



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee (ASAC)**

Meeting No. 38

April 8, 2025 | 1:00pm-3:00pm

Via [Zoom Webinar](#) | By Phone: 1-253-215-8782

Meeting ID: 810 9772 5596

AGENDA

- I. CALL-TO-MEETING AND ROLL CALL** (1:00-1:03pm)
- II. COMMITTEE CHAIR'S WELCOME** (1:03-1:06pm)
- III. CONSENT AGENDA** (1:06-1:11pm)
 - 1) [Meeting Minutes: February 4, 2025](#)
- IV. ACTION ITEMS:**
 - 1) Update Committee Name to Include Athletics | Evan Sorce (1:11-1:25pm)
(Examples: Athletics, Academic & Student Affairs Committee (AASAC)
Academic & Student Affairs and Athletics Committee (ASAAC))
- V. REPORT & DISCUSSION ITEMS:**
 - 1) [Campus Recreation](#) | Director of Campus Recreation Rip Horsey (1:25-1:55pm)
 - 2) Division Updates (1:55-2:20pm)
 - a. [Academic Affairs](#) | Provost Jose Coll
 - b. [Student Affairs](#) | Vice President Tina Fuchs
 - c. [Athletics](#) | Executive Director Randi Lydum
 - 3) [Committee Charter Review](#) (2:20-2:40pm)
 - 4) Committee Report for April 23 and June 2 Board meetings (2:40-2:45pm)
- VI. ADJOURNMENT**



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 38– February 4, 2025
1:00pm-3:00pm
Draft Minutes**

I. CALL-TO-MEETING AND ROLL CALL

Chair Mitchell calls the meeting of the Academic & Student Affairs Committee to order at 1:10pm on Tuesday February 4, 2025. Chair Mitchell asked Secretary Sorce to call the roll.

Committee members present: Chair Leah Mitchell, Vice-Chair Kari Nelsestuen, Trustee Hunter Hall, Trustee Juan Larios, Trustee Dana Schowalter, Quorum is Present.

Others Present: President Peters, Secretary Evan Sorce, Tina Fuchs, Cameron Mortensen Mortensen

II. COMMITTEE CHAIR’S WELCOME

Chair Mitchell welcomes everyone to the meeting and thanks them all for being there.

Secretary Sorce reminded the committee that this meeting will be recorded and posted because of a new state law requiring the recording and posting of Board Meetings.

III. CONSENT AGENDA

[November 18, 2024 Meeting Minutes](#)

Trustee Nelsestuen moved the approval of the November 18, 2024 meeting minutes, and Trustee Schowalter seconded the motion. There was no additional discussion.

Roll Call on the mention of the motion described above

Chair Mitchell	Aye
Board Vice Chair Nelsestuen	Aye
Trustee Hall	Aye
Trustee Larios	Aye
Trustee Schowalter	Aye

Motion Approved

IV. REPORTS & DISCUSSION ITEMS:

- 1) **Showcase & Discussion:** [Introduction to Wolf Ride and National Student Exchange \(NSE\)](#)

Chair Mitchell asked the Executive Assistant for Cameron Mortensen to speak about the Wolf Ride and National Service Exchange. Ms. Mortensen's presentation can be found in the docket starting on page six for review. At the end of Ms. Mortensen's report on Wolf Ride, Chair Mitchell asks who drives the Wolf Ride. Ms. Mortensen reiterated that students are the ones driving the vehicle. Seven students this term must undergo training and certification through public safety and Ms. Mortensen before they can drive. Trustee Hall asked whether there has been any conversation about purchasing a new van or increasing hours with the massive increase in student use (187%). Ms. Mortensen said that if use continues to expand and the program grows in popularity, the determination might be made that there should be increased hours or an additional vehicle, but that would require more data and information.

Ms. Mortensen then transitioned to the National Student Exchange (NSE) presentation, found in the docket on page 14 for review. After Ms. Mortensen finished her presentation, Trustee Schowalter asked if a cross-section of the student body is reflected in the students who participate in this program or if it is just privileged students who participate. Ms. Mortensen answered that 57% of participating WOU students are eligible for the Pell Grant, and 70% receive some financial aid. So it is pretty accessible. Trustee Larios asked if the results of the 2018 study were mentioned on page 18 and if we see similar results at WOU. Ms. Mortensen said that it is consistent at WOU. Vice-Chair Nelsestuen asked about the methods used to inform students about the new programs and opportunities. Ms. Mortensen said it is hard to answer because what works at other campuses doesn't seem particularly effective at WOU. She tries to a number of different tactics to see what sticks.

2) [Division Strategic Plan Alignment to University Strategic Plan](#)

a. Academic Affairs

Chair Mitchell asked Dr. Jose Coll to present the strategic plan alignment for academic affairs at Western Oregon University, emphasizing the alignment with the university's plans and the need to support the rest of the units across campus. He highlighted the goals of institutional sustainability, student success, transformational diversity, community strength, and effectiveness and efficiency. Provost Coll also mentioned the challenges faced by the institution, such as declining birth rates, a need for higher graduation rates (4-year graduations), and the need to attract and retain students. He introduced the provost fellows' program for faculty to spearhead initiatives and improve teaching methods. Lastly, he discussed the importance of using data to make informed decisions and the potential of the institutional research office to support decision-making across the university.

Trustee Schowalter about the potential cuts and the role of shared governance partners to ensure there are full considerations for the impact of cuts on what happens in the classroom and student support. Provost Coll responded to Trustee Schowalter's concerns about shared governance and



faculty involvement in budget cuts. He explains that deans and division chairs were instructed to work together to create scenarios for non-tenure track faculty allocations, considering factors like classroom sizes and the new workload agreement. The Provost's office then used this input and their own analysis to make final decisions. Provost Coll is not asking folks to do more with less, but in reality, there is a need to reevaluate the university's offerings given declining enrollment and resources.

He plans to create a Provost Budget Advisory Council and work with Faculty Senate to develop policies for merging or sunseting programs. Jose expects to have concrete data on progress within a year, with new deans developing strategic plans for their colleges. Chair Mitchell asked what the timeline for this work? Provost Coll said provided a timeline for strategic plans and reductions in the academic affairs budget. He mentioned that strategic plans won't be seen until January of next year (2026).

b. Athletics

Chair Mitchell asked Athletic Director Randi Lydum to speak about the Athletics Strategic Alignment presentation, which can be found on page 24 of the docket for review. Director Lydum discussed the challenges of aligning their department's strategic plan with the university's plan, focusing on business operations, budgeting, and fundraising for scholarships. She discussed the department's goals, focusing on academic and life skills, utilizing campus resources, and improving graduation rates. She highlighted the success of both men's and women's teams, achieving cumulative GPAs over 3.0 for the first time. Director Lydum also emphasized the importance of creating a safe environment, promoting student leadership, and providing diverse support.

She acknowledged the department's diverse makeup and its role in providing community and resources for diverse populations. Lastly, she identified the need for more efficient budget use and accountability among coaches. The trustees raised no questions or comments.

c. Student Affairs

Chair Mitchell called on Vice President for Student Affairs Tina Fuchs to present the Student Affairs Strategic Plan Alignment. The plan can be found on page 25 of the docket for review.

Vice President Fuchs discussed the student affairs strategic plan, highlighting its alignment with the university's strategic plan. She emphasized the importance of student development, engagement, transformational diversity, and organizational investment. Vice President Fuchs also noted the plan's fluid nature, with potential adjustments as priorities change. She underscored



the role of student affairs in supporting students' growth and success, and the need for ongoing professional growth and resource management. VP Fuchs concluded by stating that the plan aims to foster a thriving, inclusive, and sustainable community, with students at its center.

Trustee Mitchell asked about VP Fuchs timeline in all of this work. VP Fuchs mentioned that departments are currently working on their strategic plans, with a deadline of the second week of March. She also highlighted the need for financial sustainability, particularly in the bookstore, and mentioned that requests for proposals to manage the bookstore are being evaluated. Secretary Sorce added that senior leadership will be discussing the full strategic plan process before the next board meeting, ensuring all committee members are informed.

V. ADJOURNMENT

Trustee Mitchell adjourns the at 02:45pm



Western Oregon
UNIVERSITY

Academic & Student Affairs Committee Presentation



Campus
Recreation





MISSION

Campus Recreation provides active opportunities to enhance the student experience and cultivate a community of supportive relationships.



BENEFITS OF CAMPUS RECREATION

- 1 **Health Behaviors**
- 2 **Social Engagement**
- 3 **Campus Connection**
- 4 **Professional Development**



HEALTH AND WELLNESS CENTER



- Basketball and volleyball courts
- Multi-purpose studios
- Weight room
- Digitally connected cardio fitness equipment
- Racquetball courts
- Badminton and Pickelball courts
- Academic class usage
- Student Organization and Department events



HWC PROGRAMS



- Belay orientation and Lead climbing classes
- PCIA Climbing certification
- Academic Class – PE176 Rock Climbing
- Fitness in-person and virtual classes
- Outdoor Trips and Equipment Rental
- Wilderness & Remote First Aid certification
- Club Sports – Climbing / Outdoor Pursuits
- Veterans Ruck N' Run, Stitch Closet Color Run



AQUATIC CENTER



- Open/Lap swim
- SUP Yoga and Water Volleyball
- Swimming Lessons
- Club Sports – Swim Club
- Lifeguard and Lifeguard Instructor certification
- Water Safety Instructor certification
- Student Organization and Department events



INTRAMURAL SPORTS



- Back to School Games - 1-day tournaments
Corn Hole, Queens Volleyball, and Hot Shots Basketball
- Drop-In Volleyball, Futsal, and Basketball
- Virtual IMLeagues - CF Playoff/March Madness
- Bowling and Golf tournaments
- Student Groups and Organization outreach



CLUB SPORTS



- Rugby (Womens+ and Men), Lacrosse (Men), Soccer (Women and Men), Volleyball (Women and Men), Tennis, Swim, Climbing, Outdoor Pursuits, and Dance
- Campus collaborations
- Team and fundraising goals
- Development of talents
- Active recruitment of students to WOU



TURF FIELD



- 13-year, student fee-funded home field for Clubs and Intramural Sports
- Digital Media experience for employment
- Live Stream and commentary for matches
- Club Sports National and Regional qualifying tournaments
- Rugby Oregon State Championships with an estimated 500 High School rugby players
- Student Organization and Department events



STUDENT ENGAGEMENT

FY	Unique Students	Student Body	Annual Visits
23	1873	56.4%	52,450
24	1903	56.9%	60,510
25*	1800	55.1%	38,363

*FY25 is only up to week 1 of spring term





ENGAGEMENT GROWTH

Aquatic Center

Last year during fall to winter 12.7 average daily users; this year 21.3 average daily users

Climbing Wall

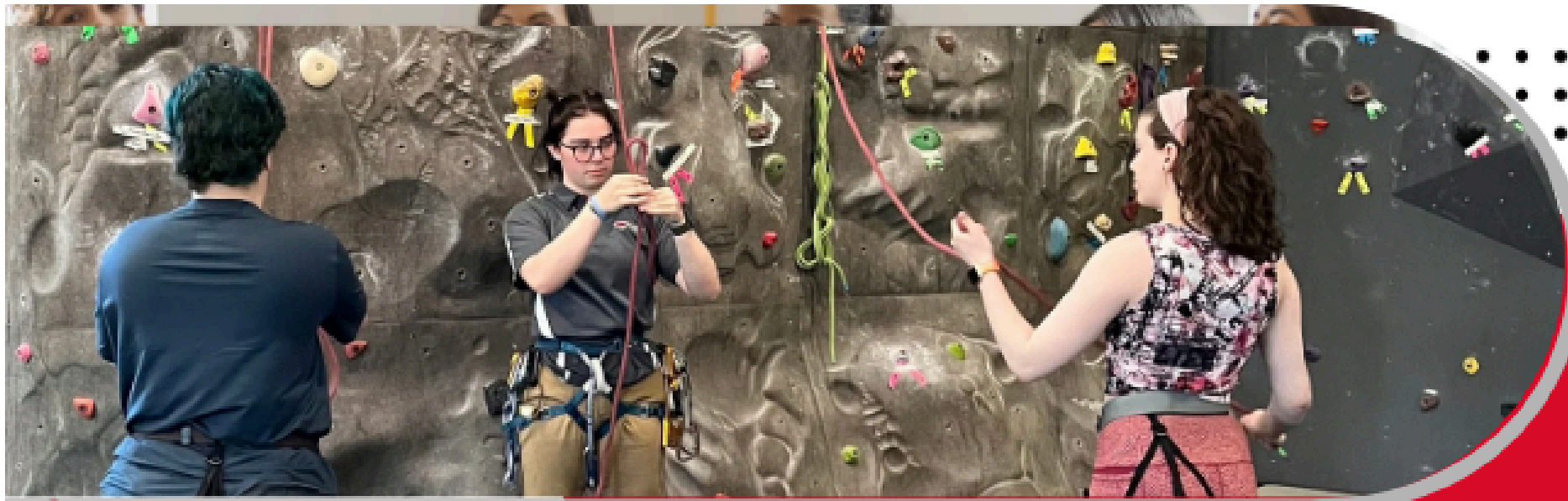
This year, we have seen 1,423 climbing wall participations

Intramural Sports

So far this year, we have seen 1,241 participations from 288 unique students

Club Sports

Has had 268 participants for fall and winter terms while playing in 65 matches/games





REFERENDUM

Campus Recreation Turf Field - \$1.4 million



- **ASWOU support**
- **Legislature request**
- **Student support**



173

Maintenance

298

Miles

69,828

Revenue

13Y,1M,10D

Age of Turf Field

380,270

Expenditures

854

Club Sports Unique Players

12

Club Sports Regional, National



Western Oregon
UNIVERSITY



GOING ON 13



SHOUT OUT

Dedicated Student Professionals

Each of our positions have an invaluable role within the scheme of Campus Recreation. We try and make contact with each student while maintaining the safety for patrons and oversight for emergencies

Growth Opprtunities

Campus Recreation has 23 different position throughout all of our department. We encourage our staff to cross train into multiple areas to learn important skills and to challenge their comfort zones.





Western Oregon
UNIVERSITY

WERE YOU BELONG

**Phone**

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campusrec@wou.edu

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**Social**

[@woucampusrecreation](https://www.instagram.com/woucampusrecreation)



Board of Trustee Report

Academic Affairs

April 2025

Jose E. Coll, Provost and Vice President of Academic Affairs

INSTITUTIONAL SUSTAINABILITY

Goal: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.

The institution's strategic financial planning and resource allocation efforts demonstrate a clear commitment to long-term sustainability, financial stability, and innovative approaches to revenue generation. By aligning these initiatives with our academic mission, we are taking concrete steps to ensure the institution's resilience and continued success.

1. Restructuring and Resource Allocation:

- The decision not to fill the Dean of Graduate Studies and Sponsored Research position has been a critical move in optimizing our resource allocation. By reallocating these salary savings toward our comprehensive sustainability plan, we are taking decisive action to ensure financial health while reinforcing our long-term institutional goals.
- Additionally, the reduction in Graduate Assistant positions, which results in a savings of nearly \$400,000 for FY26, represents another crucial step in optimizing resources while maintaining the quality of our academic offerings.
- As part of the restructuring within Academic Affairs, the Office of Graduate Studies will now report to the Assistant Provost for Enrollment Management and Student Success. Additionally, the Office of Sponsored Research and The Research Institute will report directly to the Provost. Throughout this restructuring process, we have ensured that the services and resources available to students, faculty, and staff remain uninterrupted and unchanged.

2. Development of the Revenue Cost Attribution Tool (RCAT):

- The development of the RCAT, in collaboration with the Institutional Research Office and the Vice President for Finance and Administration, underscores our commitment to data-driven decision-making. This tool will provide valuable insights into resource allocation and financial planning, helping us identify areas for cost savings and improved efficiency. The first step in evaluating our education and general funds budget model in Academic Affairs is to understand how these funds flow into and through the university. To accomplish this we are developing this revenue and cost attribution tool. The second step is to ensure that

the RCAT is transparent and available to faculty and staff for shared governance purposes. Using this tool we can gain insight into where revenue is generated and where costs are incurred and use this information to inform more strategic decisions.

3. Graduate Education and Strategic Building Use:

- The decision to focus the Salem building on graduate education is a strategic move that enhances our ability to offer specialized programs. By prioritizing graduate programs such as the Organizational Leadership MA, Counseling Rehabilitation MA, and Occupational Therapy Doctorate, we are positioning ourselves as a leader in key educational areas that have the potential for strong demand and enrollment growth in our region.
- Looking ahead, the next phase for the Salem Graduate Education Center will include developing a plan for a continuing education center, further expanding our impact in partnership with community leaders and responding to regional educational needs. Continuing education is a significant revenue stream for a regional university that is currently absent at WOU.

4. Collaboration with Academic Leadership:

As part of the efforts to respond to the NWCCU [recommendations](#) regarding budget sustainability, Academic Affairs has been closely working with Division Chairs and Deans to review faculty allocations. This ongoing evaluation ensures that our faculty resources are aligned with our strategic priorities and that we continue to provide high-quality educational experiences while being mindful of financial constraints. Recognizing the value and importance of a diverse faculty is essential to maintaining academic excellence and institutional growth at Western Oregon University (WOU). As the institution continues to evolve and adapt to the changing landscape of higher education, it is crucial to operationalize and define the various types of faculty who contribute to this excellence. Understanding how these roles have changed over time helps align faculty resources with the institution's mission and goals. Below are the types of faculty at WOU who contribute to our teaching and learning community.

Tenure-Track Faculty

Tenure-track faculty hold appointments that make them eligible for tenure. These positions are integral to the stability and continuity of academic programs at WOU. Tenure-track faculty members are expected to contribute to teaching, service, and scholarship to the university and its broader community.

Role in Academic Excellence: Tenure-track faculty are crucial to the core academic mission of WOU. They help maintain the rigor of academic programs, contribute to research and innovation, and mentor students and junior faculty members. Their long-term roles foster institutional stability and continuity.

Instructional Faculty Classifications and Ranks

Instructional faculty at WOU are hired on fixed-term contracts, typically ranging from 1-3 years. These positions are generally full-time, with a minimum of .50 Full-Time Equivalent (FTE), meaning they are contracted for at least half of a full-time faculty position.

Faculty members in these roles are guaranteed their specified FTE for the duration of their contract. The FTE is calculated annually, allowing some flexibility in how their teaching load is distributed over the course of a year. These faculty members provide essential instructional support and contribute significantly to the university's academic offerings. Instructional faculty are often hired to meet specific teaching needs within a department, ensuring that student's courses in a degree plan are offered, while also helping maintain academic quality. The contract-based nature of these appointments provides flexibility, allowing the institution to respond to changing curricular demands and student enrollment patterns.

Adjunct Faculty

Adjunct faculty are part-time faculty members hired on a per-course or term-by-term basis. They typically do not have long-term contracts, and their teaching assignments may vary each term depending on the needs of the department. Adjuncts play a significant role in supplementing the full-time faculty and providing specialized expertise in areas where demand for courses is high or where full-time faculty may not have the capacity to teach. Adjuncts contribute significantly to faculty diversity, offering different perspectives and teaching methods. Many adjunct faculty members are practitioners in their fields, providing students with real-world insights and applications that complement the academic curriculum.

As we continue our efforts to align the academic programs and instructional faculty at Western Oregon University with the institution's long-term goals, resources, and values, it is essential that we are guided by a set of clear, well-defined principles. These principles help us make informed decisions that ensure our programs support the university's mission, foster student success, and remain relevant to the evolving needs of our community.

Faculty Allocation Guiding Principles

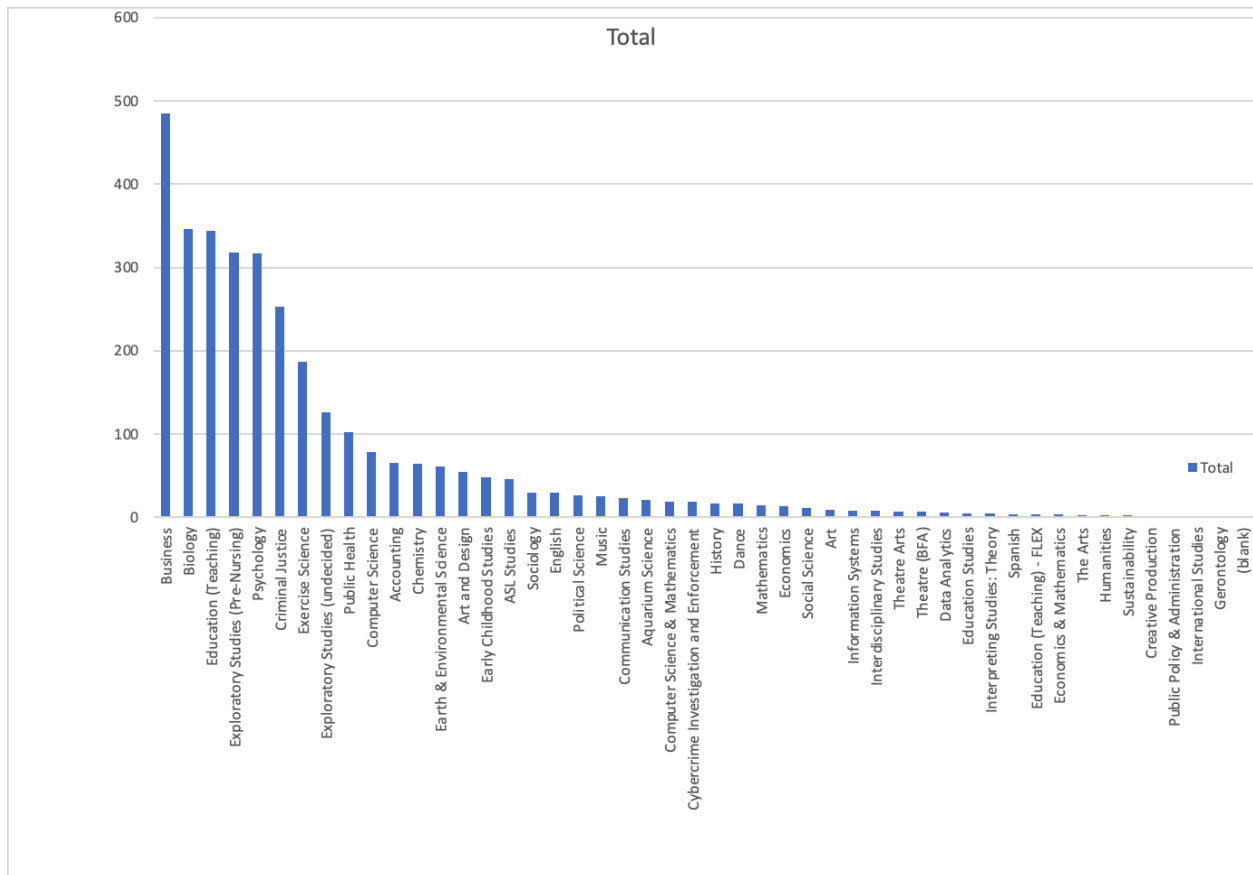
- **Mission and Strategic Alignment:** We will allocate instructional faculty to programs that directly contribute to the university's mission, vision, core values, and strategic goals. Ensuring that academic programs align with these guiding principles will help reinforce the foundation of our institution.
- **Data-Driven Approach:** Decisions regarding instructional faculty will be based on reliable data, including student enrollment trends, graduation rates, course sections needed, and faculty capacity. This will enable us to make well-informed choices that benefit students and faculty alike. In the future, we hope to also incorporate graduate employment rates.

- **Equity and Access:** We will ensure that decisions do not disproportionately impact specific student populations, thus promoting an inclusive approach for all.
- **Continuous Improvement:** Program needs will be reviewed as an ongoing process, with regular opportunities for feedback and the flexibility to adjust to evolving needs and circumstances.

By integrating these strategic initiatives, we are setting the stage for sustainable growth, financial stability, and academic excellence. Our ongoing efforts in responsible resource allocation and the pursuit of new revenue streams will ensure that the institution remains financially resilient and well-positioned to serve students and the community for years to come. Below is a table of how faculty positions have changed during the past 10 years at Western Oregon University:

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Headcount	291	278	276	278	283	268	290	266	224	218	227	206
Total FTE	258	248	248	250	254	202	227	209	184	181	182	164
Full-time Headcount	274	264	256	259	266	185	213	197	175	172	173	154
Full-time FTE	254	245	244	245	249	179	207	191	171	167	167	149
Part-time Headcount	17	14	20	19	17	83	77	69	49	46	54	52
Part-time FTE	4	4	5	5	5	23	21	18	14	13	15	15

The changes in faculty FTE and type is a reflection of a decade of declining enrollment at WOU. Declining enrollment is not homogenous across all programs and typically dictated by workforce trends and student interest. The table below is a snapshot of the interest of recently admitted students to WOU in their application.



STUDENT SUCCESS

Goal: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.

Activities & Accomplishments

The positive trends in Academic Affairs reflect the institution’s strategic efforts to improve student enrollment, retention, and overall engagement. These initiatives are aligning well with our broader goals of increasing accessibility, promoting diversity, and enhancing the student experience. Here's an update on some key developments:

Increase in Applications and Admits for Fall 2025

- **Application Growth:** Applications for the entering class of Fall 2025 have risen by **26% year over year**, which reflects the success of the recent changes in our admissions process. The introduction of the **Common Application (CommonApp)** has significantly

contributed to this surge. Typically, the CommonApp leads to increased applications but a decrease in yield (the percentage of admitted students who decide to enroll). However, we are focused on countering this trend and maximizing yield.

- **Admit Growth:** Admits for Fall 2025 have also increased by **25% year over year**, reflecting strong interest in WOU from qualified prospective students. This growth shows that more students are finding value in the programs and opportunities we offer.
- **Maximizing Yield:** To capitalize on this momentum, our efforts are now centered on improving communications with admitted students, increasing participation in visit programs, and promoting **FAFSA** and **ORSAA** (Oregon Student Aid Application) submissions. These efforts aim to encourage admitted students to finalize their enrollment decisions and commit to attending WOU.

Implementation of Enrollment Fee

- **Enrollment Fee:** To better gauge the size of our incoming class, we have fully implemented an **Enrollment Fee**. This fee is a proactive measure to help us better plan for the upcoming academic year. By collecting more accurate data earlier in the process, we will have a clearer picture of our class size and can adjust our planning accordingly.
- **Robust Data for Spring Term:** The data collected through the enrollment fee will provide us with more detailed insights into student intentions and help refine our enrollment strategies as we head into the **Spring term**. This approach will allow us to make more informed decisions about resources, staffing, and other logistical considerations.

Partnership with College Possible Oregon

- **Partnership Overview:** We have finalized a valuable partnership with **College Possible Oregon**, a community-based nonprofit organization focused on promoting economic opportunity for students from disinvested communities. This partnership aligns with our commitment to improving access to higher education for underrepresented populations.
- **Doubling Enrollment Goal:** Our goal is to **double the enrollment** of College Possible students at WOU for Fall 2025 from 20 to 40, and we are currently on track to achieve this target. This collaboration will provide additional support for students from historically underrepresented backgrounds, ensuring they have the resources and guidance needed to succeed at WOU.

Improved Term-to-Term Persistence

- **Fall 2024 Cohort Retention:** Early data shows that our **term-to-term persistence rate** for the Fall 2024 cohort has improved by over **4%**, with **93% of students** who enrolled in Fall 2024 returning for Winter term and nearly **86%** returning for Spring 2025. This is significant year over year growth and indicates that our retention strategies, academic

support services, and student engagement initiatives are having a positive impact on student success.

- **Focus on Retention:** By continuing to focus on retention through targeted outreach, enhanced student services, and increased engagement, we are confident that we can further improve persistence rates and help students complete their degrees at higher rates.

The recent trends demonstrate the effectiveness of our efforts to improve enrollment, retention, and student success. The increase in applications and admits for Fall 2025 reflects a strong interest in our programs, while our focus on maximizing yield ensures that we are doing everything possible to support students in their decision to enroll. The partnership with College Possible Oregon represents a significant step forward in improving access to higher education, and our improved retention rates highlight the positive impact of our student support initiatives. As we continue to build on these successes, we remain committed to creating an inclusive, supportive, and engaging environment for all students. These initiatives not only help strengthen WOU's position as an institution that supports student success but also align with our broader goals of fostering an accessible and diverse educational community.

TRANSFORMATIONAL DIVERSITY

Goal: Foster an inclusive educational, living, and work environment at Western Oregon University, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.

Activities & Accomplishments

Academic Affairs continues to demonstrate its commitment to fostering educational excellence and student success through strong partnerships with state, federal, and local foundations. Our ability to secure funding for innovative projects reflects the dedication of our faculty and staff in advancing teaching, learning, and community impact. Here are some key examples of these partnerships and the grant awards that support our initiatives:

1. Oregon Department of Education, Latinx Student Success Act: Project Equidad

- **Principal Investigators (PIs)/Departments:** Marie LeJeune, Jessica Dougherty, Mandy Olsen / College of Education: Education and Leadership
- **Awarded Amount:** \$666,684.07 over four years
- **Purpose:** This significant grant supports **Latinx children and families** in accessing equitable, culturally sustaining educational experiences. Project Equidad aligns with WOU's mission to provide support for multilingual learners, their educators, their families, and the school districts they are part of. This work is a central part of the

College of Education's efforts to make a meaningful impact on educational equity in Oregon. By investing in this initiative, WOU is actively addressing the educational needs of Latinx communities and fostering a more inclusive and supportive learning environment for all.

2. OSU/Institute for Water and Watersheds - USGS Subaward

- **Principal Investigators (PIs)/Departments:** David Szpakowski, Bryan Dutton, Steve Taylor / College of Liberal Arts, Natural Sciences and Mathematics Department
- **Awarded Amount:** \$17,521.86
- **Purpose:** This subaward from Oregon State University (OSU) through the U.S. Geological Survey (USGS) focuses on **mapping and monitoring the spread of invasive plant species** in the **Luckiamute River Basin** and the **Central Oregon Coast Range**. This collaborative project brings together faculty from WOU's Natural Sciences and Mathematics Department along with undergraduate student researchers. This research not only contributes to the preservation of Oregon's natural ecosystems but also provides hands-on learning opportunities for many of our first generation college students in the field of environmental science.

3. Ford Family Foundation

- **Principal Investigator (PI)/Department:** Betsy Paniagua Chavez / The Research Institute
- **Awarded Amount:** \$275,000
- **Purpose:** Funding from the **Ford Family Foundation** will enable **The Research Institute at WOU** to continue its support for **child care providers** by offering grants to improve their programs. This initiative directly benefits local communities by enhancing the quality of early childhood education programs in Oregon. It also provides an opportunity for WOU to engage with and contribute to community development, particularly in areas critical for child development and family support.

Supporting Multilingual Learners: Through the Latinx Student Success Act grant, WOU is expanding its capacity to support **multilingual learners** and **Latinx communities**, helping ensure that these students have access to high-quality, culturally relevant education. This project strengthens WOU's role in addressing educational inequities and fostering a more inclusive academic environment.

Environmental Stewardship and Research: The collaboration with OSU on invasive species research in the Luckiamute River Basin provides **WOU students** with valuable research experience while also contributing to the preservation of Oregon's natural ecosystems. It showcases WOU's commitment to environmental stewardship and sustainable practices.

Strengthening Early Childhood Education: By continuing to support child care providers, The Research Institute at WOU is making a direct impact on the well-being of children and families in the region. This initiative helps create a foundation for early education and community health that will pay dividends for years to come.

The funding WOU has secured through these partnerships reflects the university's ongoing commitment to innovation, inclusion, and community service. These grants support the important work being done by WOU faculty, staff, and students in critical areas such as educational equity, environmental science, and community development. With these resources, WOU is better equipped to fulfill its mission of enhancing student success, fostering collaboration, and making a meaningful impact on local, state, and national levels. Moreover, these grants highlight the university's dedication to **innovation in teaching and learning**, as well as its broader mission to support **student success** and **community impact**. The initiatives supported by these funding opportunities not only enrich the academic environment at WOU but also contribute to meaningful, real-world applications that benefit diverse communities in Oregon.

COMMUNITY STRENGTH

Goal: Cultivate and maintain a culture at Western Oregon University that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.

Activities & Accomplishments

Academic Affairs is committed to cultivating and maintaining a culture that emphasizes collaboration, connection, and communication. This approach extends to our partnerships, both internal and external, as we continue to enrich the educational experience of our students and strengthen ties with broader communities.

One of our most exciting and newest innovative initiatives is a **partnership with Oregon State University (OSU)**, aimed at expanding access to higher education for students who might not otherwise have the opportunity to attend college. This collaboration is not only an example of creative problem-solving but also a reflection of our commitment to meeting the needs of Oregon's students and enhancing educational access.

Phase I: Admission Pathway to WOU

The first phase of our partnership with OSU, launching in **Fall 2025**, offers students who were not initially admitted to OSU a clear pathway to begin their academic careers at WOU. OSU will notify students who meet our admissions criteria but did not secure admission to OSU that they can pursue their education at WOU. This initiative is designed to ensure that these students still have access to a quality education, while allowing them to take advantage of WOU's resources and academic offerings.

- **Collaboration Between Admissions Offices:** Our admissions teams at WOU and OSU are working closely together to ensure a smooth transition for these students. We are in regular communication to share data and align our processes, with the goal of making this pathway as seamless as possible.
- **Engagement with Interested Students:** Since OSU began notifying students, we've already received interest from over 70 students for Fall 2025 who were initially denied admission to OSU. This is a strong indication of the demand for this opportunity, and we are excited to begin processing their applications and welcoming them to WOU.
- **Data Transfer and Processing:** We are working closely with OSU to ensure that student data is transferred efficiently so that we can begin processing these applications promptly. This partnership helps streamline the process for students and makes it easier for them to continue their education without unnecessary delays.
- **Housing Access:** By providing housing accommodations, we can provide these students with a full college experience and a sense of belonging at WOU.

Phase II: Degree Partnership Program

Building on the success of Phase I, the second phase of our partnership with OSU, launching in Fall 2026, will focus on expanding opportunities for students who choose to dual enroll at both institutions. This phase introduces a Degree Partnership-style program, similar to existing agreements between WOU and Oregon's community colleges, allowing students to take courses at both WOU and OSU while maintaining full-time status for financial aid purposes.

This partnership represents an innovative solution to a challenge faced by many universities—capacity limits and growing demand. While OSU, as a larger institution, cannot admit all students who apply, WOU offers a unique opportunity to provide a high-quality educational experience in a smaller, more personalized setting. By collaborating, we can ensure that students who may not initially find a spot at OSU still have the chance to begin their academic journey at WOU and, if desired, transfer to OSU later in their educational path.

- **Meeting the Needs of Oregonians:** This collaboration helps us meet the educational needs of Oregonians while also recognizing the realities of institutional capacity. It's an example of how we can support the educational growth of our state by working together to create opportunities for students who may otherwise be left behind.

- **WOU's Opportunity for Growth:** For WOU, this partnership also presents an opportunity for growth, both in student enrollment and in the development of strong, strategic partnerships with other higher education institutions. It further positions WOU as a collaborative leader in the Oregon higher education system, dedicated to ensuring all students have access to the resources and opportunities they need to succeed.

As we continue to develop this partnership with OSU, we remain committed to the values that define WOU—collaboration, connection, and communication. By embracing innovative, collaborative models like this one, we are helping to build a stronger, more accessible higher education system for all Oregonians. We look forward to continuing to work together with OSU and other partners to provide meaningful opportunities for students and enhance the educational experience for all.

This partnership is just one example of how WOU is constantly seeking creative solutions to the challenges facing higher education, while remaining focused on our mission of providing accessible, high-quality education to our students. We are excited about the possibilities this collaboration offers, not only for WOU but for the future of higher education in Oregon.



ASAC - April 2025

Student Affairs

Tina Fuchs / Vice President for Student Affairs

INSTITUTIONAL SUSTAINABILITY

Goal: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.

Activities & Accomplishments

1) Financial Aid:

Continued engagement with Strata Information Group (SIG) for the Banner Optimization project - completion near 100%. This work is expected to greatly impact efficiencies in Financial Aid with regard to Banner functions and mandatory reporting.

2) University Housing:

Housing continues to host groups on campus year around, providing overnight accommodations to a number of high schools coming for Admissions events and daily tours. Additionally Housing hosted families for Family Weekend, football recruits, and OSU's Middle School SMILE program. Revenue generation helps offset expenses and keep costs lower for students living on campus.

STUDENT SUCCESS

Goal: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.

Activities & Accomplishments

1) Financial Aid:

- a. The first award offers for the 2025-2026 year started going out on March 5, 2025. Communication was sent via postcard to the new students' home addresses as well as email.
- b. Financial Aid received Oregon Opportunity Grant awards the week of March 24 and began fully packaging students' financial aid awards. Award letters with the comprehensive aid package



(federal, state, scholarship awards) will be mailed and emailed to new incoming students and emailed to current students on Monday, April 7.

2) Multicultural Student Services & Programs:

- a. First Year, First Time Freshmen & Transfers persistence rate from Fall 24 to Winter Term 25: 95.41% (as a whole group)
- b. Persistence Breakdown of Diversity Scholars (DCS) and OnTrack (OT) Freshmen & Transfers:
 - i. DCS 1 (freshman): 97.44%
 - ii. OT 1 (freshmen): 92.68%
 - iii. DCS 2 Fall to Winter 93.75%
 - iv. OT 2 Fall to Winter 100%

3) New Student & Family Programs:

- a. Finished hiring student leaders for the 2025 Orientation Programs through the Leadership Common App process. This is a collaborative process managed by NSFP to coordinate hiring for major paid leadership positions on campus to streamline the process for students.
- b. Destination Western: 97% retention rate from Fall to Winter for new cohort, compared to 90% for non-DW first Year students.
- c. Student Health & Counseling
 - i. Installed an ADA accessible door to the medical lab restroom; this accessibility was not included when the building was built.
 - ii. Established a couple of counseling support groups:
 - 1. Friendship Connections Group: making meaningful connections, initiating friendships, and expanding your social network
 - 2. Queer and Questioning Group: The intersectionality of sexuality and faith - for those struggling between who they are and what they believe.
 - iii. An additional medical provider (K. Burnett) has completed SANE (Sexual Assault Nurse Examiner) training and is taking over the oversight for this service.
 - iv. Four new counseling interns started their internships Spring term. This will bring the center up to 8 interns, with different levels of experience and qualifications.



4) Student Health & Counseling:

- a. Service data shows that the demand for services continues to increase, along with the complexity of needs among the students being served..
 - i. The area of Counseling services has seen a 26% increase through Winter term.
 1. 26% average increase in the past 5 years.
 2. 7 FTE 5 years ago vs. current FTE of 4.4
 - ii. The area of Medical services has seen an 8% increase through Winter term.
 1. 19% average increase in the past 5 years.
 2. 5.8 FTE 5 years ago vs. current FTE of 3.8

5) TRIO Upward Bound

Exceeded standardized objectives for the 2023-2024 program year, as reported on in the recent Annual Performance Report (APR):

■ Academic Performance – GPA:

Objective: 70%; Attained: 87%

■ Secondary School Retention and On-Time Graduation:

Objective: 92%; Attained: 100%

■ Secondary School and Graduation – Rigorous Secondary School Program of Study:

Objective: 70%; Attained: 74%

■ Postsecondary Education Enrollment:

Objective: 70%; Attained: 78%

■ Postsecondary Completion:

Objective: 35%; Attained: 54%

6) Veterans Resource Center:

- a. The VRC reimagined its spaces upon returning to the WUC, incorporating new furniture, redefined room usage, and updated aesthetics based on student feedback. These changes have enhanced the overall student experience.
- b. Installed accessible blinds in the lounge, allowing students to adjust them without needing a ladder, improving accessibility and convenience.



TRANSFORMATIONAL DIVERSITY

Goal: Foster an inclusive educational, living, and work environment at Western Oregon University, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.

Activities & Accomplishments

1) Abby's House:

- a. Abby's House provided over \$1,000 in direct funding to students for basic needs since February (textbooks, gas and grocery gift cards, snacks and hygiene products for care cupboards across campus)
- b. Abby's House is in full swing with the implementation of programs for Sexual Assault Awareness Month (April)

2) Veterans Resource Center:

- a. Winter 2025 saw a record-breaking 544 student walk-ins for VRC services, support, or lounge use. This increase is attributed to the refreshed space, enhanced supplies (funded by an ODVA grant), and a more diverse team that better represents our student Veteran community.

COMMUNITY STRENGTH

Goal: Cultivate and maintain a culture at Western Oregon University that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.

Activities & Accomplishments

1) Abby's House:

- a. The Abby's House Director and the Basic Needs Coordinator attended NASPA (National Association of Student Personnel Administrators) and presented on a panel focused on building basic needs programs
- b. Partnered with campus and community agencies to host a documentary screening *No Place to Grow Old* that highlights older people in Portland who are homeless
- c. Hosted Governor's Food Drive (totals coming later)



2) New Student and Family Programs:

- a. 60 students and their families participated in Family Weekend this year! A total of 194 people were on campus for our fun events, including Senior Night Basketball games, the Winter Play, Murder Mysteries, and more!
- b. Assisted the office of Admissions with the launch of the Parent Portal for prospective students
- c. Families continue to engage with the newsletter and emails at strong rates
 - i. Average an over 50% open rate on all newsletters
 - ii. First Gen Families open at a 75% rate
 - iii. First Year families open at an 80% rate

3) Student Engagement:

- a. Student Leaders participated in a Student Leadership Conference at PSU on February 6th, 2025.

4) Veterans Resource Center:

- a. Winter 2025 saw a record-breaking 544 student walk-ins for VRC services, support, or lounge use. This increase is attributed to the refreshed space, enhanced supplies (funded by an ODVA grant), and a more diverse team that better represents our student Veteran community.



April 2025 Report to the Board of Trustees
Department of Athletics
Randi Lydum, Executive Director

INSTITUTIONAL SUSTAINABILITY

Goal: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.

Activities & Accomplishments

Athletics staff and university administration have been working to contain costs, develop new funding sources and make informed decisions for the future of WOU Athletics. With the assistance of the VP for Finance & Administration and the Director of Budget and Planning, the Athletics department recently completed an ROI study for each program. This information will help us make informed decisions about recruiting and budgeting. The Athletics department continues to work closely with the University Advancement staff to expand our fundraising efforts and donor base.

STUDENT SUCCESS

Goal: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.

Activities & Accomplishments

Athletics Department Academic Stats (Winter Quarter 2025)
Women: 3.58 GPA, 79 Honor Roll
Men: 3.19 GPA, 81 Honor Roll
40% of all student athletes earned a term GPA over 3.5

TRANSFORMATIONAL DIVERSITY

Goal: Foster an inclusive educational, living, and work environment at Western Oregon University, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.

Activities & Accomplishments

Each Athletic team participated in a campus sexual violence prevention workshop presented by Abby's House staff. The training (Be the Solution) is designed to help



students identify and respond to behaviors that may lead to violence. The goal is to foster a safe and productive learning environment by educating our student athletes about inappropriate behaviors and resources available within the campus community.

COMMUNITY STRENGTH

Goal: Cultivate and maintain a culture at Western Oregon University that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.

Activities & Accomplishments

Throughout winter term, student athletes from women's soccer, volleyball and men's track & field spent time at Monmouth Elementary and Talmadge Middle School, joining students for recess and engaging in play. This experience allowed our student athletes to connect with local youth, strengthen community ties and inspire the next generation by showcasing the possibilities of playing collegiate sports or attending Western Oregon. It was a meaningful opportunity to give back and foster stronger relationships within our community.



**Western Oregon University Board of Trustees
Academic and Student Affairs Committee (ASAC)**

MISSION

The Academic and Student Affairs Committee (ASAC) of the WOU Board of Trustees is charged with ensuring effective operations related to teaching, research and public service programming of the university as well as programming and policy decisions in support of campus life. The ASAC is responsible for making recommendations to the Board, consistent with Board Statements and University policy, and to fulfill other duties as assigned by the Board.

AUTHORITY AND RESPONSIBILITIES

Academic Curriculum

The ASAC is responsible for review of and recommendation to the WOU Board of Trustees actions on the introduction of new degree, certificate or minor programs and assurance of maintenance of appropriate standards for academic accreditation.

Educational Policy

The ASAC is responsible for advising, reviewing, and recommending actions proposed by the University to the WOU Board of Trustees on university-level admissions requirements.

Academic Organization

The ASAC is responsible for review of and recommendation to the WOU Board of Trustees actions proposed by the University on academic operational organization in support of students and faculty.

Student Co-Curricular Strategies

The ASAC is responsible for reviewing and making recommendations to the WOU Board of Trustees regarding the program and service offerings that affect the overall quality, satisfaction and outcomes of the student experience. ASAC may choose to make a recommendation to the WOU Board of Trustees when the committee identifies an impactful action or decision.



Student Health and Safety

The ASAC is responsible for reviewing and recommending actions to the WOU Board of Trustees on policies and programs related to student health and safety.

Policies Governing Student Conduct and Student Organizations

The ASAC is responsible for reviewing and recommending actions to the WOU Board of Trustees on policies related to student conduct and student organizations. The committee should include student interests in all policy decisions made by the Board.

ORGANIZATION

Membership; Structure; Quorum

The ASAC, consistent with the Board Statement on Committees, will consist of five members from the Board of Trustees. The chair of the ASAC will be appointed by the Board chair. The Vice President for Academic Affairs and the Vice President for Student Affairs will serve in their capacity as non-voting, ex officio members of the ASAC. A quorum of the ASAC will be three committee members, excluding the Vice President for Academic Affairs and the Vice President for Student Affairs.

Meetings

The ASAC will meet at least quarterly each year. ASAC meetings will be conducted in substantial compliance with the Board Statement on the Conduct of Public Meetings. Because committees meet more frequently than the full Board of Trustees, the Chair or staff are encouraged to convene meetings by telephone or videoconference for the convenience of the committee members.

Agenda, Minutes, and Reports

The chair, in collaboration with the staff designee(s), is responsible for establishing the agendas for meetings. An agenda, together with relevant materials, will be sent to committee members at least seven (7) days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee(s), reviewed by the Secretary to the Board, reviewed by the committee chair, and approved by committee members at the following meeting.



Staff Designee

The Vice President for Academic Affairs and the Vice President for Student Affairs will be staff to the ASAC.

Review of Charter

This charter shall be reviewed and reassessed by the ASAC at least annually, and any proposed changes shall be submitted to the board for approval.

Document History

- Discussed and revised at May 27, 2015 ASAC Committee meeting
- Approved by the Board of Trustees at October 28, 2015 meeting
- Discussed and revised at March 22, 2023 ASAC Committee meeting
- Approved by the Board of Trustees at the April 19, 2023 Meeting