, state, nation, and world. The Board expects pedagogies and modalities of instruction to challenge and educate students in culturally competent, inclusive and equitable ways. The Board expects measurable and demonstrable action and progress in incorporating the concepts of diversity, inclusion, equity, accessibility, and cultural competence into the curriculum, including but not limited to general education requirements, first-year seminars, major requirements, the development of elective courses, degree and certificate programs, and modalities of instruction.

**3.5 Community Partnerships.** The Board of Trustees expects the University to assume a prominent and obvious leadership role in embracing and embodying the strength of diversity, equity, inclusion, and accessibility in the community and with external partners. This includes purposeful and intentional engagement and support of affinity organizations, speaking engagements, federal, state and local initiatives, the WOU Foundation and the WOU Alumni Association.

**3.6 Business Practices.** The Board of Trustees expects the University to incorporate and sustain the values of diversity, equity, inclusion, and accessibility in its business practices. This includes, but is not limited to purposeful and intentional action and process in engaging minority, women and emerging small business (MWESB) vendors, making key documents accessible to the vendor community, and incorporating and upholding the values of diversity, equity, inclusion, and accessibility in its budget proposals and deployment of scarce resources.

**3.7 Facilities and Physical Plant.** The Board of Trustees expects the University’s maintenance of its facilities and physical plant to embody and uphold the values of diversity, equity, inclusion, and accessibility, including prioritizing physical accessibility to buildings, venues, and campus, proposals for art and installations on campus buildings and on campus grounds, and in the development of capital construction projects and engagement and procurement of vendors to perform construction, repair or work on campus facilities.

## **4.0 Accountability**

The Board of Trustees expects the University to account for its intentional and purposeful elevation of diversity, equity, inclusion, accessibility, and cultural

competence as core institutional values. The Board of Trustees expects multiple avenues of reinforcing demonstrable accountability to ensure the University does not lose sight of the essential imperative of a diverse, equitable, inclusive, and accessible enterprise. These include, but are not limited to:

- Demonstrable primacy of these values in the University's strategic plan;
- Clear and demonstrable expectation that every member of the University community is responsible and accountable for these values;
- Clear and easily accessible avenues to share concerns, file grievances or complaints, or report bias without the fear of retaliation;
- Clear and demonstrable incorporation of data, evidence, and surveys in upholding and incorporating these values into University practices, processes, and initiatives;
- Clear and demonstrable availability of relevant training to assist members of the University community to uphold and incorporate these values into their relationship with the University; and
- Clear and demonstrable mechanisms to assess the University's progress in upholding and incorporating these values.

## **5.0 Reports**

The Board of Trustees recognizes that the University Diversity and Inclusion Advisory Committee (UDIAC) and the University Cultural Competency Advisory Committee (UCCAC) assume critical roles in upholding and advising the University and the President on strategies, tactics, and goals to ensure the Board's expectations in this Board Statement. The Board expects periodic updates, as appropriate, from the President and the president's advisory committees, including UDIAC and UCCAC, among other campus stakeholders.

## **6.0 Document History**