



**Western Oregon University Board of Trustees:  
Academic, Student & Athletic Affairs Committee (ASAAC)**

**Meeting No. 41**

**February 3, 2026 | 3:00pm-5:00pm**

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

**Meeting ID: 810 9772 5596**

**AGENDA**

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

**II. COMMITTEE CHAIR'S WELCOME**

**III. CONSENT AGENDA (3:00-3:15pm)**

- 1) [Meeting Minutes: October 28, 2025](#) (pg. 2)

**IV. REPORT & DISCUSSION ITEMS:**

- 1) **Presentation: Digital Accessibility** (3:15-3:45pm)  
Emily Herb - Director, Faculty & Staff Access Services;  
Dr. Daniel Rockwell - Director, Center for Teaching & Learning

- 2) **Division Updates** (3:45-4:45pm)  
a. [Athletics](#) | Assistant Athletic Director, Alexa Amundson (pg. 5)  
b. [Student Affairs](#) | Vice President Tina Fuchs (pg. 6)  
c. [Academic Affairs](#) | Provost Jose Coll (pg. 9)

- 3) [ASAAC Charter Review](#)

**V. ADJOURNMENT (4:45pm)**



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 41– Oct 28, 2025  
3:00 pm-5:00 pm**

**Draft Minutes**

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

Chair Mitchell calls the Academic & Student Affairs Committee meeting to order at 3:01 pm on Tuesday, October 28, 2025. Chair Mitchell asked Secretary Sorce to call the roll.

**Committee Members Present:** Chair Leah Mitchell, Trustee Bob Dalton, Trustee Biannca Espan, Trustee Dana Schowalter

**Committee Members Excused:** None

**Others Present:** President Peters, Secretary Evan Sorce, Tina Fuchs, Dr. Jose Coll, Randi Lydum, Robin Lopez Melton, Malissa Larson.

**II. COMMITTEE CHAIR’S WELCOME**

Chair Mitchell welcomes everyone, especially the new members on the committee, to the meeting and thanks them all for being there.

**III. CONSENT AGENDA**

**[May 28, 2025 Meeting Minutes](#)**

Trustee Schowalter moved to approve the May 28, 2025, meeting minutes, and Trustee Larios seconded the motion. There was no additional discussion.

Roll Call on the mention of the motion described above

Chair Mitchell	Aye
Trustee Dalton	Aye
Trustee Larios	Aye
Trustee Schowalter	Aye

Please note: Trustee Espan is a non-voting member

The motion passes.

**IV. REPORTS & DISCUSSION ITEMS:**

- 1) **Showcase & Discussion:** | The Research Institute (TRI) Overview  
Robyn Lopez Melton, Director for the Research Institute

Chair Mitchell asked Director of the Research Institute, Robyn Lopez Melton, to kick off her presentation, which can be found on page 5 of the docket for review.

Director Lopez Melton presented an overview of The Research Institute's work, highlighting its focus on early childhood education (i.e., Find Child Care Oregon and Child Care Substitutes of Oregon), traffic safety (training trainers in safety education), and community support. Director Lopez Melton mentioned that they have 54 full-time staff members working across Oregon on various projects and grants, as well as 87 hourly staff working as educators in schools and communities. Additional Director Lopez Melton explained TRI's funding structure, which receives no general fund support and relies entirely on grants and contracts. Some of TRI's funders include the Oregon Department of Early Learning and Care (DELIC), the Oregon Department of Transportation, Multnomah County, the Ford Family Foundation, Oregon State University, and Pacific Lutheran University. Director Lopez Melton detailed their current projects, including a childcare database, a substitute care program, and a quality recognition system for childcare providers.

Trustee Larios asked how far the reach of the child care programs is. Director Lopez Melton emphasized that it is statewide and that the program is working hard to ensure substitutes are available in every community. Chair Mitchell asked how TRI starts new programs. Director Lopez Melton said that sometimes the programs start because the State or funders ask them to do something, and sometimes it's based on the university's mission. The conversation ended with Provost Coll thanking Director Lopez Melton and her team for the amazing work they are doing, for aligning TRI's work with Academic Affairs, and for leveraging TRI's success to secure more funding and recognition.

## 2) Division Updates:

### a. Academic Affairs | Provost Jose Coll

Dr. Jose Coll provided his update on Academic Affairs. His report is available as a supplemental document on the website for review. Dr Coll highlighted the ongoing effort to improve classroom environments, an issue raised at a Provost-led Fireside Chat listening session. This issue is particularly challenging in Bellamy Hall. The current furniture in that building is outdated and does not meet best practices for classroom learning and teaching, which will be installed soon. Provost Coll then discussed some classroom technology needs to continue modernizing our facilities and create a state-of-the-art learning environment for our students. This includes sound systems and multiple cameras, which truly enable dual teaching modalities. Additionally, Dr. Coll mentioned ongoing discussions about restructuring Academic Affairs to better align with the institution's mission and goals as a teaching institution and to better support our students.

Trustee Schowalter asked a couple of questions that led to a conversation about the university's approach to online and hybrid education with Provost Coll



explaining that while online education might be helpful or even necessary for some adult learners and transfer students, it is a strategic priority for the institution to maintain a in person, residential focus for our first-year students. Provost Coll outlined ongoing efforts to clarify the operational definitions of different course modalities and discussed plans to restructure certain academic divisions.

b. Student Affairs | Vice President for Student Affairs Tina Fuchs

Vice President for Student Affairs gave an overview of her report, which can be found on page seven of the docket. Vice President Fuchs emphasized the importance of on-campus community development to create an environment where our students can develop the skills and relationships to thrive. It is very difficult to do virtually. Vice President Fuchs highlighted the change to student week from a Sunday to a weekday, which allowed parents and students to visit offices like financial aid that are not open on weekends. This change was overwhelmingly well-received, and for families who had to move in on the weekend, there was a process in place to accommodate them. This year's orientation was very well attended and successful. Finally, the Freedom Center's transition to the MOSIAC Center is complete. It is now a central hub for leadership development for students involved in clubs that serve underrepresented communities. Vice President Fuchs also walked through a number of different offices within Student Affairs that have been pursuing and often receiving grants, including Veterans Resource Center, Abby's House, and Child Development Center.

c. Athletics | Executive Director Randi Lydum

Executive Director Lydum presented the Athletics report, which is available on page 20 of the docket. Executive Director Lydum reported on the success of fall sports teams. Executive Director Lydum talked about Athletics' intention to work with Admissions to develop a better partnership, so we can receive admissions information earlier and help our potential students get what they need more quickly. The Foundation has been incredibly helpful and has gone above and beyond to get new sponsorships and larger sponsorships. Mentioned the renaming of the New PE (Wolves Athletic Center) and Old PE (Dr. Ruth Lottenbach Hall) Dr. Lottenbach was a longtime PE teacher here and developed most of the women's sporting programs and classes in the 40s and 50s.

### 3) **ADJOURNMENT**

Trustee Mitchell adjourns the at 04:36 pm

## **Athletics- ASAAC- February 2026**

### Home events (Fall/Winter):

- 50+ home athletic contests
- Hosted NCAA W Region Cross Country Championship (30+ M/W teams)
- Hosted collegiate, high school, and middle school cross country meets (5000+ participants)
- Hoop-N-Howl men's and women's basketball kickoff event
- Football Hall of Fame and Wolves Athletics Hall of Fame Induction Ceremonies
- Wolves on the Green Golf outing
- Men's Basketball Alumni Night

### Academic and Athletic Success:

- Athletic Dept Fall term GPA- 3.1 (187 on Honor Roll)
- Men's and Women's Soccer teams advanced to the NCAA tournament
- Football played for the Lone Star Conference championship in the final game of the season (tied for 2<sup>nd</sup>)
- Numerous athletic and academic All-GNAC awards throughout the Fall season

### Community Engagement (Oct-Dec):

- Monmouth Halloween Trunk or Treat
- Wolves Football tailgate lot- 81 of the 94 available spaces purchased by Wolves Club members and fans
- SAAC hosted a Toy Drive and donated to the Fostering Success program for foster kids in our community
- MLK community service with City of Monmouth
- Fall sport camps

### Social Media Reach (Main Athletics Accounts: Sept-Dec):

- Instagram- 5.5 million views
- Facebook- 671,805 views
- X-243,353 impressions
- YouTube-87,323 views

### Direct Benefit of Athletics on Campus:

- Campus activity and vibrancy- 1 in 9 students at WOU is a student athlete
- Student employment opportunities- game ops, ticket sales, sports information
- School tradition and culture- fan following and alumni events
- Off campus visibility- team travel, live-stream events, social media
- Retention/Graduation- rates higher than general student population
- Diversity- Over 50% of student athletes identify as non-white



**Academic, Student, and Athletic Affairs Committee (ASAAC)**  
**Student Affairs Report**  
**February 2026**

**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

University Housing

- WOU is seeking funding for the replacement of the Heritage Residence Hall roof project. This project is essential to ensuring long-term resilience, as it safeguards the university's innovative revenue-generation initiatives, specifically, the capacity to safely house 333 current residents and the incoming Fall 2026 first year class. Investing in this infrastructure today prevents the displacement of students and protects the institutional stability required for future success.

**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

Student Engagement

- The Co-Curricular Transcript has launched. It supplements the academic transcript by giving students a way to share their co-curricular learning, club leadership, awards and recognition, and volunteer service. These features are activated primarily through attendance at events, which is why tracking attendance is more important than ever before. Student participation is at 20% with over 13,500 points earned.

Abby's House

- Supported 14 survivors in Fall term 2025 and allocated \$3,700 on emergency housing & move-in costs for survivors
- Assisted 68 students in the Fall term for basic needs, allocated \$2,328 on course materials (textbooks, calculators, various school supplies for care cupboards), \$1,100 spent on gas gift cards & bus passes, \$2,750 spent on WINCO gift cards
- In the Fall term, 15,289 lbs of food and 2,470 clothing items were distributed in the Food Pantry and Stitch Closet. 430 households, 1,579 individuals. The majority of people who use the Food Pantry and Stitch Closet are students



#### Student Health & Counseling Center

- Hired a new full-time counselor who began their work at the start of the Winter term 2026.

#### Student Affairs

- The Young Democratic Socialists of America (YDSA) student organization has been leading work for a petition for WOU to become a sanctuary campus. The office of Diversity, Equity, and Inclusion, Campus Public Safety, and Student Affairs have met with these student leaders on several occasions and continue to work to meet students' goals as appropriate and in alignment with the missions, vision, and values of WOU.

### **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

##### Student Engagement

- Repurpose the former Freedom Center space into the Mosaic Center. It supports and connects students and organizations rooted in cultural identity, heritage and advocacy. It fosters a sense of belonging, community building and empowerment among historically marginalized student populations. This came from student feedback through various formats.
- Boxes of Hope sponsored by Student Media. 178 students participated. Project to support children in foster care in Polk and Yamhill counties, in partnership with Every Child Polk Yamhill, a program of REACH Northwest. Over the course of two days, 178 WOU students volunteered to build care boxes for foster youth in our area. This was an incredibly collaborative effort and brought many students and WOU departments together.

##### Abby's House

- Hired an LGBTQ+ Violence Prevention Coordinator who serves as the Project Director for our Office of Violence Against Women (OVW) grant and oversees the Stonewall Center. They started on Nov 17.





## 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

#### Student Engagement

- More than 2,700 students and local residents joined us at the Werner University Center during the Holiday Tree Lighting event on December 5.
- Increase in the Werner University Center usage Fall term 2025 compared to Fall term 2024. (12%)
- Discover Leadership credited class Winter Term. 26 enrolled students. Discover Leadership is an interactive, hands-on journey into what it means to be a leader. Participants explore key leadership concepts through discussions, group activities, case studies, and fun challenges that help build confidence and develop a unique leadership identity.
- Spanish translation of certain items and posting online when completed.

#### Abby's House

- Abby's House has strengthened partnerships to address violence prevention and response on campus through our Office of Violence Against Women grant. Campus partnerships include Public Safety, Title IX, Student Conduct, Residence Life, SHCC, Athletics, and the President's office. Community partnerships include Sable House, Monmouth PD, and Bradley Angle in Portland.
- The Food Pantry gave out 103 Turkey Baskets for Thanksgiving, which fed approximately 450 people in the community.

#### New Student and Family Programs

- The Western Oregon Family Portal is an effective tool for communicating with families of current students. There are currently 2,318 active users of the portal, and an average open rate of the newsletter of 57%. Our top engagement comes from the following populations with the following open rate percentages:
  - First-Year Families (2,081) - 60%
  - Families for First Gen Students (302) - 70%
  - Families of Transfer Students (273) - 75%
  - Spanish Speaking Families (98) - 54%

#### Center for Professional Pathways (CPP)

- In collaboration with the City of Monmouth, CPP hosted a MLK, Jr. Day of Service. Approximately 58 WOU volunteers, including the women's softball team participated in a variety of service projects both outdoors, such as graffiti cover up or home projects for seniors; and indoors, such as painting and making welcome bags for the local community shelter. They also made cards for seniors facing isolation and loneliness over the winter season.



**Academic Affairs ASAC/Board of Trustee Report****February 2026****Jose E. Coll, Provost & Vice President of Academic Affairs****Academic Affairs's Strategic Plan:**

The strategic plan for academic affairs centers on teaching excellence, shared governance, effectiveness. Below are the three goals which align to our institutional priorities:

**I. Excellence in Teaching & Learning**

Outcome: Graduates realize a range of transferable skills and knowledge that position them to be competitive in the job market and succeed regardless of their chosen career path.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Student Success	Students complete their educational goals and develop a lifelong learning mindset
Community Strength	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.

**II. Shared Governance**

Outcome: Academic Affairs attracts and retains top faculty and staff talent who value a collaborative working environment and support the mission and values of Western Oregon University.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Institutional Sustainability	Western adapts to changes in the higher education landscape and implements strategic responses to emerging trends.
Transformational Diversity	Western establishes positive, collaborative, and accessible learning and working environments that promote creativity, innovation, and effective teamwork.

### III. Effectiveness & Efficiency

Outcome: Students report satisfaction with their experience and report feeling empowered to navigate their academic journey.

Alignment with Education. Innovation. Community.

University Goal	Associated Outcome
Student Success	Students are supported in a way that fosters satisfaction, belonging, engagement, and empowerment.
Community Strength	Students feel connected to a larger community and see the real-world relevance of their academic pursuits.

### Academic Effectiveness:

**Title III Strengthening Institutions Program (SIP)** grant: Western Oregon University Retention Improvement Project continues to support and enhance our commitment towards retention of first-time students and reduce equity gaps. We are planning to realize this goal through five major activities: (1) Enhance Assessment and Continuous Improvement of Student Experience; (2) Leverage and coordinate first-year seminars and other elements of first-year experience to improve the student experience of belonging and finding purpose; (3) Increase faculty development programming and instructional design support to increase student engagement in priority courses; (4) Improve advising and clarity of degree paths for improved student success; and (5) Career and Life Design integration into curricula. All five of these activities are in year one implementation and the initial report for our next funding allocation has been submitted.

### Year II Assessment

Grant activities in year two are largely being implemented as planned, with most milestones met or underway. Several initiatives experienced minor delays due to leadership transitions, capacity constraints, and data accessibility challenges, but overall progress remains aligned with the grant's objectives and timeline.

### Key Activity Highlights

Grant activities in year two are largely being implemented as outlined in the original timeline, with meaningful progress across assessment, student success initiatives, advising, and career development. The WOLF Survey was successfully adapted, administered in February 2025, and achieved strong participation, providing baseline data for all related performance indicators. Survey results were analyzed and shared through departmental reports and presentations to inform improvement efforts campus-wide.

First-Year Seminar (FYS) initiatives remained mostly on track. Eight Fellows projects were completed, with one pilot implemented due to leadership transitions. The pilot demonstrated positive impacts on students' sense of belonging—particularly for first-generation students—and strong fall-to-winter retention outcomes. Efforts to standardize FYS curriculum and clarify instructor expectations began in year two and are expected to be fully implemented by the end of year three.

Faculty development and instructional design support were partially implemented. While planned course revisions were delayed due to faculty interest, data limitations, and leadership changes, the Center for Teaching and Learning continued to provide robust instructional support and will play a key role in upcoming FYS instructor training and micro-credential development.

Advising and degree pathway clarity progressed at a satisfactory pace. EAB Navigate was successfully expanded, advisors were trained, and a coordinated care network—Access, Advocacy, & Belonging—was established. Curriculum mapping efforts moved more slowly than anticipated due to the scale of collaboration required and leadership turnover but are advancing in year three.

Career and Life Design integration remained largely on schedule. An Experiential Learning Community of Practice continues to guide implementation, the Career Readiness Inventory was piloted in select courses, and career-focused micro-credential courses were developed. Leadership vacancies delayed piloting, which is now planned for year three.

Stakeholder feedback indicates high satisfaction with implementation and timelines, with 85% reporting activities are proceeding as anticipated. All stakeholders believe their work contributes to improved retention, though many noted the need for minor strategic adjustments and additional time to observe full impact. Grant team meetings were identified as particularly valuable and will be increased in frequency.

Key challenges included cross-departmental collaboration, capacity constraints, leadership turnover, and data accessibility issues. Data limitations also slowed technology implementation. These challenges are being addressed through capacity planning, relationship-building with new leaders, and ongoing institutional efforts such as the multi-year Banner optimization project.

### **Office of Sponsored Projects:**

We are pleased to share a structural merger of the Sponsored Projects Office (SPO) into the Advancement Office, effective March 2, under the leadership of Katie Wojke, VP of Advancement & Executive Director, WOU Foundation . This strategic merger is designed to align, enhance, and streamline the acquisition of external funding from both public and private sectors. The integration of SPO and Advancement aims to bridge the gap between academic research, programs that support student success, and philanthropy, breaking down silos to create a more cohesive approach to institutional support while continually improving compliance.

This merger is guided by a shared commitment to service. By aligning our efforts, this integration creates a "one-stop shop" for faculty or staff seeking external funding. It reduces bottlenecks, minimizes duplicate efforts, and streamlines the process from grant proposal submission to donation cultivation to reporting. Functionally, this merger will not impede existing or in-progress grants.

We're excited about the opportunities this merger creates to amplify the recent and ongoing successes of SPO and the Wolves Rising campaign. We remain committed to serving the WOU community with transparency, collaboration, and excellence. Additional information will be shared as this transition moves forward.

### **The Research Institute:**

Big news for early learning in Oregon! The Center on Early Learning Support and Innovation at the Research Institute at Western Oregon University has been awarded \$1.12 million through the Oregon Department of Early Learning and Care's Preschool Development Grant (PDG). This funding is an amendment to the current \$8.1 million Spark contract and is part of a larger \$7.3 million federal award to Oregon focused on strengthening early childhood systems statewide. This investment recognizes the impactful work being done to support early educators, children, and families across Oregon and helps ensure Spark continues to grow as a meaningful, statewide resource.

**The Western Community Policing Institute** continues its vital partnership with the Department of Justice's COPS Office to advance national awareness and training focused on addressing Missing and Murdered Indigenous People.

## **Library**

**Library Research and Access Services** and related academic support units made significant progress in assessment, instructional innovation, faculty development, and student support. The library launched its first comprehensive, four-population assessment since 2017, scheduled for Spring 2026, and piloted an AI Literacy initiative that introduces students to foundational AI concepts using a human-centered approach, with full implementation planned for Spring 2026. Innovative partnerships expanded access through musical instrument lending with Creative Arts and the creation of WOU's first remote library collection and self-service checkout at the Center for Graduate Studies.

**The Center for Teaching and Learning** significantly expanded faculty development, with strong participation in online teaching and digital accessibility training, and launched WOU's first AI Forum to guide institutional strategy around academic integrity and digital literacy. CTL also increased faculty engagement through a new professional outreach presence.

- **Online Teaching:** Since January 2025, 145 faculty members have completed the *Foundations of Online Teaching* course.

- **Digital Accessibility:** Launched in January 2026; already reached 143 attendees via workshops and 99 practitioners in specialized online courses.

**The Writing and Research Center** experienced continued growth, delivering one-on-one support at near-record levels, expanding in-person engagement, and introducing new services such as rapid asynchronous feedback, recurring tutor partnerships, and dedicated graduate support. Community partnerships further extended its impact.

- **Writing Center Growth Metrics (Fall 2025):** Conducted **726 one-on-one appointments**, the second-highest fall volume since 2022. In-person sessions surpassed online bookings for the first time.

Faculty scholarship was also advanced, including a 2025 peer-reviewed publication examining student information-seeking behavior on TikTok. *The Reference Librarian*, 1–27.

<https://doi.org/10.1080/02763877.2025.2554874>

## College of Education

Faculty and staff in the College of Education, in partnership with Sponsored Projects, are successfully closing out five major long-standing federal grants that collectively provided substantial annual support for student scholarships, training, and community-engaged programs. These include Project Promise, Protactile Language Interpreting, two Rehabilitation Mental Health Counseling (RMHC) grants, and an Interpreting Studies grant—many of which spanned decades at WOU and directed the majority of funds to student scholarships, workforce preparation, and service to the Deaf and education communities.

In addition to grant closeouts, the College of Education is advancing key academic priorities. Curriculum across divisions is being streamlined to improve student navigation and time to completion. Program review is underway in American Sign Language, with an external reviewer confirmed, and the RMHC program is preparing for a March CACREP accreditation site visit. Together, these efforts reflect the College's strong commitment to continuous improvement, accountability, and long-term strategic success.

## College of Liberal Arts and Sciences

Faculty and students across the arts and humanities celebrated significant scholarly, creative, and community achievements. Ryan Topper published *Animist Poetics: Ancestral Trauma and Regeneration in African Literature* with SUNY Press, with a campus book event scheduled for March 5, while Henry Hughes released *Sergeant Dark*, his fifth poetry collection, adding to his distinguished record as an Oregon Book Award-winning poet. Faculty expertise was also highlighted through public scholarship, including Kimberley Jensen's contributions to the Oregon Historical Society's *Oregon Connections* series on incarceration during World War I and community organizing in Oregon.

Campus life was further enriched through new and evolving learning spaces, including updated classroom furniture in Bellamy and plans for a Forensics Education Center in Maaske, with an expected Fall 2026 start.

The performing arts thrived with a well-attended faculty music performance, a student-led Emerging Choreographers showcase in partnership with Central High School, and a residency by a professional dance troupe that resulted in collaborative performances and ongoing student internships underscoring the vitality of creative learning and experiential opportunities at WOU.

## **Enrollment Management**

Fall 2026 enrollment is currently conservatively projected to be flat, with final outcomes largely dependent on the size of the entering first-year class. First-year applications, admits, and confirmations are all trending significantly upward year over year, outpacing national and regional public university trends, which remain largely flat. While confirmation growth is expected to level off closer to the May 1 deadline and several variables remain in play, current indicators suggest the university is on track to meet or potentially exceed its goal of enrolling 670 new first-year students. Transfer admits and confirmations are also modestly up, though this growth is expected to flatten over the coming months. The university has already confirmed one-third of the incoming first-year class—an unprecedented point in the admissions cycle—with 10% coming through Common App direct admissions. Overall, the institution is significantly outperforming expectations, and a substantial increase in the incoming class size is possible. While this growth is positive, it may create resource alignment challenges. Confirmation trends will be clearer closer to the May 1 deadline, and updates will follow as the cycle progresses.

## **Graduate Studies**

During fall term, Graduate Programs administration focused on maintaining essential admissions and enrollment operations following abrupt staffing changes, prioritizing continuity of service and consolidating admissions functions within the central Office of Admissions to build long-term capacity for professionalized graduate recruitment and support.

With two re-scoped staff positions now in the hiring process, the unit is positioned to move from operational stabilization to optimization and strategic improvement. Near-term priorities include strengthening centralized graduate recruitment and marketing, improving CRM utilization, reducing administrative friction through process and workflow redesign, and enhancing communication and community-building for continuing graduate students—needs reinforced by the 2025 Wolf Experience Survey.

Short-term goals center on completing hiring, stabilizing and documenting core operations, launching process improvements, and expanding recruitment and marketing capacity. Longer-term goals include strengthening graduate student support structures, reviewing program cost competitiveness, clarifying graduate policies and procedures, and conducting market analyses to identify growth opportunities. These efforts emphasize a collaborative partnership



between enrollment management staff and graduate faculty leaders to ensure program quality, operational efficiency, and a strong graduate student experience.

## **Shared Governance**

Academic Affairs in collaboration with the Faculty Senate will convene an Online Education Committee in Winter 2026 to build on recent work strengthening online and hybrid education. Chaired by Dean Chelle Batchelor and composed of faculty, students, and administrators, the committee will operate in close collaboration with the Faculty Senate and within shared governance structures.

The committee's charge is to establish clear, consistent institutional definitions, criteria, and processes for online, hybrid, and in-person course and program delivery, with a focus on student access, instructional quality, compliance, and long-term sustainability. Its scope includes updating course modality definitions, developing program-level criteria for online and hybrid degrees, aligning student modality identification within Banner, and recommending long-term governance and oversight structures for online education.

The committee will deliver recommendations and proposed policy language to the Provost, Faculty Senate, and relevant administrative bodies, with final recommendations expected by the end of Spring 2026.

## **Academic Affairs Software Implementation**

Scholarly Software is a secure, AI-driven platform designed to streamline the faculty promotion and tenure (P&T) process. It centralizes faculty data, automates workflows for annual reviews and P&T processes, and supports flexible digital dossier creation. The platform also simplifies management of external reviewer letters, integrates with HR and research systems like ORCID, and ensures data security with SOC 2 Type II compliance and single sign-on, reducing manual work while providing customizable and transparent processes. We plan to pilot and receive faculty feedback in the Winter term and implement for our next promotion and tenure review cycle.