



**Board of Trustees Meeting – February 15, 2023
Appendix A**

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**MEETING OF THE WOU BOARD OF
TRUSTEES MEETING NO. 54 –
NOVEMBER 15-16, 2022**

NOVEMBER

15, 2022

3:00-5:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

DRAFT MEETING MINUTES

I. CALL-TO-MEETING / ROLL CALL

Chair Betty Komp called the meeting to order at 3:04 PM and asked Secretary Ryan Hagemann to take the roll. The following trustees were present:

Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana
David Foster
Betty Komp
Cec Koontz
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Jesse Peters
Michael Reis

The following trustees were absent:

Jerry Ambris
Danielle Campbell

II. CHAIR'S WELCOME

Chair Komp welcomed the Board and audience to the meeting. Komp described the differences in the board agenda and structure, including the transition to two-day board meetings to enhance transparency, communication, and meaningful deliberation. Komp noted that the Board had five new trustees and asked each of them to offer a brief introduction. Trustees Diaz, Fasana, Mendez-Garcia, Nelsestuen, and Reis offered brief comments and introductions. After the



introductions, Komp asked the remaining trustees, including Trustees Foster, Fasana, Evans, Castillo, Morse, Koontz, and Mitchell to share information about themselves as well. Chair Komp introduced herself to the Board.

III. PRESIDENT'S WELCOME

Chair Komp asked President Jesse Peters if he had any comments or announcements. Peters welcomed the Board to campus and observed how many trustees earned their degree from WOU or have close ties to the institution. Peters offered that the university had a budget open forum earlier in the week. He also shared that he was able to go up in the crane as the sequoia team put holiday lights on the tree. Komp recognized Nathan Sauer, LouAnn Vickers, and Ryan Hagemann as staff that help make board meetings work.

IV. TRUSTEE COMMENTS

Chair Komp turned to the trustees and inquired as to whether trustees had comments or announcements.

V. BOARD CONVERSATION: Committee Work Plans

Chair Komp described the committee work plan project. She noted that the Board asked the president to work on five priorities over the course of the following academic year: campus climate, campus morale, enrollment, strategic plan, and the comprehensive campaign. Trustee Koontz offered information about the longstanding enrollment issue on campus. Komp described that all of the pieces of the five priorities tie together to advance the institution. Komp noted that she asked each of the Board committees to focus attention on how each committee might advance the five priorities. Komp asked DEIAC Chair Castillo to start.

Castillo noted that the multi-phase and multi-year equity audit would allow DEIAC to contribute to the campus climate and campus morale priorities. Castillo observed that the Board could act and move based on the information and conclusion of the equity audit. She noted that transparency and regular reports would make the effort inclusive. Castillo asked whether or not Diversity, Equity, and Inclusion Executive Director Dominique Vargas had any comments to add. Vargas described the first step of the equity audit, including the focus groups across campus and with Board members. Vargas stressed the importance of regular updates. Trustee Morse added that diversity, equity, inclusion and accessibility are concepts that everyone should own; it is not just the DEIAC, but it is information that should be shared and discussed with everyone. Peters noted that the DEI office moved into his presidential suite. Vargas shared information about the coordination of the HSI advisory work. She stressed the significance on ongoing work and to ensure support systems are created and sustained for students.

Castillo offered that identifying strategic partners could play a role in lifting DEIA up.



Trustee Evans reflected on the number of ways that the university intersects with DEIA and structural inequities that might emerge. She mused whether or not structuring financial aid and scholarships in a different way could occur in order to tackle barriers to underserved and underrepresented students. Trustee Koontz added the significant difference between a Hispanic Service Institution and a Hispanic Success Institution. Komp asked Vargas to share information about DEIA training exercise at the board's planning retreat. Vargas described elements of the social identity training conducted at the September 1-2, 2022 board retreat. Komp added that EGTC might help monitor and assist with measuring the progress of HSI or any other initiative, even if DEIAC was at the heart of the equity audit.

Komp recognized FAC Chair Evans to describe FAC's work on the Board's priorities. Evans described that WOU was beyond a budgetary inflection point and stressed the importance of interventions and conducting business in a different way. Evans reflected on how the FAC could create opportunities to support leadership to transform the university to long-term sustainability. Evans shared information about the FAC training module focused on the business model that might be used for new trustee onboarding and orientation in the future. Evans noted the importance of focus on charters, policies, and procedures. She stressed the importance of stakeholder involvement in developing presentations and processes for the committee. Evans added that FAC discussed a data needs initiative to determine the data, metrics and analytics. She summarized how FAC and the Finance & Administration units play a critical role in all five Board priorities. Evans touched on campus internships and public safety, as parts of Finance & Administration, that could impact campus morale. She noted the importance of clear, honest communication about the university's structural deficit. Evans offered the interplay between the structural deficit and the comprehensive campaign's role in raising money for scholarships. Komp asked the Board for reactions and comments to the FAC presentation. Castillo observed the breadth of topics on which FAC works.

Komp asked ASAC Chair Mitchell to offer information on the ASAC workplan. She noted that—among the five priorities—ASAC focused much of its attention on enrollment and retention efforts. Mitchell stated that it was important to focus on the Board's role; noting that the Board is not focused on operations. She stated that there were some elements on enrollment and retention efforts that caught ASAC's attention, including the three-year EAB contract. Mitchell stressed the importance of degree programs and enrollment challenges. Mitchell also emphasized a strategic focus on what is working in the retention sphere. Mitchell asked Provost Rob Winningham and Vice President for Student Affairs Tina Fuchs to join the conversation to share concepts.

Winningham noted that ASAC could assist with all five priorities, but decided to focus its attention enrollment and retention. Winningham highlighted many high-impact retention efforts, including state grants to get students to return to finish their degrees. He described multiple efforts in Student Success and Advising, including a pilot lead advisor program. Fuchs added information about EAB and the creation of better pathways to apply for admission to the institution. Fuchs noted that the EAB



engagement was relatively new, but efforts would ramp up significantly in January. Fuchs shared how COVID impacted high school visits and enrollment. She summarized the positive trajectory of many elements of the admission process and the importance of in-person, personal contact, as well as the positive impact of WOU's Strong Start program Destination Western.

Mitchell thanked Winningham and Fuchs for the information and stressed the importance of the Board setting the strategic direction and expecting the staff to execute on the vision and course-correcting when something is not working. Peters added WOU and other universities are in a competitive space and new degree programs, family interactions, and other steps would differentiate WOU. Koontz asked about vacancies on Admission and Financial Aid. Fuchs offered that more resources would certainly help, but, Admission and Financial Aid is mostly staffed. Koontz inquired about the timeliness of financial aid offers. Fuchs shared recent work to go through financial aid timelines in order to get actual financial aid offers out by the beginning of March. Koontz turned to questions about retention and Destination Western. Winningham clarified the scope of EAB services, including the newer contract for adult learner and graduate education populations. Reis asked what the yield for last year's EAB applications was, and specifically, if there was a variance between EAB yield and yield on standard admission applications.

Komp turned to the EGTC workplan. Komp described the previous EGTC meeting and the discussion of an annual risk assessment. Komp shared that Portland State University's internal audit office has been retained to offer services to WOU. Komp encouraged trustees to look at the PSU's risk assessment materials in the November 1, 2022 EGTC docket materials. Komp stressed that EGTC will have a follow-up meeting. Morse contributed that EGTC needs to dive in more regarding an ongoing strategy in Salem and the legislative session. Koontz shared that Monmouth's state representative and state senator were re-elected.

VI. RECESS

Chair Komp moved the meeting into recess at 4:49 PM.

NOVEMBER

16, 2022

10:00AM-

3:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

I. CALL-TO-MEETING / ROLL CALL

Chair Betty Komp called the meeting to order at 10:00 AM and asked Secretary Ryan Hagemann to take the roll. The following trustees were present:



Jerry Ambris
Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana
David Foster
Betty Komp
Cec Koontz (arrived at 10:52 AM)
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Jesse Peters
Michael Reis

The following trustees were absent:

Danielle Campbell

II. CHAIR'S WELCOME

Chair Komp welcomed the Board and audience to the Board meeting. Komp noted that the Board had five new trustees and asked each of them to offer a brief introduction. Each new trustee at the meeting—Reis, Nelsestuen, Mendez-Garcia, Fasana, and Diaz—offered some introductory comments. Komp recognized President Jesse Peters to welcome the Board and audience to the Board meeting.

III. CONSENT AGENDA ([Appendix A](#))

1) Meeting Minutes:

- a. [June 8, 2022](#)
 - b. [August 24, 2022](#)
 - c. [September 1-2, 2022](#)
- a. [FY23 Management Report](#) (As of September 30, 2022)
 - b. [Undergraduate Certificate: Information Technology](#)

Chair Komp called for a motion to approve the consent agenda as included in the written docket materials. Morse moved approval and Castillo seconded the motion. After discussion the following trustees voted in favor of the motion:



Jerry Ambris
Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana (abstain for the portion of the consent agenda regarding meeting minutes)
Michael Foster
Betty Komp
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Michael Reis (abstain for the portion of the consent agenda regarding meeting minutes)

Jesse Peters is non-voting.

No trustees opposed the motion. Trustees Fasana and Reis abstained from the portion of the motion regarding meeting minutes.

The motion passed.

Before turning to public comment, Chair Komp asked Trustee Morse for any comments on the recruitment of new trustees.

IV. FIRST PUBLIC COMMENT

Chair Komp asked Hagemann if there was anyone signed up for public comment. Hagemann informed Chair Komp that there were no individuals signed up for public comment.

V. STAKEHOLDER UPDATES

1) SHARED GOVERNANCE

a. ASWOU | Hunter Hall

Chair Komp recognized ASWOU Vice President Hunter Hall for a brief AWSOU report. Hall covered the following topics with the Board: Hall's interest in becoming a teacher and his motivation to run as Vice President with ASWOU President Kodee Harwood; comparison between ASWOU's scope from last year to this year; full compliment of all ASWOU branches, including cabinet, ASWOU Senate, Judicial, and IFC; training for new students; homecoming programming and ASWOU events; establishment of clear lines of communication between ASWOU representatives and



corresponding employees on campus; chartering process of, and training for, student clubs and organizations; ASWOU food drive for the Food Pantry; work with ASWOU President Harwood and the City of Monmouth; and ASWOU's role in the holiday tree lighting and working with WOU student organization to sponsor a tree to decorate.

Trustee Ambris shared his appreciation for Hall's presentation. Trustee Mitchell asked Hall how many student clubs and organizations were on campus. Trustee Castillo encouraged Hall in his goals to be a school superintendent. Hall thanked the Board on their community and warmth in their service to Western Oregon University. Chair Komp asked Hall if he was interested in meeting with legislators.

b. [Faculty Senate](#) | Dr. Steve Scheck

Chair Komp recognized Faculty Senate President Dr. Steve Scheck for a brief Faculty Senate report. Scheck addressed the following topics with the Board: recognition of his written report in the docket materials; appreciation for the hard-working, exceptional members of the Faculty Senate and faculty at-large; faculty's role in ensuring WOU reaches sustainability; and Scheck's interest in assisting President Peters in his first year serving WOU. Trustee Nelsestuen asked Scheck to offer brief comments on how the Faculty Senate is structured. President Peters added that he and Provost Winningham attend all Faculty Senate meetings. Trustee Mitchell inquired what Scheck thought Faculty Senate's biggest challenge would be this year and Scheck offered discovering what "sustainable" will mean on campus into the future. Trustee Castillo shared her appreciation for Scheck's comments and approaches.

c. [Staff Senate](#) | Jenna Otto

Chair Komp recognized Staff Senate President Jenna Otto for a brief Staff Senate report. Otto outlined the following topics with the Board: recognition of Staff Senate's written report in the docket; policy review process included in the docket materials; and interest in steps of the actual policy process. Chair Komp offered some comments in response to Otto's concerns regarding the policy development process. Chair Komp asked Otto to explain the Staff Senate's process to identify concerns. Trustee Reis posed to Otto whether or not the revisions were shared with Faculty Senate and Staff Senate. Trustee Evans stressed that she appreciated the information and that we need more engagement in this manner. Trustee Evans asked President Peters how we tackle this matter in a timely and meaningful way. President Peters offered several comments, including that he had heard about the policy development issues at the outset of his presidency and his desire to expand the cabinet. Chair Komp noted that she took the opportunity to have this conversation during Otto's presentation prior to the consideration of the matter later on the docket.

2) UNION



a. SEIU | Jackson Stalley

Chair Komp asked SEIU President Jackson Stalley to share a brief report with the Board. Stalley covered the following topics: thanked the Board for their service and all WOU employees, particularly those unable to attend the Board deliberations; what it might take for WOU to be successful again; description of the clear path to success; appreciation for inclusion at the Board dinner for productive and real conversations; previous interactions with Chair Komp during her time in the Legislature; importance to examine WOU's roots on the path to a thriving institution; urging the WOU community to share how vital the campus is and the unique contribution the university provides to Oregon; and essential importance of legislative lobbying and making sure that everyone on campus is an ambassador. Trustee Evans asked if there would be a TRU Day during this legislative session.

b. WOUFT | Dr. Melanie Landon-Hayes

Chair Komp recognized WOUFT President Dr. Melanie Landon-Hays to share a brief report with the Board. Landon-Hays addressed the following topics: governance workgroup; union's work on educating community members on the collective bargaining agreement and the upcoming code of conduct; bargaining; salary and service union subcommittees; approaches to ensure that faculty, separate from salaries, are valued; paying attention to the Restructure Task Force; budget presentations at the joint labor-management committee; union's work in ensuring decision-makers know the value and importance of regional universities; and significance of union's role in connecting to key legislators to tell the regional university story. Morse asked about the union's legislative work and how organized the university is regarding a coherent legislative strategy. President Peters shared that an overarching strategy is starting to coalesce with partners and the other regional institutions in the state. Trustee Foster expressed appreciation for WOUFT's comments, particularly the reframing of the structural budgetary issues. Trustee Koontz lauded the effort to consider alternative options. Trustee Castillo shared her appreciation for the efforts and work to establish legislative relationships. Dr. Landon-Hays stressed the significance of decision-makers seeing universities and unions working together. Trustee Reis thanked WOUFT for the comments and, even if there are different strategies, working from the same values is critical. Trustee Ambris echoed previous comments and appreciated the communication between the unions and the president.

3) [WOU FOUNDATION REPORT](#) | Cara Groshong, Mike Morgan

Chair Komp asked WOU Foundation Board Chair Mike Morgan and Interim Executive Director of the WOU Foundation Cara Groshong to share a brief WOU Foundation report with the Board. Groshong offered comments on the following topics: search for the new VP for Advancement and WOU Foundation Executive Director; staff vacancies; increases in Foundation giving; information included in the



written report in the docket; growth in the WOU Foundation's endowment; projections in available scholarship dollars, exceeding \$1M; new board members and vacancies on the WOU Foundation Board; outline of several events over the course of the year to introduce President Peters; information on WOU's annual giving program; and on Wolves Club for intercollegiate athletics. Trustee Ambris expressed appreciation for the WOU Foundation's work. Trustee Foster asked about the biggest challenges and Groshong shared staffing levels. Trustee Mendez-Garcia inquired about any comprehensive campaign updates. Groshong stressed that this effort was WOU's first comprehensive campaign. Groshong shared that the WOU Foundation had completed their engagement with its external fundraising consultant. Trustee Koontz posed that the WOU Board might be able to help identify candidates for WOU Foundation Board vacancies. WOU Foundation Board Chair Mike Morgan offered that he is active with WOU because of the comments Jackson Stalley made earlier in the Board meeting: the roots of what campus is and can be.

4) LEGISLATIVE REPORT | Carson Campbell, Ryan Hagemann

Chair Komp asked Carson Campbell to join the Board at the table. Campbell shared that his general university duties include legal advice, labor relations, support for human resources, risk management, public records, and legislative assistance. Trustee Koontz noted that former Representative Andrea Salinas will now represent the sixth congressional district and the university should try to connect with her. Chair Komp noted the importance of legislative committee membership and establishing relationships with members of key committees. Hagemann offered a brief summary of the November elections, the pending release of the Governor's Recommended Budget, and budget advocacy during the 2023 legislative session.

V. [PRESIDENT'S REPORT](#) | President Jesse Peters (Senior Leadership Council Reports in [Appendix B](#))

Chair Komp moved President Peters' report to after the showcase presentation. Dr. Peters addressed the following topics with the Board: acknowledgement of his written report in the docket materials; appreciation for previous reports, including Jackson Stalley's powerful roots metaphor; setting the stage for collaborations and elevating WOU and other regional comprehensive institutions in the state; campus-wide campus forum on the budget; and updates on searches for key vacancies. Chair Komp asked Dr. Peters if there were any surprises since his arrival and he shared how various campus units have worked hard with such a thin staff. Chair Komp inquired how long the current strategic plan has existed. Chair Komp asked about the soccer program and Executive Director of Intercollegiate Athletics Randi Lydum joined the table to share information. Trustee Morse shared his insights about the importance of generating creativity amid crisis and the inspiration of the student performances and presence at the Board meeting. Trustee Ambris noted the moment of crisis and the need for a new strategic plan. Trustee Foster highlighted the importance of positive moments, but, recognized that paying



attention to challenges is also necessary. Dr. Peters reflected and shared thoughts about the lack of a social media footprint, resource allocation, and the emergence from COVID and revitalize the student experience.

VI. BREAK

Chair Komp called for a 15-minute break.

VII. LUNCH / SHOWCASE PRESENTATION: Performing Arts | Dr. David Janowiak

Chair Komp recognized Creative Arts Division Chair Dr. David Janowiak to introduce the Board's showcase on performing arts. Dr. Janowiak introduced Dr. James Reddan, WOU's Music Department Chair. Reddan welcomed the WOU Chamber Choir for a performance of "Stars" by Kyle Peterson. Before each individual panelist shared information about the different components of the university's performing arts programs, Janowiak provided the Board with an overview of the presentation, including WOU's academic offerings in the creative arts and the residential arts programs on campus. Janowiak highlighted the role of incidental fees to fund creative arts, the creation of new degree programs to attract students, aggressive grant writing to benefit the Division of Creative Arts, the relationship of creative arts to student engagement and campus life, and the importance of WOU's creative arts offerings to the greater Monmouth-Independence community.

1) MUSIC | Dr. James Reddan

- a. Band
- b. Choir

Janowiak recognized Reddan to share additional perspective about music at WOU. Reddan described the work over the past five years to revamp the music curriculum, the growth in music majors, the emergence of a K-12 music program and collaboration with other academic departments on campus, work on a music therapy program, exploration of bringing a marching band back to campus, success of WOU's composition students, and the cross-departmental work to bring awareness of the Laramie Project and Matthew Shepherd to campus later in the spring.

2) DANCE | Tim Cowart

Before sharing information about dance offerings at Western, Tim Cowart introduced a student to perform a dance piece for the Board that she choreographed herself. Cowart offered brief information about dance at WOU, including the department's focus on enrollment, the value of Rainbow Dance—a residential, professional dance company tied to WOU—to provide invaluable performance experiences to students, the university's well-rounded, practical, and theoretical dance curriculum, and active



collaboration with higher schools, particularly those with a creative arts emphasis.

3) THEATRE ARTS | Michael Phillips

After Cowart's comments on dance, Dr Michael Phillips shared information about the theatre arts at Western Oregon University. Phillips emphasized theatre as a true liberal art, noted the economic and cultural impact of the theatre arts, the impact of COVID on theatre regionally and nationally, the growth of theatre arts over the past twenty years, the positive retention rates of theatre arts students, and upcoming performances, including those in Spanish.

4) SMITH FINE ARTS SERIES | Andi Moring

Andy Moring, the Smith Fine Arts Series Manager, continued the Board's creative arts showcase. Moring offered a brief history of the 45-year Smith Fine Arts Series, including the role of former faculty member Dr. Edgar Smith and acknowledged Betsy Messer, the Smith Fine Arts Series Board Chair, to share some observations with the Board. Messer stated her association with the Smith Fine Arts Series extended back to 2003, noted that the Board approved a new mission statement, stressed educational outreach to local students, outlined to work to return to pre-pandemic levels of engagement, and reviewed the 2022-2023 Smith Fine Arts Series season with the Board.

Komp thanked the panelists for the showcase and highlighted the contribution of creative arts on the university community.

VIII. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

1) Committee Chair Report | Trustee Leah Mitchell

Chair Komp asked ASAC Chair Leah Mitchell for a brief committee report. Mitchell updated the Board on the following ASAC business: admission and enrollment, including the metric of increased applications; efficiencies in financial aid; Beacon of Excellence award focused on retention and reduction of credits to degree; credit for prior learning; NWWCU feedback, including additional work on financial stability and fiscal planning; Abby's House collaboration; work in the Multicultural Student Services & Programs; robot delivery in Campus Dining; December 2 holiday tree lighting.

2) Committee Recommendations for Board Discussion/Action

a. [New Degree Approval: Master of Science in Human Wellness & Performance](#)

Trustee Mitchell invited Provost and Vice President for Academic Affairs Dr. Rob



Winningham and Health & Exercise Science Division Chair Dr. Gay Timken to introduce the Master of Science in Human Wellness & Performance degree program. Provost Winningham introduced Dr. Timken to start the presentation. Dr. Timken shared information about the nature of the proposed degree program as an integrative 4+1 master's program so undergraduate students could take accelerated courses that could lead to the master's degree. Trustee Reis asked about the financials of the proposed program and the impact of shifting courses. Trustee Reis continued his line of questions regarding capacity of faculty and the credit hours required of the proposed program. Provost Winningham added that part of the matter can be addressed by schedule management and when electives are offered. Chair Komp inquired about the impact on non-traditional students. Provost Winningham stressed the significance of creating degree plans so prospective students know the obligation before they start in the program. Trustee Reis highlighted the experience of Health & Exercise Science faculty in the on-line environment. Trustee Castillo inquired about the opportunities to partner with OHSU and other medical associations, particularly regarding practicums. Provost Winningham described the importance of partnerships and mentioned his desire to work with Salem Health. After presentation and discussion, Chair Komp called for a motion to approve the degree program as presented and included in the written docket materials. Mitchell moved approval and Nelsestuen seconded the motion. Trustee Evans inquired as to whether or not there is a coordinated plan to bring proposed academic degree programs to the Board. Provost Winningham described the faculty's central role in developing degree programs and the impact of an external review requirement for proposed graduate programs. Trustee Evans asked about a finance step in the academic program process. The following trustees voted in favor of the motion:

Jerry Ambris
Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana
David Foster
Betty Komp
Cec Koontz
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Michael Reis

Jesse Peters is non-voting.

No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.



IX. DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COMMITTEE (DEIAC)

1) Committee Chair Report | Trustee Susan Castillo

Chair Komp asked DEIAC Chair Susan Castillo for a brief committee report. Castillo updated the Board on the following ASAC business: report from the Executive Director of Diversity, Equity and Inclusion Dominique Vargas; equity audit, including the timeline for deliverables; impact of the equity audit throughout the campus; and identification of strategic partners to assist with DEIA work.

2) Committee Recommendations for Board Discussion/Action

There were no DEIAC action or discussion items on the Board's docket.

X. EXECUTIVE, GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

1) Committee Chair Report | Chair Betty Komp

Chair Komp offered a brief EGTC report and covered the following topics: the annual risk assessment and internal audit presentation from the PSU Internal Auditor

2) Committee Recommendations for Board Discussion/Action

a. [Revision of Board Statement on the Delegation of Authority](#)

Chair Komp asked Hagemann to present the revision of the Board Statement on the Delegation of Authority. After presentation and discussion, Komp called for a motion to approve the revision to the Board Statement as presented and included in the docket materials subject to the changed language as presented to the Board by Staff Senate earlier in the meeting. Trustee Reis shared his dismay regarding previous explanations about Policy Council dormancy and asked that shared governance leaders return to the February or April 2023 board meeting with an update on how the new process unfolds. Koontz moved approval and Morse seconded the motion. Komp acknowledged the motion and asked if there was additional discussion. Trustee Reis moved from the policy development process and asked about how the trustees would know about transactions that might be brought to the Board. He asked whether there was a mechanism to get proposed transactions to the trustees so they might exercise judgment to bring a transaction to the full Board. Hagemann described how proposed revisions to Section 1.6 of the Board Statement were approached. After additional discussion, with the motion to approve the proposed revisions to the Board Statement on the Delegation of Authority, Trustee Reis moved to separate the question so the Board could vote on the policy council revisions separate from the Section 1.6 transaction revisions and



Trustee Evans seconded the motion. The Board approved the motion to separate the questions.

With Trustee Koontz's motion on the floor, subject to the motion to separate the question, Chair Komp called for the vote to approve the proposed revision to the policy council section of the Board Statement. The Board approved the revisions to the policy council and policy development section of the Board Statement on the Delegation of Authority.

Finally, Chair Komp called for a vote on the Section 1.6 proposed revisions. The following trustees voted in favor of the motion:

Gayle Evans
Angela Fasana
Cec Koontz
Doug Morse

The following trustees opposed the motion:

Jerry Ambris
Susan Castillo
Lupe Diaz
David Foster
Betty Komp
Cristian Mendez-Garcia
Leah Mitchell
Kari Nelsestuen
Michael Reis

Jesse Peters is non-voting.

No trustees abstained from the motion.

The motion failed.

XI. FINANCE & ADMINISTRATION COMMITTEE (FAC)

1) Committee Chair Report | Trustee Gayle Evans

Chair Komp recognized FAC Chair Gayle Evans for a brief FAC report. Evans offered that she shared her committee report during the Tuesday session of the Board.

2) Committee Recommendations for Board Discussion/Action



a. [FY2023 Revised Budget](#)

Chair Komp asked Evans and Vice President for Finance and Administration Dr. Ana Karaman to present the FY2023 Revised Budget. Karaman observed the docket materials captured the budget revisions from the June Board meeting. She reminded the Board about the budget assumptions from June, including a five percent enrollment decline. She noted that budget modeling also assumed a six percent enrollment decline between fall and winter term and winter and spring terms. She confirmed the university's structural deficit at nearly \$8M. Karaman highlighted the strong fund balance, but shared that it was due primarily to the influx of \$14M in federal funds over the past three years. Karaman outlined various measures the university was taking in order to save as much money as possible, including centralization of vacancy savings. After presentation and discussion, Komp called for a motion to approve the FY2023 Revised Budget as presented and included in the written docket materials. Evans moved approval and Reis seconded the motion. Trustee Foster asked about unclassified salary increases between the June and November meetings. The following trustees voted in favor of the motion:

Jerry Ambris
Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana
David Foster
Betty Komp
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Michael Reis

Jesse Peters is non-voting.

No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

b. [Transfer of \\$150k out of Quasi-Endowment to support Equity Audit](#)

Chair Komp asked Evans and Vice President for Finance and Administration Dr. Ana Karaman to continue with the proposed quasi-endowment transfer. After presentation and discussion, Komp called for a motion to approve the \$150,000 quasi-endowment transfer as presented and included in the written docket materials. Evans moved approval and Castillo seconded the motion. The following trustees voted in favor of the motion:



Jerry Ambris
Susan Castillo
Lupe Diaz
Gayle Evans
Angela Fasana
David Foster
Betty Komp
Cristian Mendez-Garcia
Leah Mitchell
Doug Morse
Kari Nelsestuen
Michael Reis

Jesse Peters is non-voting.

No trustees opposed the motion. No trustees abstained from the motion.

The motion passed.

XII. SECOND PUBLIC COMMENT

Chair Komp asked Hagemann if there was anyone signed up for public comment. Hagemann informed Chair Komp that there were no individuals signed up for public comment.

XIII. ANNOUNCEMENTS/COMMENTS

Chair Komp asked if anyone had observations about the new Board meeting agenda or structure.

XIV. ADJOURNMENT

Chair Komp adjourned the Board meeting at 3:28 PM with a quorum.

RYAN JAMES HAGEMANN
Secretary to the Board of Trustees

Finance & Administration Committee (FAC), January 26, 2023 Management Report

Period 6 Actual to Actual Variance:

Education & General Fund Report:

This report provides six months of actual revenue and expense activity (as of December 31, 2022) as compared to the same period in prior fiscal year.

Revenues:

Tuition revenues are \$1.062M less than the prior year despite having a modest tuition increase (3.19% for resident undergrad) due to an approximate 7.0% enrollment decrease in Fall 2022 and 5.2% enrollment decrease in Winter 2023 (both decreases respective to the same term prior year; 4.9% attrition between Fall 2022 and Winter 2023). Online course fees have decreased by \$229K because of decreased enrollment. Other fees are \$59K more than the prior year. Fee remissions have decreased \$1.245M from the prior year; however, FY22 P6 includes winter term fee remissions while FY23 P6 does not. Fee remissions as of January 17, 2023 (including winter term) total \$3.276M. Altogether, this results in net tuition and fees for Period 6 being \$13K more than the prior year.

Government resources & allocations have increased by \$683K from prior year based on the HECC's Public University Support Fund (PUSF) allocation formula. This is the fifth and sixth quarterly distributions for the 2021-23 biennium. 49% of PUSF is distributed in year 1 (FY22) and the remaining 51% distributed in year 2 (FY23).

Gift grants and contracts revenue has increased by \$271K from prior year, primarily reflecting increased grant indirect revenue. Other revenues have decreased by \$1.077M from the prior year; FY22 included \$1.5M of reimbursement from the American Rescue Plan.

Overall, total revenues are \$44.797M, \$110K less than the prior year.

Expenses:

Personnel expenses are \$310K more than the prior period and reflect variations in faculty/staff from the prior year. T/TT faculty received step increases and a 1.5% COLA effective September 2022, NTT faculty received a 2.75% COLA effective September 2022, unclassified staff received a 4.5% COLA effective July 1, 2022, and classified staff received step increases and a 2.5% COLA effective July 1, 2022.

Services and supplies expenses are \$109K more than the prior year.

Overall, total expenses are \$29.268M, \$401K more than the prior year.

Net Revenues less Expenses:

Net revenues less expenses have decreased by \$512K compared to prior year.

Auxiliary Enterprises:

Auxiliary Enterprises is comprised of Athletics, University Housing, Campus Dining, Parking, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), Incidental Fee, and other minor operations.

Revenues:

Enrollment Fees have decreased by \$407K, primarily because of decreased enrollment and the change to the incidental fee structure (in FY22, fee of \$355 was charged to all students at credit 1; in FY23, the fee is \$372, but a reduced fee of \$200 is charged to students not enrolled on the Monmouth campus). Sales and Services are down \$124K from the prior year. Other Revenue increased by \$485K, primarily due to increased conference activity. Altogether, auxiliary revenue totals \$9.274M and has decreased \$47K from the prior year.

Expenses:

Personnel expenses are \$575K more than the prior year. Service & Supplies are \$841K more than the prior year. Altogether, auxiliary expense total \$9.998M, an increase of \$1.481M from the prior year.

Net Revenues less Expenses:

Net revenues less expenses total -\$724K and have decreased by \$1.527M compared to prior year.

Designated Operations, Service Departments, Clearing Funds:

Designated Operations, Service Departments, and Clearing Funds is comprised primarily of Telecommunications and Oregon Council of Presidents.

Revenues and expenses are comparable to prior year, with revenues up \$34K and expenses up \$113K, for a net difference from prior year of -\$79K.

FY23 Projected Year-End:

This report provides year-end projections. The projected year-end methodology is a combination of actual revenues and expenses for the first six months of operations and projections for the remaining six months of FY23. Projections for periods seven through twelve are based on the actual FY22 realization/burn rates for period six, which are applied to FY23 revenues and expenses.

Education & General Fund:

Revenues:

Total revenues are projected to be \$66.944M, \$1.075M more than the FY23 adjusted budget. Altogether, net student fees & tuition are projected to be \$598K more than the adjusted budget, which encompasses a projection of \$5M for fee remissions, \$500K less than what was budgeted. Gifts, grants, and contracts are projected at \$1.835M, \$655K higher than the FY23 adjusted budget, primarily because of increased grant indirect activity. Other revenues are projected to be \$2.422M, \$178K less than the FY23 adjusted budgeted amount.

Expenses:

Total expenses are projected to be \$67.285M, \$2.700M less than the FY23 adjusted budget. Personnel is projected to be \$57.012M, \$3.020M less than the budget due to salvage savings from vacant positions; \$550K of salvage savings were incorporated into the FY23 adjusted budget as a one-time activity. Service and supplies are projected to be \$10.129M, \$366K more than the FY23 adjusted budget.

Transfer Schedule:

A projected transfer schedule is attached to provide details for the projected transfers in and out. This includes the standard transfers out of support to Athletics and the Child Development Center.

One-Time Activities:

One-time activities include a \$299K reimbursement to E&G from HEERF SSARP, \$150K transfer in from the quasi endowment to support the equity audit, and \$1.151M for miscellaneous activities including Banner financial aid implementation, EAB and RNL contracts, equity audit, Freedom Center, President's relocation, accreditation visit, Title IX outsourcing, and other misc. one-time expenses (projected salvage savings can be seen above in the personnel line item).

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a loss of \$4.670M versus the FY23 adjusted budget of a loss of \$7.896M. This difference is primarily due to savings in budgeted fee remissions and anticipated personnel salvage savings. Projected year-end fund balance is \$10.420M, or 16.01% of projected revenues.

Auxiliary Enterprises:

Revenues:

Total revenues are projected to be \$18.896M, \$323K more than the FY23 adjusted budget. Enrollment fees are projected to be \$5.087M, \$522K less than the budget, primarily due to decreased enrollment. Sales and services are projected to be \$10.522M, \$442K less than budgeted. Other revenues are projected to be \$3.287M, \$1.286M more than the FY23 adjusted budget, primarily due to increased conference activity.

Expenses:

Total expenses are projected to be \$24.136M, \$3.066M more than the budget. Personnel is projected to be \$10.875M, \$283K more than the adjusted budget. Service and supplies are projected to be \$13.197M, \$2.719M more than the adjusted FY23 budget.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a loss of \$3.779M compared to the FY23 adjusted budget of a loss of \$1.036M. This results in a projected year end fund balance of \$1.413M.

Designated Operations, Service Departments, Clearing Funds:

Revenues:

Total revenues are projected to be \$2.229M, \$24K less than budget.

Expenses:

Total expenses are projected to be \$2.623M, \$343K over the budget.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers are projected to be a loss of \$395K compared to the FY23 budget of a loss of \$28K.

COMMITTEE RECOMMENDATION:

The Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the FY23 Projected Year-End Report and the overall Management Report as of December 31, 2022.

Western Oregon University
P6 YTD Actual to Actual Variance

(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of December 31, 2022
For the Fiscal Year Ended June 30, 2023

	P6 FY22 Actuals	P6 FY22 Realization/ Burn Rate %	P6 FY23 Actuals	P6 FY23 % of Budget	Variance		Note
					Actuals	%	
Education & General Fund							
Revenues							
Tuition	22,896		21,834		(1,062)		Decreased enrollment.
Online Course Fees	2,479		2,250		(229)		
Other Fees	807		865		59		
Less: Fee Remissions	(2,955)		(1,710)		1,245		FY22 includes winter term, while FY23 does not.
Net Student Fees & Tuition	23,226	70.38%	23,239	77.15%	13	6.76%	
Government Resources & Allocations	18,716	59.88%	19,398	60.68%	683	0.81%	
Gift Grants and Contracts	477	40.78%	748	63.42%	271	22.64%	
Other Revenue	2,488	58.26%	1,411	54.27%	(1,077)	-3.98%	FY22 includes \$1.5M ARP reimbursement.
Total Revenues	44,907	64.43%	44,797	68.01%	(110)	3.58%	
Expenses							
Personnel	23,951	42.95%	24,260	40.41%	310	-2.54%	
Service & Supplies	4,872	49.18%	4,981	51.02%	109	1.84%	
Capital Expense	44	18.44%	26	13.96%	(17)	-4.47%	
Total Expenses	28,867	43.80%	29,268	41.82%	401	-1.98%	
Net Revenues less Expenses	16,040		15,529		(512)		

Western Oregon University
P6 YTD Actual to Actual Variance

(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of December 31, 2022
For the Fiscal Year Ended June 30, 2023

	P6 FY22 Actuals	P6 FY22 Realization/ Burn Rate %	P6 FY23 Actuals	P6 FY23 % of Budget	Variance		Note
					Actuals	%	
Auxiliary Enterprises Funds							
Revenues							
Enrollment Fees	3,878	68.24%	3,471	61.89%	(407)	-6.35%	
Sales and Services	4,298	39.67%	4,174	38.07%	(124)	-1.60%	
Other Revenue	1,144	49.56%	1,629	81.42%	485	31.86%	
Total Revenues	9,321	49.50%	9,274	49.93%	(47)	0.43%	
Expenses							
Personnel	4,550	47.13%	5,126	48.39%	575	1.26%	
Service & Supplies	3,967	36.43%	4,808	45.89%	841	9.45%	
Capital Expense	-	100.00%	64	100.00%	64	0.00%	
Total Expenses	8,517	41.46%	9,998	47.45%	1,481	5.99%	
Net Revenues less Expenses	803		(724)		(1,527)		
Designated Operations, Service Departments, Clearing Funds							
Revenues							
Enrollment Fees	11	31.94%	27	56.21%	16	24.27%	
Sales and Services	63	44.78%	75	59.36%	13	14.58%	
Other Revenue	924	47.01%	929	44.70%	5	-2.30%	
Total Revenues	997	46.62%	1,031	45.77%	34	-0.85%	
Expenses							
Personnel	453	58.05%	378	37.09%	(75)	-20.96%	
Service & Supplies	501	34.97%	689	54.65%	189	19.69%	
Capital Expense	-	0.00%	-	100.00%	-	100.00%	
Total Expenses	954	43.11%	1,067	46.81%	113	3.70%	
Net Revenues less Expenses	43		(36)		(79)		

Western Oregon University
 FY23 Projected Year-End
 (Unaudited, non-GAAP, for management purposes only)
 (in thousands)

As of December 31, 2022
 For the Fiscal Year Ended June 30, 2023

	FY22 Year-End Actuals	FY23 Projected Year-End	FY23 Adjusted Budget	Variance FY23 Projected Year-End to Budget	Note
Education & General Fund					
Recurring Operating Activities					
Student Fees & Tuition (net of remissions)	33,000	30,721	30,123	598	
Government Resources & Allocations	31,257	31,966	31,966	-	Projection based on budget.
Gift Grants and Contracts	1,171	1,835	1,180	655	
Other Revenue	4,270	2,422	2,600	(178)	
Total Revenues	69,697	66,944	65,869	1,075	
Personnel	55,759	57,012	60,033	3,020	Salvage savings.
Service & Supplies	9,907	10,129	9,763	(366)	
Capital Expense	238	144	190	46	
Total Expenses	65,904	67,285	69,986	2,700	
Net Transfers	4,809	3,627	3,627	-	Projection is based on transfer schedule.
Total Expenses and Transfers	70,713	70,912	73,613	2,700	
Operating Net Revenues less Expenses	(1,016)	(3,968)	(7,744)	3,776	
One-Time Activities					
HEERF Reimbursement	5,168	299	299	-	
Quasi Endowment	(850)	150	150	-	
Salvage Savings Sweep	-	-	550	(550)	See personnel savings above.
Other	-	(1,151)	(1,151)	-	Projection based on budget.
Total One-Time Activities	4,318	(702)	(152)	(550)	
Total Net Revenues less Expenses	3,301	(4,670)	(7,896)	3,226	
Fund Balance at the Beginning of the Year	10,870	15,090	15,090		
Additions/Deductions to Fund Balance	918	-	-		
Fund Balance at the End of the Year	15,090	10,420	7,194		
Fund Balance as a Percentage of Revenues	20.16%	16.01%	11.38%		

Western Oregon University
FY23 Projected Year-End
(Unaudited, non-GAAP, for management purposes only)
(in thousands)

As of December 31, 2022
For the Fiscal Year Ended June 30, 2023

	FY22 Year-End Actuals	FY23 Projected Year-End	FY23 Adjusted Budget	Variance FY23 Projected Year-End to Budget	Note
Auxiliary Enterprises Funds					
Enrollment Fees	5,683	5,087	5,608	(522)	
Sales and Services	10,836	10,522	10,964	(442)	
Other Revenue	2,309	3,287	2,001	1,286	
Total Revenues	18,828	18,896	18,573	323	
Personnel	9,654	10,875	10,592	(283)	
Service & Supplies	10,888	13,197	10,478	(2,719)	
Capital Expense	-	64	-	(64)	
Total Expenses	20,542	24,136	21,070	(3,066)	
Net Transfers	(2,827)	(1,461)	(1,461)	-	Projection is based on transfer schedule.
Total Expenses and Transfers	17,716	22,675	19,609	(3,066)	
Net Revenues less Expenses	1,112	(3,779)	(1,036)	(2,743)	
HEERF Funds	1,487	-			
Additions/Deductions to Fund Balance	(1,921)	(1,825)			
Fund Balance at the Beginning of the Year	6,339	7,017			
Fund Balance at the End of the Year	7,017	1,413			
Fund Balance as a Percentage of Revenues	37.27%	7.48%			
Designated Operations, Service Departments, Clearing Funds					
Enrollment Fees	34	85	48	37	
Sales and Services	140	168	127	41	
Other Revenue	1,965	1,976	2,078	(102)	
Total Revenues	2,139	2,229	2,253	(24)	
Personnel	781	651	1,019	368	
Service & Supplies	1,433	1,972	1,262	(710)	
Capital Expense	0	-	-	-	
Total Expenses	2,213	2,623	2,281	(342)	
Net Transfers	(46)	1	1	-	Projection is based on transfer schedule.
Total Expenses and Transfers	2,168	2,624	2,281	(342)	
Net Revenues less Expenses	(29)	(395)	(28)	(1)	
Additions/Deductions to Fund Balance	(277)	(243)			
Fund Balance at the Beginning of the Year	3,047	2,741			
Fund Balance at the End of the Year	2,741	2,104			
Fund Balance as a Percentage of Revenues	128.17%	94.39%			

Western Oregon University
Transfers Schedule - Projected FY23
(Unaudited, non-GAAP, for management purposes only)

	E&G		Auxiliary		Des Ops - Serv Dept.	Plant fund	Other	Total
Transfers In E&G							(a)	
Actual							-	-
Upcoming							8,893	8,893
Transfers Out E&G			(b)	(c)		(d)	(a)	
Actual			-	-		-	-	-
Upcoming			150,000	3,287,753		175,000	23,131	3,635,884
Transfers In AUX	(b)	(c)				(e)		
Actual	-	-				127,047		127,047
Upcoming	150,000	3,287,753				-		3,437,753
Transfers Out AUX						(e)	(f)	
Actual						-	-	-
Upcoming						128,372	1,975,371	2,103,743
Transfers In DO, SD							(g)	
Actual							-	-
Upcoming							-	-
Transfers Out DO, SD							(g)	
Actual							-	-
Upcoming							750	750

Type	Description
(a)	Miscellaneous (endowment matches, student vaccine initiative, etc.)
(b)	Child Development Center support
(c)	Athletic operations support
(d)	Small-Scale Energy Loan Program debt service
(e)	Auxiliary transfers to/from building/equipment reserves
(f)	Misc. auxiliary transfers, including debt payments for Housing and Recreation Center Building Fee
(g)	Misc. designated operations and service departments transfers

**Finance & Administration Committee (FAC), Fiscal Year Ended June 30, 2022
Financial Statements Audit**

[Western Oregon University's annual financial report](#) for the fiscal year ended June 30, 2022 was prepared by the University's staff.

The public accounting firm, Eide Bailly LLP ("Auditor"), has audited the financial report and has issued an unmodified opinion, i.e., in their opinion the financial statements present fairly, in all material respects, the financial position of the University.

COMMITTEE RECOMMENDATION:

The Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the University's fiscal year 2022 audit of financial statements.

Finance & Administration Committee (FAC), Fiscal Year Ended June 30, 2022 Single Audit

The public accounting firm, Eide Bailly LLP (“Auditor”), has performed testing of the University’s compliance with certain provisions of laws, regulations, contracts, and grant agreements. This testing resulted in a report on compliance for each major federal program, a report on internal control over compliance, and a report on expenditures of federal awards, as required by Uniform Guidance.

These reports and detailed findings are provided in the [Federal Awards Report](#) in accordance with Uniform Guidance, which communicates certain matters related to the conduct of the audit to those who have responsibility for oversight of the financial reporting process.

The Auditor issued their opinion that the University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of the University’s major federal programs.

COMMITTEE RECOMMENDATION:

The Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the University’s fiscal year 2022 Single Audit and Management’s proposed Corrective Action Plan.

Finance & Administration Committee (FAC), Fiscal Year Ended June 30, 2022 Financial Statements Highlights

Annual Financial Report (in thousands)

- Total Net Position decreased by \$518
 - Net Investment in Capital Assets decreased by \$3,475
 - Depreciation and amortization \$5,802
 - Payments on debt associated with capital assets \$2,243
 - Restricted Expendable Net Position decreased by \$5,827
 - Other Post-employment Benefits (OPEB) assets decreased by \$5,098 (WOU's proportional share of assets set aside to pay future claims based on actuarial analysis)
 - Unrestricted Net Position increased by \$8,784
 - Increase related to University operations \$2,388
 - Quasi-Endowment increased \$514
 - PERS changes in performance, census and estimated earnings resulted in a year-end accrual of the net pension liability which increased unrestricted net position \$7,457
 - OPEB changes in performance, census and estimated earnings resulted in a year-end accrual of the net OPEB liability which decreased unrestricted net position \$1,575
- Statement of Revenues, Expenses, and Changes in Net Position
 - Operating Revenues increased \$5,574
 - Increase in grant activity \$2,091
 - Increase associated with recovery of auxiliary services \$7,906
 - Offset by Student Tuition and Fees decreased by \$4,657
 - Operating Expenses increased \$7,218
 - Decrease in Compensation and Benefits \$3,220
 - Decrease associated with PERS and OPEB year-end accruals \$2,995
 - Increase in Services and Supplies \$7,679
 - Increase in Scholarships and Fellowships \$3,572
- Statement of Cash Flows
 - Cash position increased by \$1,106



November 15, 2022

To the Board of Trustees
Western Oregon University
Monmouth, Oregon

We have audited the financial statements of Western Oregon University (the University) as of and for the year ended June 30, 2022, and have issued our report thereon dated November 15, 2022. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards* and our Compliance Audit under Uniform Guidance

As communicated in our letter dated June 22, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America and to express an opinion on whether the University complied with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the University's major federal programs. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Western Oregon University solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Our responsibility, as prescribed by professional standards as it relates to the audit of the University major federal program compliance, is to express an opinion on the compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. An audit of major program compliance includes consideration of internal control over compliance with the types of compliance requirements referred to above as a basis for designing audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over

compliance. Accordingly, as a part of our major program compliance audit, we considered internal control over compliance for these purposes and not to provide any assurance on the effectiveness of the University's internal control over compliance.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you. We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated November 15, 2022. We have also provided our comments regarding compliance with the types of compliance requirements referred to above and internal controls over compliance during our audit in our Independent Auditor's Report on Compliance with Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance dated November 15, 2022.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

As stated in our auditor's report, professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur. Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as "significant risks". We have identified the following as significant risks.

- Management Override of Controls – Professional standards require auditors to address the possibility of management overriding controls. Accordingly, we identified as a significant risk that management of the organization may have the ability to override controls that the organization has implemented. Management may override the organization's controls in order to modify the financial records with the intent of manipulating the financial statements to overstate the organization's financial performance or with the intent of concealing fraudulent transactions.
- Valuation of the allowance for doubtful accounts – As the allowance is an estimate, it may be subject to management bias when calculating the amount that is reported in the financial statements.
- Improper Revenue Recognition – *Generally Accepted Auditing Standards* require a presumed risk of improper revenue recognition, unless otherwise noted.
- Implementation of GASB 87, *Leases* – GASB 87 is a new standard in the current year and therefore there is risk associated with properly implementing a new standard.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Western Oregon University is included in Note 1 to the financial statements. As described in Note 1, the University changed accounting policies related to accounting for leases to adopt the provisions of GASB Statement No. 87, *Leases*. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are as follows:

Collectability of receivables and student accounts are based on past history and current market conditions. We reviewed the underlying assumptions and past history to determine that the estimate appears reasonable.

The remaining obligation under the other postemployment benefit (OPEB) plans is based on actuarial estimates provided by Milliman and audited by independent auditors. We evaluated the key factors and assumptions used to develop the OPEB assets/(liabilities) in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability is based on actuarial estimates provided by the Oregon Public Employee Retirement System (OPERS). We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the University's financial statements relate to:

Note 14 – Employee Retirement Plans – This describes the details and assumptions of the Oregon Public Retirement System (OPERS) Plan and the related net pension liability.

Note 15 – Other Postemployment Benefits (OPEB) – This describes the details of the postemployment benefit plans.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit. The following summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are minimal, both individually and in the aggregate, to the financial statements taken as a whole:

- To pass on the revenue recognized in the prior year associated with the Higher Education Emergency Relief Funding that was corrected in the current year. This resulted in net position being overstated by \$151,871 and revenue associated with the change in net position being understated in the current year by \$151,871.
- To pass on truing up the accumulated amortization associated with the right to use asset to be in line with the actual life of the lease rather than life of the asset. This resulted the right to use asset, net to be overstated by \$167,123 and the amortization expense to be understated by \$167,123.

The effect of these uncorrected misstatements, including the effect of the reversal of prior year uncorrected misstatements as of and for the year ended June 30, 2022, is an overstatement of the change in net position of \$15,252 and an overstatement of net position of \$151,871.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the University's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify and circumstances that affect the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated November 15, 2022.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the University, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the University's auditors.

Other Matters

The financial statements include the financial statements of Western Oregon University Development Foundation (the Foundation), which we considered to be a significant component of the financial statements of the University. The financial statements of the Foundation were audited by other auditors, and we did not assume responsibility for the audit performed by the other auditors, rather we have referred to their audit in our report. Our decision to refer to the report of the other auditor is based our evaluation of the materiality of the Foundation with respect to the financial statements as a whole. Our audit procedures with respect to the Foundation included required correspondence with the other auditor, obtaining and reading their auditor's report and the related financial statements, and other procedures as considered necessary.

This report is intended solely for the information and use of the members of the Board of Trustees, State of Oregon, and management of Western Oregon University and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Eide Bailly LLP". The signature is written in black ink and is positioned above the printed name of the firm.

Boise, Idaho



CPAs & BUSINESS ADVISORS

WESTERN OREGON UNIVERSITY

2022 FINANCIAL STATEMENT AUDIT RESULTS

AUDIT PROCESS

- What happens during an audit?
 - Single Audit
 - Begin process in Spring 2022
 - Risk-Based Audit Approach
 - Make determination as to which federal programs will perform single audits over
 - Wrap up during year end testing
 - Financial Statement Audit
 - Begin process in Spring 2022
 - Risk-Based Audit Approach
 - Testing
 - Involves confirmation, sampling, analytics, inquiry and substantiation
 - Assessment of testing and reporting

AUDIT RESULTS

- **Single Audit**
 - Programs performed single audit over:
 - Student Financial Assistance Cluster
 - Education Stabilization Fund (HEERF/GEER/SIP)
 - Child Care and Development Block Grant
- **Results**
 - Unmodified Opinion on Compliance for Each Major Federal Program
 - Finding
 - 2022-001 – Education Stabilization Fund
 - Reporting – Significant Deficiency in Internal Control

AUDIT RESULTS

- Financial Statement Audit
 - Significant Standard in the Current Year
 - GASB 87 Implementation – No significant impact to the University
 - Unmodified Opinion on Financial Statements
 - Unmodified Opinion on Internal Control over Financial Reporting
 - No adjustments
 - Two passed adjustments

UPCOMING GASB STANDARDS

- **GASB 96, Subscription-Based Information Technology Arrangements**
 - Reporting periods beginning after 6/15/22 (FY23)
- **GASB 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements**
 - Reporting periods beginning after 6/15/22 (FY24)
- **GASB 101, Compensated Absences**
 - Reporting periods beginning after December 15, 2023 (FY25)



CPAs & BUSINESS ADVISORS

QUESTIONS?

This presentation is presented with the understanding that the information contained does not constitute legal, accounting or other professional advice. It is not intended to be responsive to any individual situation or concerns, as the contents of this presentation are intended for general information purposes only. Viewers are urged not to act upon the information contained in this presentation without first consulting competent legal, accounting or other professional advice regarding implications of a particular factual situation. Questions and additional information can be submitted to your Eide Bailly representative, or to the presenter of this session.

Academic and Student Affairs Committee (ASAC), Proposal for a new Minor in Ethnic Studies

The proposed Minor in Ethnic Studies is a 24 credit hour program. A minor in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The minor empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, corporations, media and academic institutions.

The Minor in Ethnic Studies is being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration, and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competence in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens' and residents' cultural competency, skill sets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB).

The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

The proposed Minor in Ethnic Studies received Faculty Senate Approval on November 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new Minor in Ethnic Studies as included in the docket material.



P15225
Ethnic Studies minor

New

Requestor: Mary Pettenger
Submitted: 2022-09-13 09:45:14
Submitting as: Faculty Member or APA

The queue for this request is:

- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- SAS Dean
- Provost
- President
- Registrar

Division Social Sciences

Request for a: Program

Level Undergraduate

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 Minor

Is this curricular change driven by assessment data you have collected? No

Summary/Rationale for proposal

The minor in Ethnic Studies is being proposed along with the Ethnic Studies major - proposal P15219

The Bachelor of Arts in Ethnic Studies major and minor are being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competency in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens’ and residents’ cultural competency, skillsets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). Ethnic Studies is an established field that is offered at numerous universities across the United States and in Oregon. Additionally, as the demographics of Oregon transform and in support of WOU’s efforts to become a designated Hispanic Serving Institution, it has become increasingly essential to provide curriculum that reflects our students interests and shared experiences, and provides them an educational background that will empower graduates to become more aware of social injustice and create pathways to foster positive change.

The interdisciplinary Ethnic Studies program has been designed with courses from 20 disciplines. It includes five concentrations: Chicano/Latino and Latin American Studies, African American and African Studies, Global Ethnicities Studies, Indigenous Studies and Intersectionality Studies. Of importance the overall design includes core courses that introduce students to the field, and provide depth of study within a concentration and breadth through electives. In addition, the major is designed as a bridge between the classroom and the community by providing graduates with the skills necessary to succeed in their future careers through a high-impact practicum opportunities. The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity-related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

Anticipated start date Fall 2023

Where will the program be delivered? WOU Campus (in-person or online), WOU Salem

How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous

Proposed Classification of Instructional Programs (CIP) number. 05.0200 Ethnic Studies

Title of new program, requirement, focus, or concentration Ethnic Studies minor

Faculty Listing

Professors

Professor: Kenneth Carano, Maureen Dolan, Michael McGlade, Mary Pettenger

Associate Professor: Kathleen Connolly, Lucas Cordova, Jaime Marroquin

Visiting Assistant Professor: Ricardo Pelegrin Taboada, Latham Wood

Mission, Learning Outcomes, Etc.

Mission

A minor in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The minor empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, corporations, media and academic institutions.

Learning Outcomes

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

Description

Core courses: 12 credits

- ? ETH 201 Introduction to Ethnic Studies: Credits 4
- ? ETH 202 Introduction to Cultural Studies or ANTH 216 Cultural Anthropology: Credits 4
- ? SOC 437 Sociology of Race/Ethnic Relations or ETH 409 Practicum: Credits 4

Electives: 12 credits

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. At least eight credits must be upper-division.

Total: 24 credits

Catalog ID:

Will you allow "S" graded courses to meet program requirements? Yes

Will you restrict which course requirements can be met with an "S" grade? No

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.

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

The following public universities in Oregon have an existing major and/or minors in Ethnic Studies or related ethnicity-focused programs:

- Eastern Oregon University (Native American Studies) <https://www.eou.edu/hap/native-american-studies/#:~:text=The%20Native%20American%20Studies%20Minor,of%20the%20EOU%20educational%20process.>
- Oregon State University (Ethnic Studies) <https://liberalarts.oregonstate.edu/slcs/ethnic-studies>
- Portland State University (Black Studies, Chicano Latino Studies, Indigenous Nations Studies) <https://www.pdx.edu/gender-race-nations/> ,
- Southern Oregon University (Ethnic and Racial Studies minor, Latin American Studies minor, Native American Studies) <https://sou.edu/academics/ethnic-racial-studies/> and
- University of Oregon (Ethnic Studies, Latin American Studies, Black/African Studies, Native American and Indigenous Studies) <https://ethnicstudies.uoregon.edu/> .

Several private colleges in Oregon also have ethnic studies or related ethnicity-focused programs:

- George Fox University (Hispanic Cultural Studies minor) <https://www.georgefox.edu/college-admissions/academics/major/hispanic-cultural-studies.html>
- Lewis & Clark College (Ethnic Studies minor) https://college.lclark.edu/programs/ethnic_studies/
- Linfield (Global and Cultural Studies: Latin American Studies) <https://www.linfield.edu/programs/latin-american-latinx-studies/index.html>

- Pacific University (Cultural Awareness & Knowledge minor <https://www.pacificu.edu/cultural-awareness-knowledge/minor-requirements>; LatinX Studies minor <https://www.pacificu.edu/latinao-studies-minor>; Asia-Pacific Studies minor <https://www.pacificu.edu/asia-pacific-studies>)
- Reed College (Comparative Race and Ethnicity Studies) <https://www.reed.edu/cres/>
- University of Portland (Ethnic Studies minor) <http://up.smartcatalogiq.com/2022-2023/bulletin/College-of-Arts-and-Sciences/Minor-Programs/Ethnic-Studies>
- Willamette University (American Ethnic Studies) <https://willamette.edu/undergraduate/aes/index.html>

Several community colleges in Oregon also have ethnic studies or related ethnicity focused programs or courses that might provide transfer pathways for students who transfer to WOU:

- Central Oregon Community College (Ethnic Studies courses) <https://catalog.cocc.edu/course-descriptions/es/>
- Chemeketa Community College (courses such as Native American History or African American History among others) <https://www.chemeketa.edu/programs-classes/program-finder/history/course-descriptions/>
- Linn Benton Community College (Ethnic studies program) <https://www.lanec.edu/programs-academics/areas-study/social-sciences-social-services-and-education/ethnic-studies>
- Portland Community College (Ethnic studies classes, Native American Studies) <https://www.pcc.edu/programs/ethnic-studies/>

Programs affected/consulted

Approval Emails - prefix, person contacted and email date (copies of email in Major proposal)

A	Dr. David Janoviak	8/20/22
ANTH	Dr. Isidore Lobnibe	2/7/22
BA	Dr. Bojan Ilievski	8/20/22
COM	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
CJ	Dr. Vivian Djokotoe/Dr. Misty Weitzel	8/20/22
CS	Dr. Breann Flesch	8/20/22
D	Dr. David Janoviak	8/20/22
ED	Dr. Marie LeJeune	8/20/22
GERO	Dr. Melissa Cannon	8/20/22
HE	Dr. Gay Timken	8/20/22
HST	Dr. David Doellinger	2/9/22
HUM	Dr. Jaime Marroquin	12/2/21
LIT	Dr. Ryan Topper/Dr. Paula Baldwin	8/20/22
MUS	Dr. David Janoviak	8/20/22

A	Dr. David Janoviak	8/20/22
PS	Dr. Mark Henkels	2/9/22
PSY	Dr. Ethan McMahan	8/20/22
R	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
SOC	Dr. Maureen Dolan	2/7/22
SPAN	Dr. Jaime Marroquin	12/2/21
SUST/GEOG	Dr. Shaun Huston	2/9/22

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

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support." WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. For reference, the Mission of the major is:

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, industry, media and academic institutions.

The proposed BA in Ethnic Studies supports WOU's mission, values, and strategic plan. Our strategic plan calls for the University to:

- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.
- Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
- Provide professional development to improve institutional climate and personal commitment to, and understanding of, cultural competencies.

In addition the WOU Diversity Strategic Plan, Goal 3 is:

"Recruitment and Retention of Students calls for *Increase outreach and enrollment of underrepresented and underserved student populations within the region* with the action of

- Assess which current WOU programs/initiatives best support underrepresented and underserved students. Expand these programs and initiatives to meet/reflect student need. Develop new programs that target unmet need."

This goal is supported as well by research that indicates that including ethnic studies courses in curriculum improves student engagement. A Stanford study analyzes K-12 education; however, its results are applicable to higher education and demonstrate ? ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating and likelihood of enrolling in college." <https://news.stanford.edu/2021/09/06/research-finds-sustained-impact-ethnic-studies-class/>

Additionally, WOU has taken significant steps to expand its outreach to the Hispanic/Latinx community to increase enrollment and is providing essential student support for all ethnic groups with the goal of becoming a designated Hispanic Serving Institution.

Finally, in addition to providing a 180-credit educational pathway (between program and other degree requirements), the new major is deeply interdisciplinary and relevant in a world where cultural competency is a necessity. Combining classroom knowledge and practicum skills with the fundamental components of a liberal arts degree such as culture, history, societal issues and social justice, and

critical thinking, this program will prepare students to immediately enter into a range of careers upon graduation, and for graduate programs that need culturally-competent practitioners (social service, health care, etc.).

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

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

The state of Oregon has taken significant steps to increase Ethnic Studies in K-12 education as well as cultural competency in higher education. The new major would expand on these efforts as well as to provide opportunities for Oregonians to gain important knowledge and skills in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). It will offer students from diverse backgrounds the opportunity to learn about their own and other cultures, histories and experiences.

One of the state's goals is to increase the number of students earning 4-year degrees. The major has been designed based on credit requirements and numerous courses available for choice such that students should be able to complete the required courses easily within the 180-credit requirements at WOU. The three lower division core courses should not impede the ability of a transfer student to complete all courses within a possible two-year window, and some Oregon community colleges offer the Introduction to Ethnic Studies course and the Cultural Anthropology course. In addition, the minor is designed to accommodate students who wish to expand their portfolio by enhancing their skill sets and knowledge.

One of the goals of the Ethnic Studies interdisciplinary major is to appeal to students who are from historically underrepresented groups as well as to provide a major that will appeal to all students who are interested in working in the DEIB field and other careers that serve diverse populations. Students were invited to participate in a focus group that was conducted during the design of the major. Overall, they responded quite favorably to the program design and indicated that they appreciated the focus on specific ethnic groups as well as an option (concentration) for a student to tailor their own study on several groups and topic areas. As part of the request to develop the major, students noted that providing an Ethnic Studies major and minor has numerous benefits as it establishes legitimacy for all ethnic groups on a campus. They also noted that the proposed program appeals to their need for social justice, will attract diverse students, offers curriculum for all ethnic groups to gain cultural competency and promotes awareness. Additionally, societal calls for increased social justice on the local, state, and national level indicated a strong need for more opportunities for Oregonians to study and gain knowledge and skills in this important area.

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.

The WOU admissions office has been given information about the proposed major and minor. The Social Science division will add information about the major/minor on the division website as well as create and distribute flyers, and information will be added to social media pages.

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

Marketing funds have been made available in 2021-2 and 2022-23 from the Provost's office and it is hoped that this will continue in 2023-24. Funds will be used from the division budget if needed.

Faculty and Facilities Needed (for Dean review only)

No additional faculty or facilities needed (see major proposal regarding possible program coordinator)

Supporting Documents

Thumbnail	Name	Size	Actions
	WOU BA Ethnic Studies Proposal.pdf	386369	

Related Courses:

No related courses found

Division Chair decision:



Yes by Mary Pettenger (2022-09-13 10:04:01)

Comments:

Division Curriculum/Graduate Chair decision:



Yes by Mark Henkels (2022-09-14 09:50:01)

Comments:

Curriculum Committee decision:



Yes by Thaddeus Shannon (2022-10-18 18:18:34)

Comments: Added corrections to the associated faculty listing.

Faculty Senate decision:



Yes by Stephen Scheck (2022-11-09 06:48:03)

Comments: Approved at the Nov 8, 2022 Faculty Senate session.

LAS Dean decision:



Yes by Kathy Cassity (2022-11-15 12:13:51)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu)on: 2022-11-15 12:13:51

President decision:



Yes by Jesse Peters (2022-11-09 07:49:06)

Comments:

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)

Sent to Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)on:

Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate in Healthcare Administration

The proposed graduate certificate in Healthcare Administration is a 15-credit program that will provide opportunities for current healthcare administrators to have a local option for further training and development within their field. The program will provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

The proposed program fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate may also be “stacked” with other Organizational Leadership certificates resulting in a Master’s degree in Organizational Leadership with an emphasis on Healthcare Administration.

The Healthcare Administration certificate is an interdisciplinary program that expands WOU's array of high-quality programs, specifically in the area of graduate programs. The HCA certificate will leverage the WOU Salem facilities as well as WOU's enhanced ability to offer courses online in both synchronous and asynchronous modalities to offer the program in modalities that meet the needs of our students. The HCA certificate will allow WOU to strengthen partnerships with local and regional healthcare organizations and contribute to the financial sustainability of WOU by bringing in new graduate enrollment.

The proposed graduate certificate in Healthcare Administration received Faculty Senate Approval on January 11, 2023 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

COMMITTEE RECOMMENDATION:

The Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new graduate certificate in Healthcare Administration as included in the docket material.



P15395
Healthcare Administration Graduate Certificate

The queue for this request is:
<input type="checkbox"/> Graduate Committee
<input checked="" type="checkbox"/> Faculty Senate
<input checked="" type="checkbox"/> AS Dean
Provost
President
Registrar

New

Requestor: David Foster
Submitted: 2022-11-21 11:38:25
Submitting as: Faculty Member or APA
Division Organizational Leadership

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? No

Please describe how this will integrate into or interface with academic units

The administration of the Healthcare Administration (HCA) graduate certificate will be initially integrated into the Organizational Leadership program. Over time, the administration of the certificate will either move into a new MBA program or a new HCA program.

Type of program Certificate

Is this curricular change driven by assessment data you have collected? No

Summary/Rationale for proposal

We are proposing a graduate-level certificate in Healthcare Management. The certificate will require 15 credits of graduate courses. Students will be required to take 3 core Healthcare Administration (HCA) courses, Healthcare Politics and Policies, Diversity and Ethical Leadership in Health Care, and Disparities in Health Care. Students can then select either two elective courses from a set of HCA electives including Advanced Topics in Healthcare, Quality Improvement for Health Care Leaders, Foundations of Gerontology for Health Administrators, and Issues in Rural Healthcare Management or one HCA elective and one course from a select set of Organizational Leadership courses including Fundamentals of Leadership, Human Behavior in Organizations, Building Effective Teams, Strategic Change and Organizational Development, and Organizational Communication.

This proposal fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate will also provide opportunities for current healthcare administrators to have a local option for further training and development within their field. This certificate may also be “stacked” with other Organizational Leadership certificates resulting in a Master’s degree in Organizational Leadership with an emphasis on Healthcare Administration.

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones

Anticipated start date Fall 2023

Where will the program be delivered? WOU Campus (in-person or online), WOU Salem

How will the courses be offered? Hybrid, Online asynchronous, Online synchronous

Proposed Classification of Instructional Programs (CIP) number. 51.07

Title of new program, requirement, focus, or concentration Healthcare Administration Graduate Certificate

Faculty Listing

Coordinator: David Foster

Mission, Learning Outcomes, Etc.

Mission

Provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

Learning Outcomes

1.

- Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
 3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Description

Mission

Provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

Learning Outcomes

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Core Courses

- HCA 621 Healthcare Politics and Policy Credits: 3
- HCA 622 Diversity and Ethical Leadership in Healthcare Credits: 3
- HCA 623 Disparities in Health Care Credits: 3

Electives

Choose one option:

Option 1

- 6 credits of Healthcare Administration (HCA) electives selected in consultation with advisor

Or

Option 2

- 3 credits of Healthcare Administration (HCA) electives selected in consultation with advisor
- 3 credits of Organizational Leadership (OL) electives selected in consultation with advisor

Healthcare Administration Elective Courses

- HCA 640 Quality Improvement for Healthcare Leaders Credits: 3
- HCA 641 Issues in Rural Healthcare Management Credits: 3
- HCA 642 Foundations of Gerontology for Health Administrators Credits: 3
- HCA 643 Advanced Topics in Healthcare

Organizational Leadership Elective Courses

- OL 631 Fundamentals of Leadership Credits: 3
- OL 632 Building Effective Teams Credits: 3
- OL 633 Organizational Communication Credits: 3
- OL 613 Human Behavior in Organizations Credits: 3
- OL 619 Leading Organizational Change and Development Credits: 3

Total Credits: 15

Catalog ID:

Program Outcomes

Learning Outcome

Alignment to University Learning Outcomes

Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics. Core Content Knowledge

Learning Outcome

Alignment to University Learning Outcomes

Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.

Core Content Knowledge

Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Applied Skills

Learning Outcomes (formatted for catalog)

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Targeted Professions

Healthcare Administrators and other administration professionals who want to transition into healthcare settings.

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.

This program is somewhat related to Organizational Leadership at WOU. Both OL and HCA, however, are designed to be complimentary to one another. Outside of WOU, Oregon State University, Pacific University, Oregon Health and Science University, University of Portland, and Portland State University (although PSU is no longer accepting applications for its Master of Public Administration: Health Administration degree as of November 1st, 2021) offer graduate certificates and/or Master degrees in the broad area of Healthcare Administration. WOU's proposed certificate adds value to this area by leveraging faculty expertise in the areas of aging (Gerontology) and challenges in providing healthcare for minority and rural populations.

Programs affected/consulted

The Healthcare Administration (HCA) task force consisted of faculty from Business, Organizational Leadership, Gerontology, Politics, Policy, and Administration, and Health and Exercise Science. The task force met many times over the spring and summer to develop the certificate curriculum. The results of the consultation is the certificate being proposed. The faculty involved included:

- Earlene Camarillo - Politics, Policy, and Administration
- Paul Disney - Business and Organizational Leadership
- Dan Dowhower - Health and Exercise Science
- David Foster - Organizational Leadership
- Shaun Houston - Business
- Bojan Ilievsky - Business
- Margaret Manoogian - Gerontology

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

The proposed program aligns with many of WOU's strategic priorities including:

- Promote academic array that provides distinctive, high-quality programs.
- Promote high-quality, diverse, and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Strengthen partnerships with community organizations and businesses and local, regional, and state government agencies.
- Expand activities and partnership with local and regional organizations.
- Enhance financial sustainability through enrollment and fiscal strategies such as support the growth of academic programs to include new and innovative degrees and certificates.

The HCA certificate is an interdisciplinary program that expands WOU's array of high-quality programs, specifically in the area of graduate programs. The HCA certificate will leverage the WOU Salem facilities as well as WOU's enhanced ability to offer courses online in both synchronous and asynchronous modalities to offer the program in modalities that meet the needs of our students. The HCA certificate will allow WOU to strengthen partnerships with local and regional healthcare organizations and contribute to the

financial sustainability of WOU by bringing in new graduate enrollment.

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

The proposed program fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate will also provide opportunities for current healthcare administrators to have a local option for further training and development within their field. This certificate may also be "stacked" with other Organizational Leadership certificates resulting in a Master's degree in Organizational Leadership with an emphasis on Healthcare Administration.

According to data provided by the Occupational Information Network (O*Net) projected growth in the area of medical and health services management from 2020 to 2030 is 38% in the state of Oregon compared to a 28% increase across the United States. This projected growth is much faster than average. O*Net predicts 600 job openings each year in the state of Oregon for medical and health services management over the next decade. The Bureau of Labor Statistics (BLS) projects about 56,000 job openings nationally for medical and health services managers each year over the next decade. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force (e.g., retire).

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.

The HCA task force conducted focus groups of Healthcare Administrators over the summer. Focus group members both affirmed the need for local graduate education options in healthcare administration and evaluated the proposed program. Our initial plan to recruit students is to leverage these existing connections in local and regional healthcare organizations to market the program to prospect students. We have not yet established a marketing plan with MarCom.

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

The budget will need to be allocated from the Office of the Provost.

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?

Both new sections of courses and additional non-tenure track (NTT) hires will be needed to offer the program. The program is proposing seven new graduate courses, four of which will be taught by existing WOU faculty who will need to have the course load in their home programs covered by NTT faculty. Three of the proposed courses will be taught by NTT faculty. The average replacement cost of a tenure-track (TT) faculty member with an NTT faculty member is \$4,500. There is an additional cost of a one course release for the HCA program coordinator (replacement cost \$4,500). Consequently, the faculty salary budget impact is estimated at \$36,000 per year. The faculty cost will be offset by a minimum student enrollment of 3-4 students per each of the seven HCA classes.

Supporting Documents

Thumbnail	Name	Size	Actions
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Related Courses:

No related courses found

Graduate Committee decision:



Yes by Amanda Smith (2022-11-22 13:19:14)

Comments:

Faculty Senate decision:



Yes by Stephen Scheck (2023-01-10 19:22:36)

Comments:

LAS Dean decision:



Yes by Kathy Cassity (2023-01-12 08:29:27)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2023-01-12 08:29:27

President decision: Pending: Jesse Peters (djpeters@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)