Western Oregon UNIVERSITY

REGULAR MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 33 – JUNE 10, 2020
1:00 PM – 4:00 PM
To observe the meeting: wou.edu/livestream   TypeWell Access

For audio only, call: 1-669-900-9128 **or** 1-253-215-8782 **| Meeting ID:** 986 7276 1936 # #

AGENDA

I.   CALL-TO-MEETING / ROLL CALL

II.   CHAIR'S WELCOME

III.   CONSENT AGENDA *(Appendix A)*

1) April 15, 2020 meeting minutes

2) Management Report (as of April 30, 2020)

3) Current Grants over $100,000

IV.   PUBLIC WRITTEN COMMENT

V.   SHARED GOVERNANCE WRITTEN REPORTS

1) Faculty Senate (Page 3)

2) Staff Senate (Page 5)

3) ASWOU (no report)

VI.   PRESIDENT'S REPORT (Page 7) (Cabinet full reports in Appendix B)

1) COVID-19 Update   David McDonald (Page 24)

VII. BREAK

VIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

1) Committee Chair Report

2) Committee Recommendations for Board Action/Discussion

     a) Proposals for new undergraduate degree program:

        i. Bachelor of Applied Science in Professional Studies in the Deaf Community (Page 33)

IX.   EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

1) Committee Chair Report

2) Committee Recommendations for Board Action/Discussion

X.   FINANCE & ADMINISTRATION COMMITTEE (FAC)

1) Committee Chair Report

2) Committee Recommendations for Board Action/Discussion

XI.   FINAL ANNOUNCEMENTS

XII.   EXECUTIVE SESSION

Following the open session of the meeting, the Western Oregon University Board of Trustees will transition to an executive session for several purposes, including the performance evaluation of the president, an update on the status of collective bargaining with the Western Oregon Federation of Teachers (WOUFT), and update regarding the declaration of program reduction/elimination/curtailment outlined in Article 15 of the WOU-WOUFT collective bargaining agreement. The board will meet pursuant to ORS 192.660(2)(d) (to conduct deliberations with persons designated by the governing board to carry on labor negotiations), ORS 192.660(2)(f) (to consider a record otherwise exempt from disclosure), and ORS 192.660(2)(i) (to conduct the employment-related performance of the chief executive officer). The media is authorized to attend the executive session except the portion of the session held pursuant to ORS 192.660(2)(d) pursuant to ORS 192.660(4) provided that the information shared and discussed in the executive session remain undisclosed. Pursuant to ORS 192.660(6), no final action may be, or will be, taken in executive session.

1) Bargaining

2) Program Curtailment/Reduction/Elimination (Retrenchment)

3) Presidential Evaluation

XIII.   ADJOURNMENT

WOU Faculty Senate (wou.edu/facultysenate) Report June 10th 2020

1. Curriculum
   - Approved **13 new** undergraduate courses.
   - Approved **2** modified undergraduate courses.

2. Programs
   - New Bachelor of Applied Sciences: Professional Studies in the Deaf Community
   - New Bachelor of Science in Cybercrime, Investigation, Enforcement
   - Approved **1** modified minor

3. Committees
   - Faculty Senate Executive Committee new membership for 2020-2021:
     <u>Welcome to our new Faculty Senate President</u>, Leigh Graziano, Associate Professor of English and Director of First-Year Writing at WOU.
     Also welcome to new Vice President, Stewart Baker (Library Science) and Secretary Melissa Cannon (Gerontology).
     Two At-large members have been identified so far, Melanie Landon-Hayes (Division of Education and Leadership) and Earlene Camarillo (Politics, Policy, and Administration).
   - Forming a task force to examine the best way to set aside time for faculty to engage in program assessment and cultural competency training.
   - Committee on Committees – collecting information on faculty campus service workload; to be repeated every spring term.
   - Ad-hoc working group on Certificates at WOU – review of practices at other institutions and redevelopment of WOU certificate policies.

4. University
   - Working with the University Diversity and Inclusion Advisory Committee (UDIAC) to disseminate Draft Diversity Strategic Plan and Draft Land Acknowledgement Statement.
   - Worked Diversity and Global Learning PLC to discuss and disseminate their findings more widely to faculty.
   - Worked to distribute information on Program Assessment.
   - Worked to distribute information about the Canvas LMS Pilot and campus migration to Canvas.
   - Worked to distribute updates to Academic Affairs policies on Centers and Center Directors & Grants Indirect Cost Recovery
   - Working with Curriculum Committee on streamlining workflow and making procedures more transparent.

5. Beyond Curriculum – I put out a call for faculty to share something new they tried with their spring term 2020 courses, as we are teaching in a new-to-us format for many faculty this term. I didn't receive any responses, which I believe is solely a reflection of the workload faculty are facing as we finish Spring term in light of changes brought about by COVID-19 (both for faculty and their families personally and for us professionally delivering courses and running the campus remotely).

I would like to give everyone who attends faculty senate meetings kudos for learning to navigate WebEx and Zoom meetings with 50 – 70 people in attendance. The level of respect, active listening, and thoughtful comments has been remarkable!

TOGETHER WE
SUCCEED

Western Oregon
UNIVERSITY
Staff Senate

Recognition and Value

WOU Strategic Plan 2017-2023 Forward Together, item 6.3 under section V. Sustainability & Stewardship states "Implement process improvements to improve satisfaction and productivity of faculty and staff."

- The findings in the "Great Colleges to Work For" survey were similar to the results of an internal Staff Senate survey we sent to classified and unclassified staff in late October 2019.

Staff Senate Goals for 2019-2020

Based on the data from those surveys, we have continued to focus on these goals:

- Internal communication of information
  - Communication remains an issue that affects students.
    - When deadlines, processes or forms change but are not communicated to faculty and staff that work outside the department that initiated the change, they provide students inaccurate information, which can affect their course registration, their financial aid or account balances, and their level of satisfaction with WOU.
  - With support from Faculty Senate, Staff Senate proposes an inward-facing webpage or portal channel that provides important changes to procedures, forms, deadlines, and internal restructuring that affect faculty and staff and, most importantly, their interactions with students. With COVID-19, we have not been able to move forward with this plan, but continue to discuss ways that it could be accomplished.
  - Staff Senate is currently looking at ways to better communicate with constituents through website redesign and improved email processes.
  - Staff Senate will increase requests to staff representatives on various WOU committees to share committee actions and developments campus-wide.

- Professional development and mandatory training
  - Staff Senate approved and sent an endorsement in support of a learning management system budget proposal from Human Resources to provide annual compliance training, essential training that Staff Senate has recommended, and professional development opportunities. This system will administer, document, track, report, create and deliver prepared training programs geared toward higher education needs.This budget

proposal has made it to Phase 2 of the budget process, although the budget proposal process has been postponed indefinitely due to the current health situation.
- ○ We are encouraged that HR is comparing various price points for levels of training using this training management system from legally compulsory training to additional levels, including workplace Spanish. In the current budget crisis, this could be an option to begin the desperately needed training processes for employees and supervisors.

- ● Employee evaluations
  - ○ The last report Staff Senate received from HR was on 02/28/20. It showed a 48% completion rate for Classified staff in the Month of February, and a 39% completion rate for Unclassified staff in the month of January.
  - ○ We are looking to provide a quarterly report of overdue appraisals to supervisors of supervisors.
  - ○ Staff Senate has committed to continue to emphasize the need for annual evaluations for all staff that foster professional growth and job satisfaction as a way of increasing staff retention and morale.

Sub Committees

- ● Staff Connections Committee has continued to create events and spaces during this socially-distanced era. They have created a chat room for lunchtime socializing and events. They also have initiated several events, including a haiku poetry slam, Scattergories game-time, "my office partner…" - these activities have helped employees feel more connected. Additionally, Motivational Mondays emails are awaited weekly for funny and inspiring messages of flexibility, kindness, and tolerance.
- ● Student Support Committee is currently finishing scholarship evaluations for the Staff for Student Scholarship. Staff Senate currently has $2,000 to award.

Board of Trustees, June 10, 2020

President's Report

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

Degrees granted in support of HECC allocation formula.

	2016-17	**2017-18**	**2018-19**	**Grand Total**
Resident Bachelor's Degrees	729	799	838	2,366
Resident Master's Degrees	168	164	137	469
Resident Graduate Certificates and Licensures	163	130	82	375
Grand Total	1,060	1,093	1,057	3,210
Source: HECC				

Overall enrollment and retention rates.

	Fall 2020	Fall 2019	Fall 2018
Total Enrollment	4,929	5,185	5,285
	Cohort 2018	Cohort 2017	Cohort 2016
Retention Rate (First-time Full-time UG)	73.9%	68.9%	72.2%
Source: IR			

Academic Affairs hosted **two virtual town halls** (May 8 and 12th), in which over 900 faculty and staff logged in to participate. A recording of the May 12 townhall is available to faculty and staff within their Portal.

The purpose for the town halls was to share information about Oregon's framework for reopening, the proposed unified public university re-opening plan, and WOU's planning efforts. Information about how we will likely progress through

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

the re-opening phases was shared with faculty and staff to help faculty make decisions about the optimal course delivery modality and provide students with more nuanced academic advising. We delayed fall term registration by two weeks so we could get more information to faculty, advisors, and students.
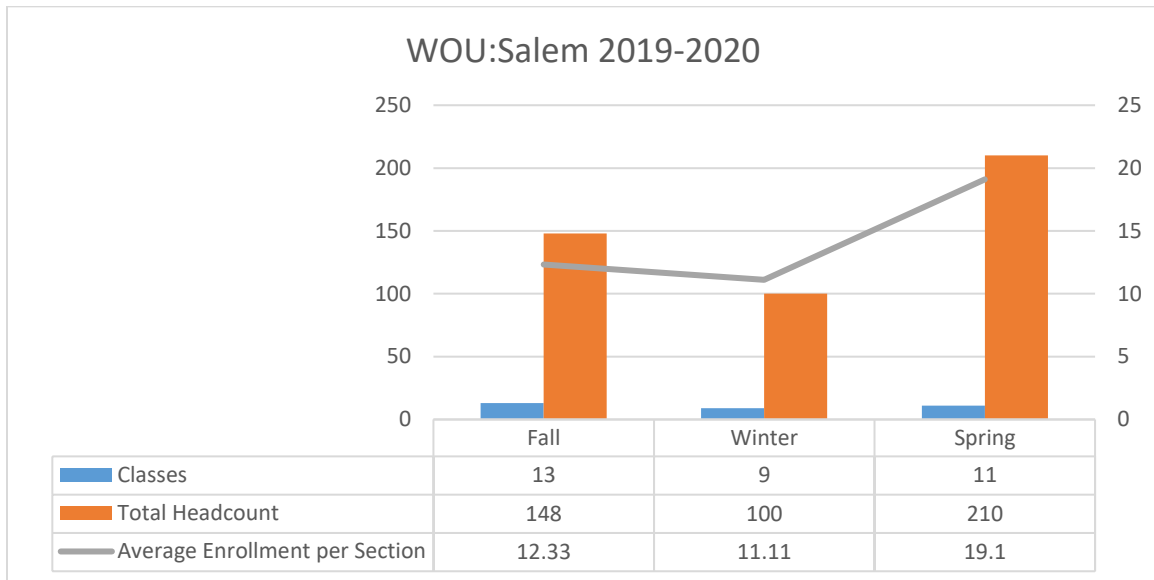
The Oregon public universities and OHSU have been working together to develop a unified plan that is based on Oregon's Reopening Framework. Twice a week the Statewide Provost Council hosts a meeting that is focused on COVID-19 response and university planning. Senior leadership from universities also join this call and others are invited when specific topics are placed on the agenda. The universities have worked collaboratively to create plans for Phase 1 and Phase 2 opening for the following areas: instruction, public health, research, residential services and healthcare professions. Oregon Health Authority is reviewing the proposed plans and the unified university plans have been adjusted as the state framework adjusts (e.g., when Phase 1 went from gatherings of up to 10 to 25 people).

WOU:Salem
As we work to refine our course and program offerings to meet the needs of our WOU:Salem population, we are seeing increased enrollment in our courses, doubling our headcount (based on course enrollment) between winter and spring terms this year. We expect to keep the momentum and interest in the Salem area with the opening of the Vick Building in September 2020, for fall term.

Additional accomplishments achieved this year include:
- Hiring an OS1 (split duties with Organizational Leadership)
- Writing Center tutors on-site during Fall and Winter terms
- Determining final building plans for Vick Building (currently in permit process)
- Community Outreach including:
  - University Lobby Day (booth)
  - Salem Chamber of Commerce First Citizens Banquet (networking)
  - Oregon Economic Development Association Annual Conference (sponsor and participant; evening dinner presentation by Dr. David Foster and hosted at the Vick Building)
  - Travel Salem Annual Banquet (sponsor)
  - 2019 Marion County Fair (sponsor and booth)
  - Several building tours for interested community members
  - Participation on City of Salem's Downtown Advisory Board

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

WOU:Salem 2019-2020

	Fall	Winter	Spring
Classes	13	9	11
Total Headcount	148	100	210
Average Enrollment per Section	12.33	11.11	19.1

Virtual Commencement: The inability to hold an in-person commencement ceremony is a matter of consternation for graduates and institutions across the country. Only in hindsight will we be able to fully assess the effectiveness of our decisions in this matter, but with the information at hand and the best interests of our students in mind, the commencement committee, and the staff that supports the work of that committee, have made decisions in as timely a manner as possible and worked diligently to celebrate WOU's 163rd graduating class. The interest in a virtual ceremony has been mixed, but we are dedicated to marking commencement on June 13th as intended and ensuring that students that may be unable to return for a future event are able to see and hear how proud we are of their accomplishments. Members of the commencement committee and many others, notably Rip Horsey and Amanda Bales, have adapted, worked hard, and most importantly have been extraordinarily creative as the ground has shifted under our feet.

Entirely Online Registration: The process to transition to entirely online registration, and discontinue the add/drop form use that was inordinately burdensome to students, had begun in February. The Office of the Registrar, in coordination with University Computing Solutions, enabled the online override functionality and modified it to meet the unique needs to work effectively for WOU. We had already engaged in a great deal of preparation for a summer 2020 implementation. The unexpected shift to remote services for spring 2020 made it necessary to implement the system earlier than originally planned. We were fortunate to have already had the system configurations prepared, to have trained faculty and staff, and to have already implemented a robust campaign to

prepare students. As a result, we were able to transition quickly and there was relatively little impact on registration activities.

Athletics:
- o On March 16, 2020, the CEO Board of the Great Northwest Athletic Conference announced today that it is canceling all athletic competition, including conference championships, for the remainder of the 2019-20 academic year. Last week, the Board announced an indefinite suspension of spring conference competitions and GNAC championship events.

- o The unanimous decision, reached in consultation with the conference's 11 member institutions, was made to protect the health and safety of student-athletes, coaches, staff members and fans while working to minimize the risk of transmission of the COVID-19 virus. The cancellation includes competitions in both championship and non-championship segments. The GNAC decision aligns with that of the NCAA, which has canceled all spring championships.

- o In addition to the cancellation of all remaining competitions, the conference is suspending all countable athletically related activities (CARA) through June 30.
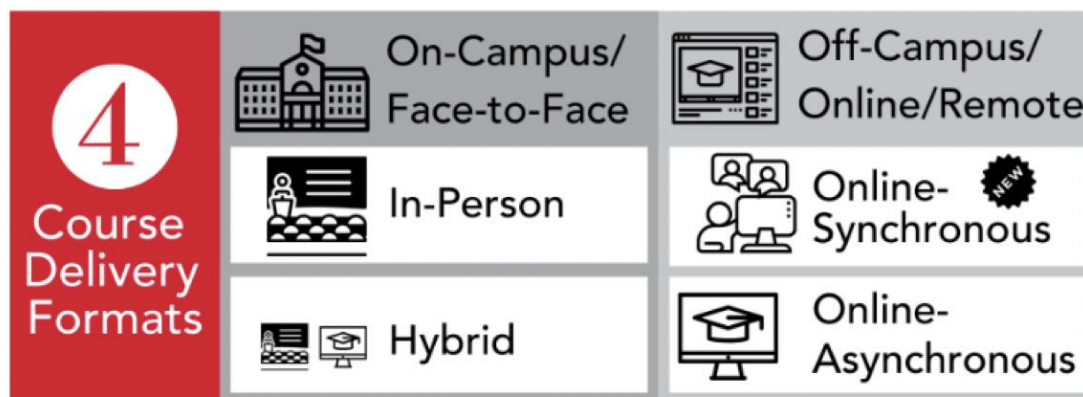
2. **ACADEMIC EXCELLENCE:** promote academic excellence in an engaged student-focused learning environment.

Chelle Batchelor, Dean of Library and Academic Innovation shared information about the **four course delivery modalities**, in the context of the re-opening phases. Our new course modality – online synchronous—was approved by Faculty Senate Executive Committee. Faculty were given until May 13th to change their course modality for fall.

https://wou.edu/provost/instructional-resiliency/delivery-definitions-fall-2020/

https://wou.edu/provost/keep-learning/course-delivery-methods-fall-2020/

Fall Term: Course Delivery Formats

Fall 2020 Course Modality Distribution. For Fall 2019 we had 12% of the sections taught as hybrid, 10% online and 78% in-person. For Fall 2020 it is 20% hybrid, 37% online, and 43% in-person. 34% more courses are scheduled to be online or hybrid next fall, as compared to last fall.

Fall 2020 term registration was delayed by two weeks so we could get more information to faculty, advisors and students. At the town halls, Niki reviewed the following topics:

- Support for advisors
- Practicums and internships
- Course substitutions
- General Education advising
- S/NC grading option
- Where students will live in the fall and how that affects course modality choices
- Tutoring services
- Financial impacts on students

We significantly expanded **Academic Innovation's capacity** to serve faculty who are shifting to remote and online course delivery. Over the summer, we will have an expanded set of professional development opportunities for faculty who are interested in building or refining hybrid and online course. We will be using a cohort/mentor model utilizing both faculty and staff expertise in online instructional design.

We now have the ability to give Zoom licenses to all faculty and staff who need them. Zoom, WebEx, and Google Meet have the ability to record sessions. Faculty are encouraged to record synchronous or live activities in order to better serve students who might have health challenges, child care responsibilities or other barriers to being online at a certain time. Academic Affairs had 200 computers and tablets to check out to students and they acquired many hotspots for students who needed more reliable internet access.

College of Education Highlights

- Dr. Amanda Smith, Chair of Deaf Studies and Professional Studies, hosted a free webinar through her professional interpreting community and shared her expertise with more than 1,300 interpreters across the United States interested in pandemic interpreting.
- The Research and Resource Center with Deaf* communities, a grants-based Center in the College of Education, is gearing up for the 11th annual Silent Weekend which will be held virtually at the end of July and provides an immersive experience for those interested in improving their fluency in American Sign Language and understanding deaf culture.
- The Oregon Educator Advancement Council (EAC) has established ten regional educator networks (RENs) across Oregon and Western educator faculty serve on the coordinating bodies of three of these RENs (more than any other college/university) assuring Western's position as the premier partner for educator workforce development in the state.
- Four new tenure track faculty members will join the College of Education in the fall including two new Community Health faculty and two new Education and Leadership faculty. Three of these four come from underrepresented groups and further our goals for developing an inclusive faculty reflective of the diversity of the students we serve.

College of Liberal Arts and Sciences Highlights

- Despite facing unprecedented challenges during the 2019-20 academic year, WOU's College of LAS (CLAS) has achieved numerous successes. Most significant is the successful adaptation of virtually every course, including science labs and performing arts experiences, into remote delivery for Spring 2020, on short notice. This was an extremely heavy lift and was achieved through unprecedented cooperation and creativity.

- CLAS developed online major pathways in Psychology and Criminal Justice, with Information Science now in development and other programs exploring the possibility. Our Political Science & Public Administration hosted Congress to Campus, bringing a former representative from each political party to campus to interact with students. New initiatives include the successful launch of the MA in Organizational Leadership; our Sustainability major and minor; our Professional Writing Certificate (along with a popular new course in grant writing); B.S. degrees in Aquarium Science, Cybercrime, and Mathematics & Economics; interdisciplinary language certificates; and a new Music Education pathway that saves time and money in procuring a teaching license.

Library and Academic Innovation Highlights

COVID 19 Response

Remote Services: The Library provided entirely remote services during Spring term, including:

- Answering questions by phone, email, chat, and text message
- Librarian consultations
- Scan and deliver access to print materials in the library (articles or chapters)
- Equipment lending; materials delivery (and return) by mail
- Electronic interlibrary loan
- Information literacy instruction

Equipment Lending: the equipment lending program proved essential, particularly the Sprint and Verizon wifi hotspots.
- 134 wifi hotspots loaned to students
  - *"My family lives paycheck to paycheck so whether or not I have WiFi depends on all other surrounding bills and is often put last as it isn't essential. And when I do have WiFi it's often spotty and doesn't load videos on Moodle reliably."*
- 33 wifi hotspots loaned to faculty and staff
- 26 desktop computers, 33 chromebooks, and 34 ipads loaned to students

Canvas Learning Management System
- We negotiated an expanded pilot contract for Fall 2020
- WOU plans to enter into a 2.5 year contract for full Canvas implementation beginning Winter 2021
- Canvas Implementation Team began meeting with Canvas support in May 2020

New Faculty Development programs starting in summer 2020:
- Catalyst is a new program to help jumpstart designing online, hybrid, and remote courses for fall term. Catalyst is replacing the Summer Online Teaching Institute (SOTI) and will be able to support more faculty.
- Training opportunities for faculty members interested in advanced or specialized online, hybrid, or remote teaching topics through the Online Learning Consortium.
- Registration for OLC Innovate, a fully virtual conference with over 300 sessions on online, hybrid, and technology-enhanced teaching and learning.

Student Success and Advising (SSA) Highlights

With the move to remote services for spring 2020 term, SSA began offering videoconferencing appointments, as well as phone and email support, for tutoring and advising to support students. In addition to continuing to provide our key services remotely, these are additional highlights of things we have done this term:
- We created an electronic guide for strategies for online/remote learning and have continued developing learning strategies materials (e.g. infographics, tutorial videos, flowcharts) throughout the term. Many of our tutorial videos are also available in Spanish.
- We launched an upgrade to the Wolf Connection System and have added three new departments utilizing the tool for appointment scheduling. To support this launch, we created a new WCS website with resources and guides and are working on virtual training materials to onboard additional faculty/staff who want to use the site.
- We have seen more cases this term of faculty reporting students to our office through WCS alerts for outreach than in any prior term. With the upgrade, we added bilingual appointment reasons (Spanish)

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

WOU has begun partnering with Polk County to build contact tracing and monitoring capacity. Drs. Megan Patton-Lopez and Emily Vala-Haynes from the Community Health Program in WOU's Health and Exercise Science Division will be helping to lead this effort. We anticipate enlisting the help of more senior Community Health students in this effort. Both Drs. Vala-Haynes and Patton-Lopez have backgrounds in epidemiology, assessment, and public health.

Campus support for pandemic response including:

- Dozens of communications in cooperation with the president's office, the provost, Admissions, Student Health & Counseling Center, Academic Affairs, Student Affairs, Financial Aid and countless others
- Creation and constant maintenance of the COVID-19 website in English and Spanish
- Advice and best practices for multiple academic departments on how to modify their websites, connect with their students and solve "pain points" they were experiencing
- Moderation of weekly live Q&As on Instagram and Facebook
- COVID-related communications with Monmouth-Independence, health authorities and statewide media outlets

Social media:
- Increase in number of Instagram followers since July 1: 1,462 (38%)
- Increase in number of Facebook followers since July 1: 1,369
- Most engaging Facebook post between April 1-May 25: Sharing the retirement of Cathy "The Sandwich Lady" Clark
- Most engaging Instagram post between April 1-May 25: A series of sunny spring photos of campus
- Most engaging Twitter post between April 1-May 25: A graphic celebrating National Student-Athlete Day
- Special social media campaigns:
    - YouTube ads targeting fall 2020 applicants
    - Facebook ads geared towards students to encourage completion of Intent to Enroll before May 1 national deadline

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

The **Finance & Administration division** continues to make efforts in implementing its 2019-23 divisional strategic plan in support of the university strategic plan. All department heads have met and reviewed their progress towards the goals established by the divisional strategic plan and made necessary adjustments given the current circumstances.

Over the last two months, the division made the following significant accomplishments:

- Accounting and Business Services (ABS) has completed the Tuition & Fee book and Course Fee & General Services book.

- ABS has leveraged existing resources by starting a phonebank and enrolling staff in the Wolf Connection System, Academic Advising's scheduling and case management software.
- ABS designed, in concert with University Computing Solutions, a process to disburse and pay emergency aid from the Cares Act to students.
- ABS held various meetings with the Procurement Card Policy Workgroup. We anticipate a draft of a new policy by the end of summer.
- WOU is working with FEMA to apply for Disaster Recovery Aid.
- Positive Pay for Student, Accounts Payable, and Payroll Checks are live and have been functioning appropriately.

Board's Office

- The Board's Office has managed full board and committee meetings in a virtual environment, including discussions on reopening the University in Fall 2020, building the FY21 budget, and conducting the performance evaluation of the president.
- Worked with the Office of the Governor on securing nominations for the five upcoming vacancies on the Board of Trustees (including reappointments).

Human Resources

- Human Resources and Payroll have worked on significant programs and changes necessary to manage the impacts on COVID-19 on the University and its workforce. These include:

  - Developed the furlough and LWOP programs for June, July and August 2020, including negotiating a Letter of Agreement with SEIU;
  - Managed new federal emergency sick leave benefits;
  - Managed unemployment insurance for employee groups, including participation in the State's Work Share program;
  - Trained and conducted information sessions with supervisors and employees on the changes and programs implemented to manage the COVID crisis;
  - Managed and assisted employees with implementation of wide-scale telecommuting;
  - Drafted significant guidance and FAQs for employees about various COVID-motivated programs and actions.

Legal Affairs

- Worked with Cabinet and Policy Council on an expedited process consistent with the <u>Board Statement on the Delegation of Authority</u> to approve tranche of policies and procedures ready for implementation and approval.
- Continued significant revision and implementation, including working with specific units to beta-test several steps of the process.
- Worked with general counsels and university attorneys to share information and analysis about various COVID strategies.
- Assisted and provided analysis to the president on the retrenchment declaration under Article 15 of the WOU-WOUFT collective bargaining agreement.
- Worked with Berkeley Risk and PURMIT on FY21 insurance renewals and the relationship between COVID disruption and policies/claims.
- Assisted Academic Affairs and Strategic Initiatives/Public Affairs with significant work associated with re-opening the University consistent with guidance from the Governor's Office, Oregon Health Authority, and the Centers for Disease Control.
- Reviewed and assisted with the implementation of several executive orders from the Office of the Governor.
- Reviewed and offered significant comments on the draft Diversity Plan from the University Diversity and Inclusion Advisory Committee (UDIAC).
- Continued negotiation and finalization of long-term Gentle House lease.
- Worked with the USDOE Office of Civil Rights on Title IX data reports.
- Assisted with analysis of various legislative and administrative changes to unemployment statutes and rules necessary to manage impactful Work Share program.
- Worked on several RFPs necessary for important contracts impacting University operations, including bookstore management and constituent relationship management (CRM) for enrollment management.
- Worked with Office of the Internal Auditor to comment on draft audit reports.
- Worked with Polk County Counsel on an Intergovernmental Agreement to increase dramatically the number of contact tracers (student internships).
- Continued with WOU-WOUFT bargaining, anticipating the June 30, 2020 contract expiration and 150-day statutory bargaining timeline.

Strategic Initiative and Public Affairs

- Worked with HECC, OHA, the Legislature, and stakeholders on a higher education reopening plan.
- Collaborated with LAC and Provost Council on agendas and initiatives for the COVID legislative special session.

- Worked with campus stakeholders and HECC on developing the University's capital construction requests for the 2021 legislative session.

General

- Continued collaboration and meeting with core groups, such as Oregon Council of Presidents (OCOP), University Council, President's Cabinet, University Board Secretaries, PURMIT, Risk Council, University Human Resources Directors, UDIAC, UTAC, UBAC, and University General Counsels

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

   University Diversity and Inclusion Advisory Committee: a draft plan has been shared with Faculty and Staff Senate. Cabinet and leadership from UDIAC and the task force for HB2864 (Cultural Competence) will meet to review prior to finalization.

   The **Finance & Administration division** continues to make efforts in implementing its 2019-23 divisional strategic plan in support of the university strategic plan. All department heads have met and reviewed their progress towards the goals established by the divisional strategic plan and made necessary adjustments given the current circumstances.

   - UCS is continuing to make progress on Hub and Spoke Design. The campus spoke is configured and ready to accept network traffic. The data center spoke is configured and is accepting traffic from test servers. Server testing continues, along with additional data center network configuration, and firewall rule set configuration. The next step will be to move servers with the least complexity behind the new datacenter firewall.
   - Public Safety is doing physical security checks of the Vick Building (WOU Salem Campus) at least once per day as staffing allows. Salem Police Department has received the necessary paperwork to enforce the no trespassing without WOU personnel on site to call in a complaint.
   - Construction is in progress on WOU Salem, Welcome Center, and ITC. Please watch a construction update video.

Athletic Auction

- May 30 culminated a week long virtual athletic auction. Due to COVID-19, the auction transitioned from a dinner/live auction to a virtual format and yielded nearly $65,000 to support WOU athletics compared to nearly $90,000 in 2019.

Gifts through May 27, 2020

- Overall committed: $2,647,019 (includes pledges, increase of $118,642)
- Overall received: $2,485,641 (increase of $118,768)

WOU Foundation

- 14 Competitive Grants awarded for a total of $10,039
- All committee meetings and June 6 Board meeting held online
- Evaluated request for proposals for investment management firms and updated agreement with current firm at lower rates
- Finalized and submitted Form 990 to IRS
- Actively searching for campaign manager/consulting firm to help drive campaign
- Preparing Historic Gentle House for management transition

Alumni Relations

Events to engage alums and friends of the university:
- Hosted two virtual What's New at WOU events with more than 30 participants
- Collaborated with Service Learning and Career Development to host virtual career connect event, including a panel of three alums that graduated in 2007-2009 during the Great Recession
- Worked in partnership with Service Learning and Career Development on career destination survey and calling 1,700 graduates who are 5 years post-graduation
- Took active role on commencement committee and designed alumni celebration packages sent to Class of 2020 virtual ceremony participants in June
- Created two videos for alumni activities that typically occur on commencement day

Sponsored Projects Office

Since the last Board of Trustees meeting on April 15, 2020, the Sponsored Projects Office has coordinated the following:

- 11 grant proposals submitted: $6,816,506
- 4 grants funded: $5,058,761
- 8 proposals are in process

6. **Fall 2020 Enrollment Update**

- At this point, applications and admitted students continue to track ahead of last year and also compared to two years ago when enrollment was even higher. Overall, Applications are up 466 or 15.7% compared to last year and up 312 or 10% from two years ago. Admitted students are also running ahead of last year by 155 or 14.8% and are up by 235 or 10.3% from two years ago where we had a larger freshmen class.

- Research continues to show a larger number of graduating high school students are indicating they are delaying going to college until universities are fully operational and classes are offered in a face-to-face format. Generally, in an economy with a high unemployment rate, people go to college in order to gain skills which will make them more employable. These pushes and pulls all play a factor in our fall enrollment and with so many uncertainties, this makes predicting difficult.

- Our admitted student population continues to become more diverse. As of May 26, Latinx students comprise 28% of admitted students for fall 2020.

- We have held three virtual question and answer sessions for students and family members. Normally we would be conducting Admitted Student Receptions at this time of the year, and since we can't have large gatherings of people, we were trying to look to do something different which might have a similar impact.

- Our housing applications are running behind from last year which might indicate either more students are planning to stay home and take on-line classes, or they haven't committed to attending WOU until they know more about how classes will be offered in the fall. Our Admissions Office is receiving many calls regarding the question of how classes will be offered in the fall.

- Our Transfer Student Orientation Program (TSOAR) was conducted virtually this past month. While we had more students register for the event, getting the students registered for courses seems to be more challenging. We are continuing to reach out to all of our transfer students who have been admitted to promote fall registration.

- SOARS will begin in late June. We are currently looking at how we will provide information and get these students to register as a part of this virtual process. We have purchased a software platform to assist in this effort and make the process more engaging.

Financial Aid

- We are continuing to package students for fall and this upcoming summer. We have awarded most of our Foundation scholarships and will continue to re-allocate those, as necessary.

Veteran's Center

- We are in the process of completing an Oregon Department of Veteran's Affairs grant. If successful, this grant will provide WOU with up to $100,000 in funds to support student veterans.

COVID 19 Planning

Housing and Dining

- Our University Housing and Dining operation have four different scenarios generally mapped out for fall term. The scenarios range from very limited housing to all rooms occupied depending on which phase the county is operating within. We are likely to only be offering single rooms to students no matter where the county is phase wise. Depending on what phase the county is in, dining might be available only on a to go basis. If we can have dine-in options, seating will need to be spaced accordingly.

Student Health and Counseling Center

- Medical services will stagger appointments to reduce the number of students in the building at one time. We will also conduct temperature checks before each appointment. As appropriate, we will continue to conduct telemedicine appointments. SHCC will split appointments into well visits in the morning

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

and sick visits in the afternoon. The SHCC will need to serve as a stronger presence for testing students and possibly the larger community.

- Counseling will conduct teletherapy as appropriate. Counseling will gradually start offering in-person visits, likely with crisis appointments first. As more appointments are offered in-person, starting times will be staggered to limit the number of students in the building at any one time.

- Until the Center is up to full operation, the Rest and Relaxation room will be off-line. In addition, Wellness Coaching will be conducted by phone or video.

Campus Recreation

- Gyms can open under phase one of the reopening process, but only with fewer than 25 people. In phase two that goes up to 100 people. Campus Recreation is continuing to revise their plan as the landscape changes. They plan to have sign-ups for students to work-out at given 45-minute time slots. Enhanced cleaning would occur in between these times. Students would also be asked to clean equipment before and after use. Facility hours would likely be limited to start. Activities such as climbing and swimming may not be offered. Other activities such as pick-up basketball games would also not be allowed. Patrons would likely have to wear a mask while they are in the facility. Intramurals will also be modified to meet phase requirements. Locker rooms will also likely have limited use.

Student Engagement and Activities

- Depending on which phase the county is in will determine how we offer many of the activities. Phase one limits groups to 25 or less while phase two limits groups to 100. We are planning on New Student Week being conducted virtually with activities extending into fall term.

- Meeting space in the WUC will need to reflect physical distancing requirements and occupancy of each room. We will also provide hand sanitizing stations as you enter the building, have signage reminding patrons of physical distancing, and verbally reminding patrons to maintain physical distancing.

- Service Learning and Career Development will be offering a mix of in-person and virtual meetings depending on the person and activity.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- **New Student Week** will become more like **New Student Term**. Because it will be impossible to have all 800 new students gather in one location, we are looking at how we can break up these students into smaller groups. The software we are using for SOAR will also help us in this process. We are planning to have this orientation extend into the fall term and hopefully have larger gatherings in the process.

- With more courses being on-line, it is likely the amount collected in student fees will be impacted. Students only pay the incidental and health fee based on in-person and hybrid courses. If less fees are collected, services funded by these fees may need to reduce services and/or hours in order to stay within their budget. We should have a sense of this impact after our current students register for courses in mid-June.

Legislative Update: COVID-19

WOU Board of Trustees
June 10, 2020

Western Oregon
UNIVERSITY

Federal CARES Act

- **$2 Trillion in federal aid**
  - **Oregon: $1.6 Billion**
    - $32.5 Million to Oregon (GEER Funds) for K-12 and Higher Education at Governor's discretion
    - WOU $4.2 Million
      - $2.1 Million for student grants
      - $2.1 Million for COVID-19 related expenses
    - Increased flexibility in work study and Pell Grant funds, student federal loan payments deferred through Sept 30, 2020 without interest
    - Federal Grants with COVID-19 focus (NEH, IMLS…)
    - Federal unemployment $600/week through July 31, 2020

TOGETHER WE **SUCCEED**

Federal HEROES Act

- ## US House of Representatives Passed
  - ### Will be modified if the US Senate takes action on the bill
    - Increased funds for higher education with fewer restrictions
    - One-time use funds
    - $100B to support education including higher education
    - $915B backfill state funds
    - Senate interest centers on liability limits

Oregon

- Executive Orders to flatten the infection curve
- Reopening process by sectors and counties
- Reduction of state revenues by $2.7 Billion
  - Including 90% decline in state lottery
  - State agencies ordered to provide information on impacts of different major reduction scenarios 10-30% reduction in FY '21 budget
  - Governor has one budget reduction tool—Allotment (across the board cuts)
  - Legislature can make line item adjustments
- Special Session July likely
- 21-23 Biennium will be fiscally challenging
- Capital funding may be increased

TOGETHER WE **SUCCEED**

Higher Education Coordinating Commission

- Delayed Strategic Visioning process

- Student Success and Completion Model (SSCM) revision recognizes the fiscal challenges facing the TRU universities

- Equity Lens is increasing in importance

TOGETHER WE **SUCCEED**

Higher Education Re-opening

- Universities submitted a consolidated plan to HECC
- HECC submitted a unified higher education re-opening plan that includes the community colleges, public and independent 4-years
- The university plan was based on the plan developed by UC and regionally enhanced
- Oregon Health Authority (OHA) approval authority
- University re-opening linked to Polk County re-opening
- WOU has developed a re-opening framework to guide decision making

WOU Re-opening

- Weekly meetings, 20 participants

- Using a re-opening planning matrix with 41 items

  - Ability to monitor and protect WOU through testing and contact tracing

  - Local healthcare system capacity

  - Local health and safety planning

WOU Re-opening Framework Grid

WOU planning questions	Readiness components	Responsibility/ Lead	Notes
Is there adequate isolation capacity for Western Oregon University students on campus, along with a quarantine plan?	WOU quarantine and isolation protocols in place, including requisite HR support measures.	Tina/ SA/ HR	Support for isolated staff (ie. food and supplies) Consideration will be given to separate student and employee protocols. Staff are covered by the EFMLEA, if a staff member is symptomatic at work, the supervisor should immediately send the staff member home and alert HR.
	WOU has plan to accommodate isolation/quarantine needs on campus (e.g., university housing), including food delivery.	Tina/ SA	At a minimum, Gentle Hall 36-38 rooms. Butler as a secondary option if not being used as singles.
Does the Polk County and Monmouth have a plan to increase contact tracing for positive cases?	WOU Contact Tracing Program	Megan/ Emily / AA/ Community Health	Meeting on 5/8 scheduled
	WOU has point of contact(s) assigned to assist Polk County with contact tracing for students and university employees (e.g., procedure to exchange confidential information).	Megan/ Emily/ AA/ Community Health	

Questions and Comments

David McDonald
Associate Vice President,
Public Affairs & Strategic Initiatives
mcdonald@wou.edu

TOGETHER WE **SUCCEED**

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Applied Science in Professional Studies in the Deaf Community (BASPSDC)

The division of Deaf Studies & Professional Studies faculty proposes a new undergraduate pathway – the Bachelor of Applied Science in Professional Studies in the Deaf Community – for degree completion at Western Oregon University. The BAS program includes a 37-credit core of courses in language and culture, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop each element of the program of study. Students must transfer to WOU with an AAS degree to complete this program. The proposed program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling so that graduates will be to be well positioned to enter diverse graduate programs and advance their abilities to serve the community.

In the fields within Deaf Studies and Professional Studies there are a myriad of academic expectations, including the completion of an Associate of Applied Science (AAS) degrees (e.g., in Interpreting, Addiction Studies, Deaf Studies). These degrees do not, however, transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that builds on the AAS degree, and enhances the skills and knowledge of working professionals including those who seek a second career or graduate degree for a career advancement.

Among interpreters specifically, the data points to a significant new market for the proposed program, particularly when offered online. Because interpreter training has traditionally been housed in community colleges, there are many working interpreters who have an AAS but not the 4-year degree that would make them eligible for national certification. There are currently 83 programs, nationally, at the Associate level and 51 at the certificate level, but none of them can directly lead to national certification as an interpreter. In addition, a four-year degree is required for to proceed to the advanced degrees that can develop new leaders and teachers in this field. Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return.

The proposed BAS in Professional Studies in the Deaf Community received Faculty Senate Approval on March 24, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The WOU Board of Trustees Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed BAS in Professional Studies in the Deaf Community as included in the docket material.

Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Education
Department/Program Name: Deaf Studies & Professional Studies
Degree and Program Title: Bachelor of Applied Science in Professional Studies in the Deaf Community

1. **Program Description**

   a. **Proposed Classification of Instructional Programs (CIP) number.**

   05.0211. Deaf Studies

   Deaf Studies. A program that focuses on the sociological, historical and linguistic aspects of the deaf and hearing impaired, and that prepares individuals to work with the deaf and hearing impaired. Includes instruction in American Sign Language, deaf studies, American deaf culture, structure of American Sign Language, history of the American deaf community, and civil rights of deaf people. Examples: [Deaf Studies], [American Sign Language (ASL) and Deaf Studies] See also: 16.1601 - American Sign Language (ASL). No substantive changes

   16.1602 Linguistics of ASL and Other Sign Languages.

   A program that focuses on the scientific and scholarly study of the development, structure, and use of American Sign Language (ASL) and other visual signed languages, both as vehicles for communication within the deaf community and in relation to spoken and written languages. Includes instruction in cognitive linguistics; ASL and sign language phonology, syntax, and morphology; sociolinguistics of the deaf community; comparative linguistics; and studies of specific sign languages, including, but not limited to, ASL, Auslan (Australian Sign Language), LSF (French Sign Language), Shuwa jiten (Japanese Sign Language), HamNoSys (German Sign Language), and Gestuno. No substantive changes

   b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

   The division of Deaf Studies & Professional Studies faculty are proposing a new undergraduate pathway for degree completion at Western Oregon University.

   Overall Program Rationale:
   In the fields within Deaf Studies and Professional Studies there are a myriad of academic

expectations, including the completion of an Associate of Applied Science (AAS) degrees. This could be an AAS in Interpreting, Addiction Studies, or even in Deaf Studies. These degrees do not transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that would capitalize on the AAS degree courses and add to the skills and knowledge of students who may be seeking a second career or desire a graduate degree for a career advancement. This program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling. We want these students to be well positioned to enter our graduate programs and advance their abilities to serve the community.

Focusing just on interpreting majors, the data suggests there is a significant new market for this type of program, particularly when offered online. Historically, interpreter preparation programs have been housed at community colleges and designed as vocational programs resulting in AAS degrees. There are currently 83 programs, nationally, at the Associate level and 51 at the certificate level (which suggests those credits would be vocational in nature). The current requirement to sit for the national interpreting exam is a bachelor's degree (in anything). There are many, many working interpreters who have an AAS but not the 4-year degree that would make them eligible for national certification. Also, again, specific to interpreters the desire for an advanced degree to become a leader or teacher in the field requires a degree completion path.

Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return. This program would serve them as well.

The undergraduate BAS program includes a 37-credit core, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop the program of study including the core curriculum, field experience, cultural intersections, and language & communication categories.

Students must transfer to WOU with an AAS degree to complete this program.

Professional Studies in the Deaf Community coursework.

Required Courses
- Modern Language   Credits: 12
- ASL 301 American Sign Language VII   Credits: 4
- ASL 302 American Sign Language VIII   Credits: 4
- ASL 303 American Sign Language IX   Credits: 4
- ASL 315 Deaf Culture   Credits: 3

- ASL 353 Linguistics of ASL   Credits: 3
- ASL 456 First and Second Language Acquisition: Deaf and Hard of
  Hearing   Credits: 3
- LING 310 Introduction to Linguistics   Credits: 4

Field Experience Credits: 12
Selected from the following, as approved by the major advisor
- INT 242 Interpreter Mindset   Credits: 3
- INT 410 Internship   Credits: 3-6

- ASL 409 Practicum   Credits: 3-12
  OR
- INT 409 Practicum: Interpreting   Credits: 3-12

Cultural Intersections Credits: 12
As approved by the major advisor

Choose One
- Modern Language Credits: 12
  - Level 200-203 or above
- Upper-Division Credits: 12
  - Anthropology, American Sign Language, Communication, Psychology,
    Sociology, or study abroad experience.

Language & Communication Credits: 12
As approved by the major advisor.
- English, Literature, American Sign Language, Interpreting, and/or electives from French,
  German, Spanish or other language.

Elective Credits: 17
As approved by the major advisor.
- Selected from the Field Experience, Cultural Intersections, and/or Language &
  Communication categories, as approved by a major advisor.

Total Credits 90

Notes

Students must transfer to WOU with an AAS degree to complete this program.

To complete the Professional Studies in the Deaf Community coursework, students work with an
academic adviser to develop the program of study including the core courses curriculum, the
Field Experience, the Cultural Intersections category, the Language & Communication category
and elective courses.

c.   Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

All courses will be available online. Course scheduling will be done through the division protocol for scheduling.

d.   Adequacy and quality of faculty delivering the program.

- **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.

- **Dr. Patrick Graham** is the program coordinator for the Deaf and Hard of Hearing Education Teacher Preparation Program at Western Oregon University. He holds a doctorate of Philosophy in Educational Theory and Practice focusing on Early Childhood Deaf Education. He is particularly interested in how teachers hone their craft while they are teaching in their current placements, and how they reflect on their teaching. Dr. Graham has presented all over the world on a variety of topics, such as Multicultural Education, Empathy in Deaf Education, Autism strategies in Deaf Education and Assessment and Curriculum. Dr. Graham currently serves on the Council of Deaf Education, and co-founded the National Deaf Education Conference, and is very excited for the sixth conference in Chicago, Illinois.

- **Dr. Kara Gournaris** is an assistant professor in American Sign Language department at Western Oregon University and she has been working at WOU since 2010. She graduated from Gallaudet University with a BA in Psychology and from Prescott College with a

MA in Experimental Education. She completed with Ed. D in Curriculum and Instruction at Portland State University in 2019. She has been involved with teaching ASL in some capacity for the past fifteen years. She is currently qualified ASLTA certified. Kara gave a couple of presentations in the state and national focusing on pedagogies, community of practices, and developing the bridges between high schools and colleges in Oregon.

- **Ms. Lyra Behnke** has taught at WOU since fall of 2014. She holds a Bachelor's degree from Western Oregon University in ASL Studies with a minor in Business and a Master's degree in Linguistics from Gallaudet University, with a focus in Sign Language Linguistics. Lyra currently serves as the ASL Studies program coordinator and ASL placement evaluation coordinator as well as teaching ASL linguistics and elective courses. She previously worked in the K-12 setting as an ASL Specialist at the Washington School for the Deaf where she worked with students and taught ASL as a first language. Her background as an immersed member of the Deaf community and drawing from her experiences as a Deaf individual contributes to her passion for language learning, especially with ASL.

- **Pauline "Tie" Burcham** has taught at Western Oregon University (WOU) since the winter of 2018. She holds an Associate degree in Black Studies from San Diego Mesa College, Bachelors in Africana Studies from San Diego State University, and a Master's in Sign Language Education from Gallaudet University. She currently teaches American Sign Language Level 1-9 and online ASL 6 and has developed elective courses such as Black Deaf Culture and Black ASL. She previously worked at Southwestern Community College for a number of years. Along with teaching, Tie enjoys presenting and participating in the Deaf community. She has presented in the Deaf Interpreter Conferences II and III (where she also served as one of the keynote speakers) and led a Social Justice workshop training for Deaf Interpreters and the National Association for the Deaf Youth Leadership Camp. Tie has also engaged with students at WOU by speaking on Intersectionality at the Multicultural Representative gathering in 2020 and participating as a panelist for the Black Student Union.

- **Ms. Sarah Hewlett** earned a Bachelor of Science degree in Educational Interpreting from the University of Arizona in 2007. Since then, she has worked as an interpreter in various settings and earned her Master of Arts degree in Interpreting Studies from Western Oregon University in 2013. She has been a faculty member in WOU's American Sign Language/English Interpreting program since 2013.

- **Ms**. **Kathleen Kenyon** is a teacher educator in the Deaf and Hard of Hearing Education program, under the Division of Deaf Studies and Professional Studies. She received her Master of Science Degree in Secondary Education of Students who are Deaf and Hard of Hearing (2014) at the National Technical Institute for the Deaf (NTID), Rochester, with an emphasis on bilingual language recovery and language arts studies. She also engaged in research opportunities while at the Rochester Institute of Technology of written English acquisition and grammatical coding of written work for students who are deaf and hard of hearing. She worked as a classroom teacher and consultant for IEP writing

and assessment development at the Oregon School for the Deaf until she joined Western Oregon University as an instructor in winter 2019.

- **Brian Peet** has taught at WOU since the fall of 2018. He holds a Bachelor's in Film Arts from Rochester Institute of Technology and a Master's in Teaching Sign Language from Gallaudet University. He currently teaches ASL levels 1-6, and has developed elective courses such as History of Deaf Cinema and ASL Media. He previously worked as a camp recreation leader for both hearing and Deaf children for ten years. His passion for Deaf kids has led him to volunteer at OSD in various academic settings.

- **Katie Pfaff** has taught at WOU since 2014. She holds a Bachelor's degree from Arizona State University in Liberal Studies and a Master's degree from Idaho State University specializing Deaf Education. She has taught various online and on-campus courses at WOU over the years, including graduate Deaf Education courses, student teaching placement and supervision, and multiple levels of ASL courses along with an elective course. Prior to working at WOU, Katie served in the K-12 Deaf Education field for 9 years in different teaching positions and Deaf schools. In addition to that, she taught ASL courses at a local community college and directed a state-funded program for families to learn ASL during evenings. She also had the opportunity to work as a research lab manager at Georgia Institute of Technology in Atlanta, Georgia with the Visual Language and Visual Learning (VL2) organization. With a versatile background in numerous settings, Katie acquired a range of knowledge, skills, and perspective in which she happily contributes to WOU and her students.

- **Brent Redpath** has been actively involved in higher education since 2010. He received his Bachelor's degree in American Sign Language Studies at Western Oregon University and his Masters of Education degree at Oregon State University under the Student Service Administration program. Brent is currently employed as an ASL Studies Instructor at WOU. He also holds ASLTA certification. Brent has a passion for sharing his story of facing challenges and overcoming them and sharing his pride in the Deaf community. As a hobby, he is a licensed private pilot and an avid skier. He also enjoys flying and skiing at Hoodoo or Mt. Bachelor during his leisure time with his wife and two kids.

- **Ms. Amanda R. Smith,** MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

- **Ms. Erin Trine,** MA, NIC, ED: k-12, is a nationally certified interpreter and interpreter educator, who worked full-time in educational settings for three years. She is dedicated to advancing the interpreting field both locally and internationally to better serve consumers. Ms. Trine has studied in cross-cultural contexts and her research has included cross-cultural considerations. She has been a full-time faculty member at WOU since 2014. Ms. Trine currently teaches in the undergraduate and graduate interpreting programs and coordinates the undergraduate interpreting program at WOU. Her master's thesis focused on a case study of an Arabic/Jordanian Sign Language interpreter. She is currently collaborating with four other authors on a book focused on educational interpreting, expected publication is 2019. She served as an online facilitator for the RID 2017 LEAD Together Conference.

e. **Adequacy of faculty resources – full-time, part-time, adjunct.**

The need for full-time dedicated faculty for this program does not exist. This pathway is designed with existing courses already offered. Students will take courses in the existing Interpreting Studies and ASL Studies programs. Coordination and advising for this degree will begin with the Chair of the division of Deaf Studies & Professional Studies (currently Amanda R. Smith, bio above). As the program grows and advising needs grow, there will be requests for additional advising faculty and coordination resources.

f. **Other staff**

Sarah Hewlett, teaches in the Interpreting Studies program but also serves as the Placement and Outreach Coordinator for the interpreting programs networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

Kathleen Kenyon, teaches in the Deaf and Hard of Hearing Education program but also serves as the Clinical Placement Coordinator also networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

g. **Adequacy of facilities, library, and other resources.**

Given that this is primarily an online program, we will highlight the online resources available. Additionally, we have physical space and resources that support the faculty. The current Learning Management System (LMS) adopted by WOU is Moodle, thus all courses will be run through this LMS. We have moodle support services available and utilize video and text-based content building from faculty desktops. There are moodle supports for students as well, through the moodle help desk. There is more information below about the physical library, but as an online program, we will take full advantage of the digital resources available through the ebrary and librarians. The ebrary is well-stocked with current, relevant research-based texts. The librarians have created numerous library guides for students needing to do general research,

discipline-specific guides among others. They are also available to customize guides for specific groups of students.

The Division of Deaf Studies and Professional Studies is housed in the new Richard Woodcock Education Center. The building features 20 classrooms, numerous conference rooms and a digital production studio space. Each classroom is equipped with the full array of today's state of the art technology (e.g., projectors, document cameras, sound system, RF assistive listening technology). A number of classrooms also house Smartboard interactive monitors, video conferencing, and additional induction loop assistive listening systems.
There are two Mac labs and one PC lab, each with 24 computers, with one of these labs designated as a language lab. The digital production space has a Tricaster video switcher with virtual set capabilities, studio quality lighting, three professional studio cameras, and video streaming capabilities. Four classrooms have the ability to remotely connect the cameras to the digital production studio.

WOU's Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items. WOU has available, among others, meeting rooms, cafeterias, a motor pool, a new health and wellness fitness center, television studio, dormitory facilities, and other services that directly or indirectly facilitate the operation of the program. The University maintains a fully equipped audiology lab which is available to students. One very popular feature on the WOU campus is the new Leadership in Energy and Environmental Design (LEED) Platinum Ackerman Hall, which houses a dedicated floor where both Deaf and Hearing students live and interact in a signing environment.

h.   Anticipated start date.

Pending approval by HECC and NWCCU, Fall 2021

2.   Relationship to Mission and Goals

a.   Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

"Western Oregon University creates lasting opportunities for student success through transformative education and personalized support." This is the mission of WOU. This program aligns by engaging with professionals who already work in the community and are interested in continuing and advancing their education. This group of students need the customizable design and personalized support as they will be predominantly non-traditional students. The institutional missions include the following that this program aligns with:

a. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
b. 1.3.2 Improve curriculum based on effective assessment of student learning outcomes.
c. 1.3.3 Support curricular innovation and accountability.
d. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
e. 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
f. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
g. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

The proposed degree program exemplifies many of these institutional priorities. Faculty are responding to market demands for additional training and education for professionals working with Deaf communities. Additionally, with the recruitment of students from underrepresented groups, states that are under resourced and rural areas of states is an innovative way of recruiting to increase the diversity of the program and the university. The program design incorporates a number of observation, practice, and reflection strategies to take place engaging with the communities at large - hearing, English speakers, users of other languages, and Deaf ASL users to learn communication patterns and cultural norms in situ.

b.   Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

HECC identifies the following initiatives for the state of Oregon higher education industry:

1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
2. Public College and University Funding: supporting sustainable state funding linked to student success.
3. Pathways: simplifying and aligning student pathways from cradle to career.
4. Student Support: enhancing student success, safety, and completion.
5. College Affordability: limiting student costs for attending college in Oregon.
6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

The proposed program contributes a more simplified and direct pathway between an Associate of Applied Science degree, degree completion, and even graduate school. The students for this program will be place-bound and in need of alternative, flexible course delivery. They are an untapped market at this point. Rural areas of Oregon are in need of high-quality services for Deaf/HH citizens as well, and yet are largely underserved. This program will allow those

providing services, or interested in providing services to be equipped in culturally informed practices.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

i. improve educational attainment in the region and state;

One challenge that students face as they continue their work with the Deaf community is the transferability of their vocational based degrees or credits. Many interpreters, para-professionals, addiction counselors and other practitioners have Associate of Applied Science degrees that do not smoothly transfer to a traditional BA or BS degree program. The proposed BAS pathway will allow all their vocational training to count toward a 4-year degree and also honors the work they have done in their vocational training as well as in their service to the field over the years.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

There is a significant shortage of quality service providers for Deaf citizens in the state of Oregon and the nation at large. This shortage results in compromised services in high stakes areas such as k-12 education, postsecondary education, business, counseling, and more. The consequences are compromised quality of life for Deaf Oregonians as access to education, work, and health care are limited by the skill level of practitioners available.

WOU's Regional Resource Center on Deafness recently conducted an Oregon Community Needs Assessment specific to the Deaf/HH population. This research was conducted by principal investigator Dr. Denise Thew Hackett (of the Rehabilitation and Mental Health Counseling program here at WOU). The findings are informative for the state of Oregon (in addition to many, many others), showing frequent frustration or lack of access to state services. The state of Oregon needs more practitioners with quality sufficient to meet the needs of the range of Deaf/HH citizens from accessing state services to being able to navigate very specific, technical areas with Deaf/HH individuals in the workforce.

iii. address civic and cultural demands of citizenship.

With the emphasis on working professionally with members of the Deaf community as they interact in the world at large, there is specific attention paid to the public service aspects of the work - focusing on culturally informed practices.

3. **Accreditation**

    a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A

b.   Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

c.   If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d.   If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4.   Need

a.   Anticipated fall term headcount and FTE enrollment over each of the next five years.

Headcount projections, first 5 years of program				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
20	20	30	30	40

Projections are based on market requests, known AAS degree holders, and the expected marketing toward prospective students interested in degree completion. Again, this program will require no additional faculty FTE currently, as the courses in the major are existing courses taught for other majors/minors. And the program coordination will be handled in the Division Chair's duties for the time being. Once the enrollment for this program is over 40, there will need to be a dedicated program coordinator compensated for that.

b.   Expected degrees/certificates produced over the next five years.

Graduate projections, first 6 years of the program

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	15	18	20	25

c.   Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

The program is expected to serve non-traditional seeking degree completion options; transfer students with an AAS degree; notably, given the dearth of comparable programs, we expect significant nonresident and online enrollments.

d.   Evidence of market demand.

In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a Community Needs Assessment to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that access to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews are impacted by the lack of professionals who have a knowledge and appreciate of the unique needs of the Deaf/HH communities.

e.   If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable. No other Oregon public universities offer this program in the state.

f.   Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Immediate prospects would be continuation with schooling here at WOU by entering the MA in Interpreting Studies, Deaf & Hard of Hearing Education, or Rehabilitation & Mental Health Counseling programs. Upon completion of those programs, career and employment path includes interpreting in multiple areas - freelance, education, community, staff, etc, becoming an itinerant or classroom teacher specifically working with deaf and hard of hearing students, or becoming vocational or mental health counselors. If students exit at the BAS level, there will be a more elusive employment path. Students could work as job coaches, instructional aids, and support service providers.

5.   Outcomes and Quality Assessment

Mission: We live in a linguistically diverse world where individuals see through a multitude of lenses. In this program, we equip professionals to connect people across their differences and to assist them in navigating through barriers to opportunities in areas, such as education, community services, and employment.

a.   Expected learning outcomes of the program.

Upon completion of the degree, students will:

1. Develop critical analysis skills including: situational assessment; ethical reasoning; cultural intelligence lens, and research methodologies.
2. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
3. Integrate academic foundation, world knowledge, critical analysis skills, communication skills, and language fluency by engaging meaningfully, collaboratively, and intentionally in communicative interactions.

b.   Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Program learning outcomes will be assessed by evaluating samples of student work including but not limited to: spoken/signed & write communication, situational analysis, and interpersonal competence using rubrics developed based on evidence-based best practices. Key assignments will be included in field experience courses demonstrating integration.

b.   Nature and level of research and/or scholarly work expected of program faculty indicators of success in those areas.

Tenured and tenure-track faculty in the Division of Deaf Studies & Professional Studies are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6.   Program Integration and Collaboration

a.   Closely related programs in this or other Oregon colleges and universities.

This program is closely related and would serve as a feeder to the Master of Arts in Interpreting Studies, Deaf & Hard of Hearing Education, Rehabilitation & Mental Health Counseling. Additionally, this program would have students who take courses in the ASL Studies, Interpreting Studies, and across campus in departments like communication, education, sociology, psychology, etc. Faculty will continue to work together for effective and efficient instruction.

b.   Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

There are no similar program in other Oregon institutions.

c.   If applicable, proposal should state why this program may not be collaborating with existing similar programs.

WOU continues to collaborate with Portland Community College, which offers an AAS degree that will prepare students for the proposed BAS degree.

d.   Potential impacts on other programs.

This program provides an opportunity for students with a terminal degree (AAS) to continue on a streamlined path to earning a four-year degree, and to then pursue a graduate degree. As such, the proposed programs fill a significant gap in the state and region's existing array of professional development opportunities for those who work in the Deaf community.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.

N/A

Instructions on Budget Outline form

1.   Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2.   No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3.   Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2020-2021

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41, 556 (1.0 NTT)					41, 556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						0
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41, 556 (1.0 NTT)					41, 556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41, 556 (1.0 NTT)					41, 556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	83,112 (2.0 FTE)					83,112
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	62266					62266
Nonrecurring						
Personnel Subtotal	145,378					145,378

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	145,378					145,378

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Science in Cybercrime Investigation and Enforcement

The proposed Bachelor of Science in Cybercrime Investigation and Enforcement program is a 90-credit interdisciplinary degree where students gain essential knowledge and skills to investigate and enforce cybercrimes. This program combines elements of law enforcement, computer investigative, legal and security skills, forensics, and other related fields in the study of crime prevention and response to various crimes occurring in the cyber world. Graduates of the program will be well prepared for traditional and emerging positions related to prevention, investigation, and enforcement of crime generally, and cyber-related crimes more specifically.

The Curriculum is comprised of the following elements: Criminal Justice courses (CJ), Cybercrime Investigation and Enforcement courses (CIE), Information Systems courses (IS), and free elective courses. To reach a total of 90 credits, students will take a combined 56 credits from CJ, CIE, and IS. Students will take and additional 16 upper division elective credits from those disciplines. The remaining credits should be upper division and can be from an optional minor and/or courses in other disciplines as suggested by an advisor.

Cyber-related crimes are evolving rapidly. From a criminal justice perspective, law enforcement officials work to help detect, investigate, and enforce such crimes. As new risks emerge, crime prevention and law enforcement response knowledge and skills must be acquired by criminal justice professionals who work as part of crime prevention and cyber security teams to effectively and legally respond. Countermeasures are required to safeguard sensitive personal, government, and business data as well as national security protection through detection, and to aid investigations and enforcement through evidence gathering, and collaborative responses for the purpose of combating these emerging crimes.

Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybercrime and cybersecurity over the next decade will be faster than average, and careers in law enforcement and prevention continue to grow steadily nationwide. Oregon is projected to follow in these trends.

The proposed BS in Cybercrime Investigation and Enforcement received Faculty Senate Approval on May 12, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the program will be submitted to Oregon's Higher Education Coordinating Commission (HECC) and the Northwest Commission on Colleges and Universities (NWCCU) for approval.

COMMITTEE RECOMMENDATION:

The WOU Board of Trustees Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed BS in Cybercrime Investigation and Enforcement as included in the docket material.

Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Liberal Arts and Sciences

Department/Program Name: Criminal Justice Sciences

Degree and Program Title: Cybercrime Investigation and Enforcement Major

1. **Program Description**

   a. **Proposed Classification of Instructional Programs (CIP) number.**

   43.0116. Cyber/Computer Forensics and Counterterrorism

   Definition: A program focusing on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.

   b. **Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.**

   Cyber-related crimes are evolving rapidly. From a criminal justice perspective, law enforcement officials work to help detect, investigate, and enforce such crimes. As new risks emerge, crime prevention and law enforcement response knowledge and skills must be acquired by criminal justice professionals who work as part of crime prevention and cyber security teams to effectively and legally respond. Countermeasures are required to safeguard sensitive personal, government, and business data as well as national security protection through detection, and to aid investigations and enforcement through evidence gathering, and collaborative responses for the purpose of combating these emerging crimes.

   c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

   The Cybercrime Investigation and Enforcement program is a 90-credit interdisciplinary degree. The Curriculum is comprised of the following elements: Criminal Justice courses (CJ), Cybercrime Investigation and Enforcement courses (CIE), Information Systems courses, and free elective courses. To reach a total of 90 credits, students will take a combined 56 credits from CJ, CIE, and IS. Students will take and additional 16 upper division elective credits from those disciplines. The remaining credits should be upper division and can be from an optional minor and/or courses in other disciplines as suggested by an advisor.

Mission

Provide students with essential conceptual knowledge and skills to prevent, investigate, and enforce cybercrimes and cyberthreats. This program combines elements of law enforcement, computer investigative, legal, and security skills, forensics, and other related fields in the study of crime prevention and response to various crimes occurring in the cyber world. Graduates of the program will be well prepared for traditional and emerging positions related to prevention, investigation, and enforcement of crime generally, and cyber-related crimes more specifically.

Program Learning Outcomes
1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime

Core Courses

Criminal Justice
- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 331 Police and Community **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**

Cybercrime Investigation and Enforcement
- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CIE 425 Contemporary Issues on Cybercrime and Cybersecurity **Credits: 4**
- CIE 407 Capstone Seminar **Credits: 4**
- CIE 409 Practicum **Credits: 4**

Information Systems
- IS 283 Cybersecurity Fundamentals for Criminal Investigation **Credits: 4**
- IS 373 Computer Security for Criminal Investigation **Credits: 4**
- IS 473 Network Security for Criminal Investigation **Credits: 4**
- IS 474 Ethical Hacking for Criminal Investigation **Credits: 4**

Choose Four
- Upper division courses from CJ, CIE or IS, this may include an additional 4 credits of CIE 409.

Total Credits 72

d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take face-to-face courses on WOU's campus in Monmouth as offered. The program will also be deliverable fully online, making it accessible to a wider and more diverse student population. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation.

e. **Adequacy and quality of faculty delivering the program.**

This program takes advantage of two established programs at WOU. Existing Criminal Justice courses in the Criminal Justice BS degree will be used as part of the foundational core in the new CIE degree. In consultation with CJ, Information Systems faculty are also proposing and will teach four core courses. Both of these programs have highly qualified tenure-track and tenured faculty teaching their respective curriculum.

f. **Adequacy of faculty resources – full-time, part-time, adjunct.**

This program will require the development of ten new courses: CIE 213, CIE 305, CIE 321, CIE 425, CIE 407, CIE 409, IS 283, IS 373, IS 473, and IS 474. The Criminal Justice department has faculty resources to deliver these CIE courses. The division also plans to consider its future in this direction with upcoming requests for faculty replacements, supplemented with adjunct faculty with subject matter expertise. Additionally, IS faculty have sufficient capacity and expertise to teach the proposed IS courses.

g. **Other staff.**

See above.

h. **Adequacy of facilities, library, and other resources.**

WOU already has the facilities, library, and other resources in place to support the courses offered.

i. **Anticipated start date.**
Pending approval, we anticipate beginning this program in Fall 2021

2. **Relationship to Mission and Goals**

a. **Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.**

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support". WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. Given the description and direction of the proposed program earlier in this document, this program aligns with WOU's Strategic Plan in the following areas:

WOU's Vision

- Adapting to the **changing world** through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and **innovative programs.**

WOU's institutional priorities call for the university to:

- Promote academic array that provides **distinctive**, high-quality programs
- Promote **interdisciplinary** courses and degree programs that support collaborative and multidimensional educational experiences and pathways (this will be a collaboration with Information Systems, and will likely include elective courses from other disciplines).
- Provide intentional and effective **transfer paths to graduation**. Improve **access** to coursework for degrees, programs and certificates.
- Articulate **internship** or service-learning opportunities for all academic programs.
- Support growth of academic programs to include **new and innovative degrees** and certificates.

b. **Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.**

The Criminal Justice Department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the department has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for this major became clear.

In 2011, Oregon passed legislation creating the 40-40-20 goal which aspires to have 40% of Oregonians complete a four-year degree, 40% complete a two-year degree or certificate, and 20% earn a high school diploma. The BS Cybercrime Investigation and Enforcement provides a clear, career-oriented pathway for students to earn a four-year degree.

The proposed program will support the State's goals in two primary ways. First, the program will be deliverable fully online, making it accessible to a wider and more diverse student population. Second, the program will aid in preventing 'credit leakage' for students who transfer from our Community College partners. For instance, the program will allow community college students who come to us with an AAOT or ASOT in cyber security or law enforcement to complete 90 credits in our program to earn this degree. Target enrollment also includes not only students in Oregon, but also in California and Washington who want to earn a bachelor's degree that builds upon their community college transfer degrees.

c. **Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
    i. **improve educational attainment in the region and state;**

One of the state's goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Educational attainment will also increase as the program will be fully deliverable online.

ii. **respond effectively to social, economic, and environmental challenges and opportunities; and**
Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybercrime and cybersecurity over the next decade will be 'much faster than average' [1]. At the same time, careers in law enforcement and prevention continue to grow steadily nationwide [2]. Oregon is projected to follow in these trends [3].

The state of Oregon Employment department ranks high-wage, high-demand, and High-Skill occupations that are considered to be priorities in terms of job training by the Oregon Employment Department [4]. Occupational classifications that might be ultimate destinations for our undergraduates include: Police and Sheriff's Patrol Officers, Correctional Officers and Jailers, Supervisors and Managers of Fire Fighting and Prevention Workers, Supervisors and Managers of Police and Detectives, Police, Fire, and Ambulance Dispatchers, Detectives and Criminal Investigators, Private Detectives and Investigators, Database Administrators, Network and Computer Systems Administrators, Computer User Support Specialists, Computer Network Support Specialists , and Computer Systems Analysts.

iii. **address civic and cultural demands of citizenship.**
This program will provide students the opportunity to earn a degree that includes a broad-based liberal education. As such, students will learn and practice problem-solving skills, critical thinking skills, quantitative literacy skills, and communication. These skills are necessary for a productive, well-rounded, and well-educated citizenry. Moreover, this major will provide students with a broad foundation on the administration and practices of agencies charged with a variety of tasks related to the control of traditional and emerging cybercrimes. Understanding the social, administrative, and legal responses to these crimes requires learning about the underlying socio-economic disparities, roots of poverty, the role of gender, race, class, and the economy. These valuable concepts will be intertwined in this degree.

3. **Accreditation**

Cybercrime Investigation and Enforcement (CIE) is not a field in which accreditation is available. However, the program design is guided by two organizations which provide certification for programs in the closely related fields of Criminal Justice and Cybersecurity.

The Academy of Criminal Justice Sciences (which is not currently accepting new applications for certification until further notice) provides certification for traditional criminal justice and criminology programs. Especially, ACJS requires that Baccalaureate Degrees in Criminal Justice/Criminology include the following content areas in their structure and curriculum: Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law

Enforcement, and Research and Analytical Methods. *The CIE program will incorporate content from all these areas in its curriculum.

Additionally, to support institutions of higher education and research in information assurance, the National Security Agency and the Department of Homeland Security jointly sponsor the National Centers of Academic Excellence in Information Assurance/Cyber Defense (IA/CD). The goal of the CAE IA/CD program is to reduce vulnerability in our national information infrastructure by promoting higher education and research in Information Assurance/Cyber Defense (IA/CD) and to produce a growing number of professionals with expertise in IA/CD disciplines (Klappenberger, 2017).

At the heart of the program accreditation process are the Knowledge Units (KUs). The KU are mandatory topics and associated objectives that must be included in an institution's degree or certificate program. The KUs are organized into three categories: Foundational, Core, and Optional. Institutions with four-year degrees must have all 'foundational' KUs, either all 'Core Technical' KUs, or all 'Core non-technical' KUs', and then pick around 5 'Optional' KUs. *The CIE program (especially the Information System courses) will include topics from the foundational KUs, Core non-technical KUs, and several Optional KUs. Because this framework was designed for cybersecurity, rather than cybercrime, the KUs align well with the Information Systems courses proposed in the cybercrime program.

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable. N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited. N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation. N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not. N/A

4. **Need**

   a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

	Headcount projections, first 5 years of program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	9	9	4	4	1
Cohort 2 (22-23)	0	16	16	14	2
Cohort 3 (23-24)	0	0	20	17	9

Cohort 4 (24-25)	0	0	0	22	21
Cohort 5 (25-26)	0	0	0	0	24
Total	9	25	40	57	57

Projections are based on current enrollments in the Criminal Justice department and projected job growth in related career paths. Headcount accounts for some attrition, and some students taking 5-6 years to graduate because they attend part-time. 50% of students are expected to be in the program at WOU for all years; 50% are expected to be transfer students.

	FTE projections (Average of 12 credits per term), first five years of the program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	8.1	8.1	3.6	3.6	0.9
Cohort 2 (22-23)	0	14.4	14.4	12.6	1.8
Cohort 3 (23-24)	0	0	18	15.3	8.1
Cohort 4 (24-25)	0	0	0	19.8	18.9
Cohort 5 (25-26)	0	0	0	0	21.6
Total	8.1	22.5	36	51.3	51.3

We anticipate about 75% of students will be full time and about 25% will be half-time.

b. Expected degrees/certificates produced over the next five years.

	Expected degree projections, first 5 years of program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	0	0	4	4	1
Cohort 2 (22-23)	0	0	0	7	5
Cohort 3 (23-24)	0	0	0	0	10
Cohort 4 (24-25)	0	0	0	0	0
Cohort 5 (25-26)	0	0	0	0	0
Total	0	0	4	11	16

The program will begin producing graduates mainly after the fourth year of existence. Since it is expected that some students will be transfer students, we are expecting some will graduate after the second year.

c. **Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).**

We expect the characteristics of students in this major to reflect the overall population of WOU students pursuing a bachelor's degree, and of students currently in the related Criminal Justice BS.

   d. **Evidence of market demand.**

   Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybersecurity over the next decade will be 'much faster than average' [1]. At the same time, careers in law enforcement and prevention continue to grow steadily nationwide [2]. Oregon is projected to follow in these trends [3]. The Criminal Justice Department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the department has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for this major became clear.

   e. **If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

   WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and they do not offer a cybercrime program, or a criminal justice major (only a 'crime and justice' option within the sociology major). The proposed program at WOU is designed to give graduates with a bachelor's degree the skills required for entry-level positions in a wide range of occupations within and outside of the criminal justice and cybersecurity fields.

   f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

   The state of Oregon Employment department ranks high-wage, high-demand, and High-Skill occupations that are considered to be priorities in terms of job training by the Oregon Employment Department [4]. Occupational classifications that might be ultimate destinations for our undergraduates include: Police and Sheriff's Patrol Officers, Correctional Officers and Jailers, Supervisors and Managers of Fire Fighting and Prevention Workers, Supervisors and Managers of Police and Detectives, Police, Fire, and Ambulance Dispatchers, Detectives and Criminal Investigators, Private Detectives and Investigators, Database Administrators, Network and Computer Systems Administrators, Computer User Support Specialists, Computer Network Support Specialists , and Computer Systems Analysts.

5. **Outcomes and Quality Assessment**

   a. **Expected learning outcomes of the program.**

Students majoring in the new Cybercrime Investigation and Enforcement major will achieve WOU's Undergraduate Learning Outcomes (ULOs): Quantitative Literacy, Written Communication, Inquiry & Analysis, Integrative Learning, and Diversity.

The curriculum will also help students meet WOU's General Education Learning Outcomes (GELOs) which are as follows:

● WOU GELO #1: Intellectual Foundations and Breadth of Exposure

Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning

● WOU GELO #2: Critical thinking

Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

● WOU GELO #3: Citizenship

Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.

● WOU GELO #4: Multidisciplinary learning

Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

In addition, the BS in Cybercrime Investigation and Enforcement major will have the following program-specific learning outcomes.

> 1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes (PS—program specific outcome)

> 2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime (ULO: Inquiry and Analysis)

> 3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime (ULO: Integrative Learning)

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through the general education courses students will take at WOU, as well as the required lower division courses in the new program, and the existing criminal justice program. The depth of exposure will occur through the upper division coursework in the proposed major, as well as the two capstone courses that are required for the major.

b. **Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction**.

Since the WOU University Learning Outcomes and General Education Learning Outcomes applied to all students who are enrolled at WOU, they are assessed by the university faculty committees.

Listed above are three Program Learning Outcomes (PLOs). PLO 1 this is a program-specific outcome which will be assessed every three to five years by the department (in the same manner that program-specific PLOs for the existing criminal justice department are assessed). PLO 2 is aligned with the Inquiry and Analysis ULO, and will be assessed every

three to five years by the department. The learning outcome will be assessed using the LEAP VALUE rubric for Inquiry and Analysis. PLO 3 is aligned with Integrative Learning ULO, and will be assessed every three to five years by the department. The learning outcome will be assessed using the LEAP VALUE rubric for Integrative Learning.

Faculty of the WOU Criminal Justice and Information Systems Departments will meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed and considered for implementation.

c. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas**.

Faculty in the Criminal Justice and Information Systems Departments at WOU are expected to meet the scholarly standards of their respective divisions. Faculty may demonstrate their scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship

6. **Program Integration and Collaboration**

a. **Closely related programs in this or other Oregon colleges and universities**.

There are no 4-year institutions offering a BS degree in Cybercrime in Oregon. There are, however, several 2 and 4-year institutions which offer degrees, certificates, or concentrations in cybersecurity [5]. Also, there are of course several institutions which offer more traditional Criminal Justice degrees. See description below

George Fox University offers a BS in Computer Science with a Cybersecurity Concentration

Linfield College offers a Certificate in Cybersecurity and Digital Forensics

Mt Hood Community College offers an Associate of Applied Science in Cybersecurity and Networking, a Business Cyber Vulnerability Analyst Certificate, and a Network and Firewall-Security Technician Certificate

Portland Community College offers a Certificate in Cybersecurity Fundamentals

Portland State University offers a Graduate Certificate in Computer Security

Umpqua Community College offers a Associate of Applied Science in Computer Information Systems – Cybersecurity

University of Oregon offers a BS in Computer and information Science—Security Track

b. **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration**.

The proposed program is a collaboration of the Departments of Criminal Justice (within the Criminal Justices Sciences Division) and Information Systems.

As previously mentioned, several Oregon institutions offer either more traditional and general Criminal Justice degrees (focused on the administration of justice and theoretical causes of crime), or very technical degrees and certificates in Cybersecurity within Computer Sciences programs. *The proposed major will complement these programs, and bridge the gap between the current degree offerings in Oregon.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

d. Potential impacts on other programs.
N/A. The collaboration was explained.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information. N/A

Revised May 2016

<div align="center">

Instructions on Budget Outline form

</div>

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Statement pertaining to the budget outline forms (prepared in consultation with the Assistant Provost)**:**

As stated earlier in this proposal, no new faculty resources will be needed to operate the new major. CJ and CIE courses will be taught by existing faculty within the Criminal Justice department. The four IS courses will be taught by existing Information Systems faculty. The major will operate under the Criminal Justices Sciences Division, and with its existing facilities and resources. Thus, the budget forms contain only 0s.

References

[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet at https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-8 (visited October 26, 2019).

[2]. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Police and Detectives,
on the Internet at https://www.bls.gov/ooh/protective-service/police-and-detectives.htm (visited November 03, 2019).

[3] Projections Central, State Occupational Projections (2016-2016), information security analysts, police and sheriffs. On the internet at https://projectionscentral.com/Projections/LongTerm

[4] Oregon High-Wage, High-Demand, High-Skill-Occupations. On the internet at https://www.qualityinfo.org/home?p_p_id=3&p_p_lifecycle=0&p_p_state=maximized&p_p_mode=view&_3_struts_action=%2Fsearch%2Fsearch&_3_redirect=%2F&_3_keywords=high-demand&_3_groupId=0

[5] Cybersecurity Programs in Oregon. On the internet at https://www.cyberdegrees.org/listings/oregon/

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University
Academic Year: 2020-2021
Program: BS Cybercrime Investigation and Enforcement Major

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Executive Governance & Trusteeship Committee (EGTC), Board Chair Election

Article III, Section 5 of the Board's Bylaws governs the election of Board officers. Currently, the Western Oregon University Board of Trustees has a Board Chair and Board Vice Chair, elected in alternate years for two-year terms.   There is no automatic succession or term limits for Board officers.

Last year, the Board elected Jaime Arredondo as its Vice Chair. This year, after her first two-term, Chair Betty Komp is eligible for re-election. She has expressed interest in standing for re-election.

<u>COMMITTEE RECOMMENDATION</u>

The WOU Executive, Governance and Trusteeship Committee (EGTC) recommends that the Western Oregon University Board of Trustees re-elect Betty Komp to serve as its Chair, for a two-year term, effective July 1, 2020 through June 30, 2022.

Executive, Governance and Trusteeship Committee (EGTC), President's FY2021 Salary

In order to help manage the University's budgetary circumstance, the Board, at its April 2020 meeting, approved an FTE reduction for President Rex Fuller, consistent with the approach with other unclassified employees. On May 1, 2020, the University announced that it was going to implement a 0.2 FTE reduction for all unclassified employees for the months of June and July 2020, while the University's senior administrators would take an additional four (4) days of furlough for the remainder of the fiscal year. The April 2020 Board action was designed to include the President with this program.

Upon reflection, the President concluded that it would be detrimental to the University to limit his FTE to 0.8, even for two months in the summer. Pursuant to discussion with the Board Chair, the President proposed to rescind the FTE reduction approved at the April 2020 Board meeting and to replace it with a salary reduction from FY2018 salary. This action would maintain the budget savings accomplished by the FTE reduction, but allow the president to remain at 1.0 FTE.

COMMITTEE RECOMMENDATION
The WOU Executive, Governance and Trusteeship Committee (EGTC) recommends to the Western Oregon University Board of Trustees the following action regarding the President's FTE and salary:

The Board rescinds President Rex Fuller's FTE reduction as approved at its April 15, 2020 Board meeting and replaces it, effective July 1, 2020 to June 30, 2021, with a salary reduction from its FY20 level ($262,896) to President Fuller's FY2018 salary ($248,000) at 1.0 FTE. By this action, the Board also delegates to the Board Chair or her designee the authority to draft and execute documents necessary to memorialize this action.

Finance & Administration Committee (FAC), FY21 Preliminary Budget

Education & General Fund Component:

Budget Creation Process:

For the past several months, we have been working towards developing the FY21 Budget. This is the second year we are undergoing this process in a decentralized budget environment. The overall purpose of the budgeting process was to engage all relevant campus stakeholders in setting fiscal targets and levels of expenditures, allocating resources in conformity with fiscal targets and the University's Strategic Plan, and addressing issues of operational efficiency and performance standards. The process involved having over 20 meetings with stakeholders across campus, including College of Liberal Arts & Sciences, College of Education, divisions of Academic Affairs, Student Affairs, General Counsel, Development and Advancement, and Finance and Administration. In addition, the budgeting process included University Budget Advisory Committee's (UBAC) review of campus-wide initiative and efficiency proposals and Tuition and Fee Advisory Committee's (TFAC) involvement in the tuition setting process. Budget formulation once again took place in an uncertain state funding environment.

Revenue Assumptions:

Enrollment Fees

- Tuition built on a 2.5% enrollment decline next year, approximately 152,100 credit hours for Undergraduate and 8,500 credit hours for Graduate. Tuition revenues are also reflective of an Undergraduate Resident tuition rate increase of 4.55%, with other tuition rate increases being approximately 5% (as approved by the Board of Trustees on April 15, 2020)
- Online course fee revenue is based on 35% of credit hours being offered online for fall and 15% for winter and spring.
- Fee remissions are budgeted at $7.05M to account for two quarters of reductions in state lottery funding.

Government Resources & Allocations

- HECC has provided guidance that we should plan on an 8.5% decrease in state funding across the biennium (in effect ~17% for FY21), or $23,890,379.
- Projecting a 17% decrease to the Engineering Technology Sustaining Funds (ETSF), which supports our Computer Science Division, resulting in funding of $261K
- Small-Energy Loan Program is still budgeted at the original amount we expected of $382K, as we have not heard that this program is set to get cut.

Other Revenues

- Other revenues including Gift Grants and Contracts, Investment, Sales & Services, and Other Revenues are budgeted at an overall amount of $4.35M, slightly less than our actual projected Other Revenues for FY20.

Total Revenues for FY21 are budgeted at $64.834M, which is $4.557M less than the FY20 Adjusted Budget, and $2.315M less than the FY20 Projected Actuals.

Expense Assumptions:

Personnel

- Budgeted amount for faculty is reflective of the same pay rates as FY20. A salary freeze is in place for unclassified staff. The budget for classified staff includes the 2.1% COLA that goes into effect on July 1, 2020 under the current Collective Bargaining Agreement, as well as regular step increases.
- Includes furlough savings of 20% for one month for unclassified and two months for classified. It is also reflective of two months of salary savings for classified staff who are on Leave Without Pay (LWOP). 17 positions have been eliminated and are reflected as well.
- Student pay is budgeted at approximately the same amount as FY20, despite there being a 6.7% increase in minimum wage.
- Unemployment Insurance is budgeted at $200K, to account for our share of the unemployment insurance that will need to be paid for furloughs and LWOP.
- Other Payroll Expenses are reflective of the same cost of health insurance per person. In FY20, retirement was budgeted based on a rate of 22.75% of an individual's salary, with an additional $1M set aside in a retirement pool to be allocated; this year retirement was budgeted at 25.5% of an individual's salary.

Services & Supplies (S&S)

- Reflective of nearly 10% reductions across the board. Exceptions were made for areas with contractual obligations.

Capital Outlay

- Budgeted at $210K, which funds expenditures in University Computing Solutions and the Library.

Total Expenses for FY21 are budgeted at $67.922M, which is $839K more than the FY20 Adjusted Budget, and $1.267M less than the FY20 Projected Actuals.

Net Transfer Assumptions:

- Inclusive of a $3.1M transfer to athletics to fund athletic staff salaries (which are reflective of a 20% furlough for one month).
- Transfer out of $150K transfer to Child Development Center.

- Transfer out of $175K of SELP funding for debt service.

Total Net Transfers for FY21 are budgeted at $3.424M, which is $195K less than the FY20 Adjusted Budget, and $364K more than the FY20 Projected Actuals.

This results in a net budget deficit of $6.512M, 10.0% of revenues.

Incidental Fee (IFC) Component:

Budget Creation Process:

Incidental Fee Committee is composed of 9 students and 3 staff advisors. The committee meets weekly over winter term to review budgets submitted by area advisors and determine the level of allocation for the following year. Areas funded by the Incidental Fee include Abby's House, Food Pantry, Access, ASWOU, Athletics, Campus Recreation, Child Development Center, Creative Arts, Student Engagement, Service Learning/Career Development, Student Activities Board, Student Media, and WOLF Ride.

Assumptions:

- Projected enrollment fee revenues for fall term are based on a 40% decline for fee-paying students fall term (incidental fee is assessed on in-person credit hours in Monmouth). Enrollment fee revenues for winter and spring term are based on a 5% decline (higher than 2.5% due to the continued transition to more online courses).
- The budget is not reflective of any Summer 2020 activity, as all classes are being delivered online.
- Other revenues and expenses are budgeted at the amount as approved by the Committee.

This results in a net deficit budget of $942K, 22.5% of revenues.

Designated Operations & Service Departments Component:

Designated Operations & Service Department budgets are inclusive of primarily Council of Presidents and Telecommunications, as well as other small miscellaneous budgets. These budgets are largely internal operations, and are not expected to be dramatically impacted next year. As such, the budgets have no significant changes from FY20.

This results in a balanced budget.

Auxiliary Component:

The auxiliary component is composed of Athletics, Housing, Dining, Parking, Conference Services, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), and other minor operations.

University Housing:

University Housing comprises approximately $4.3M, or 24.8% of budgeted auxiliary expenses.

- University Housing works with the Housing & Dining Advisory Committee (HDAC) to set room and board rates for the upcoming year. Scenario A is based on approximately 700 students living in Housing next year, while Scenario B is based on approximately 420 students (capacity is 1,366 students). Current reservations for next year include 390 renewed contracts and 680 new reservations.
- Personnel in Scenario A is reflective of slightly decreased staff levels, while Scenario B includes reducing staff levels even further.
- Scenario B is also reflective of savings in Services & Supplies due to reduced levels of custodial and utilities, as well as General Administrative Overheard.

Campus Dining:

Campus Dining comprises approximately $3.7M, or 21.3%, of budgeted auxiliary expenses.

- Residential Dining's Scenario A budget is based on approximately 700 students with meal plans, while Scenario B is based approximately 325 meal plans. Scenario B is also reflective of decreased casual guest income and conference sales.
- Personnel for residential dining has also been decreased. Scenario A is reflective of approximately 425K of student labor, while Scenario B includes approximately $200K. Within Services & Supplies, Scenario A includes $645K of food costs, while Scenario B includes $338K.
- Retail Dining's (Café Allegro, The Press, catering, etc.) budget is built upon 50% of typical revenues, which reflects reduced in-person operations this fall.

Student Health & Counseling Center (SHCC):

Student Health & Counseling Center (SHCC) comprises approximately $2.3M, or 13.3% of budgeted auxiliary expenses.

- Enrollment fees are built on a $6 increase per term, as approved by the Board of Trustees on April 15, 2020, and endorsed by the Tuition & Fee Advisory Committee. The Health Service Fee is assessed at the first credit hour of classes in-person Monmouth, as such we expect to see a less significant decline in fall

term revenues. For scenario A, fall term revenues are built on a projected 15% decline in fee-paying students, and a 5% decline for winter and spring terms. Scenario B is reflective of no fall term revenues, a $500K decrease.

- Personnel expenses are reflective of furloughs and holding vacant positions open intentionally. The Services & Supplies budget has also been decreased as much as possible.

Athletics:

Athletics (excluding Incidental Fee component) comprises approximately $4M, or 23.2%, of budgeted auxiliary expenses.

Athletics receives funding from several sources including Education & General Fund, Lottery, Tickets & Concessions, and Special Projects. In FY20, 1.5 FTE for Men's Soccer coaches was budgeted; this has been removed for FY21. The FY21 budget is built on the assumption that normal athletic travel will occur next year.

Bookstore:

Bookstore comprises approximately $1.3M, or 7.5%, of budgeted auxiliary expenses.

Bookstore's budget includes $700K of merchandise for resale. Bookstore has seen a decline in revenues over the past several years. The budget has been updated to be reflective of this FY20's current level of revenues & expenses.

Parking:

Parking comprises approximately $500K, or 2.7%, of budgeted auxiliary expenses.

Parking has a Parking Review Committee (PRC) that provides feedback on any changes. There are no increases to parking rates for next year, and as such revenues are budgeted at the same level. In order to help with the E&G budget deficit, another 1.0 of Public Safety FTE was shifted to be paid by parking.

Child Development Center:

Child Development Center comprises approximately $500K, or 3.1% of budgeted auxiliary expenses.

Child Development Center (CDC) receives funding from children's tuition, a Preschool Promise grant, a subsidy from E&G, and funds from IFC to offset WOU students' children's tuition. CDC works closely with Finance & Administration to set their tuition rates. Next year's projected sales are based on no increases, with the exception of the Toddler Program, and assume opening in the fall. Personnel expense reflect compliance with mandated ratios.

This results in a net budget deficit for all Auxiliaries of $1.333M for Scenario A, 9.6% of revenues, and $2.985M for Scenario B, 29.3% of revenues.

FY21 Budget across all Funds:

Combined component budgets results in a total net budget deficit across these funds of $8.788M, or 10.3% of revenues for Scenario A, and $10.440M, or 2.8% of revenues for Scenario B.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the FY21 Preliminary Budget as presented in the docket, with instruction to present an Adjusted FY21 Budget at the November 2020 Board of Trustees meeting that results in a positive projected ending FY21 fund balance as approved by the Board of Trustees.

Western Oregon University
FY21 Proposed Budget
Overall Budget Summary

	Education & General (E&G)	Incidental Fee (IFC)	Designated Operations & Service Depts	Auxiliary (excluding IFC) Scenario A	Auxiliary (excluding IFC) Scenario B	Total (with Auxiliary Scenario A)	Total (with Auxiliary Scenario B)
Revenues							
Enrollment Fees	35,950,000	3,606,021	113,133	2,070,000	1,570,000	41,739,154	41,239,154
Government Resources & Allocations	24,533,727	-	-	-	-	24,533,727	24,533,727
Gift Grants and Contracts	750,000	40,050	-	54,500	54,500	844,550	844,550
Investment	3,000,000	100,021	4,190	37,539	37,539	3,141,750	3,141,750
Sales & Services	500,000	185,762	173,705	10,646,142	7,546,142	11,505,609	8,405,609
Other Revenues	100,000	251,598	2,042,375	1,070,608	970,608	3,464,581	3,364,581
Total Revenues	**64,833,727**	**4,183,452**	**2,333,403**	**13,878,789**	**10,178,789**	**85,229,371**	**81,529,371**
Expenses							
Personnel	60,186,054	2,255,385	1,012,034	8,714,316	7,914,316	72,167,789	71,367,789
Services & Supplies	7,525,889	2,649,900	1,320,619	8,587,362	7,387,362	20,083,769	18,883,769
Capital Outlay	209,691	-	-	-	-	209,691	209,691
Total Expenses	**67,921,634**	**4,905,284**	**2,332,653**	**17,301,678**	**15,301,678**	**92,461,249**	**90,461,249**
Net Transfers	**3,424,329**	**220,401**	**750**	**(2,089,660)**	**(2,137,660)**	**1,555,820**	**1,507,820**
Net Budget	**(6,512,236)**	**(942,233)**	**-**	**(1,333,229)**	**(2,985,229)**	**(8,787,698)**	**(10,439,698)**

	FY21 Proposed Budget	FY20 Adjusted Budget	Variance (Proposed FY21 Budget to FY20 Adjusted Budget)	FY20 Projected Actuals	Variance (Proposed FY21 Budget to FY20 Projected Actuals)
Revenues					
Enrollment Fees	35,950,000	36,819,522	(869,522)	34,782,000	1,168,000
Government Resources & Allocations	24,533,727	27,512,295	(2,978,568)	27,512,000	(2,978,273)
Gift Grants and Contracts	750,000	850,000	(100,000)	612,000	138,000
Investment	3,000,000	3,659,000	(659,000)	3,243,000	(243,000)
Sales & Services	500,000	450,000	50,000	600,000	(100,000)
Other Revenues	100,000	100,000	-	400,000	(300,000)
Total Revenues	**64,833,727**	**69,390,817**	**(4,557,090)**	**67,149,000**	**(2,315,273)**
Expenses					
Personnel	60,186,054	59,239,913	(946,141)	62,218,000	2,031,946
Services & Supplies	7,525,889	7,640,016	114,127	6,665,000	(860,889)
Capital Outlay	209,691	202,691	(7,000)	306,000	96,309
Total Expenses	**67,921,634**	**67,082,620**	**(839,014)**	**69,189,000**	**1,267,366**
Net Transfers	**3,424,329**	**3,619,069**	**194,740**	**3,060,000**	**(364,329)**
Net	**(6,512,236)**	**(1,310,872)**	**(5,201,364)**	**(5,100,000)**	**(1,412,236)**

Western Oregon University
FY21 Proposed Budget
Education & General Fund Detail

Revenues

Enrollment Fees
    Undergraduate Tuition

Resident	22,237,000	
WUE	7,467,000	
Non-Resident	2,524,000	
Total Undergraduate Tuition	32,228,000	

    Graduate Tuition

Resident	579,800	
Non-Resident	443,400	
Online	3,253,800	
Total Graduate Tuition	4,277,000	

    Summer

Undergraduate	1,870,000	
Graduate	680,000	
Total Summer	2,550,000	

Other Tuition	365,000	
Total Tuition		39,420,000

    Fees

Matriculation	650,000	
Course	500,000	
Application	205,000	
Online	1,875,000	
Other	350,000	
Total Fees		3,580,000

Fee Remissions		(7,050,000)
Total Enrollment Fees		35,950,000

Government Resources & Allocations

Student Success & Completion (SSCM)	23,890,379	
Engineering Technology (ETSF)	261,160	
Small-Energy Loan Program (SELP)	382,188	
Total Government Resources & Allocations		24,533,727

Western Oregon University
FY21 Proposed Budget
Education & General Fund Detail

Other Revenues

Gift Grants and Contracts	750,000	
Investment	3,000,000	
Sales & Services	500,000	
Other Revenues	100,000	
Total Other Revenues		4,350,000

Total Revenues	**64,833,727**

Expenses

Personnel

Faculty Salary & Wages	19,674,065	
Unclassified Salary & Wages	9,499,321	
Classified Salary & Wages	7,320,218	
Student Pay	1,694,177	
Unemployment Insurance	200,000	
Other Payroll Expenses (OPE)	21,798,274	
Total Personnel		60,186,054

Services & Supplies

Services & Supplies	11,661,106	
Internal Sales	(4,135,217)	
Total Services & Supplies		7,525,889

Capital Outlay	209,691

Total Expenses	**67,921,634**

Net Transfers

Foundation Endowment Earnings	(8,893)	
Athletics Subsidy	3,103,418	
Child Development Center Subsidy	150,000	
Jensen Endowment Fund Match	4,804	
SELP Funding	175,000	
Total Net Transfers		3,424,329

Net Budget	**(6,512,236)**

Projected FY20 Ending Fund Balance	**4,287,000**