



**MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 35 – NOVEMBER 18, 2020
1:00 PM – 5:00 PM**

To observe the meeting: wou.edu/livestream

Audio only, call: 1-253-215-8782 or 1-669-9128 | Meeting ID: 816 8870 3389 | Password: 792302

AGENDA

- I. CALL-TO-MEETING / ROLL CALL**
- II. CHAIR'S WELCOME**
- III. CONSENT AGENDA ([Appendix A](#))**
 - 1) [June 10, 2020 meeting minutes](#)
 - 2) [August 19, 2020 meeting minutes](#)
 - 3) [FY21 Management Report](#) (As of September 30, 2020)
 - 4) [Internal Audit Report: Payroll Audit – New Hire Process](#)
- IV. PUBLIC WRITTEN COMMENT**
- V. SHARED GOVERNANCE REPORTS**
 - 1) [ASWOU](#) (page 3)
 - 2) [Faculty Senate](#) (page 5)
 - 3) [Staff Senate](#) (page 6)
- VI. [PRESIDENT'S REPORT](#) (page 8) (Cabinet full reports in [Appendix B](#))**
- VII. THEME: [ENROLLMENT UPDATE](#) | Dr. Gary Dukes (page 21)**
- VIII. [INCIDENTAL FEE UPDATE](#) | President Fuller & ASWOU President NJ Johnson (page 30)**
- IX. BREAK**



X. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion

NO ACTION ITEMS

XI. FINANCE & ADMINISTRATION COMMITTEE (FAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) [FY2021 Budget Revision](#) (page 40)

XII. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report
 - a) [Fall 2020 Safe Operations & Instructional Plan update](#) (page 48)
- 2) Committee Recommendations for Board Action/Discussion
 - a) [Board Statement on Diversity, Inclusion, Equity, Accessibility](#) (page 63)
 - b) Article 15 Plan *FINAL DRAFT*

XIII. FINAL ANNOUNCEMENTS

XIV. ADJOURNMENT

XV. EXECUTIVE SESSION

Following these discussions, the Western Oregon University Board of Trustees will transition to an executive session to discuss the upcoming presidential search vacancy due to President Rex Fuller's retirement. The board will meet pursuant to ORS 192.660(2)(f) (to consider a record otherwise exempt from disclosure). The institutional news media is authorized to attend the executive session pursuant to ORS 192.660(4) on the condition that information shared and discussed in the executive session remain undisclosed. Pursuant to ORS 192.660(6), no final action may be, or will be, taken in executive session.

- 1) Presidential Search

Board of Trustees Report – November 18, 2020
Associated Students of Western Oregon University (ASWOU)

1. ASWOU Government Leadership

- President: NJ Johnson
- Vice President: Maria Barrera
- Senate President: Liz Marquez Gutierrez
- Judicial Administrator: Steven Richmond
- IFC Chair: Makana Waikiki

2. Incidental Fee Committee (IFC)

- a. Special IFC called to order September 2, 2020 to address incidental fees and fee-funded areas for Fall 2020
- b. Institutional President Rex Fuller and ASWOU President NJ Johnson reached an agreement around incidental fees and fee-funded areas for Fall 2020. The key terms of the agreement are:
 - i. The University will assess fall term fees based on the course modality of classes offered. For remote/online classes a technology fee will be assessed while the incidental fee will be assessed on all face-to-face courses.
 - ii. The University will provide \$1M from the technology fee assessment to support IFC areas in fall term as described on the attached spreadsheet. The IFC will provide \$169,334 from reserves that were added to the \$1M for a total distribution of \$1,169,334 in fall 2020.
 - iii. ASWOU will withdraw its appeal of September 14, 2020 to the Higher Education Coordinating Commission regarding ORS 352.105.
- c. Full Committee called to order October 15, 2020 (meets Thursdays 8:30-10:30am during Fall 2020) to determine incidental fees for Winter 2021.

3. Projects/Campaigns

- a. Vote OR Vote
 - i. ASWOU officials attended synchronous class meetings to provide information on voter registration for in and out-of-state voters.
 - ii. ASWOU officials provided voter registration resources to classes that do not meet synchronously and these were posted on course Moodle/Canvas pages.
 - iii. 2020 ASWOU Candidate Forum included major party candidates for local districts Oregon Senate District 10 and Oregon House

District 20. Denyc Boles, Deb Patterson, and Paul Evans were able to attend and answer questions from students.

- b. Endorsed a “Yes” vote on Oregon Measures 107, 109, and 110.
 - c. By Senate Resolution 6.21, ASWOU formally requests WOU faculty to consider offering students the satisfactory/no credit grading option for the remainder of the 2020-21 academic year.
4. Oregon Student Association
- a. ASWOU is paying a reduced and segmented membership fee due to funding circumstances.
 - b. OSA is implementing campaign teams for students across the state to collaborate on textbook affordability, career and technical education reform, financial aid reform, international student support, DACA student support, cultural competency, and food/housing insecurity.

WOU Faculty Senate Report November 18, 2020

1. Curriculum

- Approved 14 undergraduate with minor changes and/or added to the new General Education curriculum
- Added 16 new undergraduate courses
- Dropped 2 undergraduate courses

2. Programs

- 2 new criminal justice undergraduate concentrations: Corrections and Law Enforcement
- New undergraduate concentration in theater: Theatre Education
- New undergraduate Creative Productions Major
- Approved 13 program minor modifications (descriptions, course numbers, title)
- Dropped German Studies B.A. Major

3. Committees

- Currently working to fill:
 - The faculty at-large position on University Council
 - Four faculty senate nominated candidates for the newly formed Retention Committee
 - Faculty seat on UBAC
- Discussing the possibility of adding a new faculty senate committee focused on academic sustainability to continue the work of the Sustainability Taskforce

4. University

- Facilitated four faculty panels over the summer to discuss with our administrators the work of Article 15
- Facilitated the formation of a Faculty Senate Sustainability Taskforce to engage in the work of Article 15
- Working with Michael Baltzley, Associate Provost of Academic Effectiveness, to disseminate information about program assessment
- Working with President Fuller, Beverly West (Staff Senate President), and NJ Johnson (ASWOU President) to have a Shared Governance Summit once per term in place of the 5th Tuesday meetings

Staff Senate Report to the Board of Trustees November 18, 2020

A strong sense of connection and community has long represented one of the greatest strengths of Western Oregon University. This asset has been buffeted by the challenges of this year. Rebuilding it—and maintaining it through the challenges that lie ahead—will require exceptional communication. Therefore, Staff Senate has decided to focus its energies this academic year on a unifying theme:

2020-21 Staff Senate Theme: Improving Communication

Combating Isolation

Prior to the pandemic, it was rare for staff and faculty to walk around campus without seeing someone they knew. Critical connections happened not just in formal meetings, but in the minutes before and after meetings, in spontaneous hallway conversations, and when colleagues greeted each other each morning. The move to remote work removed these opportunities for informal communications and relationship building, and this void remains, eight months later.

This challenge is not unique to WOU, although it may be more pronounced because it is larger change in relative terms than at many other workplaces. Remote work can be isolating, which in turn can lead to depression, lowered motivation, and lowered productivity. Remote work requires more and better communication, done intentionally and proactively.¹

Addressing Anxiety and Uncertainty

Anxiety represents the other major barrier to connection and community at WOU. This year has been rife with sources of anxiety. In addition to the events impacting our country and world, WOU staff have experienced furloughs and layoffs.² At a time when they have the greatest need for connections and community, WOU staff experienced their community being not just distanced, but actively dismantled.

As with isolation, communication is a critical component of addressing anxiety and uncertainty. Having all the answers is not required—knowing that someone is aware of and working on a problem, even if it isn't solved, can ease anxiety tremendously.³

Staff Town Hall

With these considerations in mind, Staff Senate hosted a Town Hall on October 20, 2020. This event provided an opportunity for our guests—President Fuller,

¹ <https://www.bbc.com/worklife/article/20200312-coronavirus-covid-19-update-work-from-home-in-a-pandemic>

² The furloughs and layoffs are mentioned not to comment on the necessity or appropriateness of those measures, but to illustrate the critical need for effective and compassionate communication.

³ <https://www.smartcompany.com.au/people-human-resources/leadership/brene-brown-crisis-leadership/>

Vice President Karaman, and Vice President Dukes—to address questions that WOU staff had submitted to Staff Senate in August, as well as an opportunity for staff to ask additional questions.

The Director of Facilities Services, Michael Smith, also attended and provided an update on the work being done by Facilities Services to mitigate the coronavirus risk on campus, as well as changes being considered in light of the large staff reductions in Facilities Services.

Staff Senate extends its gratitude to President Fuller, VPs Karaman and Dukes, and Michael Smith for their participation in the Staff Town Hall.

Staff Senate is also grateful to everyone in Facilities Services for their hard—and often unseen—work to keep our campus and community safe.

More details and the recording of the event can be found on the Staff Senate website:

wou.edu/staffsenate/staff-town-hall/



Board of Trustees, November 18, 2020

President's Report

1. **STUDENT SUCCESS:** promote student success, learning and graduation through personalized support in a student-centered education community.

Fall reopening amid the pandemic. We are offering approximately 97% of our courses online for Fall 2020, with some music and dance courses being offered in a physically distanced manner. Many of these courses have taken advantage of outside space (e.g., in the stadium and a large tent we put up). A decision was made to have the same approach for Winter 2021, in which academic program leaders can request an in-person or hybrid course. We will assess the need and safety considerations when those requests come in. We are also offering some in-person practicums and internships, when the experience is required in order to meet program outcomes and cannot be delayed; safety measures are also in place for those experiences.

Reopening Library During Covid-19. Following guidelines from HECC, OHA, and the State Library, WOU Library reopened to WOU students, staff and faculty for fall term. Special [hours and procedures](#) were put in place to ensure the safety of library users and staff. The 24-hour computer lab was also reopened to students, with physical distancing measures in place.

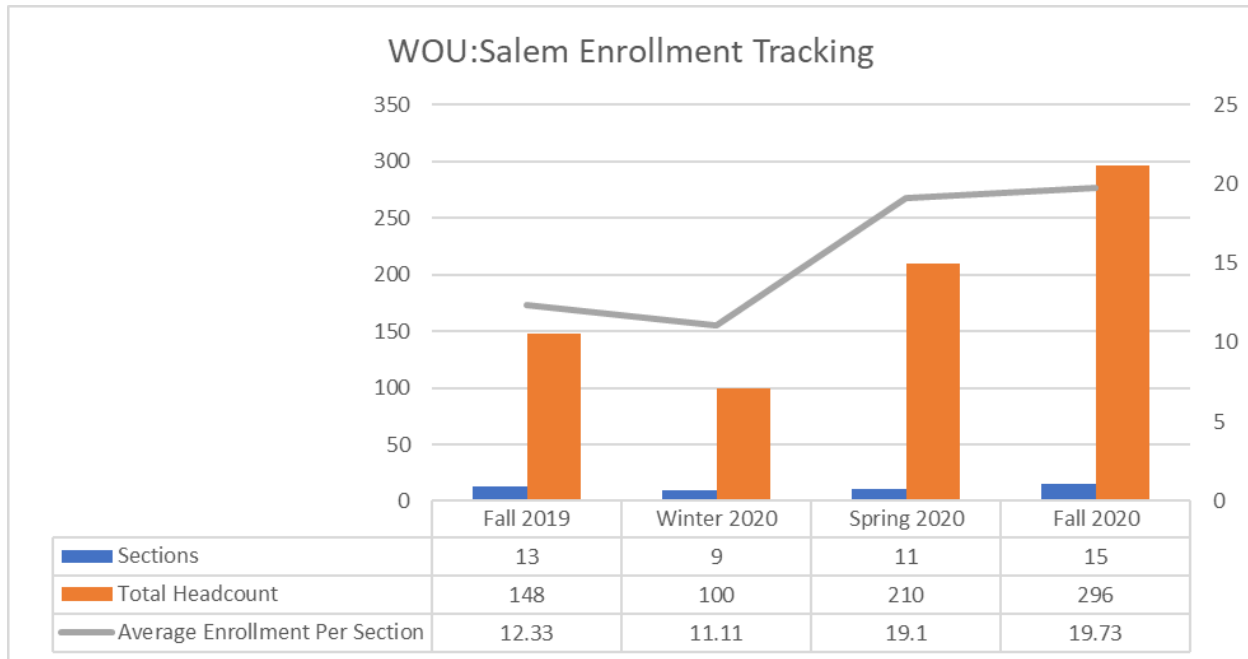
Wifi Hotspot Program. The Library Hotspot Program that was initiated to support online learning during COVID-19 continues this year, but at a reduced scale. Hotspots are now only available to students with demonstrated financial needs, using Pell Grant and Tuition Equity eligibility as criteria.

Graduate Programs. Comparing graduate student enrollment from Fall 2019 to Fall 2020, we seen considerable growth in over half of our graduate programs. The largest increases include:

- 66.7% increase in the M.S. in Rehabilitation Counseling program
- 66.7% increase in the M.A. in Organizational Leadership program
- 34.7% increase in M.S. in Education
- 34.5% increase in M.A. in Teaching program
- 30.8% increase in the M.A. in Interpreting Studies program

WOU:Salem. Enrollment and course offerings continue to grow, despite COVID. WOU:Salem courses, having already been in hybrid format, transitioned smoothly to

the fully online format (both synchronous and asynchronous). Average enrollments per section have maintained steady levels, while sections have increased.



Student Success and Advising (SSA) has focused on developing and providing a broader and more accessible range of supports to help students succeed by adding degree completion outreach, international student support, launching an enhanced Wolf Connection System tool with increasing numbers of users across campus, creating strategies for online/remote learning to support students in the transition during COVID-19, successfully shifting to remote appointments for advising and tutoring, and delivering a virtual Transfer and Student Orientation and Registration (T/SOAR) experience for our incoming students.

SSA coordinated and facilitated virtual SOAR events and advising support throughout the summer to get over 1000 new transfer and freshmen students registered for Fall 2020.

For our Tutoring Center, we have established student learning outcomes and are now conducting assessments each term for students that utilized tutoring services.

As a result of our peer-tutoring services:

- 81% of respondents say they have gained meaningful peer connections
- 94% say they better understand their coursework
- 81% say their study skills and academic habits have improved
- 87.5% say they feel more supported and involved in their academic success

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- 87.5% say they are in a better position to accomplish their personal and academic goals

Student Health Related to COVID

Last spring, when we first moved classes to a remote modality, the Student Health and Counseling Center had a fairly normal usage rate by students for mental health counselors.

For Fall term, approximately 250 students had a face-to-face or hybrid course and were charged the Student Health Fee. Another approximately 250 students opted in and paid the Student Health Fee. Both medical and counseling appointments will likely be down compared to last year by about 50% and 25% respectively. So even with fewer students on campus, mental health services are still very active.

The Student Health and Counseling Center is offering more group meetings for students and is looking at the participation in these to determine other options.

Many departments in student affairs are also reaching out to students more frequently to check-in with students and see how they are doing. Last spring and this fall, the Division of Student Affairs also employed approximately 20 students to send weekly emails checking-in with students who did not otherwise have some type of connection to WOU such as the Student Enrichment Program, Multicultural Student Services and Programs, Veterans Center, Student Success or living on campus.

Athletics

Due to COVID-19, all athletic competition in the GNAC has been postponed until January 2021. Under the current plan, men's and women's basketball, volleyball and **soccer** will play a conference only schedule in the winter and spring.

Baseball, softball and men's and women's track & field will complete a regular schedule, including an NCAA championship opportunity. Our football team will not compete in games but is using this year to prepare for the 2021 season after being off for several months.

The Oregon Health Authority currently has not approved high contact sports competition, such as football and basketball at the NCAA DII/III level.

The NCAA has approved numerous blanket waivers for member institutions and student-athletes. NCAA waivers allow student-athletes to avoid being penalized by losing a season of competition due to the cancellation of a sport season, allowing seniors to have an extension of eligibility if so desired, and providing institutions leniency for not meeting sport sponsorship requirements due to competition cancellations.

Although students are primarily completing coursework remotely this year, almost all of our student-athletes have moved to the community or are living on campus in the residence halls. We currently have 341 student-athletes participating in strength & conditioning, skill instruction and practice. We have worked hard to provide a training environment that protects the health of our students which allows them to remain physically active and develop relationships with teammates so when the time comes to compete, we will be ready.

2. **ACADEMIC EXCELLENCE:** promote academic excellence in an engaged student-focused learning environment.

2020 Academic Excellence Showcase

Due to COVID-19, our annual Academic Excellence Showcase was moved on-line and hosted on Digital Commons. We had 80 completed AES submissions of student work. There were over 1,000 downloads of AES submissions from May 28 and June 10. About 75% of AES submissions will stay in Digital Commons permanently, resulting in three times as many AES presentations than were submitted to Digital Commons in 2019. While we obviously lost the opportunity to expose the campus community to our students' work, the virtual AES was more visible to the global community. We should continue to feature a virtual component, or at the very least support the use of Digital Commons for AES presentations, even if we return to an in-person event in 2021.

Dr. Greg Zobel (PURE Director), Dr. Sue Kunda, Dr. Stewart Baker, and Dr. Xiaopeng Gong, were primarily responsible for successfully creating our virtual AES.

College of Education Highlights

- Dr. Maria Dantas-Whitney and Dean Mark Girod submitted a grant to expand the Bilingual Teacher Scholars program to include 17 rural school districts, three Education Service Districts, two Oregon Tribes, and five community colleges. The grant is called Rural Partners Pathways Program (RP3) and is a "grow your own/stay at home" educator program focused on adding culturally and linguistically diverse educators in rural communities.
- The College of Education Chairs and Directors group is developing plans to further local implementation of the Justice, Equity, Diversity, and Inclusion goals in alignment with the UDIAC action plan previously shared with the WOU Board of Trustees. Integration of these efforts into COE academic programs, policies, actions, and environment remain the highest priority.
- The College of Education student-led video production team, Q-Loop Studios, has re-organized, named a new student Director, has convened a new faculty Steering Committee and are now actively working in support of

faculty designing authentic products used in classes and in partnership with off-campus collaborators.

Library and Academic Innovation Highlights

Academic Innovation supports students and faculty with online, hybrid and technology enhanced courses. This summer they facilitated a professional development program called Catalyst, a two-week program, providing a pedagogical foundation for online teaching, peer mentoring, and instructional design support to over 40 faculty members. We are running this program again this fall to support faculty in continuing to maximize the quality of their online and hybrid courses.

Academic Innovation successfully hired an Instructional Designer in June 2020. The unit now consists of a Director, 1.0 Instructional Designer, 1.25 FTE Learning Management System Support Specialists, and two graduate assistants. Since our last report in May, Academic Innovation has implemented an improved toolset for support, including a ticketing system and knowledge base. Academic Innovation has also been providing training to support the transition to Canvas as well as other [programs and workshops](#).

Canvas Implementation and Assessment

There are approximately 330 courses in the Canvas learning management system this fall term (we are transitioning away from Moodle). A user survey will go out in mid-November to students and faculty, with a second, shorter survey going out only to faculty following the end of fall term, to capture experiences with grading and final assessments in Canvas.

- 3. COMMUNITY ENGAGEMENT:** create meaningful opportunities for lasting partnerships with local communities and regional and global organizations

COVID Contact Tracing

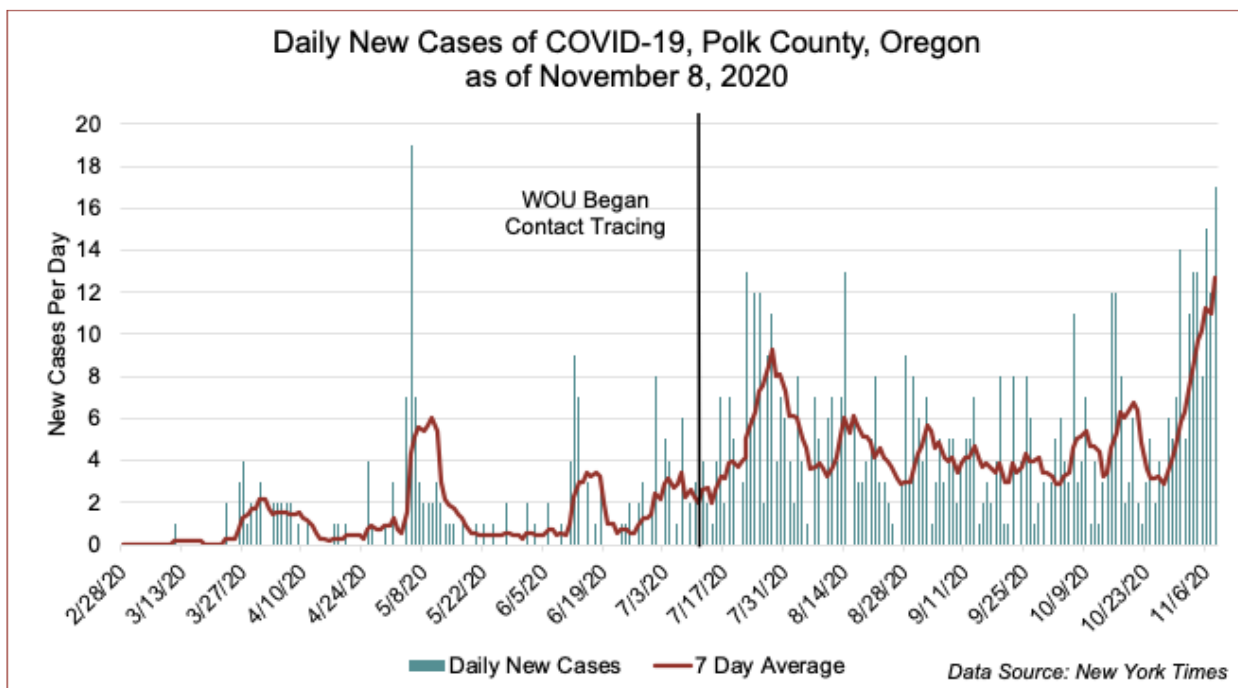
Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes, professors in Community Health, continue to lead our student contract tracing team in partnership with Oregon Health Authority and Polk County Health helping keep our community safe. This is cutting-edge, hands-on, high-leverage learning and is a model for how our academic programs at Western can engage in real-world challenges and issues. An excerpt from the most recent report shows:

- Current Persons Under Monitoring (PUMs): 151 (last week 94)
- Cumulative Cases Numbers
 - Oregon: 49,587
 - Polk: 766
 - Marion: 6,685
 - United States: 9,763,730
 - Global: 50,030,121
- Rankings

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Polk: 16th (last week: 23rd)
- Marion: 8th (last week: 9th)



Library. Hamersly Library celebrated its 20th Anniversary with a special event. Dean Chelle Batchelor and invited guests Wayne Hamersly, Scott Hamersly, Gary Jensen, and Antonia Scholerman commemorated the opening of the Library in a [30 minute virtual celebration](#) that was followed by a Zoom meet-up for attendees. Guests were also invited to “walk through” a virtual exhibit, “[From the Ground Up,](#)” detailing the library’s 20 year history. During the virtual event, Dean Batchelor announced the formation of a Hamersly Library and WOU Academic Innovation Advancement Advisory Council for which the inaugural chair will be former Dean Gary Jensen.

Strategic Communications and Marketing Campus crisis support

- Major role in all communications related to coronavirus pandemic – including website updates, social media response, email communication, media inquiries, etc.

Graphic design

- Created new Prezi presentations for Admissions: one large version that includes links to departments, majors, etc. across campus; and a smaller version that follows the Fair Brochure layout, which is a simpler way for counselors to guide students through WOU.
- Redesigned diplomas and certificates

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Created 50+ pieces of COVID-related signage for use across campus
- Designed vinyl signage for Welcome Center lobby

Social media (since July 1)

- Instagram follower growth: 201
- Facebook follower growth: 147
- Twitter follower growth: 40
- YouTube subscriber growth: 39
- Most engaging Facebook and Twitter post: announcing change to mostly remote classes for fall

Alumni Relations

- The alumni board started the process to move to an advisory board and away from a formal board with the goal to broaden volunteer networks and offer opportunities for those at a distance and without the capacity for a long-term commitment.
- Monthly After-Hours events gained traction and continued in a virtual format. People from all over the United States have joined the events and become re-engaged.
- On Oct. 16 hosted a virtual Happy Hour with coaches and alumni athletes to introduce Randi Lydum, interim athletic director.
- Implemented a campus department alumni list request form, which created the ability to expand partnerships and new avenues for engagement.
- Monthly e-newsletter – PawPrints – goes out on the 1st Tuesday of every month.

4. ACCOUNTABILITY: promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

The **Finance & Administration division** continues to make efforts in implementing its 2019-23 divisional strategic plan in support of the university strategic plan. Since the last board meeting, the division made the following significant accomplishments:

- The Welcome Center is \$8.2 Million-dollar project to renovate the Oregon Military Academy. The project manager for this project is Mike Elliott. The renovation includes a new lobby to honor Jack Morton, new elevator, new classrooms, computer labs, offices and meeting spaces. In addition, the courtyard has been redone and will be a place to host official events and public gatherings. The Welcome Center will be the new home for Financial

Aid, Admissions, Alumni Relations, Mail and Print Services. The move in date was October 28th.

- The ITC is a \$10 Million-dollar project. The project manager for this project is Gabriela Eyster. This is the completion of the Phase 3 improvements that include major seismic upgrades, HVAC improvements, additional gallery spaces, roof repairs, bathroom renovations and a new sprinkler system. ITC is scheduled to reopen at the end of February 2021
- Click [here](#) to view the construction update video for WOU Salem.

Board's Office

- Successfully completed June 2020 regular board meeting, August 2020 special board meeting, and several standing committee meetings.
- Successfully shepherded nomination and confirmation of five trustees (four new trustees and one reappointment).
- Conducted board orientation with new trustees.

Office of the General Counsel

- Managed process and shepherded over 200 contracts and procurements.
- Managed process and shepherded over 20 public records requests.
- Provided substantial legal advice on COVID-related matters, including but not limited to revised executive orders and guidance from the state.
- Provided substantial legal advice on budget-related employment actions necessary to resolve the University structural budget deficit.
- Participated in several Joint Labor-Management Committee meetings for both WOUFT and SEIU.
- Negotiated and completed WOUFT bargaining on a successor agreement.
- Conducted numerous investigations for complaints, grievances, and bias incidents.
- Negotiated IGA with Polk County for contact tracing cooperation.

Human Resources

- Continued management of Work Share program with the Oregon Employment Department.
- Continued management of Extended Benefits/LWOP program, furloughs, and layoff processes in accord with the SEIU CBA.
- Worked through the implementation of Skillsoft compliance training for employees.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Worked through campus closure during Oregon wildfires and the air quality concerns.
- Started preparations for successor SEIU bargaining.

Institutional Research

- Continued Institutional Research website updates: Added Degrees Awarded, Faculty Data, and WOU Profile data to the website.
- Consolidated data for NWCCU accreditation requests.
- Provided data for various Article 15 requests.
- Ongoing work on timely submission of IPEDS reports and other mandated reports.

Advancement Operations

- Gift processing is now paperless (except for acknowledgement letters) saving time, money and space and making the job accessible for remote work
- Campaign reporting set up at the gift entry level so reports are always current

Strategic Initiative and Public Affairs

- Completed Student Success and Completion Model (SSCM) Workgroup efforts to update the funding model.
- Continued work to coordinate the WOU efforts to continue to support a safe instructional environment for students and employees, including coordinating efforts with Polk County and other public universities.
- Developed a College of Education video for legislators that highlights the Bilingual Teacher Scholars Program.
- Worked with the inter-institutional Legislative Advisory Council (LAC) to develop the 2021 Legislative agenda.
- Attended numerous legislative and HECC meetings in preparation for the 2021 Legislative session.

5. SUSTAINABILITY & STEWARDSHIP: promote effective university stewardship of educational, environmental, financial, human and technological resources.

The Finance & Administration division continues to make efforts in implementing its 2019-23 divisional strategic plan in support of the university strategic plan. All department heads have met and reviewed their progress towards the goals established by the divisional strategic plan and made necessary adjustments given COVID-19, workforce reduction, and primarily online modality of instruction.

The Accounting and Business Office, Facilities Services, Campus Public Safety, and University Computing Solutions are developing new service plans to re-focus priorities and to re-allocate duties due to workforce reductions. The overall F&A division eliminated 24 positions across its departments through two rounds of workforce reduction, and participated in the Workshare plan and permanent FTE reductions to achieve a net salary savings of over 1.1 million dollars in FY21. Over the last four months, the division made the following significant accomplishments:

- In coordination with the financial aid office, which disbursed CARE Act funds to student accounts and UCS, which programmed a new check process, ABS produced and mailed just under 800 refunds to our students totaling over \$1.47 million dollars in May.
- On September 29, 2020, President Fuller emailed students that the second round of applications for the CARES Act funding is now open. 623 students have responded (as of 10/12/20).
- The university realized almost two-hundred thousand dollars in savings by designing our own infrastructure for the preparation, presentation, and publication of the annual financial statements. A portion of those savings correspond to taking on the University Shared Services Enterprise's treasury management services.
- Click [here](#) to view the cash flow projection.

University Computing Solutions has continued to increase the University's Cybersecurity capabilities. This includes:

- Beginning of migration of servers to new DataCenter firewall with enhanced security
- Deployment of Umbrella Roaming Client for VPN users (more secure at home)
- Ongoing Information Security trainings
- redWOLF3 development (automated security monitor and response tool). This tool has blocked more than 25,000 attackers automatically in the last year. It has also given us more visibility into attacks and trends.

When it was announced that Spring Term instruction would be delivered remotely, University Computing Solutions acquired, installed, configured, and deployed 8 new servers

- Installed and configured 10 additional instances of Moodle
- Installed and configured 400 additional VDI (virtual desktop) clients
- Installed and configured streaming servers for virtual Town Halls
- Five additional virtual Moodle servers were added to the physical server, which provides the needed capacity to support the increased remote learning loads.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- WOU switched vendors for more reliable communication and updated mode of emergency notification. The new emergency notification system is integrated with our Alertus desktop application and the emClocks. Test notifications have all been delivered in less than 60 seconds.
- Public Safety provided set-up, traffic control, information, etc. for the COVID-19 testing/move-in over 4 days during New Student Week.

WOU Open Educational Resources (OER) Stipend Program is run by the library and provides stipends for faculty to adopt (\$1000), adapt (\$2,000), or create (\$4,000) OER materials for their course(s). The primary goal of the program is to significantly reduce course materials and textbook costs for students, yet provide access to high-quality, pedagogically creative, open educational content for teaching, learning, and research.

The WOU OER Stipend Program launched in January 2020, and twelve proposals were accepted for a total of ~\$32,000. Awardees completed a 14-part OER tutorial and attended two OER-related professional development activities. In spite of the urgency around the pandemic, almost all faculty met the scheduled benchmarks and all will spend the 2020-2021 academic year teaching the courses and refining their work.

Development

Gifts through Nov. 5, 2020:

- Overall committed: \$451,148 (includes pledges)
- Overall received: \$448,232

Gifts of note:

- Two new endowments created:
 - Mike Lynch Pay It Forward
 - Budding Neighbor scholarship (created by young alum, class of 2015)
- Rippey Family Foundation \$100,000 investment in scholarships for any WOU student
- Multiple grants for work related to COVID-19 community health initiatives

Annual giving initiatives:

- Three direct mailings have gone out, including launching Fund for Wolves Athletics and introducing Randi Lydum, interim athletic director, to alumni and athletic donors
- Campus report sent to all employees
- Student callers have adapted to social distancing and safety measures while successfully calling on behalf of WOU Foundation

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Filmed content for Giving Day 2021

WOU Foundation

- Historic Gentle House lease-to-own agreement finalized with university
- Held first virtual President's Club event, with more than 90 attendees from 6 states and 2 countries
- Took responsibility for annual Holiday Tree Lighting, to provide support and transition to virtual event during pandemic
- Launched on-line art sale of Fred Maurice's collection
- Revamped estate planning [website](#) is now live
- Virtual Smith Fine Arts Auction held on Sunday, Nov. 15

Sponsored Projects Office

In 2020, the Sponsored Projects Office helped submit 55 external funding proposals. The proposals were led by 41 different faculty and staff members from across campus and totaled \$19,817,837 in requested funding. WOU proposals had a high success rate of 54.5% and we were awarded \$12,787,316 in external funding, most of which came from federal and state agencies.

The Sponsored Projects Office produced a Fall 2020 newsletter which contains a review of proposal activity and highlights grants from across campus:

<https://wou.edu/research/files/2020/10/Fall-2020-Newsletter-1.pdf>

The 2020-2021 year is off to a strong start: 23 external funding proposals have been submitted totaling \$4,766,973 in requested funds. We're seeing a promising upward trend compared to last year at this time, as our submission rate has increased by 35.3%.

Student Affairs Grants

- WOU was recently notified that we received three grants over the summer. The Student Enrichment Program, which is a U.S. Department of Education TRiO Student Support Services Grant was successfully renewed for five years totaling nearly \$2M. The grant serves 250 students, but the University funds a parallel program which serves an additional 250 students.
- We also wrote for and received a new five-year, \$1.3M U.S. Department of Education TRiO Student Support Services Teacher Preparation grant. This grant works specifically with 140 low-income, first-generation students who are education majors. We are hoping to have the director of this program hired in December.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- And finally, we wrote for and received an \$85,000 Oregon Department of Veteran's Affairs grant. We had this grant this past year and were successful in our reapplication process.

6. Fall 2020 Enrollment Update

Our 4th week census shows the University down 7.9% in FTE enrollment. COVID 19 has had an impact not only on new and transfer students, but also our continuing students. While our admitted freshmen numbers were flat prior to announcing on-line classes in the fall, headcounts of our new freshmen are down approximately 7%. Transfer students are down approximately 13%. Continuing students are also down approximately 7%. One population in particular, International students, is down 56% compared to last year and have been declining significantly over the last several years.

Reports we have from other colleges and universities in the area are similar. Chemeketa is down 9%. This is concerning for Fall '21 given that Chemeketa is our largest transfer student feeder. Chemeketa has also been experiencing a declining enrollment for several years which has an impact on WOU. Oregon State is reporting down 5% for campus-based students, but up in their e-campus. The University of Oregon is reporting being down 3%, and Portland State is reporting being down 7%.

One highlight in all of this is that we continue to increase our Latinx presence on campus. We went from 18.6% in 2019 to 19.6% this year. Overall, the diversity percentage of our campus remained the same.

Fall 2021 Recruitment Update

- Fall 2021 recruitment has started off very slowly. Applications and admitted student numbers are down from last year. We have implemented several strategies to increase applications and, in-turn, admitted students. Fore example, waiving the application fee until September 2021.
- We have also allowed students to initially self-report their GPA on the admissions application. Previously we required a high school transcript as a part of the application process.
- In our COVID world, we were finding that students were challenged to get a copy of their high school transcript given the on-line learning modality.
- Additionally, we have a weekly cross-divisional group meeting to identify strategies we can implement to increase our application pool. Admissions established approved protocols and started offering in-person tours on November 2.

Enrollment and Recruitment Information For Fall 2020 and Fall 2021

Enrollment Summary - Fall 2020 (4th Week)

	Fall 2020	Percent 2020	Fall 2019	Percent 2019	Change	Percent Change
Total	4554	100.0%	4929	100.0%	-375	-7.6%
Undergraduate	4070	89.4%	4426	89.8%	-356	-8.0%
Graduate	484	10.6%	503	10.2%	-19	-3.8%
Total Credit hours	56679	100.0%	61125	100.0%	-4446	-7.3%
Undergrad Credit hours	53220	93.9%	57597	94.2%	-4377	-7.6%
Graduate Credit hours	3459	6.1%	3528	5.8%	-69	-2.0%
Total FTE	3836	100.0%	4134	100.0%	-297.55	-7.2%
Undergraduate FTE	3548	92.5%	3840	92.9%	-291.8	-7.6%
Graduate FTE	288	7.5%	294	7.1%	-5.75	-2.0%
Female	2941	64.6%	3178	64.5%	-237	-7.5%
Male	1491	32.7%	1651	33.5%	-160	-9.7%
Other	122	2.7%	100	2.0%	22	22.0%
Full-time	3703	81.3%	4039	81.9%	-336	-8.3%
Part-time	851	18.7%	890	18.1%	-39	-4.4%
Oregon Residents	3579	78.6%	3840	77.9%	-261	-6.8%
Out of State Residents	975	21.4%	1089	22.1%	-114	-10.5%

Enrollment Summary - Fall 2020 (4th Week)						
Nonresident Alien	131	2.9%	198	4.0%	-67	-33.8%
Hispanic or Latino	893	19.6%	917	18.6%	-24	-2.6%
American Indian or Alaskan Native	48	1.1%	58	1.2%	-10	-17.2%
Asian	141	3.1%	188	3.8%	-47	-25.0%
Black or African American	148	3.3%	150	3.0%	-2	-1.3%
Pacific Islander	76	1.7%	92	1.9%	-16	-17.4%
White	2794	61.4%	3009	61.0%	-215	-7.1%
Two or more races	203	4.5%	177	3.6%	26	14.7%
Unknown	120	2.6%	140	2.8%	-20	-14.3%
New Students*	732		785		-53	-6.8%
Transfer Students*	432		499		-67	-13.0%
Continuing Students*	2599		2784		-185	-6.7%
International Students*	47		107		-60	-56.0%

Challenges

- **Counselors not able to physically get into schools**
 - Virtual meetings are frequently limited to before 9 am or after 3 pm**
- **Students are burned-out on virtual meetings**
- **Cancelled SAT /ACT tests creates challenge to access student names**
- **Fewer students are participating in college fairs**
- **Students don't have as much contact with high school staff**
 - Impacts encouragement to apply to college, obtain HS transcripts**
 - Impacts first-generation and lower-income students**

Week of 11-09-20	Fall 2021				Week Difference	Fall 2020			
	Resident	Non Resident	International	TOTAL F'21		Resident	Non Resident	International	TOTAL F'20
Total Applications									
<u>Freshmen</u>									
African American	10	13	0	23		14	7	0	21
American Indian	7	1	0	8		9	4	0	13
Asian / Pacific Islander	19	31	0	50		25	87	0	112
Hispanic / Latinx	114	58	0	172		249	111	10	370
Unknown	36	53	0	89		54	88	1	143
White	269	164	0	433		322	193	0	515
TOTAL	455	320	0	775	-34%	673	490	11	1174
<u>Transfer</u>									
	50	19	1	70	1%	39	28	2	69
TOTAL APPLICANTS	516	345	1	862	-32%	725	526	13	1264

	Fall 2021					Fall 2020				
	Resident	Non Resident	International	TOTAL F'21		Resident	Non Resident	International	TOTAL F'20	
Total Admitted										
<u>Freshmen</u>										
African American	1	6	0	7		8	3	0	11	
American Indian	2	0	0	2		6	2	0	8	
Asian / Pacific Islander	11	12	0	23		14	51	0	65	
Hispanic / Latinx	44	27	0	71		143	59	6	208	
Unknown	13	23	0	36		23	41	0	64	
White	114	73	0	187		164	86	0	250	
TOTAL	185	141	0	326	-46%	358	242	6	606	
<u>Transfer</u>										
	19	5	1	25	-24%	17	14	2	33	
TOTAL ADMITTED	205	147	1	353	-45%	377	257	8	642	

Goal

- **By December 21, 2200 applications and 1400 students admitted**

Strategies

- **Weekly strategy meeting with members from across divisions**
- **Waived application fee until September 2021**
- **Eliminated SAT/ACT test scores for merit scholarships**
- **Mailed viewbook out immediately to students from name buy**
- **Purchased names from college fairs**
- **Offering in-person tours following OHA guidelines**
- **Offering in-person events**
- **More weekend and evening virtual activities**

Strategies (con't)

- **Target Latinx students in marketing and conduct focus groups**
- **Reaching out to alums and other sources for contacts of senior students**
- **Increasing marketing efforts in general**
- **More individual and personal follow-up with students who open admission emails**

Questions

Incidental Fee Update

November 18, 2020

ORS 352.105

- (1) The board for each public university listed in ORS [352.002 \(Public universities\)](#) shall collect mandatory incidental fees **upon the request of the recognized student government under a process established by the recognized student government of a university in consultation with the board**. The process may include a student body referendum conducted under procedures established by the recognized student government. Mandatory incidental fees collected under this section shall be allocated by the recognized student government.

ORS 352.105

(2) (a) The mandatory incidental fee, use of the fee or decision to modify an existing fee **may be refused** by the board or the president of a university under the board's **control if the board or president determines that:**

(A) The recognized student government assessed or allocated the mandatory incidental fees in violation of applicable local, state or federal law;

(B) The allocation conflicts with a preexisting contractual financial commitment;

(C) The total mandatory incidental fees budget is an increase of **more than five percent** over the level of the previous year; or

(D) The fee request is not advantageous to the cultural or physical development of students.

(b) The mandatory incidental fee, use of the fee or decision to modify an existing fee may not be refused by the board or the president of a university based on considerations about the point of view that the funding seeks to advance.

ORS 352.105

(3) The recognized student government and the board shall seek to reach agreement on any dispute involving mandatory incidental fees, if necessary with the aid of mediation, prior to a decision by the board.

(4) If an agreement is not reached, the decision of the board may be appealed to the Higher Education Coordinating Commission by the recognized student government within seven days of the board's decision. The board shall submit its response within seven days of the appeal. The commission shall render its decision within seven days of its receipt of the board's response.

(5) Mandatory incidental fees are not subject to ORS [352.102 \(Tuition and mandatory enrollment fees\)](#). [2013 c.747 §202; 2013 c.747 §202a]

Incidental Fee Committee Membership

The IFC shall be made up of the following voting members:

1. Three (3) students elected at-large in a general election from among WOU fee-paying students.
2. Three (3) students appointed by the ASWOU President and confirmed by the ASWOU Senate.
3. Three (3) students appointed by the University President after consultation with IFC's non-voting members.
4. It is expected the University President and the ASWOU President shall consult with one another prior to making their appointments. In addition, it is expected that each president seriously consider their appointments based on the diversity of the campus.

The IFC shall include the following non-voting members who shall serve as advisors:

1. The Vice President for Finance and Administration or designee
2. A representative of the University President to be appointed by the University President.
3. A university vice president appointed by the University President.

Incidental Fee Steering Committee

An Incidental Fee Steering Committee (IFSC)—a committee of the University President and the duly recognized student government—shall be established with the authority and responsibility to:

1. Modify these existing IFC Bylaws. The IFSC shall review these Bylaws each spring term, or whenever deemed necessary by stakeholders or, if legally permissible, by student referendum. Modification of these IFC Bylaws will be forwarded to the University President.
2. Other duties as outlined in these Bylaws.

IFSC shall be comprised of appointees of the university and ASWOU presidents. The University President shall appoint no more than three (3) non- student members from the campus community to the IFSC. The ASWOU President shall appoint no more than three (3) members from ASWOU. The IFC Chair shall serve as Chair of the IFSC. The IFC Chair shall have the added responsibility to act as a liaison between the IFC and IFSC.

The student members of IFSC appointed by the ASWOU President are recognized as the duly designated student government entity. As such, no other student or student group may act as the negotiators of these IFC Bylaws. No student or student group may make any policies, rules, or regulations which change the operation of IFC except for the IFC or the ASWOU Senate with regards to each of their duly established bylaws.

Establishing Process

- “The board [...] shall collect mandatory incidental fees upon the request of the recognized student government **under a process established by the recognized student government of a university in consultation with the board.**” (ORS 352.105, sec. 1)
- The process at which incidental fees are assessed, requested, and allocated is determined by the Incidental Fee Steering Committee (IFSC) and Oregon State Statute.
- When amending the process by which incidental fees are collected, the Board of Trustees delegates the responsibility as described by “in consultation with” to the University President.
- The IFSC Chair and University President shall update the Board of Trustees Chair on any amendments to the incidental fee process.

ASWOU Constituency

1. The Student Body of Western Oregon University shall be known as the Associated Students of Western Oregon University (ASWOU)
 - a. All students who have enrolled in Western Oregon University, and have subsequently paid incidental fees to Western Oregon University are constituent members of ASWOU.
 - b. The governing body of ASWOU shall be known as the Associated Students of Western Oregon University (ASWOU).

(The Constitution of the Associated Students of Western Oregon University, Article I)

Being a "fee-paying student" also allows WOU students to:

- Vote in ASWOU elections
- Serve as executive members of ASWOU clubs
- File hearings with the ASWOU Judicial Board
- File student concern reports to the ASWOU Senate

Defining a fee-paying student

- “The board [...] shall collect mandatory incidental fees **upon the request of the recognized student government** under a process established by the recognized student government of a university in consultation with the board.” (ORS 352.105, sec. 1)
- “To the IFC is delegated the authority and responsibility to recommend to the ASWOU Senate the amounts for the incidental fee each year.” (IFC Bylaws, Article I)
- IFC, as the recognized student government, holds the right to define an incidental fee-paying student or who pays the incidental fee.
- Future requests from IFC to the Board of Trustees will include the definition of a fee-paying student (similar to the way credit enrollment impacts the fee amount). If the fee request is approved, this definition will be reflected in the WOU Tuition & Fee Book for which the fee applies to.

Questions and Comments

Finance & Administration Committee (FAC), FY21 Adjusted Budget

Education & General Fund Component:

Education & General Fund has a net budget deficit of \$1.303M. When added to our Beginning Fund Balance of \$6.240M, this results in a projected ending FY21 Fund Balance of \$4.937M, 7.05% of revenues. The FY21 BOT Adopted Budget from June 10, 2020 (Adopted Budget) had a net budget deficit of \$6.512M, and resulted in a projected negative ending fund balance for FY21.

Revenue Assumptions:

Total Revenues for FY21 Adjusted Budget are \$70.047M, which is \$5.212M more than the FY21 Adopted Budget.

Enrollment Fees

- Tuition adjusted for actual fall enrollment, an approximate 7.5% enrollment decline from prior year, or approximately 148,200 credit hours for Undergraduate and 8,500 credit hours for Graduate. This results in a decrease of \$1.23M in budgeted tuition revenue from the Adopted FY21 budget.
- Fee revenues have been updated to reflect projections based on the first three months of actuals. Matriculation fee has decreased by \$75K due to fewer students matriculating. Course fees have decreased by \$200K; many courses have waived assessing course fees due to remote delivery fall term (this adjustment is offset by a corresponding decrease in Services & Supplies budget). Application fee revenue budget has decreased by \$105K to correspond to the decrease in fees collected so far. Online course fee revenue is adjusted to \$5.5M based on actual assessment from fall term of \$2.7M, an assumed 10% fall attrition and potentially capping at 15 credit hours for winter term, and 20% of courses being offered online for spring (approximately 11,300 credit hours). Altogether, this results in an increase of budgeted fees of \$3.245M.
- Fee remission budget remains at \$7.05M.
- Net Tuition & Fees adjusted budget totals \$37.965M, \$2.015M more than the FY21 Adopted budget.

Government Resources & Allocations

- State funding has been updated to reflect the original biennium funding level, updated for the true up, an increase of \$4.447M from the Adopted Budget.

Other Revenues

- Budgeted Gift Grants and Contracts have decreased by \$250K to reflect the projected level of revenue based on the first three months of actuals.

- Interest Earnings/Investment budget has been decreased by \$1M to reflect actual earnings so far, which is indicative of interest earnings being at an all time low, and that interest was not assessed on student accounts for 3 months due to COVID-19.

Expense Assumptions:

Total Expenses for FY21 are budgeted at \$66.256M, which is \$1.665M less than the FY21 Adopted Budget.

Personnel

- Personnel budget totals \$57.198M, \$2.988M less than the Adopted Budget.
- Budgeted amount for faculty has been updated to \$18.747M, which reflects savings identified by the Deans of approximately \$426K in LAS and \$501K in COE.
- Budgeted amount for unclassified staff totals \$9.139M, which includes part-year savings of \$360K as a net result of positions eliminated and FTE reduction.
- Budgeted amount for classified staff totals \$6.264M, which has been adjusted to include additional furlough and Leave Without Pay savings, and reflects part-year savings from eliminated positions with a net result of \$1.055M.
- Student pay has increased by \$26K in Graduate Studies; this has a corresponding decrease in Graduate Studies budgeted Services & Supplies.
- A budgeted reserve of \$600K has been added for the vacation payouts at separation.
- Unemployment Insurance budget was decreased to \$100K.
- Budget Other Payroll Expense has been decreased by \$1.171M as a result of the savings adjustments.

Services & Supplies (S&S)

- Services & Supplies net budget totals \$8.849M.
- Includes an additional \$100K budgeted in the operating reserve (bringing the total to \$200K), due to having spent nearly all of the institutional CARES money and uncertainty around continued COVID-related needs.
- Reflective of a \$400K increase in bad debt expense budget based on prior year.
- Decreased Course Fee budgeted expense by \$200K, corresponding with the budgeted decrease in revenues.
- Includes an additional \$50K for the purchase of Campus Logic for Financial Aid.
- Reduced budgeted internal sales by \$1.007M, primarily due to an expected decrease in General Administrative Overhead which is assessed on auxiliary expenses.

Net Transfer Assumptions:

Total Net Transfers are budgeted at \$5.094M.

- Reflective of a decrease of \$331K in the athletics subsidy, resulting from savings in athletics personnel.
- Updated to reflect \$1M of support to Incidental Fee that has been committed for fall term, and a potential continued \$1M of support for winter and spring terms.

Auxiliary Component:

The auxiliary component is composed of Athletics, Housing, Dining, Parking, Conference Services, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), and other minor operations. The net budget deficit for all Auxiliaries (excluding IFC) totals \$2.323M, or 20.8% of revenues.

University Housing:

University Housing comprises approximately \$4.569M, or 30.9%, of budgeted auxiliary expenses.

- University Housing has a deficit budget of \$528K.
- University Housing has approximately 725 residents living in Housing fall term. The adjusted budgeted revenues of \$5.012M are based on this occupancy-level continuing winter and spring terms.
- Total expenses and transfers are budgeted at \$5.548M (inclusive of a \$1.159M transfer out to debt service):
 - Personnel budgeted totals \$1.218M is reflective of 2.5 FTE being held vacant for the year, resulting in \$194K of savings.
 - Supplies & Services budget has been adjusted to reflect approximately \$200K of savings resulting from debt refinancing, and totals \$4.509M.

Campus Dining:

Campus Dining comprises approximately \$2.766M, or 18.7%, of budgeted auxiliary expenses.

- Campus Dining's budget totals a \$424K deficit for the year.
- Campus Dining's budgeted revenues total \$2.428M, based on fall term meal plans and only one retail location (Café Allegro) being open for the year.
- Personnel for campus dining has been decreased to \$1.406M. This is reflective of two months of Leave Without Pay savings, and savings resulting from 1.5 FTE being held open for the year. It also includes \$100K of budgeted student labor.
- Services & Supplies for Campus Dining are budgeted at \$1.360M, which includes \$500K of food costs.

Student Health & Counseling Center (SHCC):

Student Health & Counseling Center (SHCC) comprises approximately \$1.494M, or 10.1%, of budgeted auxiliary expenses.

- SHCC's budget totals a \$533K deficit for the year.
- Enrollment fees are budgeted at \$779K based on actual fall term assessment (approximately 400 students at a rate of \$145) with the assumption that winter term will result in a similar level of students paying the fee, and that spring term will return to normal levels with approximately 4,500 students paying the fee. If spring term is mostly remote instead, this would result in approximately \$600K less revenue.
- Overall, SHCC revenue is budgeted at \$854K, including other miscellaneous revenues at a decreased level from prior years to reflect fewer students being on campus.
- Personnel expense budgeted total \$887K, which is reflective of savings from furloughs, reduced FTE, Leave Without Pay savings, and ten position eliminations.
- The Services & Supplies budget has also been adjusted down, totaling \$250K.

Athletics:

Athletics (excluding Incidental Fee component) comprises approximately \$3.901M, or 26.3%, of budgeted auxiliary expenses.

Athletics receives funding from several sources including Education & General Fund, Lottery, Tickets & Concessions, and Special Projects.

- Adjustments have been made to reflect no revenue from tickets, concessions, or summer camps. Lottery revenue has been updated to reflect receiving funding all four quarters.
- The personnel budget has been updated to reflect savings from eliminating/reducing 3.2 FTE.

Parking:

Parking comprises approximately \$373K, or 2.5%, of budgeted auxiliary expenses.

- Parking's budget totals a deficit of \$288K for the year.
- Sales & Services revenues have been adjusted down to \$80K, which is reflective of the lower amount of parking passes sold so far this year.

Overall Auxiliaries:

Bookstore and Child Development Center are other significant auxiliary components, comprising approximately \$1.696M, or 11.5%, of budgeted auxiliary expenses. These remain largely unchanged from the Adopted FY21 Budget, and includes the \$150K subsidy from E&G for Child Development Center.

Incidental Fee (IFC) Component:

Incidental Fee has a net deficit budget of \$1.088M.

- Enrollment fees are budgeted at \$1.460M based on actual fall term assessment (approximately \$85,000) with the assumption that winter term will result in a similar level of students paying the fee, and that spring term will return to normal levels with approximately 3,370 students paying the fee.
- Incidental Fee expenses currently reflect the original allocation from last spring. The Committee has made an updated fall term allocation and are currently in session to set the budget for the rest of the year. Expenses will be updated as additional decisions are made.
- Net transfers of \$1.780M reflects a \$1M subsidy from E&G for fall term to account for lost incidental fee revenues due to 95% of classes being delivered online, as well as including a potential continued \$1M of support from E&G for winter and spring terms.

Designated Operations & Service Departments Component:

Designated Operations & Service Department budgets are inclusive of primarily Council of Presidents and Telecommunications, as well as other small miscellaneous budgets. As such, the budgets have no significant changes from the FY21 Adopted Budget.

FY21 Adjusted Budget across Component Funds:

Combined component budgets results in a total net budget deficit across these funds of \$4.738M, or 5.6% of revenues.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the FY21 Adjusted Budget as presented in the docket.

**Western Oregon University
FY21 Proposed Adjusted Budget
Overall Budget Summary**

	Education & General (E&G)	Auxiliary (excluding IFC)	Incidental Fee (IFC)	Designated Operations & Service Depts	Total
Revenues					
Enrollment Fees	37,965,000	951,415	1,460,330	113,134	40,489,879
Government Resources & Allocations	28,981,566	-	-	-	28,981,566
Gift Grants and Contracts	500,000	29,626	40,050	-	569,676
Investment	2,000,000	31,000	100,021	4,190	2,135,211
Sales & Services	500,000	9,005,333	185,762	126,630	9,817,725
Other Revenues	100,000	1,146,552	251,598	2,030,156	3,528,306
Total Revenues	70,046,566	11,163,926	2,037,761	2,274,110	85,522,363
Expenses					
Personnel	57,197,692	6,987,082	2,255,385	985,332	67,425,491
Services & Supplies	8,848,814	7,799,325	2,649,899	1,311,580	20,609,618
Capital Outlay	209,691	-	-	-	209,691
Total Expenses	66,256,197	14,786,408	4,905,284	2,296,912	88,244,800
Net Transfers	5,093,785	(1,299,073)	(1,779,599)	750	2,015,863
Net Budget	(1,303,416)	(2,323,409)	(1,087,924)	(23,552)	(4,738,301)

Western Oregon University
 FY21 Proposed Adjusted Budget
 Education & General Fund Detail

	FY20 Actuals	FY21 (Adopted June 10, 2020 BOT Meeting) Budget	FY21 Proposed Adjusted Budget	Difference FY21 Adopted Budget to FY21 Proposed Adjusted Budget
Revenues				
Tuition & Fees				
Undergraduate Tuition				
Resident	17,751,958	22,237,000	21,650,000	(587,000)
WUE	6,449,685	7,467,000	7,630,000	163,000
Non-Resident	2,111,435	2,524,000	1,740,000	(784,000)
Online	6,338,772	-	-	-
Total Undergraduate Tuition	32,651,851	32,228,000	31,020,000	(1,208,000)
Graduate Tuition				
Resident	653,689	579,800	370,000	(209,800)
Non-Resident	311,817	443,400	250,000	(193,400)
Online	3,352,436	3,253,800	3,650,000	396,200
Total Graduate Tuition	4,317,942	4,277,000	4,270,000	(7,000)
Summer				
Undergraduate	1,750,564	1,870,000	1,870,000	-
Graduate	1,021,925	680,000	680,000	-
Total Summer	2,772,489	2,550,000	2,550,000	-
Other Tuition	387,856	365,000	350,000	(15,000)
Total Tuition	40,130,138	39,420,000	38,190,000	(1,230,000)
Fees				
Matriculation	637,490	650,000	575,000	(75,000)
Course	427,793	500,000	300,000	(200,000)
Application	151,571	205,000	100,000	(105,000)
Online	-	1,875,000	5,500,000	3,625,000
Other	171,585	350,000	350,000	-
Total Fees	1,388,439	3,580,000	6,825,000	3,245,000
Fee Remissions	(6,583,183)	(7,050,000)	(7,050,000)	-
Total Tuition & Fees (net of remissions)	34,935,394	35,950,000	37,965,000	2,015,000
Government Resources & Allocations				
Student Success & Completion (SSCM)	26,846,062	23,890,379	28,291,650	4,401,271
Engineering Technology (ETSF)	288,045	261,160	307,728	46,568
Small-Energy Loan Program (SELP)	382,188	382,188	382,188	-
Total Government Resources & Allocations	27,516,295	24,533,727	28,981,566	4,447,839
Other Revenues				
Gift Grants and Contracts	745,051	750,000	500,000	(250,000)
Interest Earnings/Investment	2,876,412	3,000,000	2,000,000	(1,000,000)
Sales & Services	420,237	500,000	500,000	-
Other Revenues	439,241	100,000	100,000	-
Total Other Revenues	4,480,941	4,350,000	3,100,000	(1,250,000)
Total Revenues	66,932,630	64,833,727	70,046,566	5,212,839

**Western Oregon University
FY21 Proposed Adjusted Budget
Education & General Fund Detail**

	FY20 Actuals	FY21 (Adopted June 10, 2020 BOT Meeting) Budget	FY21 Proposed Adjusted Budget	Difference FY21 Adopted Budget to FY21 Proposed Adjusted Budget
Expenses				
Personnel				
Faculty Salary & Wages	19,752,730	19,674,065	18,747,194	(926,871)
Unclassified Salary & Wages	10,799,701	9,499,321	9,138,951	(360,370)
Classified Salary & Wages	7,674,500	7,320,218	6,264,374	(1,055,844)
Student Pay	1,537,295	1,694,177	1,720,177	26,000
Reserve for Vacation Payouts	-	-	600,000	600,000
Unemployment Insurance	-	200,000	100,000	(100,000)
Other Payroll Expenses (OPE)	22,648,736	21,798,275	20,626,996	(1,171,279)
Total Personnel	62,412,962	60,186,055	57,197,692	(2,988,363)
Services & Supplies				
Services & Supplies	12,063,572	11,661,106	11,977,076	315,970
Internal Sales	(4,253,166)	(4,135,217)	(3,128,262)	1,006,955
Total Services & Supplies	7,810,405	7,525,889	8,848,814	1,322,925
Capital Outlay				
	411,109	209,691	209,691	-
Total Expenses	70,634,477	67,921,635	66,256,197	(1,665,438)
Net Transfers				
Foundation Endowment Earnings	-	(8,893)	(8,893)	-
Athletics Subsidy	3,214,552	3,103,418	2,772,874	(330,544)
Child Development Center Subsidy	150,000	150,000	150,000	-
Jensen Endowment Fund Match	-	4,804	4,804	-
SELP Funding Match	-	175,000	175,000	-
Salem Vick Building Purchase	2,698,042	-	-	-
Misc. Other Transfers	(177,008)	-	-	-
Incidental Fee Subsidy	-	-	2,000,000	2,000,000
Total Net Transfers	5,885,586	3,424,329	5,093,785	1,669,456
Net	(9,587,433)	(6,512,237)	(1,303,416)	5,208,821
FY20 Ending Fund Balance			6,240,178	
Projected FY21 Ending Fund Balance			4,936,762	
Fund Balance as a Percentage of Revenues			7.05%	



Western Oregon UNIVERSITY



Fall 2020 Safe Operations and Instructional Plan

Presented to WOU Board of Trustees
August 19, 2020

Update:
Presented to WOU Board of Trustees
November 18, 2020



Western Oregon University—Fall 2020 Safe Operations and Instruction Plan

Background and planning

Western Oregon University formed a reopening task force that began its regularly scheduled meetings in May 2020. Before that time, individual groups were working on various aspects of planning for fall 2020. For example, housing worked to develop several alternatives and these efforts were informed by conversations with other campuses in Oregon. A principal coordinating group has been the Provosts' Council of the Oregon Council of Presidents. The provosts have met regularly with HECC and additional campus representatives to drive the reopening process.

The formal WOU Reopening Planning Group began with Cabinet and members of the campus emergency planning team. Since its inception the work of the group has been coordinated by Dave McDonald, Associate Vice President for Public Affairs and Strategic Initiatives. The group has added key campus representatives from its unions and student government, and key functional areas of campus to allow for broad-based discussion and decision making. Additionally, the campus has held multiple virtual town halls on its plans as they develop. These meetings were held in early May and again in late June. The purpose was to share the latest scenarios and to garner input on the process and key issues. The WOU Board of Trustees was briefed on the various alternatives at its meeting in June.

Throughout the process of responding to COVID-19, the university has been guided by Executive Orders from Governor Kate Brown, most notably EO 20-09, EO 20-17, and EO 20-28. These orders provided guidance for higher education instruction and include minimum standards. EO 20-28 requires Western to:

develop, and submit to its governing board, and the governing board must approve a written plan describing how the institution will comply with the standards referenced in paragraph 3 of this Executive Order and such other relevant guidance as the HECC may promulgate to implement this Executive Order. In developing such plans, public universities and community colleges must consult with local public health authorities and are encouraged to consult with representatives of other interested parties, including but not limited to administration, faculty, classified staff, and students. The board shall submit a copy of the approved plan to the Higher Education Coordinating Commission (HECC).

Furthermore, the plan must be approved by the Board of Trustees by September 1, 2020.

On June 12, 2020, HECC and the Oregon Health Authority issued *Guidance for the Conduct of In-Person Instructional, Residential, and Research Activities at Oregon Colleges and Universities*. The remainder of this plan follows this guidance. In general, the Oregon Health Authority will adopt standards that “may include, but are not limited to, requirements for face coverings, physical distancing, sanitization, monitoring, and isolation procedures. These standards may be amended from time to time.”



Plan Development

Element	Status
<p>Plan Development: <i>Required</i></p> <ul style="list-style-type: none"> o Every public university and community college shall develop a written operational plan that addresses how the institution is meeting the requirements of this guidance. o Prior to September 1, 2020, in-person activities at public universities and community colleges may resume prior to the submission and approval of their institutional operational plans, as long as they meet the requirements of this guidance. o All colleges and universities must designate an employee or officer to implement and enforce, or supervise the implementation or enforcement, of the standards and requirements provided in this guidance and established in the institution’s operational plan. o Each college or university must establish or designate a complaint process or processes for receiving and responding to concerns regarding these matters. 	<p><i>Completed</i></p> <p>Completed</p> <p><i>Completed—assigned to Allen Risen</i></p> <p><i>Online form with HR & MarCom</i></p>
<p>Plan Development: <i>Recommended</i></p> <p>Colleges and universities are recommended to:</p> <ul style="list-style-type: none"> o Assemble a planning team to develop an institutional operational plan; o Consult their local public health authority (LPHA) and familiarize themselves with the disease management metrics within the health region or regions in which their institution and its campuses reside; and o Consult with students, faculty, staff and others in the community in developing an institutional operational plan. 	<p><i>Completed</i></p> <p><i>Completed and on-going</i></p> <p><i>Completed and On-going</i></p>



Element	Status
<p>Public Health Review: <i>Required</i></p> <p>Community colleges and public universities shall submit their operational plan to their local public health authority (LPHA). Their LPHA will review the plan and support their efforts towards ongoing COVID-19 mitigation efforts.</p>	<p><i>Review completed.</i></p> <p><i>No changes needed</i></p>
<p>Final Plan Submission: <i>Required</i></p> <p>Public universities and community colleges shall:</p> <ul style="list-style-type: none"> o Not later than September 1, 2020, each public university and community college must develop, and submit to its governing board, and the governing board must approve, the operational plan. o Ensure that their governing board, at each regular board meeting, reviews the operational plan and any amendments thereto. o Following the approval of their governing board, submit their operational plan to the Higher Education Coordinating Commission. The operational plan shall be resubmitted to the Higher Education Coordinating Commission upon any significant amendments. <p>Final Plan Submission: <i>Recommended</i></p> <ul style="list-style-type: none"> o Colleges and universities are encouraged to post their operational plan on their institution’s website. 	<p><i>Approved by Board of Trustees 08/19/2020</i></p> <p><i>On-going at quarterly meetings—November 18, 2020</i></p> <p><i>Approved plan submitted to HECC: 08/20/2020</i></p> <p><i>Reopening plan posted</i></p>



Reopen Plan

The mainstays of reducing exposures to the coronavirus and other respiratory pathogens are:

1. Physical distancing — minimizing close contact (<6 feet) with other people
2. Hand hygiene — frequent washing with soap and water or using hand sanitizer
3. Cohorts — conducting all activities in small groups that remain together over time with minimal mixing of groups
4. Protective equipment — use of face coverings, barriers, etc.
5. Environmental cleaning and disinfection — especially of high-touch surfaces
6. Isolation of those who are sick and quarantine of those who have been exposed
7. With the above considerations foremost, outdoor activities are safer than indoor activities.

Each college and university will have the flexibility to determine how and when students return, but must meet, at a minimum, the public health requirements contained in this document.

College and university determinations about the resumption of on-site operations must be informed by local circumstances and regional readiness, in consultation with their Local Public Health Authority (LPHA).

Colleges and universities shall provide the greatest level of choice and flexibility to equitably support student access and success in their education while minimizing risks to students and staff.

Element	Status
<p>General requirements: Colleges and universities shall:</p> <ul style="list-style-type: none"> ○ Follow Oregon Health Authority’s (OHA) General Guidance for Employers on COVID-19. ○ Additional guidance issued October 20, 2020 ○ Encourage students, staff, faculty, and other community members to follow OHA’s Public Guidance and Centers for Disease Control and Prevention (CDC) public guidance on COVID-19. ○ Implement measures to limit the spread of COVID-19 within buildings and the campus setting, such as appropriate cleaning and disinfecting procedures; screening, monitoring, and testing for illness among symptomatic students, staff, and faculty; and use of face coverings, as more fully described in this document. 	<p><i>Completed</i></p> <p><i>Reviewed by reopening committee, Oct. 26, 2020</i></p> <p><i>In process. Communications will occur throughout the year.</i></p> <p><i>Completed</i></p>
<ul style="list-style-type: none"> ○ Permit remote instruction/telework or make other reasonable accommodations for students and employees who are at higher risk for severe illness from COVID-19 including those with any of the following characteristics: <ul style="list-style-type: none"> • People 65 years and older 	<p><i>Fall reopen plans allow for face-to- face classes, remote/online classes, and hybrid</i></p>



<ul style="list-style-type: none"> • People with chronic lung disease (other than mild asthma) • People who have serious heart conditions • People who are immunocompromised • People with obesity (body mass index [BMI] of 30 or higher); • People with diabetes; • People with chronic kidney disease undergoing dialysis; • People with liver disease; and • Any other medical conditions identified by OHA, CDC or a licensed health care provider. <p>Note: Higher risk students are advised to enroll in remote options or reach out to the Office of Disability Services to explore potential accommodation options. ods@wou.edu or 503-838-8250 (voice) and Higher risk employees are advised to contact Human Resources to explore their options of remote telework, EFLMA, and/or ADA. hr@wou.edu or 503-838-8490 (voice)</p>	<p>(i.e., a mix of synchronous and asynchronous remote)</p> <p>Winter reopen plans allow for face-to-face classes, remote/online classes, and hybrid</p>
<ul style="list-style-type: none"> ○ Recommend the use of face coverings for all students, staff, and faculty, in accordance with local public health, OHA, and CDC guidelines. ○ Require the use of face coverings in settings where six feet of physical distance between people is difficult to maintain. 	<p>Completed. Policy established to comply.</p> <p>New guidelines here</p>
<ul style="list-style-type: none"> ○ For college- or university-operated retail establishments, restaurants, transportation, recreational sports, swimming pools, childcare, camps, events or other functions that are not addressed in this standards document, follow the relevant OHA guidance for the respective sector. 	<p>Completed. All relevant OHA guidance will continue to be followed.</p>
<ul style="list-style-type: none"> ○ Work with their local public health authority (LPHA) to ensure they are able to effectively respond to and control outbreaks through sharing of information when appropriate. 	<p>Completed. Work with Polk County Health will continue.</p>



<p>Entry and self-screening: Colleges and universities shall:</p> <ul style="list-style-type: none"> o Allow campus spaces and buildings to be open only for official college or university business. Campus spaces and buildings should not be open to the general public. Colleges and universities may allow campus use for authorized community programs that lack alternative venues, if programs can adhere to the requirements in this or other applicable guidance. o Encourage students, staff, and faculty to perform appropriate hand hygiene upon their arrival to campus every day: washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol. 	<p><i>Completed. Campus building use is restricted to official use purposes only.</i></p> <p>Completed. Signage and digital messaging. Hand sanitizer stations located throughout campus</p>
<ul style="list-style-type: none"> o Require students, staff, and faculty to conduct a self-check for COVID-19 symptoms before coming to a campus. Instruct students, faculty, and staff to stay at their residence if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID- 19, but are non-specific. More information about COVID-19 symptoms is available from CDC here. • Emergency signs and symptoms that require immediate medical attention: <ul style="list-style-type: none"> ▪ Trouble breathing ▪ Persistent pain or pressure in the chest ▪ New confusion or inability to awaken ▪ Bluish lips or face ▪ Other severe symptoms • Faculty, staff, or students who have a chronic or baseline cough that has worsened or is not well-controlled with medication should stay at their place of residence. Those who have other symptoms that are chronic or baseline symptoms should not be restricted. 	<p><i>Draft completed. Digital form will be completed with aggregated results.</i></p> <p>Student and visitor forms completed; employee options also available</p>



<p>Isolation Measures</p> <p>Colleges and universities shall take steps to ensure that if a student, staff, or faculty member develops or reports primary COVID-19 symptoms while on campus:</p> <ul style="list-style-type: none"> o The person should immediately return to their place of residence, or isolate in a designated isolation area, until they can safely return to their residence or be transported to a health care facility. Students whose place of residence is within a campus residence hall shall be isolated in a designated isolation area, with staff support and symptom monitoring by a health professional wearing appropriate personal protective equipment (PPE). o The person should seek medical care and COVID-19 testing from their regular health care provider or through the local public health authority. They should follow instructions from their local public health authority regarding isolation. <ul style="list-style-type: none"> • If the person has a positive COVID-19 test, they should remain at their place of residence for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If the person has a negative viral test (and if they have multiple tests, all tests are negative), they should remain at their place of residence until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If the person does not undergo COVID-19 testing, the person should remain at their place of residence until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. o Any faculty, staff, or student known to have been exposed (e.g., by a household member) to COVID- 19 within the preceding 14 days should stay in their place of residence and follow instructions from local public health authority. 	<p><i>Support for isolated staff, consideration will be given to separate student and employee protocols. Staff are covered by the EFMLEA, if a staff member is symptomatic at work, the supervisor should immediately send the staff member home and alert HR.</i></p> <p><i>Quarantine/Isolation areas on campus housing will be provided to on- campus students first. If space is available, off- campus students may utilize the space.</i></p> <p><i>Completed.</i></p>
<p>Health-related communication: Colleges and universities shall:</p> <ul style="list-style-type: none"> o Advise faculty and staff that working while ill is not permitted. 	<p><i>In progress within plan</i></p>



<ul style="list-style-type: none">o Ensure that faculty and staff remain current on health trainings. They should anticipate need for additional faculty and staff training related to increased precautions and updated protocols. Administrators could collaborate with health professionals to provide evidence-based education.	<p><i>In progress within plan</i></p>
<ul style="list-style-type: none">o Advise students, faculty, and staff not residing on campus to stay at their place of residence if they or anyone in their household have recently had an illness with COVID-19 symptoms. See “Entry and self-screening”, above.	<p><i>In progress within plan</i></p>
<ul style="list-style-type: none">o Advise and encourage all people on campus to wash their hands frequently. Alcohol-based hand sanitizing products may be used as an alternative to handwashing, except before eating, preparing or serving food, and after using the restroom.	<p><i>In progress within plan</i></p>
<ul style="list-style-type: none">o Provide ongoing training to custodial staff on cleaning protocols and COVID-19 safety requirements.	<p><i>Completed</i></p>
<ul style="list-style-type: none">o Develop a letter or communication to faculty and staff to be shared at the start of on-campus education and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. Alternatively, share protocols themselves.	<p><i>In progress within plan</i></p>
<ul style="list-style-type: none">o In partnership with local public health authorities, develop protocols for communicating with students, faculty, and staff who have come into close/sustained contact with a person with COVID-19.	<p><i>Part of contact tracing project</i></p>
<ul style="list-style-type: none">o In partnership with local public health authorities, develop protocols for communicating immediately with students, faculty, staff, and the community when new case(s) of COVID-19 are diagnosed in students, faculty, or staff, including a description of how the institution is responding.	<p><i>IGA established. Plan between county and WOU developed; (eight students selected to help with the summer tracing (will include 20 hours of training)— OHA funding— 12 students trained for fall and winter tracing.</i></p>
<ul style="list-style-type: none">o Provide all trainings, protocols, informational letters and other communications in languages and formats accessible to their campus community.	<p><i>In progress</i></p>



<p>Hand hygiene and respiratory etiquette: Colleges and universities shall:</p> <ul style="list-style-type: none"> o Use signage and other communications to remind students, faculty, and staff about the utmost importance of hand hygiene and respiratory etiquette. <ul style="list-style-type: none"> • Hand hygiene means washing with soap and water for 20 seconds or using an alcohol-based hand sanitizer with 60-95% alcohol. • Respiratory etiquette means covering coughs and sneezes with an elbow, or a tissue, especially when not wearing a mask. Tissues should be disposed of and hands washed or sanitized immediately. o Provide hand hygiene stations with alcohol-based hand sanitizer in high use areas such as entrances to buildings and classrooms and other areas, as feasible. Strongly encourage students to use hand sanitizer on entry and exit to each room. 	<p><i>Needs to be completed</i></p> <p>Completed</p> <p>Completed—65 stations each service weekly</p>
<p>Faculty and staff: Colleges and universities shall:</p> <ul style="list-style-type: none"> o Ensure that campus health care providers have the personal protective equipment that they need to see students safely. As appropriate, provide face masks, shields, N95 masks, gloves, and protective clothing for health and other personnel who might interact with ill staff or students. Local public health can help if colleges and universities are unable to obtain PPE through usual channels. o If feasible, arrange for fit testing for N95 masks and PPE training for health care and other personnel who might interact with ill faculty, staff or students. o Review and revise where necessary sick-leave and absentee policies to minimize any incentives to work while ill. 	<p><i>In progress and on-going</i></p> <p><i>In progress and on-going</i></p> <p><i>Completed</i></p>
<p>General facilities: Colleges and universities shall:</p> <ul style="list-style-type: none"> o Clean and disinfect facilities frequently, generally at least daily when there is activity, to prevent transmission of the virus from surfaces. CDC provides guidance on disinfecting public spaces. See CDC's "Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes": https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html 	<p><i>Completed</i></p> <p><i>Cleaning will continue as needed.</i></p>



<ul style="list-style-type: none"> o Consider modification or enhancement of building ventilation where feasible. Air circulation and filtration are important factors in reducing airborne viruses. Guidance on ventilation and filtration is provided by CDC (https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) (https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic). o Open windows where feasible to reduce recirculation of air and transmission of airborne pathogens. 	<p><i>Completed.</i></p> <p><i>Completed. Will continue weather and occupancy permitting.</i></p>
<p>Instructional Activities: For all <i>general</i> instruction offered for courses that lead to a certificate or degree, colleges and universities shall:</p> <ul style="list-style-type: none"> o Establish a minimum of 35 square feet per person when determining room capacity, calculated based only on usable classroom space. <p>In-person classroom instruction shall not exceed 50 persons, or greater than 25 persons in counties that are at Baseline or in Phase One.</p> <ul style="list-style-type: none"> o Modify the physical layout of classrooms to permit students to maintain at least six feet of distance between one another and the instructor(s). This may include changes to traffic flow, desk or chair arrangements, or maximum capacity. o Utilize markings and/or signage to indicate physical distancing requirements within instructional settings. o For settings with higher risk of spread, such as laboratories, computer labs, music/performance classes, studios, and locker rooms, implement enhanced measures such as greater physical distancing, physical barriers (e.g. clear plastic), increased fresh air ventilation, moving outdoors, and enhanced cleaning measures as feasible. o Physical barriers are acceptable instead of, or in addition to, six feet or more of spacing between people. Please see OHA General Guidance for Employers on COVID-19. 	<p><i>Completed</i></p> <p><i>Completed</i></p> <p><i>Installation to commence—completed</i></p> <p><i>In progress and on-going</i></p> <p><i>In progress and on-going. Materials ordered, received and distributed.</i></p>
<p>Instructional Activities: For all instruction and assessment in fields leading to certificates and degrees in the health professions, colleges and universities shall:</p> <ul style="list-style-type: none"> o For laboratory instruction or demonstration of clinical skills <u>without</u> physical contact: 	<p><i>Not applicable</i></p>



<ul style="list-style-type: none"> • Modify the physical layout of classrooms to permit students to maintain at least six feet of distance between each other and the instructor(s); • Ensure monitoring and enforcement of physical distancing requirements at all times; and • Perform enhanced cleaning before and after each session. <p>o For standardized patient simulations or laboratory instruction in close quarters or practicing clinical skills <u>with</u> physical contact:</p> <ul style="list-style-type: none"> • Provide mandatory instruction on infection control practices and the appropriate use of personal protective equipment (PPE); • Require use of appropriate PPE for all personnel that come within six feet of each other; and • Perform enhanced cleaning before and after each session. <p>o For preceptorships, observerships, and direct patient care:</p> <ul style="list-style-type: none"> • Provide mandatory instruction on infection control practices and the appropriate use of personal protective equipment (PPE); • Strictly adhere to the clinical facility’s infection control protocols; • Confirm that the clinical facilities have the appropriate personal protective equipment(PPE) for their students who are involved in direct patient care within those facilities; • Conduct regular symptom monitoring of students; • Follow the facility’s occupational health protocols if exposed and/or symptoms develop, including immediate exclusion from all patient care, testing for SARS-CoV-2, and mandatory reporting to university or college student health unit; • Perform cleaning and disinfecting per the facility’s protocols. 	<p><i>Not applicable</i></p> <p><i>Not applicable</i></p>
<p>Research Activities: Colleges and universities shall ensure the following for research activity:</p> <ul style="list-style-type: none"> o Research offices, labs, core facilities, and field locations shall be modified to ensure appropriate physical distancing, consistent with state and local public health guidelines, and with reduced capacity as/if necessary. o Human subjects research shall be permitted only if six-foot physical distancing can be maintained or can be completed with minimal physical contact while wearing appropriate PPE and/or use of a physical barrier, and with additional limits to protect vulnerable populations. 	<p><i>Completed as needed</i></p> <p>IRB Policy modified and approved.</p>



<p>Residential Activities: Colleges and universities that provide residential services shall:</p> <ul style="list-style-type: none"> o Take into consideration CDC guidance for shared or congregate housing; o Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible; ensure at least 64 square feet of room space per resident; o Reduce overall residential density to ensure that colleges/universities maintain sufficient space for the isolation of sick or potentially infected individuals, as necessary; o Treat roommates/suitemates as family units for cohort isolation and quarantine protocols; o Configure common spaces to maximize physical distancing; o Provide enhanced cleaning; and o Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	<p><i>Completed</i></p>
<p>Communicable Disease Management Plan</p> <p>All colleges and universities shall have a written communicable disease management plan. The plan must include protocols to notify the local public health authority (LPHA) of any confirmed COVID-19 cases among students, faculty or staff; process and record-keeping to assist the LPHA as needed with contact tracing; a protocol to isolate or quarantine any ill or exposed persons; plans for systematic disinfection of classrooms, offices, bathrooms and activity areas; coordinating with local public authority on contingency planning for response to a person diagnosed with COVID-19 who had been in a campus facility. Plans must adhere to OHA and CDC guidance for controlling spread of COVID-19 (see Resources).</p> <p>Each college and university shall:</p> <ul style="list-style-type: none"> o Report to the local public health authority any cluster of illness (two or more people with similar illness) among staff or students. o If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the local public health authority (LPHA) regarding cleaning and possible classroom or campus closure. See Resources for the LPHA directory. 	<p><i>Completed</i> <i>(page 49)</i></p> <p>WOU will continue to work with Polk County Health in this area.</p>



EO 20-28

1. Definitions: For purposes of this Executive Order, “colleges and universities” include public universities listed in ORS 352.002, a community college operated under ORS chapter 341, and degree-granting private colleges and universities that operate in Oregon.
2. Restrictions: Pursuant to my emergency powers under ORS 433.441(3)(a) and (d), ORS 401.175(1), and ORS 401.188(2) and (3), it is ordered that the conduct of in-person instruction leading towards a degree or certificate, research, and residential activities at colleges and universities shall be subject to restrictions, effective June 14, 2020. Namely, in-person instruction, research, and residential activities at colleges and universities may only take place if they comply with the minimum standards described in paragraph 3, below, and the directives in this Executive Order.
3. Minimum standards for in-person instructional, research, and residential activities: The Oregon Health Authority shall adopt minimum standards for the conduct of in-person instructional, research, and residential activities at colleges and universities. Standards may include, but are not limited to, requirements for face coverings, physical distancing, sanitization, monitoring, and isolation procedures. These standards may be amended from time to time.
4. Written plan: Not later than September 1, 2020, each public university and community college must develop, and submit to its governing board, and the governing board must approve, a written plan describing how the institution will comply with the standards referenced in paragraph 3 of this Executive Order and such other relevant guidance as the HECC may promulgate to implement this Executive Order. In developing such plans, public universities and community colleges must consult with local public health authorities, and are encouraged to consult with representatives of other interested parties, including but not limited to administration, faculty, classified staff, and students. The board shall submit a copy of the approved plan to the Higher Education Coordinating Commission (HECC). The governing board of each public university or community college must, at each regular board meeting, review the plan referenced in this paragraph, and any amendments thereto. Private colleges and universities are encouraged to develop and submit such plans as well.
5. Internal enforcement and complaint process: Each college and university must designate an employee or officer to implement, and enforce, or supervise the implementation or enforcement, of the requirements in paragraph 3, the written plan described in paragraph 4, and such other related guidance as the HECC may promulgate. Each college or university must establish or designate a complaint process or processes for receiving and responding to concerns regarding these matters.
6. Other Activities: Other college and university functions beyond in person instruction leading towards a degree or certificate, research and residential activities (including but not limited to on-campus childcare, youth camps, administration, athletics, retail businesses, and restaurants) must comply with other applicable Executive Orders and sector-specific OHA



guidance, including but not limited to gatherings and venue guidance applicable to the re-opening phase where the county the college or university is located.

7. Further Guidance: The HECC shall provide further guidance regarding the OHA guidance referenced in paragraph 3 of this Executive Order, the directives in this Executive Order, as well as other Executive Orders that may impact colleges and universities, as necessary, and may amend such guidance from time to time.

[Oregon General Guidance for Employers on COVID-19](#)

General considerations for your workplace:

- Comply with any of the [Governor's Executive Orders](#) that are in effect.
- Know the [signs and symptoms of COVID-19](#) and what to do if employees develop symptoms at the workplace.
- Understand how COVID-19 is transmitted from one person to another—namely, through coughing, sneezing, talking, touching, or via objects touched by someone with the virus.
- Make health and safety a priority by implementing safeguards to protect employees and the public. Federal and state guidelines, including sector-specific guidance, will help you determine which safeguards are recommended or are required.
 - CDC has detailed [general guidance](#) to help small businesses and employees prepare for the effects of COVID-19.
 - [Oregon's Mask and Face Covering Guidance for Business, Transit and the Public](#)
 - Oregon's specific guidelines for specific sectors can be found [here](#).
- Consider modifying employee schedules and travel to reduce unnecessary close physical contact (physical distance of less than (6) six feet between people).
- Be aware of protected leave requirements and plan ahead for any anticipated workforce adjustments.

Modification of employee schedules and travel:

Considerations for modifying employee schedules and travel as feasible:

- Identify positions appropriate for telework or partial telework, including consideration of telework for employees who are at higher risk for severe COVID-19 complications due to underlying medical conditions identified by the CDC.
- Stagger or rotate work schedules or shifts at worksites to ensure employees are able to sufficiently maintain physical distancing.
- Limit non-essential work travel.

DRAFT Board Statement on Diversity, Inclusion, Equity and Accessibility

I. INTRODUCTION

Key concepts include:

- (1) Higher education paradigm (marketplace of ideas, citizenship, challenging)
- (2) Responsibility of every community member
- (3) Necessary for citizenship and democracy
- (4) How to develop our community, with legal requirements as the floor
- (5) Board takes active role in this core, enterprise-wide value expectation

II. DEFINITIONS

(1) **Diversity** encompasses the similarities and differences between individuals accounting for all aspects of one's personality and individual identity. These similarities and differences include *individual* differences, such as life experiences, learning styles and personality types and *group* or *social* differences, such as age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation, or veteran status. [and/or]

Diversity is all the ways that people are different and the same at the individual and group levels. Even when people appear the same, they are different. Organizational diversity requires examining and questioning the makeup of a group to ensure that multiple perspectives are represented.

(2) **Equity** is fairness or justice in the way people are treated. Equity is a measure of achievement, fairness and opportunity within an educational or employment environment, which is dependent on two main factors: fairness and inclusion. Fairness ensures that factors specific to one's personal conditions should not interfere with the potential of success and inclusion refers to a comprehensive standard that applies to everyone within the University community. [and/or]

Equity is the fair and just treatment of all members of a community. Equity requires commitment, is the goal of our work, and requires deliberate attention. It is, collectively, a step toward recognizing past exclusion and achieving genuine inclusion. Equity is not the natural state of things. The University must deliberately apply time, resources, and consideration to achieve this goal.

(3) **Inclusion** is the active, intentional and ongoing engagement with diversity—with people, in the curriculum, in the co-curriculum, and in intellectual, social, cultural, and geographic communities which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of

the complex ways individuals interact within (and change) systems and institutions.
[and/or]

Inclusion refers to the intentional, ongoing effort to ensure that diverse individuals fully participate in all aspects of organizational work, including decision-making processes. It also refers to the ways that diverse participants are valued as respected members of an organization and/or community.

(4) **Accessibility** is giving equitable access to everyone along the continuum of human ability and experience. Accessibility encompasses the broader meanings of compliance and refers to how the University makes spaces for the characteristics that each person brings.

(5) **Cultural Competence** is an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities. See HB 2864 (2017).

(6) **Bias** is act of bigotry, harassment or intimidation that occurs on campus or within an area that impacts the University community. A bias incident is an action directed at a member or group because of an actual or perceived aspect of diversity, such as age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation, or veteran status.

(7) **Underserved** and **underrepresented** includes anyone in the campus community—faculty, staff, students, stakeholders, vendors, or licensees—who have historically not received equitable resources when compared to other groups. Typically, these groups include those who have been underserved and underrepresented due to their age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation, or veteran status.

III. PRIORITIES AND EXPECTATIONS

(1) **Climate.** The Board of Trustees expects purposeful and intentional action by the University to create and sustain a climate of respect, civility and tolerance to allow all members of the University community—administrators, faculty, employees, and students—to succeed as a University employee or student.

(2) **Recruitment and Retention of Employees.** The Board of Trustees expects purposeful and strategic prioritization of the recruitment and retention of University

employees, including administrators, faculty, and staff. The Board expects measurable and demonstrable action, progress, and visibility throughout all steps of an employee's relationship with the University, including but not limited to job announcements, the consideration of minimum and preferred qualification, the composition and training of search committees, application and interview questions, professional development, formal and informal mentor relationships, and the incorporation of the principles of diversity, equity, inclusion, and accessibility, as appropriate, into the performance evaluation of all employees.

(3) **Recruitment and Retention of Students.** The Board of Trustees expects the purposeful and strategic prioritization of a diverse student body, as well as the primacy of culturally competent and inclusive practices, programming, and resources to retain as many students as possible. The Board expects measurable and demonstrable action, progress, and visibility in admission practices, financial aid practices, programming, student organizations, student resources, and new student orientation.

(4) **Curriculum and Pedagogy.** The Board of Trustees—recognizing the faculty's role in the development and stewardship of the University's curriculum—expects the curriculum, academic departments and divisions, majors and minors, degree and certificate programs, pedagogies, and modalities to prepare students as citizens of an increasingly diverse and inclusive community, state, nation and world. The Board expects pedagogies and modalities of instruction to challenge and educate students in culturally competent, inclusive, and equitable ways. The Board expects measurable and demonstrable action, progress, and visibility in incorporating the concepts of diversity, inclusion, equity, accessibility and cultural competence into the curriculum, including but not limited to general education requirements, first-year seminar, major requirements, the development of elective courses, degree and certificate programs, and modalities of instruction.

(5) **Community Partnerships.** The Board of Trustees expects the University to assume a visible and prominent leadership role in embracing and embodying the strength of diversity, equity, inclusion and accessibility in the community and with external partners. This includes purposeful and intentional engagement and support of affinity organization, speaking engagements, federal, state and local initiatives, the WOU Foundation, and the WOU Alumni Association.

(6) **Business Practices.** The Board of Trustees expects the University to incorporate and sustain the values of diversity, inclusion, equity and accessibility in its business practices. This includes, but is not limited to purposeful and intentional action, progress and visibility in engaging minority, women and emerging small business (MWESB) vendors, making key documents and forms accessible to the vendor community, and incorporating and upholding the values of diversity, equity, inclusion and accessibility in its budget proposals and deployment of scarce resources.

(7) **Facilities and Physical Plant.** The Board of Trustees expects the University's maintenance of its facilities and physical plant to embody and uphold the values of diversity, inclusion, equity and accessibility, including prioritizing physical accessibility to buildings, venues, and campus, proposals for art and installations in campus buildings and on campus grounds, and in the development of capital construction projects and engagement and procurement of vendors to perform construction, repair or work on the campus's facilities.

IV. ACCOUNTABILITY

The Board of Trustees expects the University to account for its intentional and purposeful elevation of diversity, inclusion, equity, accessibility, and cultural competence as core institutional values. The Board of Trustees expects multiple avenues of reinforcing visible accountability to ensure the University community does not lose sight of the essential imperative of a diverse, inclusive, equitable and accessible enterprise. These include, but are not limited to:

- (1) Demonstrable primacy of these values in the University's strategic plan.
- (2) Clear and demonstrable expectation that every member of the University community is responsible and accountable for these values.
- (3) Clear and easily accessible avenues to share concerns, file grievances or complaints, or report bias without the fear of retaliation.
- (4) Clear and demonstrable incorporation of data, evidence, and surveys in upholding and incorporating these values into University practices, processes, and initiatives.
- (5) Clear and demonstrable availability of relevant training to assist members of the University community to uphold and incorporate these values into their relationship with the University.
- (6) Clear and demonstrable mechanisms to assess University progress in upholding and incorporating these values.

V. REPORTS

The Board recognizes that the University Diversity and Inclusion Advisory Committee ("UDIAC") and the University Cultural Competence Advisory Committee ("UCCAC") assume critical roles in upholding and advising the University and President on strategies, tactics and goals to ensure the Board's expectations in this Board Statement

are upheld and met. Under Oregon law, the Board must receive a biennial report from the University Cultural Competence Advisory Committee and will do so consistent with the Committee's charter. The Board of Trustees expects the University President to share updates and progress from UDIAC and, as appropriate, to demonstrate intentional and purposeful engagement with the expectations and requirements of this Board Statement, including but not limited to information about the University's strategic plan on diversity, inclusion, equity, and accessibility.

VI. DOCUMENT HISTORY

DRAFT