



Faculty Senate Update, January 8, 2019

President’s Report

1. Governor’s Recommended Budget

The Governor’s Recommended Budget (GRB) for the 2019-21 Biennial budget includes a base budget and an investment budget. The investment budget is predicted on a tax revenue package that would generate an additional \$1.9 billion.

The base GRB does not increase funding for the Public University Support Fund (PUSF). The PUSF is funded at \$736.9 million, which is unchanged from the 2017-19 Legislatively Approved Budget (LAB). This amount would not address the increased cost to deliver our current service level (CSL).

For this biennium, the seven universities requested an increase of \$120 million for CSL in its request to the Higher Education Coordinating Commission. The table below summarizes key elements of the GRB under the two proposals:

Item	LAB 2017-19 budget	GRB base budget	GRB Investment budget	Difference from GRB base	Difference from 2017-19
PUSF	\$736.9 million	\$736.9 million	\$856.9 million	\$120 million	\$120 million
Engineering Technology Sustaining Fund (ETIC)	\$25.6 million	<del>\$25.6 million</del>	\$60.0 million	\$60.0 million	\$34.4 million
Sports Lottery	\$14.1 million	<del>\$14.1 million</del>	\$14.1 million	\$14.1 million	\$0 million
Oregon Promise	\$40.0 million	\$19.9 million	\$40.0 million	\$20.1 million	\$0 million
Oregon Opportunity Grant	\$145.9 million	\$152.0 million	\$273.5 million	\$121.5 million	\$127.6 million

The GRB capital budget recommends that capital projects be deferred until the HECC completes its long-term capital study. The GRB earmarks \$225 million for the

second year of the biennium to support university capital requests. The GRB also supports \$65 million in deferred maintenance for 2019-20, the first year of the biennium. The GRB also supports the Valsetz upgrade with the sale of \$3.5 million in XI-F bonds.

## 2. Enrollment Data – Winter term

3. Enrollment Report (M-Report)	This Year	Pct	Last Year	Pct	Change	Pct Change
	1/2/2019		1/3/2018			
Total Enrollment	4,564		4,786		-222	-4.6%
Total Credit Hours	58,323		61,311		-2,988	-4.9%
Total FTE *	3,941.5		4,148.6		-207.1	-5.0%
Total UG Enrollment	4,172		4,285		-113	-2.6%
Total UG Credit Hours	55,127		57,639		-2,512	-4.4%
Total UG FTE *	3,675.13		3,842.6		-167.47	-4.4%
Total GR Enrollment	392		501		-109	-21.8%
Total GR Credit Hours	3,196		3,672		-476	-13.0%
Total GR FTE *	266.33		306		-39.67	-13.0%
Male	1,570	34.4%	1,705	35.6%	-135	-7.9%
Female	2,923	64.0%	3,042	63.6%	-119	-3.9%
Other	71	1.6%	39	0.8%	32	82.1%
Undergraduate Breakout						
Resident	3,164	69.3%	3,232	67.5%	-68	-2.1%
Non-Resident, Other State:						
- WICHE/WUE	716	15.7%	718	15.0%	-2	-0.3%
- Non-WICHE/WUE	54	1.2%	48	1.0%	6	12.5%
Foreign/International	132	2.9%	192	4.0%	-60	-31.3%
Total	4,172		4,285		-113	-2.6%
Graduate Breakout						
Resident	314	6.9%	417	8.7%	-103	-24.7%
Non-Resident, Other State:						
- WICHE/WUE	3	0.1%	2	0.0%	1	50.0%
- Non-WICHE/WUE	49	1.1%	41	0.9%	8	19.5%
Foreign/International	21	0.5%	35	0.7%	-14	-40.0%
Total	392		501		-109	-21.8%

Enrollment Report (M-Report)	This Year	Pct	Last Year	Pct	Change	Pct Change
All Students By Race Ethnicity (IPEDS Definition)						
Hispanic	737	16.1%	701	14.6%	36	5.1%
American Indian/Alaskan Native	62	1.4%	68	1.4%	-6	-8.8%
Asian	196	4.3%	204	4.3%	-8	-3.9%
Black/African American	147	3.2%	163	3.4%	-16	-9.8%
Pacific Islander	104	2.3%	126	2.6%	-22	-17.5%
White	2,817	61.7%	3,051	63.7%	-234	-7.7%
Two or More Races	119	2.6%	22	0.5%	97	440.9%
Total	4,564		4,786		-222	-4.6%
All Students By Class						
Freshmen	767	16.8%	737	15.4%	30	4.1%
Sophomores	732	16.0%	788	16.5%	-56	-7.1%
Juniors	1,060	23.2%	1,139	23.8%	-79	-6.9%
Seniors	1,539	33.7%	1,549	32.4%	-10	-0.6%
Graduate Masters	379	8.3%	404	8.4%	-25	-6.2%
Non-admit Graduate	12	0.3%	97	2.0%	-85	-87.6%
Other	75	1.6%	72	1.5%	3	4.2%
Total	4,564		4,786		-222	-4.6%
*Note: -100 FTES → a loss in expected tuition revenue of about \$350,000 per term (assuming current mix of resident and non-resident tuition)						

### 3. NWCCU update

Our most recent Mission Fulfillment and Sustainability Report and site visit were in 2016. The review resulted in seven recommendations related to mission, core themes, mission fulfillment, learning outcomes, alignment of planning and budgeting, and assessment and continuous improvement.

Following review in 2016 by Board of Commissioners of NWCCU, WOU was required to submit an ad hoc report in fall 2017 and address recommendation 1, 2, and 3 in its Year One *Mission and Core Themes* Report in spring 2017. In September 2017, WOU submitted the ad hoc report with responses to Recommendations 4, 6, and 7<sup>1</sup>. NWCCU found us to be in substantial compliance but in need of improvement.

<sup>1</sup> Recommendation 4: The evaluation committee recommends that the institution establish student learning outcomes for all courses, programs and degrees, including general education, wherever offered and however delivered that are meaningful, assessable and verifiable and are consistent with the mission.

In March 2017, WOU submitted the Mission and Core Themes Report; however, NWCCU deferred action on the Spring 2017 Year One *Mission and Core Themes* Report. As noted the decision “was based on the finding that although the institution submitted a major substantive change proposals describing a change with respect to its mission and core themes, the Commission” had not acted on this request. Consequently, WOU was asked to resubmit its *Mission and Core Themes* Report. Our Mission and Core Themes Report of 2017 also included responses to Recommendations 1, 2 and 3<sup>2</sup>, which were reviewed by the *Commission*, who found us to be in compliance.

At that time and in lieu of the March 2018 reporting requirement, we were directed to resubmit a Mission and Core Themes Report and a Recommendation 5<sup>3</sup> response, along with the Mid-Cycle Report, in March 2019.

Per the direction of NWCCU, this Mid-Cycle Report is accompanied by (1) a Mission and Core Themes Report, (2) updates on Recommendations 4, 6, and 7 from the 2016 review, and (3) a response to Recommendation 5 from the 2016 report. In February 2018, the Commission found the following:

#### Actions

- Accept the Fall 2017 Ad Hoc Report

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Recommendation 6: The evaluation committee recommends that the institution design and implement an ongoing planning and budgeting process that is broad based, inclusive of all appropriate constituencies, data driven, includes core theme planning and leads to mission fulfillment.

Recommendation 7: The evaluation committee recommends that the institution engage in comprehensive, ongoing, systematic assessment that leads to mission fulfillment through the evaluation of core theme objectives and support of continuous improvement.

<sup>2</sup> Recommendation 1: The evaluation committee recommends that the institution clarify its mission statement to provide better direction for mission fulfillment.

Recommendation 2: The evaluation committee recommends that the institution define mission fulfillment including identifying outcomes that represent the extent of the institution’s accomplishment of mission fulfillment.

Recommendation 3: The evaluation committee recommends that the institution establish objectives for each core theme and identify meaningful, assessable, and verifiable direct and indirect indicators of achievement that form the basis for evaluating accomplishment of the objectives of the core themes.

<sup>3</sup> Recommendation 5: The evaluation committee recommends that the institution provide appropriate and adequate technology systems and infrastructure planning with input from constituencies to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

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#### Office of the President

#### Status of Previous Recommendations Addressed in This Evaluation

- Recommendation 1 of the Spring 2016 Year Seven Peer Evaluation Report is fulfilled
- Recommendations 2 and 3 of the Spring 2016 Year Seven Peer Evaluation Report are now in compliance and fulfilled
- Recommendations 4, 6, and 7 of the Spring 2016 Year Seven Peer-Evaluation Report are now substantially in compliance but in need of improvement

#### Sanction

- Remove *Notice of Concern* for Recommendations 2, 3, 4, 6

#### Required Follow-Up

The Commission requests Western Oregon University

- Submit an Addendum to the Spring 2019 Mid-Cycle Report to again address Recommendations 4, 6, and 7 of the Spring 2016 Year Seven Evaluation Report

Since NWCCU's last visit to WOU in April 2016, we have accomplished significant milestones.

At the direction of WOU's president, a [Strategic Planning Committee](#) (SPC) was formed in April 2016. Throughout the nine-month process, the 25-member committee was committed to fostering a culture of open communication and transparency, as it shared its thinking and planning ideas with the larger campus community via multiple town hall meetings. Additionally, SPC members shared updates with, and solicited targeted feedback from, smaller groups, like division chairpersons, Faculty Senate and its Executive Committee, Academic Affairs Executive Council, Staff Senate, and ASWOU. SPC also collaborated in small teams to tackle various aspects of the planning process, which ranged from a review of strengths, weaknesses, opportunities, and threats to the development of a new mission statement that reaffirms WOU's values and vision for student success. In January of 2017, the inclusive and comprehensive strategic planning process resulted in the Board of Trustees' approval of [Forward Together](#), which is the strategic framework that will guide us through 2023.

In recognition of the need for institution-wide oversight of mission fulfillment, [University Council](#) (UC) was established in 2017 as a permanent iteration of the ad hoc Strategic Planning Committee. In support of other elements of our Strategic Plan, WOU established the [University Budget Advisory Committee](#) (UBAC) in 2017 and [University Technology Advisory Committee](#) (UTAC) in 2018.

As part of the implementation of the Strategic Plan the university has formed a **University Technology Advisory Committee**.

**Charge:** The University Technology Advisory Committee (UTAC) is an advisory committee charged with receiving, developing, and submitting recommendations related to the use of technology for university technology systems and academic technologies that are aligned with the strategic plan, *Forward Together*.

**Some Key Responsibilities include:**

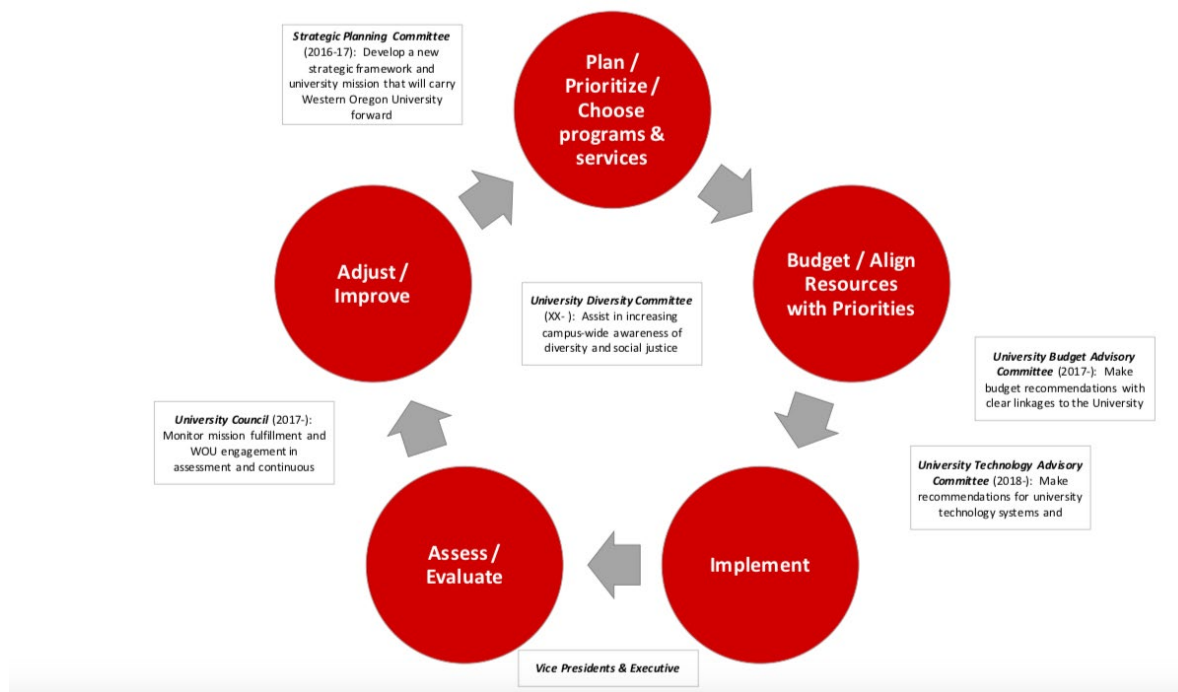
1. Create and maintain a Campus Technology Plan (CTP) that articulates a vision for implementation, adoption, integration, and maintenance of technologies across campus that are aligned with the WOU Strategic Plan.
2. Review new building and renovation projects that are pertinent to the academic technology environment.
3. Develop and monitor policies related to university technology systems and academic technologies.
4. Prioritize proposals for new university technology systems and academic technologies and present technology financial-purchasing recommendations and plans to University Budget Advisory Committee.
5. Explore and engage in reviews of new developments in university and academic technologies for potential use, relevance and future needs of the university.
6. Evaluate the progress and success of technology initiatives.

<b>UNIVERSITY TECHNOLOGY ADVISORY COMMITTEE 2018-19</b>	
<b>Name</b>	<b>Position</b>
Erin Baumgartner	Academic Affairs, Co-chair
Lisa Catto	Strategic Communications & Marketing
Amy Clark	Academic Affairs
Samhita Dixit	Student Affairs
Kyler Dreyer	Staff Senate
Camila Gabaldon Winningham	Faculty Senate

<b>UNIVERSITY TECHNOLOGY ADVISORY COMMITTEE 2018-19</b>	
<b>Name</b>	<b>Position</b>
Ryan Jennings	Student Affairs
Bill Kernan	University Computing Solutions, Co-chair
Maria Peterson-Ahmad	Faculty Senate
Adele Schepige	Faculty Senate
Abdus Shahid	Vice President & General Counsel
Michael Smith	Finance & Administration
Steve Taylor	Faculty Senate
Judy Vanderburg	Vice President & General Counsel
Dona Vasas	Finance & Administration
JD Welch	Staff Senate
TBD	Presidential Appointment
TBD	ASWOU

UTAC initially met on November 2 to begin the process of alignment of action items related to mission fulfillment and implementation of the strategic plan. The UTAC website can be found [here](#).

Figure 1 illustrates how key constituents function in WOU's cycle of continuous improvement.



## Salem Campus Update

WOU: Salem has a starter home – The Professional Learning Center at the Willamette Education Service District (WESD) which is located at 2611 Pringle Rd SE. The site has four smart, flexible classrooms that seat up to 50 students each. We also have access to the Clearwater Café for meeting and study space. The WESD facility is a 10-minute drive from the State Capitol, has abundant free parking, and is on two bus lines. We have a space agreement through 2022, with planned expansion each year in number of classrooms and days of operation. We begin our work in Salem in January 2019.

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## Office of the President

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Sample classroom at WESD

WOU submitted a substantive change proposal to NWCCU for: (1) the Salem site and the AB in Liberal Studies degree program and, in a separate proposal, (2) the MA in Organizational Leadership degree program. NWCCU approval of the additional site and the two Salem-based degree programs (MA in Organizational Leadership, AB in Liberal Studies) is expected by April 2019. Following approval, WOU will begin publicly marketing the degree programs. In 2019-20, we will offer those programs and coursework in support of Business, Criminal Justice, Interdisciplinary Studies and a Certificate in Professional Writing. We are exploring other programs that can be delivered in Salem in the future.

#### 4. Finance and Administration

**Tuition and Fee Advisory Committee:** The WOU Student Tuition and Fee Advisory Committee ([TFAC](#)) has been formed in accord with HB 4141, which states:

- (2) The public university shall:
- (a) Establish a process to ensure that the advisory body required under subsection (1) of this section is composed of no fewer than:
    - Two administrators of the university;
    - Two faculty members of the university;
    - Two students representing the recognized student government of the university; and
    - Two students representing historically underserved students of the university, as defined by the public university.

Name	Area of Representation
Camarie Campfield	Administration
Ana Karaman	Administration
Hamid Bahari-Kashani	Faculty
Becka Morgan	Faculty
Ailyn Angel	Student
Carlos Chairez	Student
Evelyn Guzman	Student (ASWOU)
Lizbeht Marquez Gutierrez	Student
Erik Morgan	Student (ASWOU)

- (b) Establish a written document describing the role of the advisory body and the relationship of the advisory body to the public university, president of the university and the governing board.
- (3) The public university shall ensure that all members of the advisory body are offered training on:

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#### Office of the President

- (a) The budget of the public university;
  - (b) The mechanisms by which moneys are appropriated by the Legislative Assembly to the Higher Education Coordinating Commission for allocation to public universities; and
  - (c) Historical data regarding the relationship between the amount of resident tuition and mandatory enrollment fees charged by the public university and the amount of state appropriations that the commission allocates to the public university.
- (4) In order to assist the advisory body in making its recommendations, the public university shall provide the advisory body with:
- (a) A plan for how the governing board and the public university's administration are managing costs on an ongoing basis; and
  - (b) A plan for how resident tuition and mandatory enrollment fees could be decreased if the public university receives more moneys from the state than anticipated.
- (5) Before making a recommendation to the president of the university that resident tuition and mandatory enrollment fees should be increased by more than five percent annually, the advisory body must document its consideration of:
- (a) The impact of the resident tuition and mandatory enrollment fees that the advisory body intends to recommend to the president of the public university on:
    - (A) Students at the public university, with an emphasis on historically underserved students, as defined by the public university; and
    - (B) The mission of the public university, as described by the mission statement adopted under ORS 352.089; and
  - (b) Alternative scenarios that involve smaller increases in resident tuition and mandatory enrollment fees than the advisory body intends to recommend to the president of the public university.
- (6) The advisory body shall:
- (a) Provide meaningful opportunities for members of the recognized student government and other students enrolled at the public university to participate in the process and deliberations of the advisory body; and
  - (b) At a time established by the public university, provide a written report to the president of the university that sets forth the recommendations, deliberations and observations of the advisory body regarding resident tuition and mandatory enrollment fees for the upcoming academic year. The written report must include any minority report requested by a member of the advisory body and any documents produced or received by the advisory body under subsections (4) and (5) of this section.
- (7) Each public university shall ensure that the process of establishing resident tuition and mandatory enrollment fees at the public university is described on the

Internet website of the public university. This material must include, but is not limited to:

- (a) The written document produced by the public university under subsection (2)(b) of this section; and
- (b) All relevant documents, agendas and data that are considered by the advisory body during its deliberations.

(8) As used in this section, “resident tuition and mandatory enrollment fees” means the tuition and mandatory enrollment fees for undergraduate students who are enrolled in a degree program and have established residency in Oregon.

**Campus Masterplan Update:** The Architecture Firm SRG finalized its work to refresh Western Oregon University’s facilities campus master plan. The plan was presented to the City of Monmouth Planning Commission on December 5, 2018. It was unanimously approved. The final draft of the plan can be found [here](#).

## 5. Athletics: NCAA II

**Staff Changes:** Hired two head coaches: Kacey Bingham – Women’s Soccer and Stacy Metro – Women’s Volleyball.

### **Academic Excellence: Fall Quarter 2018**

Baseball Team GPA: 3.19

M-Basketball Team GPA: 2.53

M-Cross Country GPA: 3.36

Football Team GPA: 2.38

M-Track & Field Team GPA: 3.21

**Men’s Teams GPA: 2.93**

W-Basketball Team GPA: 3.29

W-Cross Country GPA: 3.46

Soccer Team GPA: 3.41

Softball Team GPA: 3.27

W-Track & Field Team GPA: 3.35

Volleyball Team GPA: 3.24

**Women’s Teams GPA: 3.33**

**Combined GPA: 3.13**

Established a goal for 2019-20 to have Western designated as one of the Division II Presidents' Award for Academic Excellence winners. This designation is to Division II member schools earning an Academic Success Rate of 90 percent or higher.

### **Community Engagement: Fall Quarter 2018**

- Helped raise money and collect supplies for Abby's House and their new S.A.F.E exams.
- Staffed the art and crafts station at the annual WOU Tree Lighting
- Establish a group to help plan and run interactive events/ games both before home events and during
- Completed a Student Athlete Advisory Committee Toy Drive
- Collected both funds and toy donations for Darian's Gift who help support local families with children in treatment for childhood cancer so that they too could have a happy holidays

### **Sustainability and Stewardship: Fall Quarter 2018**

- As of 12/11/18 Wolves Club has raised \$45,821; closing in on the most ever raised in one year \$56,616 raised in 2011-12
- In discussions with "The Independence" (new hotel in Independence) to become official GNAC and WOU Athletics Hotel
- Athletic Auction will be held on campus in NPE first time in the 33 year history of the event on June 1, 2019
- Continuing to solicit and secure gifts for the Drive for 325 and Athletic Alumni Challenge
- Football season ticket sales increased by 13.8% compared to Fall 2017