



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 24 – February 1, 2022
2:00pm – 4:00pm
Via [Zoom](#) | By Phone: 1-253-215-8782
Meeting ID: 896 4191 2345 | Passcode: 388955**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) [May 25, 2021 Meeting Minutes](#) (Page 2)
- 2) [November 2, 2021 Meeting Minutes](#) (Page 5)

IV. ACTION ITEMS:

- 1) Academic proposal:
 - a. [Graduate Certificate in Writing Theory & Practice for In-Service Teachers](#) (Page 11)

V. REPORT & DISCUSSION ITEMS:

- 1) Academic Affairs Update | [Vice President Report](#) (Page 21)
- 2) Student Affairs Update | [Vice President Report](#) (Page 35)

VI. SHOWCASE: [Partnerships](#) | Jessica Murfin (Page 39)

Overview of our current external partnerships and explore opportunities designed to bring new students and revenue to WOU. An update will be provided by Jessica Murfin, WOU's Partnership Specialist.

VII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 22 – May 25, 2021
2:00pm – 4:00pm**

I. CALL-TO-MEETING AND ROLL CALL

Chair Jaime Arredondo called the meeting to order at 2:02pm.

Committee members: Jaime Arredondo, Danielle Campbell, Susan Castillo, Linda Herrera, Malissa Larson

Others present: Adriana Carrillo, Monica Cerda Ortiz, Gary Dukes, Mark Girod, Zachary Hammerle, Anna Hernandez-Hunter, Kella Helyer, Sue Monahan, Chris Solario, Sheree Solario, Kevin Thibeault, Jay Thompson, LouAnn Vickers, Denise Visuano, Bev West, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) Meeting Minutes: April 8, 2021

Trustee Malissa Larson moved to accept the minutes as written, Trustee Susan Castillo seconded. Minutes were approved with no changes.

IV. ACTION ITEMS:

1) Proposal for new minor:

a. Ethics and Social Justice

Provost Winningham gave an overview of the proposed minor, including the classes that students would be able to attend to fulfill this minor requirement. The minor would not be offered until Fall 2022, as the deadline has passed for Fall 2021. Trustee Larson and Trustee Linda Herrera had clarifying questions regarding where these classes would be held, and Provost Winningham provided additional information.

Trustee Castillo moved to accept the proposal and Trustee Larson seconded. Proposal was approved unanimously.

V. REPORT & DISCUSSION ITEMS:

1) COVID-19 Update | Dr. Gary Dukes & Dr. Rob Winningham



Provost Winningham gave an update on Fall 2021, including class modality and how those modality options were identified. Dr. Dukes gave an update on a university-wide vaccination program. Cases have been low on campus, due to the precautionary steps taken by WOU. State and county guidelines are still not certain when it comes to some distancing measures and masks. Air exchanges and sanitizing in buildings will continue into Fall term 2021, with contact tracing happening when there is confirmed positive exposure. Housing will continue to have additional spacing, though there will be more doubled rooms than in the prior year.

Marketing campaigns and information campaigns for the vaccine and getting information out to students is on-going.

2) Student Affairs Update | Vice President Report

Dr. Dukes gave an update on enrollment and the continued decline WOU has experienced this year. A few new student events have been held in-person and those have been successful.

Campus recreation has begun a partnership with the Central School District to provide summer enrichment programs for students. Dr. Dukes gave more information regarding funding and how those programs will look.

A new director of orientation position has been created to develop a college readiness program for incoming freshmen, which we are calling Strong Start. The State of Oregon is likely to allocate funds to state universities to offer enrichment programs for incoming freshmen over the next couple of years. These programs would occur one to two weeks before the start of the academic year and include courses in Math, Freshman Year Seminar and other orientation courses designed to help students return to school after largely being remote this past 16 months. This is a short timeframe in which to develop the Strong Start program, and thus the creation of this position to be ready once the funding is approved. Megan Habermann, who has been coordinating many aspects related to orientation was appointed into this position so she could immediately start designing, planning, and implementing the Strong Start program

The director of orientation will also oversee Summer Orientation, Advising, and Registration, New Student Week, develop winter and spring orientation programs, and oversee the PLUS Team.

Dr. Dukes also gave updates on new hires that are in Student affairs including the new director of the Student Veteran Affairs, noting the hiring for Abby's House is under way.



3) Academic Affairs Update | Vice President Report

Provost Winningham gave the Academic Affairs update and discussed the initiatives in WOU Faculty Senate which will modify how many credits transfer students would need to take in their last year to complete their degree at WOU. There was also a recommendation made by the Registrar's Office to better align our Satisfactory/No Credit requirements with other regional universities.

He also gave updates on how WOU's 4-year graduation rates have improved and how they compare to other universities in Oregon and throughout the nation. With the newly approved changes, graduation rates are estimated to improve further.

Provost Winningham updated the committee on the support Academic Innovation has continued to provide to both faculty and students. He also noted that Sponsored Projects has continued to assist campus with locating and application for grants. Changes and updates in the Institutional Research (IR) are continuing, including a search for a new director of IR.

He concluded his report with an overview of various awards and achievements that WOU faculty and students have been given in the last few months.

VI. SHOWCASE PRESENTATIONS:

1) Financial Aid | Director Kella Helyer

Due to time constraints, Kella gave a brief overview of changes in financial aid. She will give her full presentation at the next ASAC meeting.

2) Multicultural Student Services & Programs | Director Anna Hernandez-Hunter

Director of Multicultural Student Services and Programs Anna Hernandez-Hunter gave a presentation regarding MSSP, including the history behind the program and the support and services that the program has provided. Graduate Student Monica Cerda spoke on her experiences with the MSSP and love for the program.

VII. ADJOURNMENT

Meeting adjourned at 3:59pm.



Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 23 – November 2, 2021
3:00pm – 5:00pm

MEETING MINUTES

I. CALL-TO-MEETING AND ROLL CALL

Committee members: Jaime Arredondo, Danielle Campbell, Susan Castillo, Malissa Larson; Late: Linda Herrera

Others present: Mike Baltzley, Chelle Batchelor, Kathy Cassity, Keats Chaves, Gary Dukes, Breeann Flesch, Mark Girod, Anna Hernandez-Hunter, Ian Hunt, Jay Kenton, Sue Monahan, Michael Reis, Kelly Rush, Devin Thongdy, LouAnn Vickers, Rob Winningham; Late: Gwenonwyn Knoop, Makana Ripley, Kevin Thibeault, Trina Horsey

II. COMMITTEE CHAIR'S WELCOME

Chair Arredondo called the meeting to order at 3:01pm and gave a brief welcome message in recognition of Dia de los Muertos before quickly handing the meeting off to Dr. Breeann Flesch.

III. CONSENT AGENDA

There were no consent items to discuss.

IV. ACTION ITEMS:

1) Proposal for new degrees:

a. Bachelor of Science and Bachelor of Applied Science in Data Analytics

Dr. Flesch shared the rationale for a new program in data analytics. WOU's program would be going through a liberal arts pathway, rather than being an engineering degree, and would be focused more on data analytics than data science. Dr. Flesch shared the proposed curriculum. WOU is working closely with Chemeketa to develop a transfer pathway that will work for all four-year institutions. The program will require 90 credits at WOU for graduation in four years.

Trustee Castillo asked the question of what the timeline would be for working with the transfer pathway, and when that would be completed. Breeann replied that the program will be implemented in the near future; WOU is working closely with Chemeketa to develop a data class that will be offered next fall. Most of the classes proposed are already being offered at institutions. Reaching out and advising at the community college level. WOU will have the classes on the books Fall 2022.

Dr. Winningham added that anyone transferring into WOU with a 90-credit transfer degree will finish the program in two years of study at WOU. Bachelor of



Applied Science will finish in two years for students incoming with terminal Information Science associates degrees.

Trustee Castillo moved to approve the proposal; Trustee Larson seconded the motion. Motion carries.

V. REPORT & DISCUSSION ITEMS:

1) Student Affairs Update | [Vice President Report](#)

Dr. Dukes on COVID. Recruitment and retention will be the focus on the next Board meeting showcase. Still finding challenges on physically getting into high schools; schools are more adept to Zoom meetings with counselors, providing more opportunities for recruiters; WOU has stronger contact in classrooms. WOU has set numbers for staff for enrollment goals for 2022 and will continue to brainstorm on recruitment; group meets weekly. Discussing remissions and caps associated with remissions; wanting to remove or raise the current cap on remissions. Will include students in the Bilingual Teachers program and graduate students as part of that process.

WOU has purchased a couple programs, one to help identify and best use financial aid to get students to enroll based on demographics, and one to look at adult learners at under/grad levels. WOU continues to increase marketing and advertising and has been receiving positive feedback on billboards. WOU is working to better align financial aid, scholarship, and housing communication processes to get information out in a timely manner after students are admitted.

The Cesar Chavez Leadership Conference is being broken up into two different conferences for 2021-22, one for seniors in the fall (capped at 500 attendees), one for non-seniors in the spring (capped at 500 attendees). WOU retains contact information for students to continue follow ups with students who attend.

Dream.us provides scholarship funds for undocumented students to attend WOU. Four people involved: Adrian Trujillo, Itsel Venegas-Trujillo, Anel Venegas-Trujillo, Travis Heide. Fifty students are participating; WOU is currently the only Oregon university participating.

Comment on SHCC: students are trying to meet in person with counsellors. Housing/Dining: more students living on campus than last year; expecting numbers to hold, unlike last year. Upward Bound/Trio rewriting to get their grant back; should know this summer.

Standardized testing on hold/schools not requiring testing for admission is causing WOU to need to look at other metrics to determine need for the new grant. The Veterans Resource Center is applying for a new grant; of the



\$100,000 they expect to receive, \$35k goes to off-set the cost of the director, the other funds go to programming for the Center. The Childcare Center is up and running and has been able to receive federal funds to help students with children at the childcare center.

2) Academic Affairs Update | [Vice President Report](#)

Dr. Winningham provided a report for Academic Affairs.

WOU: Salem will have more classes offered for Winter term, still ahead of business plan from a couple years ago.

Willamette Promise brought 30 students from around the region to the WOU campus in an effort to work on WOU pipeline and community building relationships and to get students on campus. Graduate enrollment is down a little compared to 2020, but we are expecting an uptick in enrollment in winter term. New graduate programs coming online including an MS Justice Studies, anticipating having two large cohorts (40 students) in the fall; two new Organizational Leadership Certificates; and the Accelerated Undergraduate to Master's Pathway

The Sponsored Projects Office (SPO) helped submit 68 external funding proposals, 41 of which were accepted. WOU will employ hundreds of substitute teachers through an \$8 million grant through Oregon Department of Education to fund the Child Substitute Teacher Program. SPO has implemented the new Distribution of Indirect Cost Recovery Policy.

Library and Academic Innovation is responsible for the success of online learning. OER (Open Educational Resources) program has saved students approx. \$840,000, getting closer to being the most affordable university in Oregon.

The Registrar's Office is following up with previous students who could have graduated under WOU's current curriculum requirements, as opposed to the requirements in place during their time at WOU. Degrees have been awarded to 28 undergraduate students through this initiative. Student Success and Advising is working on the Degree Completion project, using state grant money to employ two limited duration staff to contact students who have dropped out since the beginning of the pandemic; 92 students have re-enrolled through this project. Advisors have set up a system with the Business Office to utilize federal funds to pay off accounts receivable so students can enroll.

College of Education partnered with Admissions Office staff to host 30 high school students from Clatsop County in partnership with Clatsop Community College.



The DeafBlind Interpreting National Training & Resource Center received a \$2.1M grant from the Department of Education Rehabilitation Services for enhancing services, access, and communication norms.

College of Liberal Arts & Sciences faculty and staff have recently garnered several achievements and accomplishments, including the publication of the second anthology of first-year student writing.

The recently hired partnership program is meant to “grow and strengthen WOU’s opportunities and ability to provide fiscally productive educational programs and experiences for external partners.” This program provides professional and workplace development pathways for state employees and helps state government retain employees. WOU is also offering not-for-credit partnerships and workshops, including workshops in January related to racial healing and understanding, and a partnership with school districts to provide training for the substitute teacher program to provide emergency licensure for individuals who do not have degrees.

Academic Affairs partnered with MarCom to market academic programs aimed at niche audiences; thirteen grants between \$1600 - 8000 were awarded to engage in marketing efforts that had a high probability of bringing new students to WOU from these niche communities.

VI. SHOWCASE: Lessons Learned: What Worked and What Didn’t

WOU did a survey of 1,000 students in October 2021, looking for information on course modality preference. Dr. Mike Baltzley, Associate Provost of Academic Effectiveness, presented the results of the survey. Undergraduates largely wanted in-person courses (27% of >1k students), graduate students largely wanted online a/synchronous (37% wanting asynchronous), and new students had preference for in-person courses. Survey found that students generally agree that they benefited from having required reading available online.

Dr. Baltzley presented feedback from students who were unable to attend the Committee meeting. Grad student Andrea Morgan believes all courses/work should be accessible through Canvas to make classes more accessible to students and to prevent learning disruptions due to inclement weather or further pandemics. Undergrad McKenzie McHuron-Guss believes there should be a tuition decrease for online asynchronous classes and stated that the amount of schoolwork increased under an online-only modality. McKenzie described having had a hard time making study groups in online-only classes and relying a lot on the professor for help.



Dr. Baltzley then passed the meeting off to the student presenters in attendance. Student Lorena Soriano felt that they had received really good instruction and that online classes helped for commuting but was not sure what was available in person. She had trouble with one professor who would not answer email, and didn't reply/make announcements for Canvas, exams, etc. She stated that she was worried about there not being enough resources on campus and prefers online classes for next year.

Grad student Trina had mixed feelings about classes, being a nontraditional student. While online classes offer flexibility, she needs person-to-person contact and thinks their Organizational Leadership program works better in person. Trina stated some professors have been agile and accommodating and utilized Zoom to its full advantage to make online classes feel like a real classroom.

Student Gwenonwyn stated online school was nice because it was better to maintain a job at the same time as attending school. She is now commuting to Monmouth, with a practicum near Gresham, and is hoping for more online classes for the Education program, Gwen agreed with Trina that professors facilitating the online learning experience made it feel like an in-person classroom.

Dr. Baltzley then turned the floor over to the committee for discussion.

Trustee Castillo asked ASWOU Vice President Thongdy if ASWOU found it surprising, what the survey says. Thongdy responded that they were not surprised that students want to go back online because they're adjusted to that modality. As students have back to in-person learning, they can see the division between those who wanted to come back to in-person and those who were adjusted to online. He stated they are not surprised some professors are resistant to accessibility due to the amount of work and effort needed to upload assignments. Thongdy also stated that this mindset is an accessibility issue in general, as the lack of both online and in-person options limits students from succeeding.

Trustee Larson asked Dr. Baltzley how discipline/major affected the in-person/online division. Dr. Baltzley responded that students did provide their major on the survey, and that each division was provided their own data from the surveys; however, the survey results, in general, weren't broken down into majors because varying sample sizes can skew the data. Divisions did receive data on majors if they asked for it.

ASWOU VP Thongdy asked, if there was to be another survey, were there plans to look into financial data (e.g., how higher course fees for online courses affect student decisions). Provost Winningham replied that the survey was specifically



designed to get information for Winter term, so the survey was limited due to time constraints. Provost Wunningham acknowledged that online courses have additional fees due to infrastructure and personnel costs and suggested that students get involved in the finance committee for setting tuition and fees for the next academic year.

Chair Arredondo asked how many students were taking online courses pre-Covid. Provost Wunningham responded 15-20%, though Psychology and CJS have fully online pathways, and General Education is heading towards having a fully online pathway by March 2022.

The committee posed further questions about online courses, including questions about the need for transparency with increased fees for online courses, accessibility, and the best ways to report findings and decisions to the campus community. The committee also acknowledged the need for staff and faculty feedback and representation in further implementation.

Student Makana Ripley noted the importance of publicly acknowledging that decisions around course modality changes and increased fees are difficult decisions to be made. She suggested a need for setting up a specific space, office, or person that could receive student feedback and add a human aspect to feedback reception.

Provost Wunningham noted that each course will need to have modality decisions made separately, and each department will need to decide the viability of online pathways for certain programs. Provost Wunningham then highlighted that all comments and feedback about course modality will need to go through the faculty, as concerns about online resources and accessibility are ultimately up to faculty decisions/behavior. Provost Wunningham stated that the potential next steps are multifaceted: College deans would need to have conversations with the division chairs, presentations would need to be made to Faculty Senate, and a Zoom session would need to be held for the entire campus community to share the necessary data.

VII. ADJOURNMENT

Trustee Arredondo adjourned the meeting at 4:54pm.

WOU Board of Trustees, Proposal for a new graduate certificate program: Graduate Certificate in Writing Theory and Practice for In-Service Teachers

The Department of English Studies within the Division of Humanities proposes a new Graduate Certificate in Writing Theory and Practice for In-Service Teachers. The 18-credit online graduate certificate offers in-service high school teachers the opportunity to develop disciplinary knowledge of teaching composition, which will benefit both writing instruction in the high school classroom as well as prepare high school teachers for the challenges of dual enrollment instruction.

Currently, there are no programs in the public OR institutions offering a graduate certificate in the theory and practice of teaching composition. Of increasing importance in the state of OR is the fact that more and more high school teachers are tasked with dual enrollment instruction, of which first-year writing is the most commonly taught course. However, many high school teachers are unprepared to teach a college-level curriculum, as they do not have the advanced disciplinary knowledge of composition studies that comes from MA and PhD in Rhetoric and Composition. We have seen this in our work with Willamette Promise for WR 121 and WR 122; we spend much of our professional development time teaching our high school colleagues about composition theory and pedagogy.

The potential benefits of this certificate are broad. More qualified teachers will mean more dual enrollment offerings, which provides more access to students to college courses. We know from ample dual enrollment research that students that have access to college courses have higher postsecondary enrollment after high school, maintain higher overall GPAs than students that did not begin with college credits, and have a higher likelihood of persistence into the second year (NACEP). There is only one comparable certificate targeting high school teachers in the state of Oregon, but it is not performing the same work. This is an opportunity for Western Oregon University to lead the way in offering this important professional development to our high school colleagues tasked with dual enrollment instruction. In addition to serving Oregon, this proposed online certificate also provides sufficient graduate-level credits in its specialty area to satisfy Higher Learning Commission requirements for dual credit writing teachers in its region (HLC is the largest regional accreditor in the US), thus providing opportunities to reach teachers throughout the Midwest.

The proposed Graduate Certificate in Writing Theory and Practice for In-Service Teachers received Faculty Senate Approval on December 14, 2021, 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.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Graduate Certificate in Writing Theory and Practice for In-Service Teachers as included in the docket material.



P14072
Graduate Certificate in
Writing Theory and Practice
for In-Service Teachers

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Graduate Committee
- Faculty Senate
- LAS Dean
- Provost
- President
- Registrar
- Catalog entry

New

Requestor: Leigh Graziano
Submitted: 2021-11-17 16:45:49
Submitting as: Faculty Member or APA

Request for a: Program
Level Graduate
Type of Request: New (course, program, focus/concentration, or temporary course)
Will this be offered within an existing division or department? Yes
Type of program Certificate
Division Humanities
Department/Program English Studies
Is this curricular change driven by assessment data you have collected? No
Summary/Rationale for proposal

English Language Arts teachers have completed a number of pedagogy courses in order to become licensed; however, nationally only 21% of methods courses at the undergraduate level include courses in writing theory and pedagogy (Caughlan et al. 279). Additionally, though a number of teachers have graduate degrees, these degrees are either in Literature or in Education instead of Composition; in fact, the national study by Caughlan et al. reveals that approximately only 18% of Master's level Methods courses include courses in teaching writing (279). Additionally, the National Council of Teachers of English, in its policy brief "Writing Now" (2008) recommends that [policymakers] develop programs for professional development in writing instruction for teachers at all levels" (55).

Currently, there are no programs in the public OR institutions offering a graduate certificate in the theory and practice of teaching composition. Of increasing importance in the state of OR is the fact that more and more high school teachers are tasked with dual enrollment instruction, of which first-year writing is the most commonly taught course. However, many high school teachers are unprepared to teach a college-level curriculum, as they do not have the advanced disciplinary knowledge of composition studies that comes from MA and PhD in Rhetoric and Composition. We have seen this in our work with Willamette Promise for WR 121 and WR 122; we spend much of my professional development time teaching our high school colleagues about composition theory and pedagogy.

The certificate we are proposing offers the graduate coursework that supplies the disciplinary knowledge of teaching composition, which will benefit both writing instruction in the high school classroom as well as prepare high school teachers for the challenges of dual enrollment instruction.

The benefits of a certificate like this have broader potential benefits, as well. More qualified teachers means more dual enrollment offerings, which provides more access to students to college courses. We know from ample dual enrollment research that students that have access to college courses have higher postsecondary enrollment after high school, maintain higher overall GPAs than students that did not begin with college credits, and have a higher likelihood of persistence into the second year (NACEP). There is only one comparable certificate targeting high school teachers in the state of Oregon but it is not performing the same work, so this is an opportunity for Western Oregon University to lead the way in offering this important professional development to our high school colleagues tasked with dual enrollment instruction.

Is this a stand-alone certificate? Yes
If the certificate is part of one or more minors, please indicate which ones
Anticipated start date Summer 2022
Where will the program be delivered? WOU Salem
How will the courses be offered? Online asynchronous, Online synchronous
Proposed Classification of Instructional Programs (CIP) number. 23.1399

Title of new program, requirement, focus, or concentration Graduate Certificate in Writing Theory and Practice for In-Service Teachers

Faculty Listing

Coordinator: Leigh Graziano

Professor: Rob Troyer, Katherine Schmidt

Associate Professor: Lars Soderlund

Assistant Professor: Damian Koshnick

Mission, Learning Outcomes, Etc.

Mission: This certificate program is designed for licensed middle and high school teachers, seeking to expand their expertise in writing instruction and/or prepare themselves to teach dual enrollment college-level writing courses. Students will study theories and best practices in the teaching of writing, learn new and innovative ways to incorporate writing into their classrooms, and explore and reflect on their own practices as professional writers.

Certificate Learning Outcomes:

1. Analyze key theories from the field of Rhetoric and Composition and Linguistics guiding writing instruction
2. Apply theories of writing instruction to the creation of pedagogical materials
3. Engage in inquiry projects exploring varied aspects of writing instruction in the classroom
4. Effectively instruct and guide students in college-level writing
5. Reflect critically on your own practices as writers and teachers

Description

Core Courses

- WR 530 Teachers as Writers **Credits: 4**
- WR 540 Writing Theory and Pedagogy **Credits: 4**
- LING 550 Register, Style and Genre **Credits: 4**
- WR 596 Special Topics in Writing **Credits: 4**
- WR 600 Capstone Portfolio **Credits: 2**

Total Credits: 18

Catalog ID:

Program Outcomes

Show Learning Outcome entries Search:

Alignment to University Learning Outcomes

Analyze key theories from the field of Rhetoric and Composition and Linguistics guiding writing instruction

Core Content Knowledge

Apply theories of writing instruction to the creation of pedagogical materials

Applied Skills

Engage in inquiry projects exploring varied aspects of writing instruction in the classroom

Applied Skills

Effectively instruct and guide students in college-level writing

Applied Skills

Reflect critically on your own practices as writers and teachers

Graduate Dispositions

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Learning Outcomes (for catalog)

1. Analyze key theories from the field of Rhetoric and Composition and Linguistics guiding writing instruction
2. Apply theories of writing instruction to the creation of pedagogical materials
3. Engage in inquiry projects exploring varied aspects of writing instruction in the classroom
4. Effectively instruct and guide students in college-level writing
5. Reflect critically on your own practices as writers and teachers

Targeted Professions

1. **Willamette Promise high school teachers.** Currently, our dual credit program, Willamette Promise, has nearly 40 teachers that are responsible for teaching WR 121 (College Writing 1) and WR 122 (College Writing 2). They have all expressed interest in participating in the certificate program. We have also recently partnered with the Salem-Keizer school district, and they are going to require beginning in AY 22-23 all ELA teachers to teach Willamette Promise WR 121 and WR 122. This will add up to 15-20 additional teachers to our program. We have recently surveyed (Spring 2021) the teachers and all of them expressed an interest in pursuing the certificate.
2. **In-service teachers in the Salem-Keizer school district and across Oregon.** Because this certificate is online, teachers across Oregon can also participate even if they don't work with Willamette Promise. There are several other dual enrollment programs operating in the state, but no such similar professional development as what this certificate offers.
3. **In-service teachers across the nation** looking to meet HLC (Higher Learning Commission) guidelines to become qualified dual enrollment teachers of college writing. The (HLC) defines qualified dual enrollment teachers as needing 18 graduate credit hours in the disciplinary area in which they are teaching in addition to the advanced degree requirements. Our certificate does not provide the advanced degree, but does provide the coursework appropriate to college writing instruction. Aligning our certificate to HLC means that in addition to local Oregonian teachers, we would also have a national audience for enrollment in this online certificate.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

No other public Oregon institution that we could find is offering any such similar program targeted towards in-service teachers, specifically with an eye on preparing teachers for dual enrollment writing instruction. The only option teachers would have to learn similar disciplinary knowledge would be to complete a Master's degree like the one offered at Oregon State (Rhetoric, Writing, and Culture). This involves a much larger commitment of both time and credit hours along with the completion of thesis:
<https://liberalarts.oregonstate.edu/wlf/ma/about-program/program-requirements>.

There is a Certificate in the Teaching of Writing (15 credits) offered by a private 4-year, George Fox, in collaboration with the Oregon Writing Project overseen by Lewis and Clark College. However, this certificate is oriented for K-12 teaching (not dual enrollment) and it is for all K-12 educators not just ELA teachers. Its goal is more about supporting writing across the curriculum of K-12 education. Additionally, it is not HLC or HECC aligned, which requires 18 graduate credit hours to teach dual enrollment. So, ultimately, this program is not a major competitor to what is being proposed here.

This certificate is meant to compliment an advanced degree not replace one. It has a targeted focus on writing theory and practice (particularly at the K-12 to college bridge rather than the entire field of Composition) to enhance how in-service teachers address writing in their classrooms and to prepare teachers for the distinct work of delivering college-level writing. It is designed to be practical more than theoretical (as many MA and PhD programs are) and instead provide teachers with opportunities to analyze and apply theories and best practices to the creation of new or revision of existing teaching materials.

Programs affected/consulted

Adam Whalen and Casie Moreland, WESD -- Very supportive and ready to market the program to partner districts; received grant money from HB 2263 to scholarship teachers into our certificate program.

Melanie Landon-Hays and Marie LeJeune in DEL -- Very supportive of the certificate. We are also talking about a possible way for the certificate to have a pathway to the MS Ed. In this way, we'd have two programs complimenting and feeding each other.

English Department -- Very supportive, collaborated together on the design and delivery of the certificate.

Briefly describe how the proposed program aligns with WOU's strategic priorities

This program aligns with WOU's strategic priorities of student success, academic excellence, community engagement and stewardship/sustainability. Specifically, the graduate certificate:

- Contributes to WOU's efforts to "improve access to coursework for degrees, programs and certificates" (1.2.3) through "innovative models of program delivery" (2.4.3).
- Bolsters our educational partnerships with local communities, particularly for underrepresented student groups" (3.2.4) who are disproportionately benefited by the Willamette Promise courses this program supports, and strengthen "partnerships with community organizations" (3.2.6) including dozens of Oregon school districts and regional Education Service Districts.
- Builds WOU's pipeline of "first-generation and underrepresented students, as well as a broad base of all Oregonians" as students in high-school-based College Writing taught by certificate-earners become WOU students (albeit non-matriculated) when they earn Willamette Promise credits.
- "Cultivates sustainable financial resources" (5.3.1) through increased accelerated learning SSCM funding as more teachers extend the reach of Willamette Promise to more students.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

This certificate supports teacher professional development in the vital area of Teaching Writing. College writing is a foundational subject area that is essential to success in post-secondary education; likewise, an advanced understanding of writing process is also highly valued by employers. The certificate will also respond to nationwide (HLC) and state mandates (HECC) that require instructors of dual enrollment courses to have 18 hours of graduate credit in the subject they teach (as to reflect college-level requirements). The certificate will be of benefit to instructors nationwide seeking to gain dual credit instruction qualifications. Locally, the certificate will support the existing network of Willamette Promise teachers, numbering 30-40 per year.

Similarly, this certificate aligns with other state establish priorities and needs, including Oregon's 40-40-20 goal, which led to additional legislature supporting increased access to dual enrollment and accelerated learning opportunities. Increased access can only come from expanding the pool of qualified high school teachers, which is what this certificate aims to do. Recently HB 2263 passed, which "Directs Department of Education, in collaboration with Higher Education Coordinating Commission, to administer Accelerated College Credit Instructor Grant Program for purpose of providing education or training to teachers who will provide or are providing instruction in accelerated college credit programs. Directs Higher Education Coordinating Commission to study current and best practices to recommend range of content area graduate courses to meet dual credit program instructor qualifications. Directs Teacher Standards and Practices Commission to consult with educator preparation program providers to determine whether providers should provide accelerated learning specialization." Both Adam Whalen (WESD) and Sue Monahan have both received grant money connected to this bill to support this certificate program -- its development and supporting teachers as they enroll into it.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

There are regional and national markets for this program. In Oregon, we will focus first on recruitment of current Willamette Promise Writing teachers (a survey I recently conducted of our 35 existing teachers reveals interest from all of them in participating in this certificate), and subsequently expand recruitment to new and aspiring Willamette Promise Writing teachers including a sizable cohort of secondary school English and Language Arts teachers in Salem-Keizer who, starting in 2022-23, will be required to provide dual credit opportunities to students. HECC has provided funding for course development for this program and has awarded funds to support tuition in this program via the Willamette Promise. The proposed certificate also provides sufficient graduate-level credits in its specialty area to satisfy Higher Learning Commission requirements for dual credit writing teachers in it region (HLC is the largest regional accreditor in the US), thus providing opportunities to reach teachers throughout the Midwest. National recruitment will be facilitated through the Dual Enrollment SIG listserv that is sponsored by the Conference of College Composition and Communication (the largest national organization in the field of writing studies) and moderated by the Accelerated Learning Coordinator at the WESD. We will inform MarCom of this plan and welcome their input. At this time, the marketing plan leverages the existing infrastructure of Willamette Promise and connections with national professional associations. It does not, at this time, require a marketing budget.

What is the budget source for the plan to attract new students to this proposed new program?

At this time, we plan to offer this program in the summer (2 courses per year, to expand to 4 courses per year if student demand warrants) so it would draw upon LAS summer funds and returns on net revenues would return to the LAS Dean's Office. Because of the tuition differential, graduate courses are among the most cost-effective of WOU's summer offerings. Beyond offering these courses, no further expenses or facility needs are anticipated.

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

No new hires will be needed to offer this program, and no additional facilities will be required. As the program grows, it may lead to additional sections being offered of the courses to accommodate that growth. Since it is a summer program, faculty salary will come out of the LAS summer funds (and any returns on net revenue would return to the LAS Dean's Office). \$6400 per course is the additional cost, and it's two courses per year (summer) with the possibility of moving to four if demand warrants. Dean Cassity has reviewed the proposal along with Sue Monahan.

Budget Outline Form: Year 1 Academic Year: 2022-23

Estimated Costs and Sources of Funds for Proposed Program: Graduate Certificate in Writing Theory and Practice for Pre-service Teachers

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)	13,333 (.09 FTE)	0	0	0	0	13,333 (.09 FTE)
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	4,753	0	0	0	0	4,753
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	18,086	0	0	0	0	18,086
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	18,086	0	0	0	0	18,086

Note: 2 4-credit grad courses each summer taught by TT (average base=\$75000); funded through summer instruction budget in LAS – reallocation from LAS summer instruction.

Budget Outline Form: Year 2 Academic Year 2023-24

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)	13,333 (.09 FTE)	0	0	0	0	13,333 (.09 FTE)
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	4,753	0	0	0	0	4,753
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	18,086	0	0	0	0	18,086
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	18,086	0	0	0	0	18,086

Note: 2 4-credit grad courses each summer taught by TT (average base=\$75000); funded through summer instruction budget in LAS – reallocation from LAS summer instruction.

Budget Outline Form: Year 3 Academic Year 2024-25
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)	13,333 (.09 FTE)	0	0	0	0	13,333 (.09 FTE)
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	4,753	0	0	0	0	4,753
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	18,086	0	0	0	0	18,086
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	18,086	0	0	0	0	18,086

Note: 2 4-credit grad courses each summer taught by TT (average base=\$75000); funded through summer instruction budget in LAS – reallocation from LAS summer instruction.

Budget Outline Form: Year 4 Academic Year: 2025-26

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)	13,333 (.09 FTE)	0	0	0	0	13,333 (.09 FTE)
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	4,753	0	0	0	0	4,753
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	18,086	0	0	0	0	18,086
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	18,086	0	0	0	0	18,086

Note: 2 4-credit grad courses each summer taught by TT (average base=\$75000); funded through summer instruction budget in LAS – reallocation from LAS summer instruction.

Academic and Student Affairs Committee**February 1, 2022****Provost & Vice President for Academic Affairs | Dr. Rob Winningham*****Marketing RFP***

We just released the request for proposals for the second year of academic program marketing funds. Earlier this year we awarded 13 internal grants, for a total of \$65,000 to academic programs to do targeted marketing and outreach efforts.

We will be prioritizing proposals that:

- have the potential to bring new students to WOU,
- have identified their target audience,
- can be directed and implemented by faculty, and
- have a clear strategy to continue recruitment after initial contact with a prospective student is made.

For more information, the link to the application and tips for creating successful proposals, please visit the [program marketing webpage](#).

College Restructure

At present, our academic programs are organized into two colleges, a structure arising more from history than strategy. The College of Liberal Arts and Sciences has eight divisions spanning traditional liberal arts and sciences along with professional and pre-professional programs. The College of Education has three divisions that encompass far more than educator preparation programs. This structure served us well once. But over time, and through the evolution of programs and student interests, this structure may have created silos and workload inequities for academic program leaders, faculty and staff. As we consider developing new programs at new degree levels (e.g., professional doctorates), now is the time to re-examine, re-align and re-balance WOU's academic programs so that our structures serve our current needs and position us to thrive in the future.

This restructuring has the potential to:

- Create a home unit for new health-related programs
- Transform and make transparent how academic program leaders are equitably compensated in terms of release time and stipends
- Improve workload equity in advising and committee service by creating academic units that are more comparable in size and complexity
- Organize academic programs in a way that supports innovation and interdisciplinary collaboration, and program sustainability

Participants in the College Restructure Taskforce will engage in this process with a workload equity lens, and will seek to align similar programs or programs that may be better able to collaborate.

Expected Outcomes:

- Research and report on how other universities structure their academic programs, and articulate common models for universities of a similar size and budget to WOU, including at least some of [WOU's peer institutions](#).
- Propose a new academic unit structure and formula for program leadership structure and compensation that uses existing resources (e.g., department head releases, program coordinator releases, division chair releases, division chair stipends, and all staff in the colleges).
- Propose a new academic unit structure that is more balanced, with the goal of making leadership, advising loads and service loads more equitable.
- Propose a new academic unit structure that could incorporate a possible home for health-related programs.
- Propose a new academic unit structure that considers aligning programs in a way that maximizes collaboration and synergy.
- Produce a report by September 15, 2022.
- Present the above at two campus town halls in the Fall of 2022 and share the taskforce's information with students.

Membership.

The Taskforce will include:

4 deans

12 divisional representatives - names collected by Faculty Senate

2 division APAs (one from LAS and one from COE) - names collected by Staff Senate

1 additional staff member from Academic Affairs - names collected by Staff Senate

Human Resources Designee – ex officio

Keats Chaves, Provost Office – ex officio

Additional people could be invited to provide supporting information (e.g., budget, facilities, IR, legal, career services)

NWCCU Accreditation Update

WOU will submit its Year Six Policies, Regulations and Financial Resources Review to NWCCU by March 1, 2022. Dozens of staff and faculty have contributed to this report which provides evidence of WOU's infrastructure, policies and practices to support student success in transparent, sustainable and accountable ways.

Library and Academic Innovation

The Library has received a \$14,889.49 [Communities for Immunity Grant Award](#) to work with internal and external partners to boost COVID-19 vaccine confidence in the local community. Congratulations to Stewart Baker for his successful application, and thank you to our WOU faculty partners and the Sponsored Projects Office for their help and support!

- The Library continues to be open [regular hours](#) to provide WOU students with a safe indoor space to spread out and study.
- As part of the campus COVID-19 Safety Team response, the Library distributed thousands of KN95 masks to WOU employees and students; this work is still underway.
- Academic Innovation continues to offer a mixture of [new and ongoing programs](#) to support teaching and learning at WOU.
- This February, Academic Innovation will be hosting a book club each Thursday at 4 pm for bell hooks' Teaching Community: A Pedagogy of Hope. All are welcome to join! [RSVP for Teaching Community Book Club!](#)

Detailed Update: Collection Development Changes. The Library is implementing our new [Collection Development Plan](#).

More than a decade ago, the library moved from primarily subscribing to academic journals to a model in which we focused more on purchasing individual articles as students, faculty, and staff need them. At that time, the average cost of an academic journal across disciplines was approximately \$1000 per year, per title (this is often significantly higher in STEM fields). Within the first year of that change, we saved more than \$25,000 and within 3 years, we were saving more than \$50,000 annually, while giving our community access to very wide selection of resources.

WOU's Participation in the Statewide OER Program. Since 2015, the statewide OER Program has provided community colleges and public universities with funding for various OER programs. As you can see from the table below, WOU faculty are actively engaged with these valuable programs. While everyone loves to see students saving money, the OER community (including Oregon) is also increasingly bringing diversity, equity and inclusion efforts into the conversation.

Statewide OER Program	# of WOU Instructors	Total Funding to WOU	Student Savings
OER Review	43	\$9,846.00	\$124,600.00
Course Redesign	25	\$25,146.00	\$186,613.77
EOE Faculty Cohort	17	\$8,679.99	\$0.00. (Funds are used to improve courses with a DEI lens.)

Grant Funding*	NA	\$52,459.00	\$406,439.52
TOTALS		\$96,120.99	\$717,653.29

*Grant funding numbers reflect 2015-2021 academic years.

WOU's OER Stipend Program. WOU's OER Stipend Program launched in January 2020, shortly before WOU faculty transitioned to remote learning due to the COVID-19 pandemic. All stipend recipients, therefore, redesigned their courses at the same time they were dealing with the effects of the pandemic on their students, themselves, and their families. Kudos to all of them!

The chart below provides information collected at the end of the 2020-2021 academic year. At the end of the 2021-2022 academic year, Cohort 2 savings will also be collected and included. Cohort 3 savings will then be added the following year, Cohort 4 the next year, etc. Grayed out numbers reflect estimates only.

Year	Cohort 1* Savings	Cohort 2 Savings	Cohort 3 Savings	Yearly Savings	Total Savings
2020-2021	\$122,900	NA	NA	\$122,900.00	\$122,900.00
2021-2022	\$122,900	\$64,200	NA	\$187,100	\$310,000.00
2022-2023	\$122,900	\$64,200	NA	\$187,100	\$497,100.00

*Cohort 1 Funding = \$30,000. Subsequent Cohorts' Funding = \$15,000/cohort.

Student Success and Advising

Student Success and Advising (SSA) continues to push new student success initiatives, in addition to serving key student populations through direct advising services. In Fall 2021, SSA hosted just shy of 800 student appointments. Key student populations served by SSA include students on academic probation, exploring/undeclared students, and pre-nursing.

In addition to their usual work (below), our Degree Completion advisors are currently collaborating with Financial Aid on timely outreach to students who withdraw from courses after the census date (~75 students in Fall term) to make them aware of their options and create a plan for re-enrollment, whether in the current or future term.

Degree Completion Numbers as of Winter 2022		
Category	# DC students	Comments
Outreach		
Total students on outreach list	278	~ 20 new adds each term
Graduation		
Total DC graduates (as of Fall 2019)	221	
Graduates of Fall 2021	72	HEERF played a major role in this #
Anticipated Winter 2022	14	
Re-Enrollment or Continued Enrollment After DC Outreach		
Fall 2021	92	
Winter 2022	77	
In contact for Spring 2022 or Fall 2022 re-enrollment	8	
Grants and Financial Assistance		
DC Students who received HEERF Grants	42	Total HEERF recipients: 57
Students with A/R holds, don't qualify for HEERF	42	
DC students that could graduate in 1 term with a HECC grant	~46	

With the hiring and onboarding of a new Student Success and Advising Director, Paige Jackson was underway, SSA has refocused efforts on retention and other student success metrics through advising and related student support services. Currently, goals and priorities for SSA include:

- Working with New Student and Family Programs and other key stakeholders to develop a robust advising and onboarding experience for new incoming first year and transfer students, with the goal of increasing retention and persistence to a second term and year. This work includes orientation programming, Destination Western, as well as New Student Week activities.
- Working with Institutional Research and Academic Innovation, as well as other key stakeholders, to identify and implement academic interventions for key courses with high enrollments and high DFW rates. Specifically, SSA is making plans to build on its current tutoring offerings to implement a Supplemental Instruction program as well as implement early interventions based on Canvas course data.
- Implementing predictive analytics and early advising interventions for students who are most at-risk of attrition, based on first term academic performance as well as pre-enrollment characteristics.
- Targeted interventions for first year exploring students, who are less likely to be retained than declared students, to encourage early career and major exploration and declaration.

- Enhancing the quality and consistency of advising through the development of an advisor training program and resources, available to all faculty and professional advisors.

Academic Effectiveness

Assessment Reporting. 93% of academic programs completed their 2020-21 Annual Program Assessment Reports by December 31, 2021. Since Dec. 31, two additional programs have submitted reports, leaving only 2 reports outstanding. In comparison, only 77% of programs submitted 2019-20 Annual Program Assessment Reports. Mike Baltzley, Associate Provost for Academic Effectiveness, is in the process of reviewing the submitted reports and will provide feedback to each of the programs during the Winter term.

Mike Baltzley also met with the Faculty Senate Executive Committee to discuss changes to the Assessment Reporting process in response to a survey that the Faculty Senate performed last spring. Those conversations are on-going.

Program Review. All Program Reviews that began in the 2019-20 academic year have been completed after being delayed by COVID in the Winter and Spring 2020 terms. Executive Summaries for Economics, Criminal Justice, Gerontology, and Theatre Arts have been posted to the Academic Effectiveness web site: <https://wou.edu/academic-effectiveness/review-summary/>. Of the 10 programs that began their review process in 2020-21, one is complete (Chemistry), four are complete except for the Executive Summaries, and five are still in progress. Nine programs began their program review process in the Fall 2021 term.

Syllabus Update. Faculty are expected to include a number of elements on their course syllabuses and to submit their syllabuses to their Division APA for archiving. A review of 24 randomly selected syllabuses (2 from each division and 2 from courses that do not belong to a specific division) showed that only 79% of syllabuses are archived. Additionally, on average, the reviewed syllabuses had only 87% of the required elements. The most common missing elements were the course CRN (missing from 58% of syllabuses) and Course Goals (42%).

Academic Innovation is working with Academic Effectiveness to create a syllabus creation system in Canvas that should help improve the consistency of syllabuses across campus and improve our archiving of syllabuses.

Institutional Research. The Institutional Research (IR) Office continues to complete 20-30 *ad hoc* requests for data each month. The IR Office is preparing to distribute 10-15 reports for Division Chairs during week 5 of the Winter 2022 term. Some of the reports will continue to be distributed quarterly, others will be distributed annually. The Division Chairs reports will include:

- Community college feeders by program and division

- DFW rates by course
- Student Credit Hours (SCH) taught by program
- Enrollment per section
- Number of students per program

Graduate Studies and Research

Graduate Programs. Overall, graduate student enrollment has remained fairly steady from Fall 2021 to Winter 2022.

Program	Fall 2021	Winter 2022
MS Education	62	65
MA Teaching	72	75
MS Special Education	64	63
MS Educational Technology	24	22
MS Management & Information Systems	1	
MS Rehabilitation Counseling	44	42
MA Criminal Justice	18	21
MA Interpreting Studies	36	29
MS Deaf & Hard of Hearing Education	1	1
MM Contemporary Music	6	5
MA Organizational Leadership	38	37
End/Auth/CTL (only)	6	7
Specializations (only)	5	4
Certificate (only)	10	8
Total	387	379

**Enrollment as of January 14, 2022.*

This Fall, the Graduate Student Advisory Council to the Dean of Graduate Studies and Research was formed. During the first meeting students suggested providing term events that would be made available to both in-person and online students. We will be holding our first event at the WOU: Salem campus on February 25, 2022.

The new Advanced Juvenile Justice Studies Certificate launched this Fall, 2021 and we already have 5 graduate students who have completed the program and 3 graduate students who have re-enrolled to pursue the program.

Sponsored Projects Office. In FY 2021, the Sponsored Projects Office (SPO) helped submit 68 external funding proposals. The proposals were led by 39 different faculty and staff members from across campus and totaled just under \$23 million in requested funding. This is up from FY 2020, in which 55 proposals were submitted with close to \$20 million in requested funding. FY 2021 WOU proposals

are faring well; as of January 14, 2022, 41 of the 68 proposals have been funded totaling close to \$11.7 million in new awards so far.

For FY 2022, we're continuing to see an upward trend in grant submissions. As of January 14, 2022, 33 proposals have been submitted, seeking over \$22 million in external funding. For comparison, by January 2021, 35 proposals seeking close to \$8 million in external funding had been submitted. For FY2022 proposals, 10 have been funded so far for a total of \$3.9 million in external funds.

Noteworthy FY 2022 awards include:

- The Oregon DeafBlind project at WOU has been funded by the US Dept of Education for \$2.1 million over 5 years, to help train educators in protactile communication.
- The Western Community Policing Institute (WCPI) in partnership with the newly established Western Restorative Justice and Reentry Center (WRJRC) has been funded by the US Dept. of Justice for \$400,000 over 2 years to help agencies develop strategies for pursuing justice for murdered and missing indigenous people.
- The WOU Bilingual Teacher Pathways program continues to bring in funds, including two new grants in FY 2022 from the Oregon Dept. of Education totaling \$372,047.
- The Ford Family Foundation invited WOU's Center on Early Learning and Youth Development (CEYLD) to submit a proposal that was subsequently funded for \$257,439 to help Douglas, Klamath, Lake, Coos, and Curry Counties improve their childcare resources.
- The Higher Education Coordinating Commission (HECC) awarded WOU \$491,732 to help engage and retain students.

Partnerships

- **Professional Development Workshops:** We are eager to launch our professional development workshops initiative, with five workshops centered around justice, equity, diversion, and inclusion. Our first workshop, Justice, Equity, Diversity, & Inclusion (JEDI) 101 in the Workplace is scheduled to run February 17 - April 21! More information about these workshops can be found at wou.edu/prodev. We are also in the process of developing additional workshop opportunities.
- **Salem Chamber of Commerce:** Our WOU:Salem membership has been updated with the Salem Chamber of Commerce to give us greater visibility and access to their services, including a ribbon cutting, business spotlight, business directory listing, and the opportunity to host a "Greeters"

event, which will be organized and scheduled as soon as possible.

- Organizational Partnerships:** We are in talks with both SEIU and Oregon Department of Administrative Services about the possibility of partnering with them for workforce development, workforce degree completion, and other professional development opportunities. These talks are in their early stages, so more to come on these initiatives at a later date.

Transfer Pathways

Chemeketa/WOU Summit: On January 6th, several operational areas (Academic Affairs, Admissions, Financial Aid, Registrar, and Student Success and Advising, and Transfer Pathways) met with our colleagues at Chemeketa to discuss how to strengthen our relationship through the development of multiple programmatic pipelines while supporting student through their transfer transition. The group what discussed what is working well and what barriers exist then brainstormed areas we could focus on for continuous improvement. Participants were then broken into affinity groups to discuss current processes through a reflective lens and identify 2-3 things we can do to enhance transfer student success.

Transfer plans: In partnership with Chemeketa, Linn-Benton, and Portland community colleges faculty, WOU continues to develop seamless transfer pathways using data to prioritize development and implementation. This process begins with aligning curriculum and creating a transfer four-year plan. Transfer plans are published on the [Transfer Pathways website](#). The table below indicates the pathways identified for development this academic year and their status.

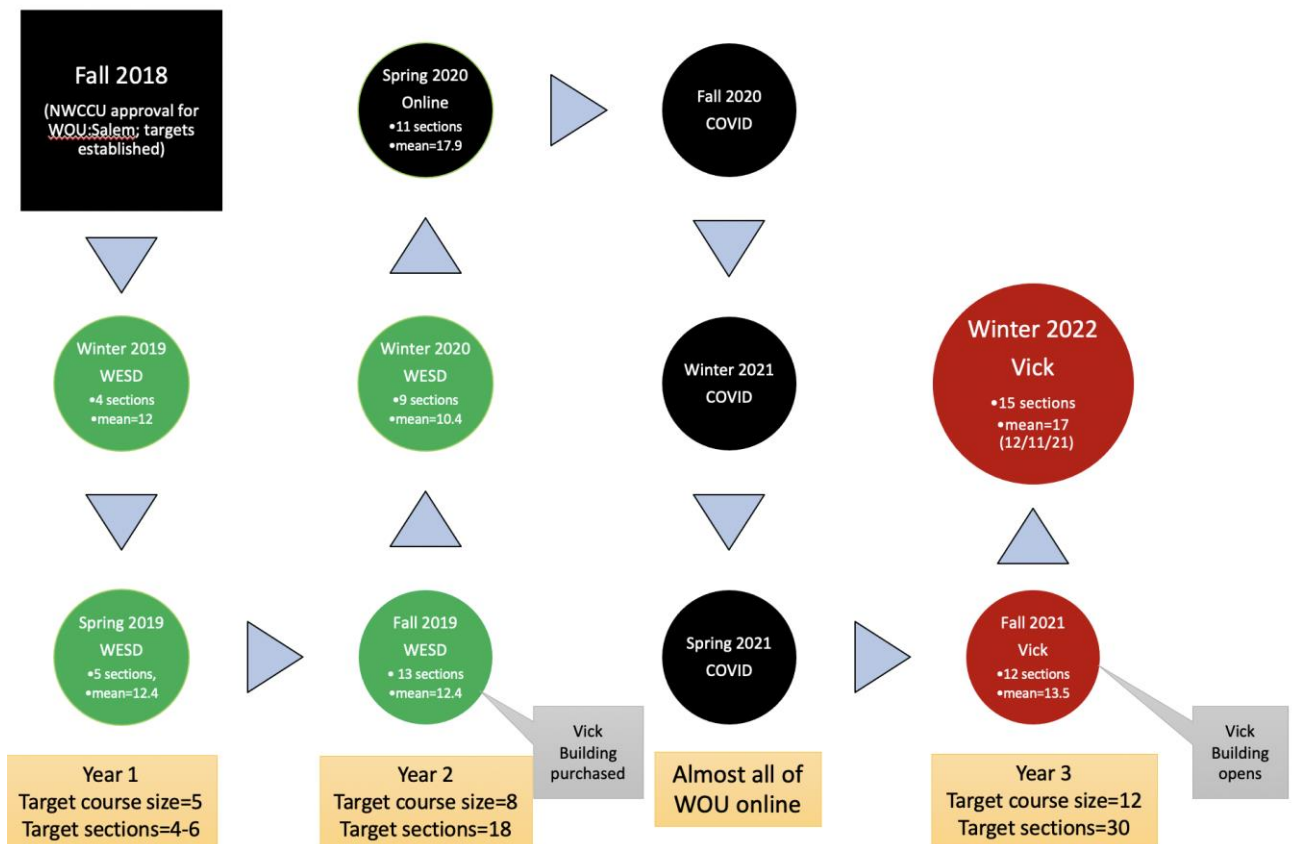
Community College	Transfer Pathway	Status
Chemeketa	Early Childhood Studies	Curriculum Aligned Fall 21
Chemeketa	Political Science	Finalizing the transfer plan
Chemeketa	Music Education	Aligning Curriculum
Clackamas	Early Childhood Studies	Curriculum Aligned Fall 21
Clackamas	Political Science	Finalizing the transfer plan
Columbus State Community College	Interpreting Studies	Aligning Curriculum
Lane	Dance	In Development
Linn-Benton	Earth Science	3 Pathways Launched Fall 2021
Linn-Benton	Criminal Justice	Aligning Equivalencies
Linn-Benton	Art	In Development

Linn-Benton	Early Childhood Studies	In Development
Linn-Benton	Human Services to Gerontology	Development begins – Winter Term 2022
Linn-Benton	Music and Music Education	Development begins – Spring Term 2022
Portland	Earth Sciences	In Development

Interdisciplinary Studies

In 2020-21, the Interdisciplinary Studies (IDS) program graduated 59 students; the average number of credits for IDS students was 192.2 and the median was 183.5, very close to the 180 credits that comprise a four-year WOU degree. In this program, students combine areas of study to meet their needs and interests. After a Fall 2021 call for IDS Advisory Board members, the IDS Advisory Board grew to eleven faculty representing Natural Sciences and Mathematics, Social Science, Humanities, Criminal Justice, Health and Exercise Science, and Libraries. This group will identify a new faculty coordinator by Spring 2022.

WOU:Salem



College of Liberal Arts and Sciences

Music continues its celebration of “150 years of Music at WOU” with forthcoming events later this school year and for Giving Day. On March 12, our Music Faculty will present a faculty concert. Also in March, the WOU Chamber Singers will represent Oregon (we hope) at the Northwest Regional Conference of the American Choral Directors Association in Spokane. Over Memorial Day weekend, the combined WOU choirs will be performing Mozart’s Sparrow Mass with five additional choirs from across the country, at none other than Carnegie Hall. The choral activities director, Dr. James Reddan, also has a forthcoming book to be published in May, the *Routledge Companion to Jazz and Gender*, which includes contributions from WOU faculty member Dr. Keith Karns. WOU’s music student, junior Zack Vinyard, placed second in the Musical Theatre category of the Northern Oregon chapter of the National Association of Teachers of Singing last fall, moving him forward to the regional competition. The Chamber Singers continue their community outreach with the City of Monmouth, having performed for the George Floyd commemoration this past May and World AIDS Day at WOU last December. Finally, K&K Sound featured Dr. Dirk Freymuth, Associate Professor of Music, as Artist of the Month in December 2021. Dirk will spend part of his Winter 2022 sabbatical teaching as a guest professor in a 5-week Studio Recording workshop at The New School for Jazz and Contemporary Music.

In Winter 2022, the WOU Theatre Department will present its biennial musical, *The Theory of Relativity*, under the direction of Theatre Professor Michael Phillips, with musical direction from Dr. James Reddan, and choreography from Darryl Thomas, WOU Professor of Dance. This production explores how young adults deal with their personal feelings and situations and how they develop communities based on their shared experiences. In Spring 2022, guest director Raissa Fleming will join us to direct Christopher Durang’s uproarious comedy, *Baby With The Bathwater*. Fleming is an experienced professional actress and stage director from the Pacific Northwest and a long-term manager with the Oregon Cultural Trust. Her performance resume includes national theater, television and movies (a list of her credits is available on request). Valley Shakespeare Company at WOU also has a pending grant for a collaborative project with Portland’s Milagro Theatre. Valley Shakespeare has also begun casting and hiring a group of exciting guest professionals and designers for the upcoming Summer 2022 production of *A Winter’s Tale*.

Jen Bracy, Professor of Art, has partnered with Hamersly Library, in collaboration with other community libraries and WOU’s Public Health program, in a grant-funded project to address COVID-19 vaccine confidence amongst hesitant populations in our region. “Communities for Immunity” is designed to boost COVID-19 vaccine confidence across the U.S., leveraging the unique position of museums and libraries to employ localized approaches to reach vulnerable audiences. Jen’s Graphic Design students during Winter 2022 will be producing new informational resources to help with this work.

The Computer Science Division is continuing an impactful collaboration with its [Industry Advisory Board](#) (IAB). In the last year the IAB has provided feedback on WOU's new Data Analytics major, given insight on workflow tools gaining popularity in the pandemic, and helped WOU to develop an upcoming Information Technology certificate. The thoughtful engagement from the members of the IAB has been invaluable to the Computer Science Division. Assuming that the pandemic cooperates, we also hope to resume hosting the Oregon Gaming Project finals at WOU next May. We are all collectively crossing our fingers for this to happen. Also in May, the Math Department hopes to resume hosting Sonia Kovalesky Day and its Math Recognition Night.

We'd like to congratulate our two faculty members in Gerontology. Dr. Melissa Cannon, Associate Professor of Gerontology, on being elected President of the Oregon Gerontological Association (OGA) for 2022. The OGA is a statewide network of professionals in the field of aging. Dr. Margaret Manoogian, Professor of Gerontology, was recently appointed by Mayor Chuck Bennett to the City of Salem Center 50+ Advisory Board.

In our Humanities Division, the English Studies program is proud to announce that its alumna Chelsea Hunt was recently featured in a WOUTV video about the excellence of WOU (and its English Studies program). That video can be located here: <https://www2.wou.edu/nora/woutv.video.viewer?pvideoid=1686> Dr. Rob Troyer, Professor of Linguistics, has begun working with his eighth Linguistics Research Assistant funded by the Community Internship Program. This term, they will begin setting up practicums at local English as a Second Language programs for this year's cohort of Teaching English as a Foreign Language Certificate students. Dr. Dana Schowalter, Associate Professor of Communication Studies, has won the Top Paper award from the Central States Communication Association Convention. She will present this work in Madison, Wisconsin, later this year.

In our Social Science Division, Dr. Kimberly Jensen, Professor of History, received the 2019-2020 [Charles DeBenedetti Prize in Peace History](#) from the Peace History Society. Her article, "[A 'Disloyal' and 'Immoral' Woman 'In Such a Responsible Place': M. Louise Hunt's Refusal to Purchase a Liberty Bond, Civil Liberties, and Female Citizenship in the First World War.](#)" originally appeared in *Peace & Change* 44, no. 2 (April 2019): 139-68. Dr. Mark Henkels, Professor of Political Science, has been invited to be on the keynote panel on the Rural-Urban Divide in Oregon Politics on April 5, 2022 at Linfield University. This is part of an annual spring summit organized by Linfield University's Learning Across Borders ([LAB](#)) program. WOU's Model United Nations, under the direction of Dr. Mary Pettenger, will attend the Northwest Model U.N. Conference in Portland from February 18th-20th (having pivoted from its original plans to attend an international conference in Nuremberg, Germany that had to be moved to a virtual format).

Criminal Justice is preparing to launch its new program in Cybercrime Investigation and Enforcement next fall, along with its new Master of Justice Studies. The annual CJ Day will take place virtually on Wednesday, March 2. Our Business & Economics division is currently searching for a Professional Advisor to assist with the large number of majors. Several of the programs in our Natural Sciences & Mathematics Division are currently undergoing program review and, consequently, are exploring new pathways for integrating student research into the academic experience.

Dean Kathy Cassity, along with Service Learning & Career Development Director Dr. Adry Clark, continue to co-chair the American Council of Education's Learner Success Lab. At the time of this writing, we are preparing for a virtual site visit on February 10 by our ACE facilitator, Dr. Mary Churchill of Boston University, along with two peer reviewers—Dr. Virginia Fraire, Associate Provost at University of Texas-El Paso, and Dr. Jonathan Millen, Dean of Arts & Sciences at New England University. The visit will include a campus symposium on learner success, and we will receive guidance and recommendations from our reviewers as to possible steps WOU can take to advance learner success at our institution. A report is due to ACE in late winter term.

Dean Cassity has also formed the first Student Advisory Council to the LAS Dean, which met for the first time on January 18th. This group currently has 16 student members and plans to meet quarterly—and eventually, we hope, in person. We're also pleased to report that each division in LAS is currently planning division-level training and action steps on cultural competency, in compliance with House Bill 2864 and WOU's own Diversity Plan.

We're also happy to announce that *PURE Insights* #10 is now live at the following link: <https://digitalcommons.wou.edu/pure/> *PURE Insights*, WOU's Undergraduate Research Journal, publishes research and creative works of WOU students every year. This year, the issue features featuring works by students Neal R. Cranston, Kit Evans, Molly Gale, Trinity Herr, Gabrielle M. Miller, Erin Ross, and Josh B. Salsbury.

College of Education

Dr. Lin Wu, from the Division of Education and Leadership, has been selected as the recipient of the 2022 Outstanding Dissertation Award by the American Association of Colleges for Teacher Education for his work titled, *Borderland Teaching of Chinese American Teachers with Mexican American Students: Toward the Development of a Theory*. Dr. Wu will travel in March to the annual meeting in New Orleans to receive the honor.

Dr. Emily Vala-Haynes and Dr. Megan Patton-Lopez continue to organize pandemic support for our region in partnership with Polk County Health and

other community-based organizations. The team includes western faculty, staff and 35 current and former public health students. Since July 2020 they have provided contact tracing, health communication and direct service for area residents, Western faculty, staff, and their families. On December 10th, the team hosted their second community vaccination clinic. Over 500 vaccinations were provided and more than 200 family food boxes were distributed.

Oregon Public Broadcasting's Think Out Loud recently filmed an episode focused on the DeafBlind Interpreting program in the Research and Resource Center with Deaf* communities in the College of Education. Grant co-principal investigators CM Hall and Heather Holmes partner with lead educator, Jelica Nuccio, who is DeafBlind and a leader in the Protactile Movement. Together, they are creating a new language that is transforming communication and access for DeafBlind individuals across the country. The story has been "liked" almost 60,000 times on the OPB website. The quote below illustrates the power of this work.

"In twenty years of interviewing people, I've never experienced anything like my conversation with Jelica Nuccio, who's DeafBlind. She's one of the creators of Protactile, which is a purely physical language. Throughout the interview, Jelica and I were close enough to each other that our knees were essentially interlaced. One of my hands was on one of her knees most of the time. That's how she knew I was paying attention to her. Jelica used my other hand -- my whole upper body, really -- to communicate physically. She would sign into, or onto, my hand. She would make a shape out of my fingers and then manipulate them with hers. At other times she would draw my hand towards her chest or mine in big movements or small ones. She was using Protactile to communicate about Protactile. And because I couldn't understand that language, her interpreter Halene was watching all the physical communication in real time, and putting it into spoken English. The sheer volume and pace and complexity of the physical information she was giving me was overwhelming. So overwhelming... It was a profound experience." - Dave Miller, Think Out Loud host.

Academic and Student Affairs Committee
February 1, 2022
Vice President for Student Affairs Report | Dr. Gary Dukes

Fall 2022 Recruitment Update

Applications and admitted student numbers are up from last year and several of the previous years. Applications are up about 28% from last year and Admitted students are up 12%.

Hosting groups and guests continue to be our biggest recruitment activity. Since November, we have hosted 21 school groups for a total of over 600 students. We also had three **Preview Days** hosting 140 prospective students and 300 total guests. Of the students who attend a Preview Day, 90% have been admitted.

We have many upcoming events including: Health and Exercise Science Careers Day (Feb. 17), Transfer Student Day (Feb. 21), Criminal Justice Careers Day (March 2) and Spring Break Visit. Our 2nd Cesar E Chavez Leadership Conference will occur on April 8.

Financial Aid

WOU has partnered with Ruffalo Noel Levitz (RNL) and their Class Optimizer program. This program allows us to look at each student's unique financial situation in determining their aid package. As a part of this partnership, RNL recommended that WOU change its merit remission process to offer more merit remission to students at all categories. RNL also recommended WOU add an additional merit level for students with GPA's from 3.0 to 3.49. We have moved forward with this recommendation and have notified all the students of their new merit awards. The hope is this will further entice students to come to Western Oregon University. As we get further into our award processing, we will be able to look at each student and get a sense of how much institutional aid they likely need to attend WOU and can be more strategic in our awards.

The conversion from PowerFaid to Banner Financial Aid has begun. This conversion will require significant time from staff in Financial Aid and University Computing Solutions. We have also contracted with a third-party vendor to assist with this process. Converting to Banner Financial Aid should provide a more stream-lined process and provide access to financial aid information to other staff working with students.

Destination Western

Students who participated in Destination Western were retained a significantly higher rate from Fall to Winter term (94% compared to 84%) than students who didn't participate in the program. Students who participated in the program also took slightly more credits. In general, students who participated in Destination Western self-reported they were more comfortable on campus as a result from participating in the program, and more likely to

seek out resources and services. These results are promising and we will continue to track these students throughout the year.

The funding for this program was only one-time funding from the State, but there is legislation in this short session to continue funding for this program.

Health and Counseling

As with the rest of the state, we have experienced a large increase in the number of COVID cases. Within the first two weeks of the terms we had more COVID cases reported than all of Fall term combined. We are starting to see these numbers decline. Students can obtain free COVID tests through the Student Health and Counseling Center and have been utilizing this service on a daily basis. We also partnered with Polk County to shuttle students to a free COVID vaccine and booster clinic. Wolf Ride was available to take students to and from the clinic.

Students continue overwhelmingly to meet with our counselors in-person with just a few choosing to have tele-counseling appointments.

Housing and Dining

We have 866 students living on-campus this year compared to 602 this time last year and 1066 in 2020. We have seen an increase in the number of residential students testing positive for COVID, but nothing different from the general student body. We thought we might need to expand the number of our isolation rooms because of the number of students testing positive, but we were able to keep the rooms to one building.

Reservations for fall 2022 continue to lag from previous years. Our hope is folks are waiting longer to commit in their decisions.

Staffing, especially in dining, continues to be challenging. Couple this with staff testing positive makes providing food service for our students a challenge. Campus Dining is managing well given the circumstances and have been able to maintain hours and variety.

Upward Bound

Upward Bound is a 1.5M U.S. Department of Education TRiO grant which serves 52 first-generation, low-income and/or students with a disability in high school. WOU's grant serves students attending Dallas or Central High Schools. The grant is a five-year renewable grant. Our grant renewal application was due at the end of January for our next five-year cycle. The grant provides tutoring and other college preparatory activities. Because of WOU's involvement with these activities, most students attend WOU for college. We will be notified in summer of our extension.

Veterans Resource Center

The Veterans Resource Center received an ODVA CVRC grant of \$58,635. This grant will help support the salary of the director of this program as well as many programs and services. One element in particular this grant will continue to support is the Peer Advisors for Veterans Education Program (PAVE). This Program utilizes peer student-veterans to serve as mentors to other WOU student veterans or dependents of veterans.

The VRC sponsored the first annual Ugly Sweater Ruck N' Run. About 25 students participated in the event, many carrying 80lb rucks!

Child Development Center

The Child Development Center successfully completed fall term without any cases of COVID needing to close the Center, but then quickly needed to close all three classes at the beginning of Winter term because of COVID. The Center will reopen January 24 and hopefully will not need to close again. The cohort model the Center has been utilizing as well as limiting the capacity of each class has helped in this effort. Tammy Gardner has been doing a phenomenal job in managing the CDC and keeping everyone healthy.

Incidental Fee Process

The Incidental Fee Committee started meeting in January. The Committee will be working over the next three months to establish the incidental fee and determine budgets for the various area funded by the fee. The Committee will likely have to reduce the amount of funding areas receive because of the enrollment decline. The Committee will also re-evaluate charging on-line students the fee.

MLK

During the week of January 17, Western Oregon University held several events in commemoration of Martin Luther King Jr. During the week, there was a fundraiser for the Black Student University scholarship fund. The goal was \$2,022 dollars, but almost \$6,000 was raised. On Wednesday, five Black students shared their lived experiences in a video, "[Sincerely](#)." On Thursday, Dr. Reginald Richardson, was the Keynote speaker speaking on, "A Jailbird's Fight for Freedom." Following his address, Dr. Richardson joined a panel of three students and a WOU alum answering questions from a moderator and individuals attending the program via Zoom.

Diversity, Equity, and Inclusion

In November, the Division of Student Affairs hosted Dr. Luhui Whitebear who spoke to staff on Murdered and Missing Indigenous Women. Dr. Whitebear is an assistant professor in the School of Language, Culture and Society at Oregon State University and focuses her research on indigenous rhetorics, indigeneity and reclaiming indigenous identity / gender roles, murdered and missing indigenous women, indigenous resistance movements, and national laws and policies that impact indigenous people. Over 60 Student Affairs employees attended this event; a recording is available [here](#).

In December, The Division of Student Affairs collaborated with the Division of Academic Affairs and offered Search Advocate training to 30 staff. This training help increase the number of search advocates available to help assist with searches. Several members of the President's cabinet also participated in this training. Search advocates are trained, external search committee members who promote equity, validity and diversity on searches.

In January, the Division of Student Affairs hosted local Portland writer, Emilly Prado, a first-generation college graduate and a 2022 Pacific Northwest Booksellers Association Book Award Shortlist finalist. Emily's presentation featured readings from their debut memoir, *Funeral For Flaca*, as well as a student center writing workshop. Emily spoke to faculty and staff and then hosted a writing workshop for students.

NSE

Fall term 2021, five WOU students participated in the National Student Exchange program (NSE). Students attended universities in Florida, Louisiana, Massachusetts, New Jersey, and the U.S. Virgin Islands. This winter, one WOU student is attending Boise State University. WOU is currently hosting students from Guam, New York, and Texas. As we prepare for the 2022-2023 exchange, VPSA office has hosted several informational sessions and is actively meeting with prospective students. Despite challenges COVID-19 has presented, NSE continues to be an accessible, closer to home option for students seeking a study-away program. Visit wou.edu/nse to learn more about NSE or read this recent article published on today.wou.edu that highlights a WOU student's NSE experience: <https://today.wou.edu/2022/01/03/national-student-exchange-program-creates-opportunities-for-students/>.

Basic Needs Coordinator

WOU was able to hire a Basic Needs Coordinator as a result of State funding for all the campuses. The Basic Needs Coordinator provides support and assistance to WOU students who are impacted by but not limited to: homelessness, housing insecurity, food and financial insecurity. The Basic Needs coordinator is knowledgeable on a wide range of resources to ensure students are aware of all benefits and resources available to them, provide culturally specific resources for prospective and current students and their families and support students in applying for these benefits. The Basic Needs Coordinator also oversees the Western Oregon University Food Pantry.

Men's Rugby Team Places 3rd at the National Collegiate Ruby Championships

The WOU Men's Rugby team capped an unprecedented season by finishing 3rd at the National Collegiate Rugby Small College Championships in Houston, Texas. The team [qualified](#) for the national championships after winning their conference and regional championships this fall. After a loss in the national semi-finals, their victory in the 3rd-place match was especially impressive as the team was down to zero substitutes (due to injuries and some players being unable to make the trip). Despite this, the team used a [late comeback](#) to defeat the College of Charleston by a score of 32-24 to capture 3rd place.

Partnerships Update

Jessica Murfin, Partnership Specialist

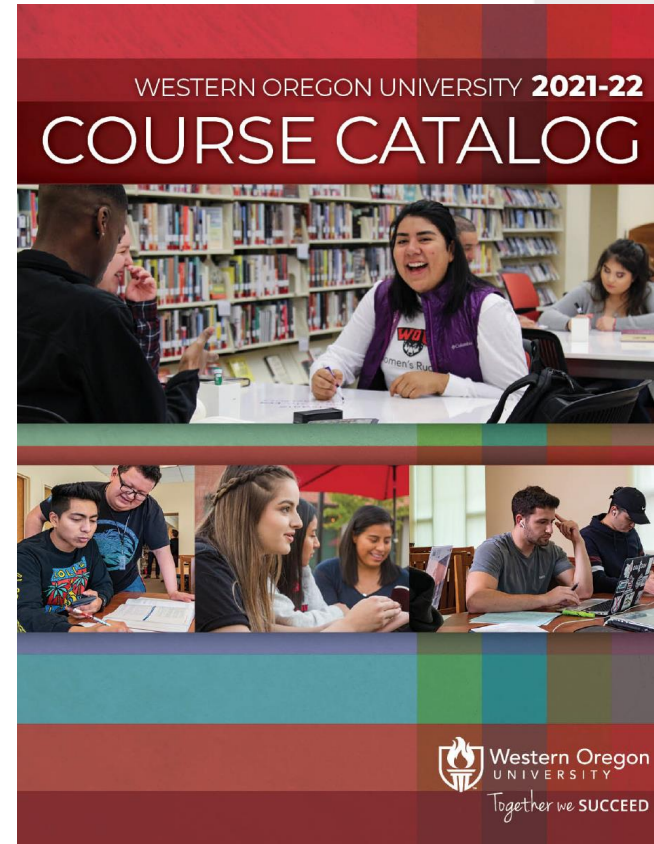
INTERNAL RELATIONSHIP BUILDING: “GETTING TO KNOW WOU!”

Meetings with:

- Campus offices
- College Deans
- Division Chairs/Department Heads

Learning more about:

- How WOU works
- Where WOU is strong
- Where WOU has room to grow
- Ideas for partnerships



PROFESSIONAL DEVELOPMENT WORKSHOPS

Upcoming Workshops:

- **Justice, Equity, Diversity, & Inclusion (JEDI) 101 in the Workplace**
 - 10 weeks: February 17 – April 21
- **Let's Talk About Race...**
 - Full day: March 16 or July 12
- **Stereotypes, Prejudice, Bias, & Discrimination**
 - Full day: June 16 or July 13
- **Race and Criminal Justice in America**
 - Full day: June 23 or July 14
- **Recognizing and Understanding Hate/Bias Crime**
 - February 22 & 23 with WOU Campus Public Safety
 - Full day: Dates for the public TBD

JEDI 101 in the Workplace Instructors



**Jaclyn
Caires-Hurley**



**Greg
Willeford**



**Ariel
Zimmer Suel**

Welcome to Western Oregon University's Professional Development Workshops!

Western Oregon University offers educational workshops that help employers and individuals further their knowledge on important topics that are integral to success in today's workplace.

By partnering with WOU in professional development opportunities, employers can prepare their teams to offer the best customer service and to bring thoughtful, inclusive practices to the workplace every day.

Visit
wou.edu/prodev
for more
information!

Check out our current and upcoming workshops below, or let us know what type of training is needed in your workplace.

*Plans to expand
catalog of
workshops in the
near future!*

Justice, Equity, Diversity, & Inclusion (JEDI) 101 in the Workplace

Organizations today are seeking training to increase employee awareness and understanding of

Racial Justice Series

These trainings will increase participants' understanding and capacity in talking about racism in society, which can lead to stronger teams who are better able to fulfill

More workshops coming soon!

Have a training need? Contact us to chat about custom training options!

Contact: Jessica Murfin
murfinj@wou.edu | 503-838-8374

PROFESSIONAL DEVELOPMENT WORKSHOP REGISTRATION

Professional Development Workshop Registration

Thank you for your interest in our Professional Development Workshops! Please complete the registration information below. For more information about each of these workshops, visit <https://wou.edu/prodev>. If you have any questions about the workshops or this form, please email Jessica Murfin at murfinj@wou.edu.

Name *

First

Last

Phone *

Email *

Address *

Street Address

Address Line 2

City

State

ZIP Code

Organization

**Registration
coming
soon!!**

Available Workshops *

- Justice, Equity, Diversity, & Inclusion (JEDI) 101 in the Workplace - \$595
- Let's Talk About Race - \$295
- Stereotypes, Prejudice, Bias, & Discrimination - \$295
- Race and Criminal Justice in America - \$295

Number of Participants *

Number of Participants:

Please enter a number greater than or equal to 1.

Discount options are available for groups of 5 or more. (Groups of 5-9 receive a 5% discount; 10-14, 10%; 15-19, 15%; 20+, 20%)

Comments/Participant Information(for Group Purchases)

Important Information

Once your registration has been approved, you will receive a confirmation email with further details.

Cancellation Policies:

In the event that a workshop does not reach minimum capacity, participants will receive notification of cancellation and options via email.

If you are unable to attend the workshop for which you have registered, credit for a comparable future workshop may be available.

Notification of your cancellation must be received at least 7 days prior to the start of the workshop to be considered for transfer to a future workshop.

If you have multiple attendees and need to transfer a registration to another participant, you must notify us at least 3 days prior to the start of the workshop.

Workshop transfers must be used within 2 years. In the event you experience extenuating circumstances that prevent you from participating or transferring to a future workshop date, please email us prior to the start of the workshop.

You can contact the workshop coordinator, Jessica Murfin, at murfinj@wou.edu.

**Registration
coming
soon!!**



Office of Governor Kate Brown

Jenn Baker, Labor Policy Advisor and
Legislative Director
Jennifer Purcell, Workforce Policy Advisor



Adam Crawford
External Relations Director

Also interested in
DEI Workshops



Melissa Unger
Executive Director

Pursuing the possibility offering a
15% tuition discount through their
Membership Advantages Program

OREGON STATE WORKERS EDUCATIONAL ENHANCEMENT TRAINING AND EMPLYOEE RETENTION (SWEETER) PROPOSAL

Oregon SWEETER will include the following characteristics:

- No application fee and streamlined on-line application process
- With funding from the legislature, Oregon SWEETER will be offered at no-cost to employees
- A menu of training and educational opportunities will be developed jointly with SEIU, agency representatives and WOU
- WOU support team including a dedicated academic advisor, admission counselors, financial aid counselors, and other support personnel will support student success
- Courses will be offered using multiple course delivery modalities (i.e., in-person, fully online and hybrid)
- Integrated Internships for Accelerated Professional Development and Advancement to assist current and potential employees gain the skills needed for entry or advancement

OREGON SWEETER PROPOSAL CONTINUED:

Employees will be able to take courses from the following areas:

- Professional development such as Ethics, DEI, Communications, Leadership
- Career development and advancement training such as Information Technology, Global Information Systems, Accounting, Finance and Management
- Customized workshops that can be completed in less time than a credit bearing course
- Undergraduate micro-credentials and certificates
- Add Credit for Prior Learning text
- Over 40 undergraduate degree programs
- Highly flexible degree completion programs
- Nearly 20 Graduate certificates and degrees such as Organizational Leadership, Justice Studies and Vocational Rehabilitation

SALEM CHAMBER OF COMMERCE: WOU:SALEM'S "CONNECTOR" MEMBERSHIP

General Benefits:

- Business referrals exclusively for members
- Search-engine-optimized business listing on SalemChamber.org helps your Google rankings includes business description up to 200 characters
- Subscription 503 quarterly magazine
- Subscription to Online Update newsletter

Invitation to connection events:

- Monthly Forum Speaker Series luncheons
- Greeters, Salem's Premier Networking Event
- Chamber Business Women
- Salem Area Young Professionals

Regular updates from different departments:

- Online Update
- Insights from our CEO and task force leadership
- Member Newsroom updates

More Great Benefits:

- Learn how to access the features of your membership at our Member Orientation Luncheon
- Virtual membership plaque and window sticker – tell the community you're invested in Salem
- Chamber representation at regional governmental meetings
- Members-only pricing at events
- Eligible for advertising on SalemChamber.org
- Display marketing materials in the Chamber lobby
- Ribbon Cutting services to celebrate business growth
- Your ad on SalemChamber.org, 30 days
- Business Spotlight published on our blog, social media and featured in our email
- Online Business Card includes highlighted business listings and search engine optimized business profile on SalemChamber.org



SOME EXAMPLES OF OTHER EXTERNAL MEETINGS:

- **Local City Leaders:** Mayor Cec Koontz, City of Monmouth; Marty Wine, City Manager of Monmouth; Mayor John McArdle, City of Independence; Tom Pessemier, (Former) City Manager of Independence; Dr. Jennifer Kubista, Central School District Superintendent
- **Jacob Espinoza** – Salem Chamber of Commerce, Leadership Foundation Program Director
- **Lisa Hylton** – Performance Management Strategist, Workforce Development, Department of Administrative Services, State of Oregon
- **Brandy Meng** – Statewide Workforce Development Consultant, Department of Administrative Services, State of Oregon
- **Valerie Fry**, Small Business Management Program Coordinator, Small Business Development Center, Chemeketa Community College
- **Capital Community Media/CCTV**
- **University Community Connections Committee**

Questions?