

## President's Report—Faculty Senate 10.13.2020

### New Trustees:

- Susan Castillo joins the board as a member at-large. Castillo retired in 2018 as vice president of the west region for Project Lead The Way, an organization that develops STEM curricula for K-12 schools. Prior to that, Castillo served as the elected superintendent of public instruction for the State of Oregon where she implemented education reforms, such as rigorous high school diploma standards, Common Core State Standards and a statewide online adaptive testing system. From 1997-2002, she served as a senator in the Oregon Legislature and was both the first Hispanic woman in the state's legislature and the first to serve as an Oregon statewide elected official. Castillo earned a bachelor's in communications from Oregon State University and a certificate from Harvard's Executive Leadership Program for Educators.
- Leah Mitchell is also joining the board as a member at-large. Mitchell is the chief integration officer at Salem Health, where she is responsible for the information technology strategy and computer systems that support enterprise goals and supporting the integration of Kaizen principles to improve quality and safety for patients. She also oversees organizational strategy deployment, risk management, quality, safety and education programs. She has been with Salem Health for 15 years in a variety of nursing and leadership positions. Prior to moving to Oregon, Mitchell worked as a leader for a cardiac medical group in Texas. She is a registered nurse with a background in cardiovascular and intensive care nursing, a certified pilot and flight instructor, and was a high school teacher for several years. Mitchell holds a Master of Science in Nursing, an associate's in nursing, a Bachelor of Science in Aviation, a Bachelor of Science in Business, and a teaching certification in secondary education.
- Dr. David Foster will offer a faculty voice on the WOU board. He joined WOU in 1999 and currently serves as a professor in the Psychological Sciences department, director of the Creativity Research Lab, and program coordinator for the Organizational Leadership master's program. His areas of academic specialization include creativity, leadership, teamwork, and group decision making. His current research focuses on measuring creativity using a variety of techniques. His work experience as a psychologist includes facilitating organizational development for various federal government agencies as an internal consultant with the Office of Personnel Management. Foster is a former neonatal respiratory therapist and obtained his doctorate in Industrial/Organizational Psychology from The George Washington University.
- Danielle Campbell has joined the board as a WOU student. She is a Computer Science major who plans to graduate in 2022. She works as the Associated Students of Western Oregon University chief of staff and has worked for other campus departments, including supporting web design in Strategic Communications and Marketing and front desk support for Accounting and Business Services.
- Malissa Larson is returning for a second term serving in the WOU's staff seat. Larson works as assistant vice president for Student Affairs and director of Disability Services. She joined WOU in 2000 as the accommodation's coordinator. Between 2005 and 2008, Larson worked as a mental health counselor for Deaf and Hard-of-Hearing adults at a non-profit organization and a vocational rehabilitation counselor for the state of Oregon before returning to WOU. She serves on several campus committees, such as the University Budget Advisory Committee, CARE team and the Emergency Preparation team. Larson received a bachelor's in American Sign Language/English Interpretation and a master's in Rehabilitation Counseling with an emphasis in Deafness from WOU.

**Update on Welcome Center and Vick Building:** <http://www2.wou.edu/nora/woutv.home?pid=1560>

## **University Council updates:**

### **Academic Innovation: Chelle Batchelor and Michael Reid**

1. Programming
  - a. Catalyst:
    - i. Summer Catalyst: 45 participants; 85% of evaluations noted a positive or very positive impression of the program and are likely or very likely to recommend it
    - ii. FYS-focused Catalyst offered as resource for fall in September
    - iii. Determining dates and incorporating feedback for Fall Catalyst
  - b. LMS Training offered August-September, will resume in advance of winter term
2. Academic Technology
  - a. Plagiarism Checker: Contract with TurnItIn alternative (Unicheck) is under review; potential savings of \$13,300 to \$16,750
  - b. Proctoring Solution: Small pilot conducted in August, identifying solutions to challenges
3. Canvas
  - a. Fall '20: 318 courses active in Canvas
  - b. Training & Support: ~115 faculty and staff members have participated in AI's Canvas training or Guided Course Conversion sessions

### **ACE Learner Success Labs: Kathy Cassity and Adry Clark**

- ACE Transformation Labs guide colleges and universities through a structured strategic planning process to advance critical institutional priorities.
- Building upon ACE's strategic focus areas, deep expertise, and extensive network of practitioners and scholars, Transformation Labs are designed to effect the organizational and cultural change needed for long-term success.
- LSL is an inclusive learning community
- Integrates evidence-based practices for
  - Persistence
  - life design and career exploration
  - workforce skills development
- to assist participating institutions in developing a comprehensive strategy for learner success.
- LSL is a comprehensive change management process that facilitates continuous improvement through intentional transformation of institutional systems, processes, programs, and culture around learner success.
- Institutions form a campus-wide learner success committee to conduct on-campus work. The committee will:
  - Facilitate a review of existing activities and capacities related to learner success.
  - Analyze findings of the review through the lens of institutional mission.
  - Draft a plan to integrate and focus activities, and build capacity for learner success.

### **FROM LINDSEY MYERS, DIRECTOR OF LSL**

"This is an important time to take action to further learner success, especially for post-traditional and traditionally underserved learners who are our new majority."

"As higher education reshapes itself in the wake of the COVID-19 pandemic, institutions in the Learner Success Lab can leverage this opportunity to align their resources and build strategies that center and empower learners."

**From the State of the University Address:** I am particularly excited about this work because it will feed into our next strategic planning cycle, providing space for broad-based and in-depth conversation about what learner success at WOU means and the steps we can take to support it.

| Fall 2020 Enrollment Report                              |                       |       |                       |       |             |            |
|--|-----------------------|-------|-----------------------|-------|-------------|------------|
|  | This Year             |       | Last Year             |       | Day Of Term |            |
| Term:  | Fall 2020<br>(202001) |       | Fall 2019<br>(201901) |       | 11          |            |
| As of:   | October 8,<br>2020    |       | October 10,<br>2019   |       |             |            |
|  | This Year             | Pct   | Last Year             | Pct   | Difference  | Pct Change |
| Total Enrollment   | 4,503                 |       | 4,858                 |       | -355        | -7.3%      |
| Total Credit Hours                                       | 56,574                |       | 60,902                |       | -4,328      | -7.1%      |
| Total FTE *  | 3,829.2               |       | 4,118.0               |       | -288.8      | -7.0%      |
| Total UG Enrollment                                      | 4,059                 |       | 4,423                 |       | -364        | -8.2%      |
| Total UG Credit Hours                                    | 53,116                |       | 57,430                |       | -4,314      | -7.5%      |
| Total UG FTE *   | 3,541.1               |       | 3,828.7               |       | -287.6      | -7.5%      |
| Total GR Enrollment                                      | 444                   |       | 435                   |       | 9           | 2.1%       |
| Total GR Credit Hours                                    | 3,458                 |       | 3,472                 |       | -14         | -0.4%      |
| Total GR FTE *   | 288.2                 |       | 289.3                 |       | -1.2        | -0.4%      |
| <u>All Students By Race Ethnicity (IPEDS Definition)</u> |                       |       |                       |       |             |            |
| Non Resident Alien                                       | 129                   | 2.5%  | 197                   | 3.8%  | -68         | -34.5%     |
| Hispanic   | 891                   | 19.8% | 911                   | 18.8% | -20         | -2.2%      |
| American Indian/Alaskan Native                           | 48                    | 1.1%  | 58                    | 1.2%  | -10         | -17.2%     |
| Asian  | 141                   | 3.1%  | 186                   | 3.8%  | -45         | -24.2%     |
| Black/African American                                   | 146                   | 3.2%  | 150                   | 3.1%  | -4          | -2.7%      |
| Pacific Islander   | 75                    | 1.7%  | 93                    | 1.9%  | -18         | -19.4%     |
| White  | 2,750                 | 61.1% | 2,948                 | 60.7% | -198        | -6.7%      |
| Two or More Races  | 203                   | 4.5%  | 177                   | 3.6%  | 26          | 14.7%      |
| Unknown/Did Not Respond                                  | 120                   | 2.7%  | 138                   | 2.8%  | -18         | -13.0%     |
| Total  | 4,503                 |       | 4,858                 |       |             |            |
| UG--Foreign/International                                | 47                    | 1.0%  | 106                   | 2.2%  | -59         | -55.7%     |
| Graduate--<br>Foreign/International                      | 12                    | 0.3%  | 22                    | 0.5%  | -10         | -45.5%     |

Figure 1: Governance and Continuous Improvement

