

University Council
Minutes
April 17, 2020

Council Members Present: Rex Fuller, Laurie Burton, Michael Baltzley, Chelle Batchelor, Gabbi Boyle, Curtis Campbell, Kathy Cassity, Gary Dukes, Bryan Dutton, Tina Fuchs, Mark Girod, Ryan Hagemann, Ana Karaman, Richard Kavanagh, Bill Kernan, Kristin Latham-Scott, Laura Lyon, Dave McDonald, Erin McDonough, Sue Monahan, Abdus Shahid, Michael Smith, Judy Vanderburg, LouAnn Vickers (Ex-Officio), Niki Weight, Rob Winningham

Council Members Absent: Erik Morgan, Adele Schepige, Linda Stonecipher

Campus Advisory Committee Reports

1. University Budget Committee (UBAC) | Richard Kavanagh

Phase one of the proposal process was completed and eight proposals were forwarded to phase two. Proposal presentations to UBAC and the President's Cabinet were scheduled for April 16. However, with the onset of COVID-19, it was determined to suspend the efforts until further notice.

2. University Diversity & Inclusion Advisory Committee (UDIAC) | Gabrielle Boyle

The committee sent an email to campus regarding the social/cultural consequences of COVID-19. They received supportive responses from the campus community.

Committee efforts will be focused on completing the Diversity Strategic Plan during spring term. A draft plan was presented to Faculty Senate on April 14th and will be presented to Staff Senate and ASWOU on April 20th. The committee was planning to host campus forums to gather additional feedback but they were unsure if this would be possible with the restraints we are facing with COVID-19.

The committee is also working on a land acknowledgement statement. They are collaborating with Ken Carano, associate professor of education & leadership, who has been working directly with the Grand Ronde tribe to develop this statement. Ken brought it to UDIAC for their consideration. The recommendation was presented to Faculty Senate and will be presented to Staff Senate and ASWOU on the 20th. UDIAC plans to bring it to the May 15 UC meeting and move forward to implement.

President Fuller suggested the committee might consider hosting virtual town hall sessions on both of these topics to allow discussion with the campus community.

This would also allow input beyond the governance groups. Gabbi will take this to the committee for consideration.

3. University Technology Advisory Committee (UTAC) | Chelle Batchelor

Spring 2020 Canvas Pilot is underway but had to be scaled back due to the disruption of COVID-19. There are 18 live courses being offered in Canvas. With the disruption of the spring quarter pilot, the committee determined to have a smaller group for this term and will seek additional participants for fall. In July 2020, 24-7 support will be available for all active users. Full implementation is scheduled for Winter 2020.

The Apple subcommittee hasn't met since the disruption of COVID-19. One iPad classroom pilot was able to continue for spring term but the other pilots were cancelled. This subcommittee will resume their work when the current circumstances permit.

UTAC has begun to focus their efforts on COVID-19 to ensure campus has access to technology and virtual meeting platforms such as WebEx and Zoom. Within a week, and through great effort, the University Computing Solutions team was able to make both virtual meeting platforms available to campus. With the need for employees to telecommute, UCS also provided the capability for office phones to be forwarded cell phones.

The committee also began working on solutions for exam proctoring. Academic Innovation also addressed this concern and developed a faculty survey to assess the proctoring needs. The survey results indicate that non-proctored solutions have been identified.

UTAC met on March 30 to focus on student technology concerns. Representatives from ASWOU and student affairs joined them to help identify the issues that needed to be addressed.

In response to their concerns: 1) the library ordered 165 Sprint WiFi hotspots (in addition to the 40 that were already ordered from Verizon); 2) it was decided to leave two computer labs open on campus; 3) computer device needs were addressed which resulted in making Chromebooks, iPads, and PC's available for students to check out.

To identify other gaps, a survey was sent to students to assess their needs and the challenges they are facing. The challenges were referenced as "pain points." To date,

675 responses have been received. Students shared concerns as well as compliments to faculty. MarCom and other campus partners created resources to send to students and provided them with staff and faculty contacts who can respond to their personal concerns.

Gary and Tina noted that Student Affairs has employed 12 students through IFC funding to specifically check in with students and see how they are doing. They will coordinate with the UTAC team and MarCom so these student employees can help respond to the needs of students.

4. Board of Trustees Review - Budget Update | Ana Karaman

Ana provided an overview of the budget information presented to the Board of Trustees at their April 15th meeting. She noted that prior to the COVID-19 crisis we were facing a budget deficit. Now the concern is how COVID-19 will impact us financially and increase the deficit.

The Finance and Administration Committee (FAC) presented three FY20 year-end budget projection scenarios to the board. These scenarios and all budget documents can be viewed in the [board docket](#).

In 2015, the Board of Trustees passed a resolution setting a reserve fund target of 5-15%, with a goal of 10-12%. At the April 15 meeting, it was reiterated that we need to end this fiscal year within the desired goal of 10-12%.

Ana noted that one option for consideration to help offset the deficit would be to liquidate the \$1 million invested in the Quasi-Endowment last year. Another would be to use the line of credit available to us and pay ourselves back for the money we invested to purchase the Vick Building in Salem.

One of the impacts of COVID-19 that has already been experienced is a drop in Auxiliary Enterprises revenue. This is due to the decrease of students living on campus from 1200-1300 to 135. Housing, dining, and the coffee shops are directly impacted by this decline.

As the FY21 budget is being developed, the probability of a decline state funding is also fully recognized. This has an impact on our projections. The public universities received [\\$837 M in the 2019-2021](#) biennium but it's estimated that we should plan for a 5-10% reduction in this funding from the state.

State lottery funds have also declined. This has been accentuated by the shutdown of video lottery activity because of the social distancing measures, and with sports being cancelled, online gambling program has no activity. The small revenue that is received through scratch tickets and lotto will go toward the state's debt service.

Reports

5. **11 Ways WOU is Transfer-Friendly | Kristin Mauro, Sue Monahan, Rob Winningham**

One of WOU's goals is to become Oregon's most transfer-friendly institution - the "institution of choice." The team shared measures being taken to achieve this goal and outlined the opportunities we have to serve transfer students through continued outreach to working-age adults, Salem residents (25 or older), and students completing community college.

Rob noted that WOU was contacted by Education Northwest, a nonprofit research group funded by The Ford Family Foundation, to learn more about what we were doing to serve our transfer students. Western was acknowledged for our efforts in their recent [report](#) highlighting ways to support transfer student success.

Several structural changes have led to our progress to become a more transfer friendly institution. The points of progress noted include the 30/60/90 curriculum plan, the pathway to earn a bachelor of applied science, establishing a transfer pathways office (which has increased our outreach to community colleges) and focusing the efforts of an academic advisor to specifically guide our transfer students. We've also strengthened our program-to-program agreements, which provides an opportunity for faculty to meet with counter parts at community colleges to assist with students transferring to WOU.

Through our Degree Partnership Program (DPP), we have established partnerships with the community colleges along the I-5 corridor, which strengthens our transfer pipelines. Kristin noted changes that have been made to our DPP since its inception:

- A Transfer Evaluation System (TES) was adopted to enable us to proactively review our articulation tables with reporting capabilities to compare our course catalog with our feeder institutions' catalogs.
- In preparation of the new Gen Ed program, all 1XX and 2XX courses were reviewed and aligned to Gen Ed outcomes. This created an automation process of aligning courses so credits from the the community college or other institution move over automatically.

- TSOAR online modules were created. These modules will provide a way for students to go back and review the information they received at TSOAR.
- [Four-year transfer plans](#) are now published online so transfer students can see how their coursework at the community college builds their pathway to a 4-year degree at WOU.
- A satisfaction survey was sent to 1,482 transfer students at the end of winter term and 494 responses were received. Of the feedback received, some of the notable positive responses were centered on the ease of registering, the academic advising they received, and great satisfaction regarding the time it took to be notified that the student was admitted.

Some challenges that continue to persist include delays with transfer articulation, fragmented responsibility for transfer processes, and getting the word out that WOU is a transfer-friendly environment. WOU will participate in National Transfer Students week in October and utilize this platform to share information about our program.

To achieve the goal of becoming the transfer university of choice, the team will continue to create seamless pathways for students. Improvements are continuing to be made with the transfer articulation process, centralizing the responsibility for transfer processes, implementing the Strategic Enrollment Management Plan, and engaging faculty in the process of integrating transfer students into their academic programs.

Sue shared the next steps being considered to improve pathways for our transfer students:

- Centralize transfer articulation into the Transfer Pathways Office
- Create a reading group this summer, focusing on the model outlined in the book “Becoming A Student-Ready College”
- Create a Student-Ready College work group for 2020-2021 that would look at our processes for student transfers
- Develop a communication plan for Transfer Pathways
- Enhance the Transfer Evaluation System (TES) with a workflow add-on that allows students to request their own articulation
- Proactively articulate courses from our largest feeder schools

Dave added that college enrollments typically go up during a recession, which may be what happens as an outcome of the COVID-19 impacts to the economy. At the

same time, cuts in state budgets and the need for colleges and universities to reduce student services (due to budget deficits) means that we need to be streamlined as much as possible to be the choice university for transfers. He asked the group for their input. Feedback and suggestions included:

- Host a transfer workshop that would include faculty from WOU and community colleges with breakout sessions by content area. Our counterparts at the community colleges often say “they recommend us because they know us” so it’s important to continue to build those relationships. It was noted that this might also be a hosted in a virtual format like Zoom.
- Engage the whole university in the process to become a student-ready, transfer-friendly university. Members of the UC expressed interest in participating in this process.
- Tina noted that University Housing has worked in partnership with Kristin to dedicate one floor to the transfer community. This has created a very successful theme-oriented community.
- Niki noted that the transfer academic advisor works with student engagement to enhance the partnership for transfers during new student week.

COVID-19 campus updates

6. Faculty Senate | Kristin Latham-Scott

Kristin shared the feedback she’s received from faculty regarding the new teaching format for spring term. Most are working hard to balance the coursework preparation and delivery in conjunction with managing their own family needs during the COVID-19 crisis. Faculty have embraced the new grading mode to S/NC and are interested in extending this mode through week 10. However, they learned that extending it through week 10 would create two deadlines for students, the deadline for S/NC and the date to withdraw from a course, which could create confusion. They also learned that a petition process is already available to use the S/NC grading mode later in the term if they experience unforeseen circumstances. With this knowledge, the S/NC grading period will remain the same.

7. Student Affairs | Gary Dukes

Gary noted that fees were waived to allow students to stay on campus during spring break although most elected to return home. Currently, there are 143 students living on campus for spring term and all are housed in Arbor Park because it’s a suite-style residence hall. Each suite is limited to two students so each student has their own bedroom and bathroom. (If three students were already living together in a suite, they were permitted to stay together.) Due to this decline in residents, several RA’s and student employees were laid off.

Dining services has moved to “take out” only and no self-serve areas are available on campus. If students don’t feel comfortable coming into the dining area to pick up their food, they can request to pick it up outside. All other food outlets are closed and all dining student employees were laid off.

The Student Health and Counseling Center (SHCC) is offering virtual appointments for both counseling and health. With students moving to their home towns, SHCC had to receive permission to provide these services across state lines. The health center is able to provide COVID testing and established a testing area located in the red tent outside of the facility.

Fitness on demand sessions and Esports are both being made available to members of the Peter Courtney Health and Wellness Center due to its closure.

Student Engagement is hosting virtual programs and activities to keep students connected and engaged. Examples of these events included a trivia night, movie nights, comedians and other performances. They also have a weekly e-newsletter and website dedicated to keep students up-to-date on programming and events.

ASWOU branches are continuing to meet virtually throughout spring term. They authorized the collection of Incidental Fees to provide the opportunity for these students to remain employed. Around 40 student employees have been moved to other areas in order to maintain employment. As noted earlier, a group of students is also working specifically to maintain contact and serve as a resource to our student body.

Wolf Ride is still operating but providing services for one person at a time.

Service Learning and Career Development Center is also conducting virtual meetings with students.

Admissions will be conducting their spring SOAR and TSOAR events virtually and have continued their recruitment efforts but hosting virtual gatherings through Facebook and Google Hangout.

8. Academic Affairs | Rob Wunningham and Bev West

Summer session will be entirely online. Options are being considered for course delivery in fall term.

9. Legislative update | David McDonald

- **Federal Level:** CARES Act funding is now available (\$4.2m) and will provide funds for students. Half of the funding has to be given directly to students and the other half must be used to cover university expenses that are COVID-19 related. WOU is working on the process for distributing the funds to students.
- **State Level:** The legislature is expected to schedule a session after the May 20 revenue forecast. It is anticipated that the session will focus on the COVID-19 activities that have impacted the state. There will likely be a small window of time set aside for other activities, which we hope will include capital requests.

Rex noted that we have the opportunity to submit three capital requests which are due by April 30. Our top request will be the Student Success Center. Projects two and three are still being determined and consideration is being given to the Health Science Building, New PE remodel (Athletics CHAMP), or Rice/Smith Fine Arts remodel.

He also mentioned Governor Brown just released an update to her executive order, banning in-classroom teaching through June 13. Because we have planned all of spring term to be delivered remotely, we are less impacted by the extension. She's also released steps for how she will reopen the state.

Rex reiterated that fulfilling our mission is still the goal during these times – to ensure that our students continue to make progress on their degrees and are able to finish on time.

10. Questions & Answers – Group Discussion

Laurie asked if we will be able to have face-to-face classes in the fall. Rob noted, that while we aren't sure what will be permitted, Academic Affairs will give faculty opportunity to maximize online hybrid sections. Classroom options are being considered but we will need to provide ample space for social distancing. We may also need to have additional time for cleaning the classrooms in between courses and will need to be sure we have adequate testing and tracing capabilities to closely monitor the curve of the disease.

Commendation was given to the Registrar's Office for the capability of fully online registration.

It was also noted that faculty have been very engaged in using Moodle and Moodle gradebook.

Town Hall meetings are in the planning stages to provide the opportunity for interactive conversations about summer and fall term.

Meeting was adjourned at 10:30 am.