



**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

MEETING MINUTES

I. CALL-TO-MEETING AND ROLL CALL

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

Others present: Mike Baltzley, Marion Barnes, Chelle Batchelor, Sunhee Bitter, Keats Chaves, Lacey Davis, Amber Deets, Gary Dukes, Megan Habermann, Paige Jackson, Dave McDonald, Jessica Murfin, Bev West, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Trustee Malissa Larson called the meeting to order at 2:03pm and gave a brief welcome message in place of Chair Jaime Arredondo, who is out on leave.

III. CONSENT AGENDA

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

Trustee Susan Castillo moved to accept the minutes as written; Trustee Danielle Campbell seconded. Minutes were approved with no changes.

IV. ACTION ITEMS:

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

Provost Winningham gave an overview of the proposed Graduate Certificate. The need for this certificate was identified out of the work between WOU and Willamette Promise; the WOU instructors overseeing the work with the Willamette Promise high school accelerated learning program identified a need for more training for high school teachers teaching dual credit courses, specifically Writing 121/122. This eighteen-credit online graduate certificate will offer in-service high school teachers the opportunity to develop disciplinary knowledge of teaching composition, benefitting writing instruction in the high school classroom and preparing high school teachers for dual enrollment instruction.



In addition to serving Oregon, this proposed online certificate will provide sufficient graduate level credits in a specialty area to satisfy the Higher Learning Commission requirements for dual credit writing teachers in the Midwest region.

Most courses will take place over the summer, with two additional courses being added that will be built out of the summer budget. Despite lower enrollment during summer, there has been an increase in net revenue from summer school; both deans have a pot of money to make choices for which courses to offer over the summer, and the courses from this certificate will be offered through this budget if approved.

In addition to tuition revenue, the certificate program will receive \$1500 from the state and Student Success and Completion Model (SSCM) funding.

Trustee Malissa Larson noted that the written proposal states there is another certificate program offered in Oregon that is similar but does not perform the same work. Trustee Larson asked for clarification on where the other program is and what work it does. Provost Winningham was unable to respond with a specific answer but noted from the proposal that George Fox has a Certificate in the Teaching of Writing with connection to Lewis and Clark College, but this program is focused on K-12 teaching for all K-12 educators, not dual enrollment for high schools.

Trustee Susan Castillo moved to approve the introduction of the proposal; Trustee Danielle Campbell seconded.

V. REPORT & DISCUSSION ITEMS:

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

Dr. Winningham provided a report for Academic Affairs.

The university is in the second year of a marketing RFP. One of the biggest concerns of the division chairs is that there is not enough focus on marketing their programs. Marcom does not market individual programs, but Dr. Winningham has been working with Marion Barnes. He noted that Academic Affairs has provided \$45,000 available from a position vacancy and Marcom provided \$25,000 from their marketing budget. In an RFP last year, \$65,000 was offered to 13 different programs; this year there is an RFP out, including funding for community college outreach, in addition to targeted social media ad buys and proposals for swag to bring to community colleges. The university has tried to target niche audiences that the faculty could reach; examples included a proposal to market the new Theatre Education major through the purchase of space in local community theatre programs, the chemistry department's Chemistry is a Blast event, and the art department's T-shirt design contest.

The college restructure project is intended to balance the university's academic units. Currently, the College of Liberal Arts and Sciences has eight academic divisions, including professional and pre-professional programs in addition to the liberal arts and sciences programs. The College of Education has three division that encompass more than teacher prep programs. The university's unique structure creates large inequities between



academic units: there are two colleges and 11 academic divisions, with departments in Liberal Arts and Sciences and programs in College of Education. This makes automatic approval processes challenging.

There are also inequities in faculty workload, as, depending on their department, some faculty can have over 30 advisees at a time while others will have less than five. This also extends to committee assignments, as some very small divisions need to fill several university-wide committees, while larger divisions may only average one committee assignment. Twenty percent of tenured faculty's time is for service, advising, and scholarship, but with the time-consuming committees, it's easy to go over that 20%.

With the current structure, there isn't a home for health sciences, including the newly approved Doctor of Physical Therapy and an Occupational Therapy doctorate that is expected to be proposed before the restructure.

The university is convening a taskforce, including the four college deans, with the deans of Library and Academic Innovation and Graduate Studies and Research acting as senior administrators. The taskforce will also include one representative from each academic division and the library; two administrative program assistants working in the division offices; one additional staff member; and ex officio members. This work is modeled after the work performed for the strategic plan, with intense work occurring over the summer. Expected outcomes include researching how other universities structure their academic programs and compensate program leaders. The taskforce is also looking for a proposed academic unit structure that balances leadership, advising, and service loads and examine possible synergies.

The taskforce will present at two townhalls in the Fall; the campus community will get to provide input, though the final decision will be in consultation with the new president.

The university is on a seven-year accreditation cycle with the NWCCU and is preparing the six-year report to be sent out later this month. Sue Monahan and Dr. Katherine Schmidt are responsible for writing this year's report, and an estimated fifty other people have also participated in preparing the report.

The library has received a nearly \$15,000 grant to work with internal and external partners to boost COVID vaccine confidence. The library has done a great job of staying open during the pandemic and through the surges and is currently distributing KN95 masks with the help of their student employees. The library has helped distribute the original 13,000 masks that Bev West helped procure, as well as the ones that were just purchased, and will be distributing the N95 masks provided by the state. Masks are available to students in all academic division offices, the library, and campus dining; in addition to faculty, all staff can also now get a packet of KN95 or N95 masks.

The Open Education Resource (OER) program provides textbooks that are free to the public and students. The OER program has given money to community colleges and public universities, and WOU has received more money than any other public university in



the statewide program. Faculty, under the leadership of library faculty Sue Kunda, have engaged this program.

WOU has received over \$9,000 in funding for faculty to review OERs, and over \$25,000 for faculty's course redesigns. It is estimated that this work has saved WOU students \$717,000. A lot of these textbooks will stay in use for many years and will continue to be used.

In Fiscal Year 20, WOU has been base funding the library to start its own Open Education Resource program; after this year, Sue Kunda has estimated the program has saved students \$420,000 on a \$30,000 investment.

Western has received more money than any other four-year university in the state. Faculty receive compensation for reviewing OERs and for designing new OERs. Many textbooks will be used for many years. Base funding Library to fund Open Education Resources program. Est. saving students \$430.

Student Success & Advising has a new director, Paige Jackson. Paige was the associate director of advising at University of Oregon.

Student Success & Advising hosted just shy of 800 students in Fall Term. WOU has been given state grant funding to assist students who stopped out during the pandemic and will be using federal money to help pay student accounts by paying fees or helping with tuition. This work has been going on for several years, but the recent work using the federal money has helped 72 students graduate Fall Term; these were all students who had left the institution and been subsequently reenrolled through this very deliberate outreach. There are an anticipated 14 students to graduate Winter Term after reenrollment; in the past few years, over 300 students have been brought back through these reenrollment efforts.

With the hiring and onboarding of Paige Jackson, Student Success & Advising has been focusing on retention efforts. A new outreach effort looking at DFW data and deliberately reaching out to programs to identify courses with high DFW rates. The intention is to help identify the reason those courses have high DFW rates, and to find ways to support students, including potential embedded tutoring in those courses.

Through Academic Effectiveness, overseen by Provost Baltzley, 93% of academic programs had their annual reports completed by December, and more have been submitted since. In 2016, WOU had its major accreditation report and was flagged as having a problem with assessment and continuous improvement, but since then has had sustained improvement thanks to Mike Baltzley and Sue Monahan.

Program Review is another part of the assessment. Each department needs to submit a full program review every seven years; benefits of this process include curricular revisions and updating.



In addition to the program reviews, Associate Provost Baltzley is also helping to make sure syllabi are updated with the correct information.

Baltzley is also leading Institutional Research, completing 20 – 30 ad hoc data reports every month with the IR team. The IR office is preparing to distribute 10 – 15 reports for division chairs; this data will be given to division chairs every quarter and/or every year to help keep programs sustainable by facilitating conversations for improvement.

Reports from Graduate Studies and Research show student enrollment is down 8 students as of January 14; per Amber Deets in the Graduate Studies office, numbers for this Fall are very high; the graduate proportion of the campus population has increased, and WOU is anticipating a significant increase in graduate student enrollment in the future.

Reports from the Sponsored Projects Office, overseen by Dean Hillary Fouts, who WOU is on track for another record year of grant proposals and awards. Last fiscal year, 39 faculty and staff have requested just under \$23 million, up from \$20 million in Fiscal Year 20. Already in Fiscal Year 22, there have been 35 requests seeking \$8 million in external funding. The university has received over \$8 million to run a child substitute teacher program, paying for the hiring of additional support and human resources that don't come out of indirect costs. Noteworthy awards include: \$2.1 million for the Oregon DeafBlind project; \$400,000 from DOJ for the Western Community Policing Institute, in partnership with the newly establish Western Restorative Justice and Reentry Center; \$372,000 for the WOU Bilingual Teacher Pathways program; \$257,000 from the Ford Family Foundation for the Center on Early Learning and Youth Development; and \$491,000 from the Higher Education Coordination Commission (HECC) that funded the degree completion work currently underway.

Transfer Pathways. Kristin Mauro, current director of Transfer Pathways, will be leaving WOU for Chemeketa. Kristin has been working with community college partners to make transfer agreements between WOU and community colleges, including working very closely with Chemeketa. WOU and Chemeketa recently had a summit together and are working on another summit. A transfer agreement is about to be signed between Chemeketa and WOU that would guarantee Chemeketa AAOT recipients admission into WOU. Chemeketa will be heavily promoting this agreement with their student body and with high schools.

Interdisciplinary Studies. The Interdisciplinary Studies major is one of WOU's largest programs and is great for transfer students. Sue Monahan has been leading the administrative side, putting together a wonderful team of faculty members, many of which come from departments with dwindling enrollment. IDS students used to have an average of 192 credits at graduation, but that is now down to 183.5, roughly equivalent to students taking one quarter less to graduate; this is due to curriculum revisions and good advising.

WOU:Salem. In Fall of 2018, WOU was approved to offer classes in Salem; WOU started by renting space from Willamette ESD with an average of 12 students. WOU: Salem shut down in-person classes during the pandemic, but has opened back up. In Fall 2021, WOU:Salem had 12 sections averaging 13.5 students; in Winter 2022, WOU:Salem is 15



sections averaging 17 students as of mid-December. Average enrollment at WOU:Salem is higher than the average enrollment at Monmouth site.

There have been many accomplishments in LAS and COE. The tenth edition of the PURE Insights journal was just published. The journal is an open education resource, and the articles have received over 150,000 downloads, and have been cited in scientific journals.

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

Gary Dukes provided an update on Student Affairs.

Numbers for applications and admitted students are up; transfer admits are up 36% this week. Recent and upcoming recruitment events include Exercise Science Career Day, Transfer Student Day, and Criminal Justice Career Day. Application priority deadline was January 15; deadline for applying for scholarships is March 1.

There had been a planned presentation at the full board meeting on a company called Ruffalo Noel Levitz and a program WOU has purchased from them called Class Optimizer. There has historically not been good data on how much financial aid the university is giving to a student and whether that amount was too much or too little Class Optimizer determines how much aid a student needs and how likely they would come to WOU in the fall if they receive that level. RNL also recommended WOU change its merit remission process. For those who are high academic achieving students, WOU guarantees a certain remission amount; RNL recommended WOU up some of the amounts being given at different levels and add another level so that that every student who comes to WOU receives some level of merit remission, guaranteed over the four years they attend. This change is expected to help with the recruiting process.

WOU is converting from PowerFaid to Banner Financial Aid. Banner is already in place as a student information system and financial information system, but the financial aid system has not previously been utilized. This will help interface different areas and allow more people access financial aid information and provide advising based on that information. This conversion will take over a year to complete and involves significant time and energy from both Financial Aid staff and University Computing staff, in addition to an outside company that will assist with the process. The goal is to have all current and incoming students on Banner Financial Aid as of Fall 2023.

Destination Western. The program takes place in the two weeks leading up to New Student Week; this year's Destination Western involved 135 students. New data shows a retention rate between Fall and Winter Term of 96% for students who participated in in Destination Western, compared to 84% for non-Destination Western students. With the positive results, WOU is hopeful the state legislature will continue funding this program.

Student Health & Counselling Center. With the omicron surge, there was the same number of positive cases in the student population in the first week of Winter Term as there had been in all of Fall Term. WOU is working with booster and vaccination clinics, and partnering with Wolf Ride to get students to clinics.



Students are continuing to meet SHCC counselors in person.

Housing and Dining. 866 students are currently living on campus down from pre-COVID (1066 students). Reservations for Fall 2022 are lagging as students are taking longer this year to make decisions about college. There is an application fee for housing, and while that is applied to students' first room and board bill, the upfront cost is causing people to delay. Staffing in dining facilities is down; current staffing is only about 60 – 70% of student staff because there has been difficulty finding students to work in the dining all. There is also a shortage of professional staff in the dining hall. Students are frustrated with the effects of the shortages, including the library coffee shop that hasn't been reopened due to staff shortages. There is current consideration of self-service in areas like the library coffee shop.

Student staff shortages are happening across campus, not just housing/dining; this mirrors real-world unemployment trends.

WOU has resubmitted a reapplication for Upward Bound, a \$1.5 million U.S. Department of Education TRiO grant; the five-year program services Dallas and Independence (Central HS). WOU will find out this summer if the proposal was successful.

Veterans Resource Center. VRC was recently successful in obtaining a continuation of their Oregon Department of Veterans Affairs grant. The grant is for \$58,635, lower than in previous years, as the ODVA was more selective in what they would fund this year. The grant will help fund the PAVE (Peer Advisors for Veterans Education) program, as the funding helps train peer advisors.

The VRC sponsored the first annual Ugly Sweater Ruck N' Run.

Child Development Center. All three class are reopening after a closure due to COVID.

Incidental Fee Process. Incidental fees fund various areas like athletics, the Werner University Center, and Student Activities student government, and disability services for students. A nine-member panel decides what areas receive those funds, and then set a budget based on that. The committee started in January. Because of COVID, last year's committee charged all students incidental fees, regardless of whether or not they were taking in-person classes. Online-only students were unhappy with this charge for services they don't have access to, and this year, the committee is trying to get back to not charging incidental fees to online-only students.

MLK Week. Five Black students put together a video about their lived experiences for MLK Week titled "Sincerely." Dr. Reginald Richardson gave a keynote address and panel. The Black Student Union held a scholarship fundraising event with a goal of \$2,022, and they raised over \$6,000.



Diversity, Equity, and Inclusion. In November, Dr. Luhui Whitebear from Oregon State University spoke to WOU staff regarding Murdered and Missing Indigenous Women. A recording of the presentation is available.

In December, Student Affairs partnered with Academic Affairs to offer Search Advocacy training to 30 staff from both divisions and cabinet.

Student Affairs hosted Emily Prado, a local first-generation college student and author of the award-winning nonfiction book *Funeral for Flaca*. The event was originally designed for division staff and was later expanded to campus as a whole; the event was at max capacity for the room, and about 25 students participated in a writing workshop that followed the reading; the workshop was in partnership with the Writing Center.

National Student Exchange. The domestic study abroad program includes U.S. institutions, the Virgin Islands, and some schools in Canada, and is an alternative to study abroad. Five WOU students participated in the program during Fall Term.

Basic Needs Coordinator. WOU recently hired a Basic Needs Coordinator using funds provided to all state schools to hire at least one Basic Needs Coordinator for the campus. The Basic Needs Coordinator assists with the food pantry, Stitch Closet, and helps identify resources on campus and in the community for struggling students.

Men's Rugby. The Men's Rugby team placed 3rd at the National Collegiate Rugby Championships in Houston, Texas.

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

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.

Jessica Murfin has been working with deans, department heads, and division chairs to find out which WOU programs are working well, and which programs need more support and/or resources, including staff, funding, or advertising.

Professional development workshops. These workshops are different from courses—they are not for credit, not on transcripts, and people who complete them get a certificate that is specially branded for that workshop. The first series is focused on Justice, Equity, Diversity, and Inclusion. Jaclyn Caires-Hurley, Greg Willeford, and Ariel Zimmer Suel led a workshop in Winter 2020 called Racial Understanding and Healing; they have since updated the workshop to JEDI 101 in the Workplace, a 10-week workshop. Greg Willeford will also be hosting a racial justice series of workshops.

The Professional Development Workshop website (wou.edu/prodev) is now live with the help of Marion Barnes and Danielle Gauntz in MarCom.

There are plans to expand the catalogue of workshops based on need. The registration page is live; people can register for any course with a date. The workshop registration and



facilitation process were developed with the assistance of Shea Hawes, Dona Vasas, Ben Hayes, and Tracy Wicks.

Jessica Murfin, Rob Winningham, Dave McDonald, and Jay Kenton have been having meetings regarding workforce development. They have met with Jenn Baker, Labor Policy Advisor and Legislative Director, and Jennifer Purcell, Workforce Policy Advisor, from the Office of Gov. Kate Brown. The group has also met with Adam Crawford, the External Relations Director for the Department of Administrative Services. The group has also had meetings with Melissa Unger, director of SEIU Local; Melissa gave feedback to the group, including pursuing the possibility of a 15% tuition discount through their Membership Advantages Program for non-State workers in SEIU.

The conversation with Melissa Unger led to the Oregon State Workers Educational Enhancement Training and Employee Retention (SWEETER) Proposal. SWEETER is meant to address the component of recruitment. There is no application fee, an online application, and the program is offered at no-cost to employees. There will be different training and education opportunities developed in conjunction with SEIU, various agency representatives, and WOU, including an expanded support team of academic advisors, admissions counselors, financial aid counselors, and other support personnel. The program is designed to set quintessential adult learners up for student success. Courses will be offered in different modalities (in-person, hybrid, online), and there will be integrated internship opportunities for accelerated professional development for current and potential employees to gain the skills they need for entry and advancement. The proposal is seeking \$5 million.

Jessica passed the slideshow to Dave McDonald for further updates. Dave provided an updated number of about 4,000 students, rather than the originally estimated 1,000 students, that the \$5 million would serve through a combination of engagement opportunities, including for-credit courses, professional development opportunities, workshops, and one-on-one sessions. This is not a policy bill—this is a spending request that has been well-received by elected officials.

The Governor has put forward a large workforce initiative; however, that initiative is focused on short-term training designed for the private sector. Oregon SWEETER will be complementing, not competing with, the Governor's initiative, and will be addressing the 3,000 job openings the state currently has.

Dave passed the presentation back to Jessica.

Jessica presented all membership benefits of the Salem Chamber of Commerce. WOU:Salem has been switched to the primary membership entity for WOU, and the Monmouth campus has been changed to be the auxiliary entity. WOU's membership has also been upgraded to Connector Membership, which offers a business spotlight that is sent out as a social media blast, ribbon ceremony, and the option to host greeters events to network and raise visibility for the Salem campus. Jessica was able to advertise the workshops through the Chamber of Commerce Greeters Facebook group, and has been able to use that group for networking for WOU:Salem.



Jessica has also been having external meetings with various local city leaders regarding the professional development workshops.

Jessica opened the presentation for questions. Trustee Herrera asked if workshops will be part of the cultural competency program universities need for staff; Jessica stated there was no current plan for this, but that the topic has come up in discussions.

VII. ADJOURNMENT

The meeting adjourned at 3:24pm.