



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee**

**Meeting No. 27 – October 27, 2022**

**10:30am-12:00pm**

**Via [Zoom](#) | By Phone: 1-253-215-8782**

**Meeting ID: 848 4268 2966 | Passcode: 033215**

**MINUTES**

**I. CALL-TO-MEETING AND ROLL CALL**

**Committee members:** Betty Komp, David Foster, Christian Mendez, Leah Mitchell, Kari Nelsestuen

**Others present:** Chelle Batchelor, Kathy Cassity, Keats Chaves, Amy Clark, Tina Fuchs, Mark Girod, Ryan Hagemann, Paige Jackson, Sue Monahan, Jessica Murfin, Jesse Peters, Beth Scroggins, Judy Sylva, Gay Timken, LouAnn Vickers, Rob Winningham

**II. COMMITTEE CHAIR'S WELCOME**

Trustee Mitchell called the meeting to order and gave a brief welcome message; meeting attendees from the Board of Trustees, Academic and Student Affairs, and the President's Office provided brief introductions.

**III. CONSENT AGENDA**

1) [Meeting Minutes: May 25, 2022](#)

Trustee Foster moved to accept the minutes as written; Trustee Betty Komp seconded. Minutes were approved with no changes.

**IV. COMMITTEE OVERVIEW**

a. [Board of Trustees Statement on Board Committees](#)

The committee charge, relative to the statement on board committees, should be reviewed and affirmed on a regular basis.

The Trustees reviewed the ASAC charge and discussed the circumstances in which the committee could and should recommend actions to the Board of Trustees.

b. [Committee Charter](#)

Many points of the ASAC charter overlap with the Board of Trustees statement on Board Committees. The Committee Charter is on the Board website.

### **c. Academic Proposals Approval Process**

Provost Winningham gave a brief run-through of the approval process. The pathways are different for graduate and undergraduate curriculum within the Faculty Senate system; undergraduate programs go through the Curriculum Committee, and graduate programs go through the Graduate Studies Committee. Programs then go through Faculty Senate, and approved programs move on to ASAC. Certificates and minors passed through ASAC are part of the consent agenda for the Board; new undergraduate/graduate programs go through the Provost Council, then are sent to HECC as a consent item after a unanimous decision from the Provosts. If there is even one dissenting vote, the program proposal will not be a consent item, but will be up for discussion, with the dissenting provost present to explain their concerns.

A new program proposed at the first curriculum meeting will not appear in the next year's catalogue due to the need to pass through Provosts/HECC; graduate programs require an external review for accreditation. Even if the approval happens within the academic year, it will still miss the deadline to be included in the catalogue. Certificates and minors can appear in the next year's catalogue since they do not need to go through HECC for approval.

## **V. ACTION ITEMS:**

### 1) Academic proposals:

#### a) [Undergraduate Certificate: Information Technology](#)

Dr. Winningham introduced a certificate in Information Technology. The minimum number of credits for a certificate sixteen credits; to get financial aid for the certificate, students need to earn the certificate while working towards a bachelor's or Master's Degree. It is possible to begin the certificate as a non-degree seeking student but would need to be an admitted student to earn the credential.

The certificate is designed to improve people's competency in computing, and includes four courses: Introduction to Python Programming, or Introduction to Computer Science; Fundamental of Web Design; Information Management and Data; and Foundation of Data Analytics. These are all four credit courses.

Return on investment depends on whether WOU would need to add new faculty or new courses. In the case of the IT certificate, the required courses are already being taught, and typically have open sections. This program is considered low-risk low-cost.

Trustee Nelsestuen asked about student demand for proposed programs and how this demand is gauged. Dr. Winningham responded, in most cases, that WOU doesn't survey students directly about proposed programs; instead, WOU is contracted with EAB, who

performs market analysis. EAB identifies areas of growth and contraction and identifies programs that WOU has that may not be sustainable, as well as programs that WOU may want to consider.

Trustee Mendez asked if courses for this certificate will be offered full-time on campus, or hybrid. Dr. Winningham responded that most of these courses will probably have a variety of modalities (in-person, hybrid, and online). WOU doesn't have many fully online programs but is looking at possibly creating pathways. Newly proposed programs need to go through WOU's accrediting body, Northwest Commission on Colleges and Universities, and a fully online program would be treated differently at Northwest than a fully on-campus or hybrid program.

Chair Komp asked if there is risk assessment done for curriculum needs in addition to fiscal needs. Dr. Winningham responded that it is possible for a program to pass curriculum approval but that whether the proposed program makes financial sense for the University needs to be considered as well. It's possible for the ASAC to handle curriculum, and the Finance and Administration Committee to look at the finances for large programs, and for there to be converging conversation about the program relative to the investment.

Trustee Mitchell suggested circling back to an idea suggest by Chair Comp to potentially include a note on market analysis to the committee charter.

Trustee Foster motioned to recommend the introduction of the Information Technology undergraduate certificate. Trustee Nelsestuen seconded. The motion carried.

b) [Master of Science: Human Wellness and Performance](#)

Dr. Gay Timken, Division Chair of Health and Exercise Science, presented the proposal on the Master of Science in Human Wellness and Performance.

The healthcare industry is growing. The MS in Human Wellness and Performance meets with WOU's purpose and strategic goals regarding student success through transformative education and personalized support. The master's degree could be used for students in a "gap-plication" year to continue to advance their education while waiting to be accepted into other programs. Students could also do the 4+1 undergraduate to graduate pathway.

The curriculum was developed to meet students where they are, rather than being prescriptive, as with the undergraduate level. The program is proposed to be 45 – 52 credits, based on practicum, research, seminar, and internship credits, and the possibility of being truly interdisciplinary with 9 – 16 credits in another area. The required core credits are Research Methods, Exercise Psychology, and a twelve-credit internship.

Exit requirements include certification exams by either American College of Sports Medicine or National Strength & Conditioning Association; or a comprehensive exam;

and/or a culminating project (particularly if students are going the PhD route), and an exit interview.

The MS in Human Wellness and Performance has already gone through the external review process, with exercise science professionals from across the country, and received good feedback on the interdisciplinary approach, and the flexibility that students have in creating their own pathway, rather than following a prescriptive pathway.

Trustee Foster asked for a description of the pros and cons of 500 vs 600 level classes and the AUMP pathway. Dr. Timken responded that institutions WOU's size typically have slash classes, senior undergraduates taking courses with graduate students (400/500). Students taking the course at the graduate level will have additional coursework, different expectations, a project, and more leadership roles. Six hundred-level classes are only available for graduate students; however, WOU does not have the faculty to offer solely 600 level courses in Exercise Science. This is why this program relies so heavily on seminars and research.

AUMP (4+1) allows students to take up to sixteen credits worth of 400 level classes as slash classes that are applied to their undergraduate degree, then carried over to a graduate program; they will have one more year after they graduate to obtain the Master's degree. Students cannot retake classes at the 500 level that they've taken at the 400 level, so they must apply for the MS by their senior year; there is also higher admission criteria, like needing a 3.2 GPA instead of the typical baseline 3.0 GPA.

Chair Komp asked for clarification on the tuition for slash classes; Dr. Timken confirmed that the slash classes taken by undergraduates are priced at the undergraduate level.

Trustee Nelsestuen asked about the proposed program and DEI competency; Dr. Timken responded that the planning hasn't gotten to a point of strategically considering DEI but pointed to courses such as Exercise Motivation and Adherence, and Motivational Interviewing. Dr. Timken also noted that there is work to be done within the field of Exercise Science regarding DEI and a lens of cultural humility.

Trustee Nelsestuen motioned to recommend the introduction of the Master of Science in Human Wellness and Performance. Trustee Foster and Chair Komp seconded. The motion carried.

## **VI. REPORT & DISCUSSION ITEMS:**

- 1) Academic Affairs Update | [Provost Report](#)

Dr. Winningham provided a report for Academic Affairs.

**College Restructure Taskforce Update.** There are currently two colleges: the College of Liberal Arts and Sciences with eight academic divisions with departments underneath; and the College of Education with three academic divisions and programs underneath. The Taskforce has been working all Summer and Fall. The purpose of the Taskforce included creating a home unit for new health programs, like the recently approved Occupational Therapy Doctorate; transform/make transparent academic leader compensation; and improve faculty workload and advising.

Recommendations from the Taskforce will be coming in the next month and could be something ASAC will discuss.

**Institutional Research.** Institutional Research moved over to Academic Affairs about a year ago. They have been producing about 30 reports a month, and reports on an annual basis for the academic divisions. This increase in institutional research capacity over the last year is critical for WOU to being a data-driven institution and to make data-driven decisions.

**Student Success and Advising.** The federally funded Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS) recently moved over to Academic Affairs. These TRIO programs have a long history of supporting students that are first generation, low-income, or have disabilities. The reverse achievement gap seen in WOU's current student success metrics may be largely attributed to the work done by SEP.

Having the TRIO programs with Advising puts all of the advisers together (TRIO advisors and professional advisors).

**Degree completion work.** WOU received a grant from HECC to work with students who have stopped out to help students graduate. Since Fall of 2019, 371 students have reenrolled, and, as of this Summer, 98% of reenrolled students have graduated or are on track to do so.

**Registrar.** Registrar's office has been working on articulations; the Registrar's Office looks at applicant transcripts to determine which college-level courses count for courses at WOU. Amy Clark and the Registrar's Office have been working with the Transfer Council and Senate Bill 233 and common course number. The project looks at over 80 courses across all of Oregon higher ed to align those course numbers, names, and learning outcomes.

**Graduate Studies and Research.** Enrollment is down overall; however, we are slightly up on the number of graduate students from last year, and we are also up slightly on number of first year students.

**EAB Partnership.** EAB is helping with graduate student recruitment and adult returning students. A Spotify campaign reached 5000 listeners with 1000 click-throughs.

**Grant Activity.** Grants are overseen by the Sponsored Projects Office, overseen by Dean Hillary Fouts. We don't have all the number for fiscal year 22, but we are seeing a significant increase in grant applications over last year.

Noteworthy proposals include a \$418,000 National Science Foundation (NSF) grant proposal from Earth and Environmental Science to help diversify the profession; and a \$447,00 NSF grant proposal from Chemistry.

Recent noteworthy awards in the College of Education include a \$3 million grant from the US Department of Education to improve instructional approaches and academic outcomes for English learners in PreK-12 classrooms.

Sue Monahan received a \$600,000 grant to help with credit for prior learning.

The largest grants are coming from TRI's Center for Early Learning and Youth Development and Spark programs.

WOU has its first Institutional Animal Care and Use Committee (IACUC), so we can do research on animals without having to get approval at another university.

**NWCCU Beacon Award.** Changes made in WOU's general education program in 2019 have led to some of the highest four- and six-year graduation rates WOU has seen in the past 25 years. There has also been a reduction in the number of excess credits for transfer students by more than 20 credits (about two terms' worth). The Northwest Commission on Colleges and Universities has recognized WOU for this work, and Dr. Sue Monahan will be going to the NWCCU conference in Seattle to receive that award and telling other universities in our region about the work WOU's doing.

**Accreditation.** WOU is going into its Year Seven accreditation report. Northwest is concerned for WOU's finances and wants to see a financial turnaround plan. A large group has been convened to look at a plan and has sent President Peters an initial report.

**Credit for Prior Learning.** WOU has secured a \$600,000 grant to implement infrastructure supporting credit for prior learning. Students with a lot of professional development (e.g., preschool teachers) can enroll in courses that they can then use to apply for college credit at WOU. This is helping access institutions like Western; the team leading this work at WOU is under the direction Associate Provost Judy Sylva.

**Willamette Promise.** WOU had 63 rising high school seniors participate in the dual credit program; each student received a new Macbook Pro to help reduce the digital divide.

**Partnerships.** In addition to WOU's partnership with Amazon Career Choice, we now have a partnership with SEIU local 503; member can receive a 20% tuition discount through this professional development program. This partnership also means that WOU can now market directly to over 70,000 SEIU members, most of whom live in the Salem area.

**Library and Academic Innovation.** The Press coffeeshop is reopening in the Library.

**Diversity Focused Academic Images Project.** This project is going to create a collection of images that center students with various aspects of diversity engaged in academic contexts; these images will be freely available under Creative Commons license.

**Academic Innovation.** Academic Innovation has a group of inaugural fellows that will use their expertise in teaching pedagogy and share with the campus; this program uses WOU's own expertise to build up our other faculty.

**Academic Innovation programs.** Academic Innovation offers professional development programs all Summer and provide professional development year-round.

**College of Education.** Dr. Maria Dantas-Whitney was on an extended session of OPB, discussing how WOU creates bilingual and diverse scholars. Unitus Credit Union is also supporting this work.

Dean Mark Girod has done a great job of making WOU the premier partner with K-12 throughout the state, so much so that COE was recognized by the Central School District for community partnership recognition and for working collaboratively for Latino/a/x and Indigenous students' success.

**College of Liberal Arts and Sciences.** CLAS has added several new programs, including Data Analytics, Accounting, Creative Production, and a Master of Justice Studies. There are also new undergraduate Social Work and Social Justice tracks in Sociology. The Master of Justice Studies has 10 students in the program during the first year.

Psychology faculty were awarded a second NSF grant in collaboration with Oregon State University, looking at Native Americans serving non-tribal institutions, trying to improve that pipeline.

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

Tina Fuchs provided a report for Student Affairs.

**Introduction.** The division of student affairs is made up of 16 different departments that provide student support outside of the classroom.

**Admissions.** The office of Admissions is working with EAB on a three year contract to strengthen recruitment efforts. EAB is reaching out to 35,000 high school seniors who would match what WOU is looking for. EAB will be on campus in November to discuss the plan for this year and the years moving forward.

Recruitment is just one component of enrollment management; enrollment management is so much more than admissions, but Admission is the group that brings students to WOU. WOU recruiters are out visiting high schools and attending college fairs; there has also been an increase of activity on campus, with Fall Preview Days seeing a 31% increase in attendance and high school visits to campus seeing a 300% increase.

**Financial Aid.** For a full year, two staff have been working on implementing Banner Financial Aid for Fall '23 FAFSA applications. Banner Financial Aid is replacing PowerFaid, allowing WOU to better interface and share student information between departments, as Banner is already in place as WOU's student information system. Over 1600 FAFSA applications have been received through this portal; WOU will be able to communicate more effectively with prospective students and current students relative to their financial aid.

**New Student and Family programs.** New Student and Family Programs (NSFP) just celebrated the end of their second cohort for Destination Western, a two-week bridge program for incoming students. As of week two, 100% of Destination Western students are enrolled in classes.

**University Housing.** University Housing has not been able to host conferences due to the pandemic, but after an active summer of conferences, has been able to build up their conference revenue, helping reduce the expense of living on campus for academic year students. On-campus housing is not full, so University Housing has been looking for other ways to use vacant residence hall spaces for other types of activities.

**Abby's House.** Abby's House has joined a two-year partnership with Hope Impact at Temple University, which will create a Basic Needs taskforce to help support students experiencing housing and food insecurity.

**Campus Dining.** Campus Dining has entered a contract for food delivery from the dining hall using Daxbot robot delivery.

**Multicultural Student Services and Programs.** MSSP is not a grant funded program but supports students similarly to SEP; MSSP coordinates the Diversity Scholars program and has held a dinner on October 19 to celebrate 55 new Diversity Scholars who have joined the university this year. October 28 will be the first of two César E. Chávez Leadership Conferences on campus; this first conference will feature high school seniors.



**Center for Professional Pathways.** CPP used to be named Service Learning and Career Development; this name change aligns with the goals of creating equitable pathways to career readiness and social mobility for all students. It's about giving students experiences in terms of internships and other practical experiences that allow students to learn both in and out of the classroom.

**Student Conduct.** Student Conduct just went through a year-long revision of the student code of responsibility; the revision has been approved and is effective for this academic year. It included changes in academic misconduct, disorderly conduct, and sexual misconduct.

**Student Engagement.** Student Engagement is invited everyone to the Holiday Tree Lighting on December 2.

**Student Health and Counselling Center.** SHCC has been busy supporting WOU students in terms of counselling and health related needs. Last year was very busy, with the Center seeing many increases in the different counselling sessions, whether it be crisis or regular intakes. This year, there's been an even larger increase in accessing student health and counselling.

**Upward Bound.** Upward Bound applied for and received another five years for their grant to continue supporting high school students as they explore attending college. The program has been a huge success, and one that generates a number of new students to our campus as a result of their experience with our Upward Bound program.

**Veterans Resource Center.** The VRC is honoring veterans for an entire week, not just Veterans Day.

**Wolfstore.** Digital books have made a comeback to the bookstore, and we are looking at more opportunities for ebooks to make textbooks more affordable for students. We're looking at piloting a program in the spring with some of our faculty, and hopefully implementing something in the Fall of '23.

**National Student Exchange Program.** NSE is an alternative to study abroad and is for the U.S. and U.S. territories. WOU has several students currently out on exchanges, and also has several students from other schools who are on campus right now. This is a good opportunity for students who want to try something different, but who don't want to study abroad.

## **VII. PLANNING FOR 2022-2023**

Provost Winningham presented a planning document for 2022-23.

A charge was received from Chair Komp to talk about how each of the Board committees would deal with important priorities, including enrollment, campus climate, campus morale,

strategic planning, and comprehensive fundraising campaign. Dr. Winningham and Tina Fuchs met to discuss how to support those areas, but enrollment in general could be what ASAC focuses on the most. Throughout the year, we can be looking at admission efforts, bringing new students to Western through programs like the Occupational Therapy program that should start in Fall of '24, growing other programs, EAB investments, optimizing financial aid, and achieving HSI status.

Overall enrollment need isn't just about recruiting students; we need to retain students that we have, and they need to persist and graduate. There are currently efforts underway to address these retention efforts.

There are new academic programs to help recruit students, as well as increasing enrollment in existing programs. WOU is hiring a new Director of Marketing and Communications who can help market those programs.

ASAC can help discuss, in future meetings, how to support enrollment management, campus climate and morale, strategic planning as needed, and the comprehensive campaign.

#### **VIII. ADJOURNMENT**

Chair Mitchell adjourned the meeting at 12:05pm.