



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

Meeting No. 26 – May 25, 2022

3:00pm – 5:00pm

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

Meeting ID: 839 7501 9338 | Passcode: 871969

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

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IV. ACTION ITEMS:

1) Academic proposals:

a) [Occupational Therapy Doctorate](#) (page 12)

V. REPORT & DISCUSSION ITEMS:

1) Academic Affairs Update | [Vice President Report](#) (page 56)

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VI. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 25 – April 8, 2022**

DRAFT MINUTES

I. CALL-TO-MEETING AND ROLL CALL

Committee members: Jaime Arredondo, Susan Castillo, Malissa Larson

Others present: Kathy Cassity, Chelle Batchelor, Hillary Fouts, Tina Fuchs, Mark Girod, Kella Helyer, Anna Hernandez-Hunter, Sue Monahan, Jessica Murfin, LouAnn Vickers, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME

Chair Jaime Arredondo called the meeting to order and gave a brief welcome message.

III. CONSENT AGENDA

- 1) [Meeting Minutes: February 1, 2022](#)

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

IV. ACTION ITEMS:

- 1) [2021 HB3375 Report](#)

Dean Mark Girod presented a report on HB3375. 2022 is the fourth time since the implementation of HB3375 that this report has been given to the Board. There are two big goals regarding the Educator Equity Report: 1) Recruit, admit, retain, and graduate increasing numbers of culturally and linguistically diverse future educators; 2) Prepare the types of educators needed to meet workforce needs in our region (e.g., license types, endorsement areas). Based on community partners and identified needs, WOU's goals are in three spaces: diverse teachers, linguistically diverse teachers, and Special Ed teachers.

This work rests on supportive contextual work, including College of Education Justice, Equity, Diversity, and Inclusivity efforts; professional development with Central School District; and curriculum integration work seeded by Rural Partnerships Pathways Project grants.

This report focuses on innovations that can be categorized into three areas: Access, affordability, and retention. Access includes strong 2+2 transfer pathways with 12 Oregon community colleges, evening/weekend pathway for working adults, etc.; affordability includes increase in scholarships for Bilingual Teacher Scholars and Diverse Teacher Scholars, and increasing undergraduate programming, including a Special Education

pathway; retention includes BIPOC listening sessions, deliberate attention to the development of strong professional communities.

Trustee Susan Castillo moved for the plan to be recommended to the full Board of Trustees for adoption; Trustee Malissa Larson seconded.

2) Academic proposals:

- a) [Criminal Justice Minor](#)
- b) [Cybercrime Investigation and Enforcement Minor](#)
- c) [Exercise Science Minor](#)
- d) [Certificate in Computational Linguistics](#)

Provost Winningham presented on four academic proposals for three minors and one certificate. The three minors are in existing programs. The Criminal Justice Minor is a 28-credit program responding to inquiries from students majoring in other fields, including Social Science, Psychology, and Business. Students in these areas frequently work in the Criminal Justice space but do not need a full Criminal Justice major. The Cybercrime Investigation and Enforcement Minor blends Computer Science and Criminal Justice; this is a 24-credit minor using courses in the existing major. The third proposed minor is Exercise Science, supporting interdisciplinary options for students in related majors such as Biology, Business, Dance, Gerontology, Psychology, and Public Health. The new certificate combines English Studies, Communication, and Modern Languages and Computer Science, Information Systems, and Data Management to form a 28-credit certificate providing students the opportunity to apply concepts in Computer Science and Linguistics related to real-world situations.

Because WOU no longer has a minor requirement, these programs are just options for students to have an additional concentration or to supplement their major.

It is possible that these programs, if approved, would be added to the Fall 2022 catalogue.

Chair Arredondo motioned to recommend the introduction of the new minors in Criminal Justice, Cybercrime Investigation and Enforcement, and Exercise Science, and the certificate in Computational Linguistics. Trustee Malissa Larson seconded.

V. REPORT & DISCUSSION ITEMS:

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

Dr. Winningham provided a report for Academic Affairs.

HSI Summit. Approximately over 200 people participated in the recent HSI Summit. The Summit included experts from other HSI universities sharing both good and bad experiences; experts participated both in-person and over Zoom. There were also panels consisting of employees, students, and community members. This was WOU's largest event since Commencement in June 2021.

MarCom. Since the departure of Marion Barnes and Erin McDonough, MarCom is temporarily being handled by Paula Baldwin and Sarah Sheldrick, along with the remaining MarCom team and Academic Affairs, until replacements can be hired. Paula and Sarah are committed to their positions for six months and may overlap with their successors.

Associate Provosts. WOU currently has two Associate Provosts at .75 FTE, Sue Monahan and Mike Baltzley. Both Sue and Mike will not be continuing in their roles, though both will remain at WOU; Mike will focus on being a faculty member and the director of Institutional Research. There is currently a national search for one 1.0 FTE Associate Provost. Sue Monahan will be at .5 FTE for the year, helping with WOU's year seven accreditation report to get our reaccreditation for another seven years with Northwest Commission on Colleges and Universities; in addition to her work on the accreditation report, Sue may also be teaching next year.

Student Success and Advising. SSA is overseen by Paige Jackson, and has undergone a recent reorganization, incorporating two additional advising units that were in Student Affairs: Student Enrichment Program and the Teacher Prep Student Services Program. Both programs are funded by TRIO grants; because of restrictions on TRIO grants, general funds are also used to fund the programs in order to serve all students (e.g., DACA students). This restructure will have all the advisor working together as a team, as opposed to siloed, providing opportunities for collaboration and synergy.

Degree completion. Degree completion is managed by SSA. There is someone devoted to reaching out to students who have stopped out to try and get them back in and graduated, and triaging for students who are close to graduating. WOU is also able to use federal money to help these students with accounts receivable holds that they might owe the university. A significant number of these AR holds never get paid, impacting students' credit.

In addition, WOU has received a \$445,000 Retention and Reengagement grant; Dr. Winningham was the principal investigator for the grant, and Dave McDonald was instrumental in obtaining the funding, allowing WOU to continue this work beyond the timeline of the federal funds. Currently, 330 students have been identified, and 244 students have graduated in the past couple of years.

Enrollment Outreach. Also called nudges, SSA engages in a variety of programs to get students registered who have not already when registration is done. This year, 25% of students weren't registered after that point, but through a series of nudge campaigns using email, advisor/division chair outreach, and texts trying to get the students resources to reenroll, for Winter to Spring, over 94% of students reenrolled; this is half a percent higher than last year and beat the model in terms of budget.

Partnerships. WOU is now set up for Amazon's Career Choice Program, allowing Amazon employees (for example at the Salem fulfilment center, and soon the Woodburn fulfilment center) to enroll through this program and have \$5,250 a year of education

expenses paid by Amazon; if the students receive financial aid/Pell grants, students could potentially have their cost of attendance paid for through this program. Students working part time at Amazon are eligible for up to half the amount.

Partnerships Specialist Jessica Murfin has also launched the JEDI (Justice, Equity, Diversity, and Inclusion) workshops, and WOU also has Spanish courses and workshops being taught in the Central School District. Participants can sign up online.

Academic Effectiveness. Academic Effectiveness is overseen by Mike Baltzley, and will be taken over by the new Associate Provost when they come in. According to Mike's report, 97% of academic programs have completed their assessment reports; this is a major accomplishment given that in 2016, WOU was given a private sanction by the Northwest Commission on Colleges and Universities for a lack of capacity in this area.

Two pillars of WOU's Strategic Plan are student success and academic excellence; this assessment is part of ensuring the integrity and high quality of WOU's academic programs. A pragmatically important component of this is the Academic Program Review. All programs do their academic program review on a seven-year cycle, with a year-long self-study and external review, culminating in a report to the administration and conversations with the dean, the provost, and department leader.

Eighteen of WOU's 40 programs are doing their assessment this year.

Institutional Research. Over the past year, Institutional Research has undergone leadership changes and moved into Academic Affairs. IR continues to complete 20 – 30 ad hoc reports every month. The IR website is wou.edu/ir.

Graduate Studies. Graduate student enrollment is up 20% in the last academic year. The proportion of FTE that are graduate students is rising every year, and EAB has just started a recruitment campaign that has already reached out to 40,000 potential students.

Sponsored Projects Office. For the past three years, WOU has had more grant applications submitted and with greater success and awards; the number of grant proposals submitted has been increasing every year, and as of three years ago, WOU has had greater activity in this area than any of the technical or regional universities in Oregon.

As of March 2022, there had been 52 submitted grant proposals for \$25 million in external funding; of those proposals, 21 proposals have already been accepted for a total of \$4.4 million. At the same time last year, WOU had had 43 accepted proposals for \$1.3 million. These numbers do not include federal funding managed by the Sponsored Projects Office.

WOU is finalizing an \$8.4 million grant from Oregon Department of Education as part of the process for being the employer for child substitute teachers statewide; this will serve a need across the state. WOU is getting full indirects at 22% (\$1.5 million) and will hire more HR personnel to manage the project and provide additional capacity for the entire university. Robyn Lopez Melton at The Research Institute helped with getting this grant.

Library. The Library manages an open source institutional repository of faculty and student research, including Academic Showcase proceedings. In January 2022, this repository reached one million downloads, demonstrating the impact of WOU's scholarly work and this system the Library manages.

The Library has had great grant success, including the American Rescue Plan Humanities Grant. On May 12 and 13, WOU will be hosting a Black history event with Walidah Imarisha.

Academic Innovation continues to offer workshops and professional development opportunities.

College of Liberal Arts and Sciences. The American Council on Education's Learner Success Lab is co-directed by LAS dean Kathy Cassity and Service Learning and Career Development director Adry Clark. Sue Monahan helped get the grant for this program and got the program going.

College of Education. On February 25, Dr. Melanie Landon-Hays brought Renee Watson to campus for a presentation and community event.

Dr. Lin Wu received the 2022 Outstanding Dissertation Award from the American Association of Colleges of Teacher Education for *Borderland Teaching of Chinese American Teachers with Mexican American Students: Toward the Development of a Theory*.

Student Success and Advising.

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

Tina Fuchs provided a report for Student Affairs.

Since the last report was submitted, Student Affairs has undergone restructuring; however, the mission of Student Affairs has not changed.

WOU has a Strategic Enrollment group that meets weekly to discuss enrollment strategies, but the division of Student Affairs is primarily responsible for doing the recruitment of new students; the departments of Admissions, Financial Aid, Housing, and New Student and Family programs do the bulk of this recruitment. An enrollment team was created at the beginning of April that will be meeting weekly prior to the Enrollment Strategies workgroup to have a collective conversation about what Student Affairs is doing and present that to the Enrollment Strategies group.

Student Affairs has been working on campus events, including Winter Preview Day, Criminal Justice Careers Day, and a Spring Break visit during Winter Term, and a César E. Chávez Leadership Conference for high school juniors on April 8, as well as an admitted students' reception.

Student Housing is another component to gauging enrollment; housing numbers have been down for the 2021-22 academic year. These numbers are generally a litmus test for what to expect in terms of students coming to campus in the Fall; Student Affairs has recently started working on reaching out specifically to students who have been admitted to remind them of WOU's first year live in requirement and the importance of getting their housing reservation submitted. The cause for WOU's drop in enrollment can be gauged by looking at the students' decisions around COVID, online learning, and their final decision of where to attend school.

Abbey's House. Abbey's House is finally fully staffed and is providing programming and activities around Sexual Assault Awareness Month throughout the month of April. The newly hired Basic Needs Coordinator has been very busy helping and supporting students through the Food Pantry and Stitch Closet and are partnering with Student Housing to provide emergency short-term housing for students in need. The Stitch Closet, founded by student Sofie Fashana, recently had its grand opening.

Child Development Center (CDC). The Child Development Center has been challenged by COVID, shutting down several times during the course of this year, but director Tammy Gardner has managed these challenges.

Multicultural Student Services and Programs (MSSP). MSSP is hosting the César E. Chávez Leadership Conference for high school juniors on April 8; in November, they hosted the event for high school seniors. On April 30, the Multicultural Student Union (MSU) will be hosting their 27th annual Pow-Wow, and more traditional events in May. MSU just finished their recruitment of multicultural student representative mentors for next academic year.

New Student & Family Programs (NSFP). NSFP received additional funding toward the Destination Western program for just under \$1M. They are using the funds to hire new student leaders and to start planning and preparation for the next iteration of Destination Western. Megan Habermann and Paige Jackson have been working together to coordinate PACK (Prepare, Advise, Connect, Know) Welcome, previously known as SOAR; PACK Welcome includes the registration and orientation process. The orientation process will be intensive for students this summer, with six orientation dates happening in July, and then new student/orientation week in the fall.

Service Learning and Career Development (SLCD). SLCD has started a podcast called Project: Life Design and invites the Trustees to join the podcast to talk about their own experiences.

Vice President for Student Affairs office. Emmanuel Macias has been coordinating WOU's National Student Exchange program; the program functions a lot like study abroad, but the exchanging universities are within the United States. So far, Emmanuel has recruited 11 WOU students who were placed at different universities across the country. Emmanuel attends a conference where he works with other universities to place WOU students, and those universities place their students at WOU; exact numbers on how many students WOU is receiving in this exchange are still being compiled.

The Delmar Dewey/Julia McCulloch Smith Award committee has identified outstanding graduating students that will be recognized at Commencement. The names will be announced at Leadership Recognition Night in May, and the recipients will be invited to speak at the Commencement program.

Wolfstore. Marci Miller started as the new Wolfstore director in November 2021; Marci has a lot of retail and college bookstore experience from other universities and has already made changes to make the bookstore more user friendly and accessible. She is currently working on ebooks for students as a more cost-effective option for students. Trustee Castillo asked for more clarification on the Stitch Closet and Food Pantry, specifically how these programs are supplied. Tina Fuchs responded that the two programs are operated through donations (clothing for Stitch Closet, food and monetary donations for Food Pantry). Trustee Malissa Larson supervises both areas and added that

the Food Pantry is also supplied through a partnership with the Marion-Polk Food Network, annual fundraising efforts, and the Governor's Food Drive. There is also emergency funding available through the House Bill that established the Basic Needs Coordinator (also called Benefits Navigator), as well as from donations to the Foundation. All of this is coordinated by Kristen Perry, director of Abbey's House.

VI. **SHOWCASE:** [Enrollment Strategies](#)

1) **Admissions** | *Anna Hernandez-Hunter, Director of Admissions*

Anna Hernandez-Hunter presented the applications/admitted report. They have been comparing applications for Fall '22 to last year (Fall '21) as well as Fall '20 and Fall '19, to get a more accurate comparison due to the difficulties with COVID. Applications are doing good, though there has been some staff turnover. The Admissions office is focusing on effectively processing Fall '22 applications, even while counselors are already looking at Fall '23.

Just under 2000 students have visited campus since September 2021, when the new Assistant Director of Campus Visits and Events began and started tracking this information; however, there is no historical data to compare these numbers to. Anna noted that of the 2000 students 62% of visiting seniors have been admitted.

April has been a busy month for Admissions with an increase in campus visits and high school college fairs, etc.

"Intent to Enroll" has been turned into "Intent to Register," preparing students who have been admitted for the next steps for registration. Admissions is also working with New Student & Family Programs, as well as Student Success & Advising, to be a handoff and close the gap between the time a student is admitted and the time someone connects with them on campus. This is step one for making sure WOU is continuously connecting the student to what's next, getting ready to register, advising, and orientation programs.

There are currently 11 staff members in Admissions, as well as four vacancies—two Evaluators, one Admissions Counselor, and one Assistant Director of Recruitment/Transfer Specialist. The Transfer Specialist will be working with Student Success & Advising, as well as the Registrar's office to create a team focused on transfer students.

One of Admission's goals is to learn more about the database program used by the Evaluators; once this program is implemented, the whole application process could move to being paperless, reducing time and complications with processing applications and connecting with students. Admissions is working with UCS to start going paperless.

Along with the campus tours and individual campus visits, different departments on campus are wanting to create their own specific department focus days. This year, Health and Exercise Science and Criminal Justice have already had focus days. These days allow students who are interested in specific major to come to campus and talk to people in those departments, rather than receiving general information about the campus. Admissions has been receiving a lot of requests for these focus days and is currently looking for the best way to balance these requests with other events on campus.

2) **Education Advisory Board (EAB)** | *Hillary Fouts, Dean of Graduate Studies & Research and Sue Monahan, Associate Provost for Academic Effectiveness*

Sue Monahan provided a brief introduction to Education Advisory Board (EAB) recruitment efforts.

At this time, only 13% of WOU undergraduates are age 25 – 64. With the exception of University of Oregon, which draws about 50% of their students from out of state, WOU lags behind all other Oregon public universities in percentage of adult learners served. WOU has begun using EAB's adult learner recruitment services; EAB provides expert assistance with marketing, creative design, and databases of consumer information with national data that can be broken down into regions.

WOU currently has two distinct campaigns in progress: one for graduate students, and one for adult degree completers (working adults who have not yet completed a undergraduate degree). WOU is investing in visibility, recruiting, and enrollment to build up new expertise and structure to recruit a more diverse demographic of prospective students. EAB will also help WOU better understand the educational needs of the region through EAB's market research services.

WOU has a three-year contract with EAB to develop graduate student and adult learner pipelines. The adult learner work is expected to launch in mid-April; graduate work is already underway.

Hillary Fouts presented on the graduate student recruitment work with EAB.

For the past four or five months, WOU has been working with EAB through data sharing and data analysis to develop prospective student personas based on current student demographics. EAB matches this persona against their database of 200 million names to match prospective students based on characteristics such as region, interest, etc., and focuses their campaign on those individuals. EAB also generates names through purchased lists such as GRE lists.

At the beginning of April, EAB launched the first step of the Student Journey, a multiphase, interactive process. WOU is currently in the Awareness phase, involving a recent email campaign that will reach 5000 prospective students per week. The digital campaign has also recently launched, having already received 246 unique interactions, with a small number of prospective students already at the application phase (the early applications are mainly from alumni).

EAB also offers an opportunity for analyses of what WOU is doing now and what WOU can do in the future. There are four analyses that EAB offers, one of which can be in process at a time; these analyses take about four to six weeks turnaround, and once one comes back, a request for a different analysis can be submitted. EAB recently did a Portfolio Health Check of undergraduate programs that are already associated, or could be potentially associated, with WOU: Salem, which houses more adult learner paths; this health check is looking at how those programs are doing, where might be the most competitive opportunities in terms of what's offered regionally, and what the labor market is looking for. This analysis was also performed on graduate programs.

Currently, EAB is performing the Market Opportunity Scan analysis on graduate programs; the same analysis was just run on undergraduate programs in general, looking at

undergraduate majors that WOU doesn't currently offer but for which there is market demand that WOU could meet to be more competitive regionally.

Other analyses available through EAB include Program Feasibility Study, looking at whether a program or proposed program is sustainable at WOU, and a 360 Program Assessment to examine programs that aren't performing as expected, given the available data, and look for ways to improve those programs to meet the needs of students and the regional employability landscape.

In the fall, Faculty will be offered the opportunity to propose analyses for programs they're interested in developing.

Graduate applications are currently up 20% from this time last year; however, because graduate admissions is program-specific, it is still too early to tell if these applications will translate to admitted students. Hillary noted that this increase in applications occurred without the help of EAB, as it is still too early to see the effects of the work done with EAB.

Sue and Hillary noted that EAB generated leads will be flagged in the system, so they will be able to see and assess how many applications are received through that process.

3) **Financial Aid** | *Kella Helyer, Director of Financial Aid*

Kella Helyer gave a brief Financial Aid update; topics included Banner financial aid implementation process and the 2022-23 financial aid offers and applications.

In November 2021, Financial Aid began transitioning from the PowerFaid's financial aid system to Banner Financial Aid; this work started in full the week of February 14, and the office will begin pulling FAFSA applications into the new system starting April 18. Work on the separate processes will be completed throughout the summer until October 1, the start of the new FAFSA year. The four step process includes Configuring, Designing, Training, and Simulating; the work is being done by the Financial Aid Office, UCS, and the Business Office, streamlining the work process.

WOU is working with Ruffalo Noel Levitz (RNL) for review and analysis of financial aid offers, with 600 award letters being sent out during the week of April 4 – April 8.

The Department of Ed has increased Pell Grant awards by \$400, up to \$6,895 for students with a 0 Expected Family Contribution (EFC). Also, this year has seen new Oregon Opportunity Grants. Between the OOG and Pell Grant, students who are Oregon residents will be receiving a total of \$11,587, exceeding WOU's tuition and fees total; students with 0 EFC are now having their needs met with free tuition and fees.

Through WOU's work with RNL, it was determined that WOU's merit awards were not competitive enough when compared to other institutions in Oregon. WOU is now working with Dan Preston from RNL to restructure the merit awards, creating an award tier for residents, Western Undergrad Exchange (WUE), and nonresidents; this award tier is based on the student's high school GPA. Nonresident students will receive a larger award due to having a higher tuition cost (\$12,000 for nonresident students with a 3.95+ GPA, vs. \$5,000 for an Oregon resident or WUE student with the same GPA); merit awards will also be offered to students with as low as a 3.0 GPA. At this time, most of the students receiving these awards are in the \$1,000 – 2,000 range (high school GPA between 3.00 and 3.749).

Due to the implantation of the Campus Logic verification system for the 2021-22 and 2022-23 academic years, the Financial Aid office has been able to get award letters out to students has dropped to a one- to two-week turnaround time, down from six to eight weeks.

4) **Partnerships** | *Jessica Murfin, Partnerships Specialist*

WOU is officially listed on Amazon's Career Choice website; WOU will show up automatically for Amazon associates logging into the site within a 30-mile radius of the university, and will also appear in regional and national searches. Employees will need to have been at the company for 90 days. There is no lifetime limit to this benefit, so employees can continue to utilize the benefit as long as they are employed through Amazon; funds cover tuition, fees, and books for any credit bearing undergraduate course, and there are not program restrictions.

The JEDI 101 in the Workplace workshop is wrapping up, with the last class scheduled for April 21; the recent Recognizing and Understanding Hate/Bias Crime workshop with WOU Campus Safety was highly successful. Other workshops are scheduled for dates in June and July. There is also a planned leadership series based on a community survey in Polk and Marion Counties.

The Partnerships office just launch Spanish at Independence Elementary School; this program is for staff and teachers to participate in two different types of Spanish workshop: one for beginning and conversational Spanish, and one for academic Spanish for their Bilingual Two-Way Immersion program. If the program goes well, it may continue next year, with the potential to be district-wide.

Additional partnership opportunities include a partnership with SEIU, pursuing a 15% tuition discount through their Member Benefits Program; this program would not just benefit state employees, but also home health workers and personal support workers. Oregon AFSCME and United We Heal are potentially looking at courses in Early Childhood Education, Behavioral Health, and other opportunities.

There is a World After WOU mentor mixer scheduled for April 21; the event is being hosted by Service Learning and Career Development, WOU Alumni, and the Foundation, and will be taking place at WOU: Salem.

The Salem Chamber of Commerce "Greeters" event will take place June 24; Jessica has also been in contact with Jacob Espinosa from Salem Chamber of Commerce to plan potential emerging leaders programming, including trainings and a leadership summit, during the summer.

Jessica noted opportunities through the Chamber of Commerce to hold a ribbon cutting for the WOU: Salem one-year anniversary relaunch or re-grand opening; there are also opportunities for a business spotlight through the Chamber's social media, and potential to be in their 503 magazine.

VII. ADJOURNMENT

Occupational Therapy Doctorate

Occupational Therapy Work Group

Katrina Hovey

Associate Professor of Special Education

Ethan McMahan

Division Chair and Professor of Psychological Sciences

Hillary Fouts

Dean of Graduate Studies and Research

Margaret Manoogian

Professor of Gerontology

Gay Timken

Division Chair and Professor of Health and Exercise Science

What is Occupational Therapy?

According to the American Occupational Therapy Association (AOTA):

- Occupational therapists help “people across the lifespan to do the things they want and need to do through the therapeutic use of daily activities (occupations).”
 - This enables “people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.”
- OT interventions focus on adapting the environment or task to fit the person, which help:
 - Children with disabilities participate fully in school and social situations
 - Older adults experiencing physical and cognitive changes
 - People recovering from injuries to regain skills

Oregon Setting

- 1 established OTD programs in Oregon (Pacific University)
 - Number of spaces for new students: 40
- 1 new OTD program pending accreditation (Western University of Health Sciences)
- No public university in Oregon has an OTD program
 - No public university in WA has an OTD program (3 ACOTE WA applicants: PNW University of Health Sciences, UPS, Whitworth U)

Market for Occupational Therapy

- A growing high demand for Occupational Therapists in Oregon and across the U.S.
- 17% growth rate in U.S. for Occupational Therapist positions
- 19% growth rate in Oregon for Occupational Therapist Positions
 - Both are much faster than the average growth rate (8%) according to the U.S. Bureau of Labor Statistics (as of September 8, 2021)
- Projected 10K annual OT job openings nationally and 120 annual OT openings in Oregon (2019-2029)
- Oregon annual mean wage for Occupational Therapists is \$91K
 - Median U.S. salary \$86K
- Exam pass rate for OTD
 - National Average 2020: 97%

WOU's Impact on Oregon

- Meeting the growing need for Occupational Therapists in Oregon
- WOU is an emerging HSI with a track-record of educating bilingual students
 - Bilingual Teacher Scholars, ASL
 - WOU is uniquely positioned to increase the number of bilingual Occupational Therapists in Oregon
- Medically underserved populations (MUPs) in Oregon encounter barriers to accessing health care services
 - Typical barriers: economic, cultural, and linguistic
 - Increasing bilingual Occupational Therapists in Oregon would positively impact MUPs

Benefits to WOU

- Brings more students to WOU and in turn new revenue that helps the entire university
 - Increased revenue benefits all of WOU
 - Provides the ability to support higher cost / lower enrollment areas
- WOU as the first public Oregon university with an OTD program would enhance our visibility
 - OT-interested UG students likely to increasingly choose WOU, enhancing overall UG enrollment
- UG prerequisites for OT will draw from many programs across campus

Enrollment Possibilities

- Graduate
 - Occupational Therapy Doctoral Program: 88-120 new students by year three
- An OTD will create undergraduate opportunities
 - Common UG majors of OTD graduates: psychology, gerontology, exercise science, public health, education, business, biology, sociology
 - Many allied fields for OT

Approval Process

Approvals Required

- Graduate Studies Committee
- Faculty Senate
- WOU Board of Trustees
- WOU Administration
- Statewide Provost Council (Oregon Public Universities)
- Higher Ed Coordinating Commission (HECC)
- Northwest Commission on Colleges and Universities (NWCCU)
- For OTD accreditation: Accreditation Council for Occupational Therapy Education (ACOTE)

ACOTE Approval Process

- Notification to ACOTE of intent to seek accreditation
 - Board of Trustees approval
 - NWCCU approval
 - State approval
- Notification to ACOTE that WOU has hired a director
 - Director hired and onsite 1 year before submission of candidacy application
 - Academic fieldwork coordinator hired and onsite 6 months prior to submission of candidacy application
- Program director attends Developing Program workshop and Self-study workshop
- Application for candidacy (12 applications reviewed per cycle)
 - Projected submission: 2023/2024

ACOTE Approval Process, cont.

- Candidacy granted
- First cohort starts classes (year 1 of 3)
 - Projected: Fall 2024
- Self study report and site visit (last term of program)
- Completion of accreditation (prior to graduation of first cohort)

Draft Curriculum

OTD Curriculum

- Created in partnership with Dr. Paula Kramer, experienced founding director at other universities and former ACOTE President
- ACOTE Standards compliant
- Factored in WOU strengths
 - Emerging HSI
 - Increase numbers of bilingual Occupational Therapists in Oregon
 - Strengths cross-cut colleges and divisions:
 - Lifespan approaches (prenatal to end of life)
 - Focus on structural constraints
 - Social justice and health disparities
 - Leadership, advocacy, and empowerment
 - Bilingual and bicultural communities

Curriculum Strands Based on WOU Strengths

- Health through the life span
 - Understanding how occupational therapists can be effective in promoting health and assisting clients to live with and overcome disabilities through the life span
- Community and emerging areas of practice
 - A focus on community-based practice and medically underserved populations
- Social justice and health disparities
 - Emphasis on how a professional can become an advocate for change through an understanding of socio-political and structural constraints
- Excellence in practice
 - Moving students from novice with an understanding of theory to entry-level practice and progressing to advanced skills
- Leadership, advocacy and empowerment
 - Emphasis on development of leadership skills and empowering the therapist to be an agent of change in the healthcare environment

Curriculum Features

- 3-year curriculum
- Curriculum focused on the use of occupation as a means of working with clients with a wide variety of disabilities and backgrounds
- Clinical Placements
 - 1st Clinical placement Summer Year 1
 - 2nd Clinical placement Summer Year 2
 - 3rd Clinical placement Fall Year 3
 - Clinical placement continues into Winter Year 3
 - Final Clinical placement Spring Year 3

Projected Curricular Sequence: Year 1

Fall 1	Winter 1	Spring 1	Summer 1
Human Anatomy I (Lab)	Neuroscience II (Lab)	Therapeutic Groups	Level Ib Community Based Practicum
Neuroscience I (Lab)	OT Theories II	Introduction to Applied Research	Evidence Based Practice
OT Theories I	Evaluation and Assessment in OT (Lab)	Clinical Conditions II	Contextual Issues in Practice
Understanding Human Development and Performance	Clinical Conditions I	Study of Human Occupations	Applied Research II
	Movement Analysis (lab)	Clinical Skills	
		Level Ia Clinical Experience	

Curricular Sequence: Year 2

Fall 2	Winter 2	Spring 2	Summer 2
OT Practice in Children and Adolescents (lab)	Practice with Adult Conditions and Rehab	Practice in Geriatrics	Level II fieldwork I
OT Practice in Psychosocial Issues (lab)	Management, Leadership and Supervision	Practice with Assistive Technology	
Level Ic Practice with Children and Adolescents	Advocacy and Health Disparities	Practice in Hands and Orthotics	
Interprofessional Case discussion	Level Id Psychosocial Practice	Interprofessional Case Discussion	
Teaching and Learning	Capstone Proposal Development	Capstone proposal 2 – Completing the Proposal	
Teaching and Learning	Interprofessional Case discussion	Level I Clinical Experience	

Curricular Sequence: Year 3

Fall 3	Winter 3	Spring 3
Level II Fieldwork II Part 1	Level II Fieldwork Part 2	Doctoral Capstone and Experience Part 2
	Doctoral Capstone and Experience Part 1	Doctoral Capstone Project

Finances & Facilities

Occupational Therapy Financial Facts

- Cost analysis is based upon the actual budgets of other OTD programs
- OTD will generate additional revenue for WOU, \$1.5 to 2.7 M annually
 - The revenues are dependent upon cohort sizes
- Additional funds can be used to support other academic programs and student support services
- The SSCM (Student Success and Completion Funding Model) rewards degree production for resident students
- WOU will continue to seek external funding to support program start-up
 - E.g., Congressionally directed spending, state appropriations, foundation funding, private donations, WOU foundation campaign

Cost Analysis for Rollout of OTD

Scenario 1: Cohorts starting at 30

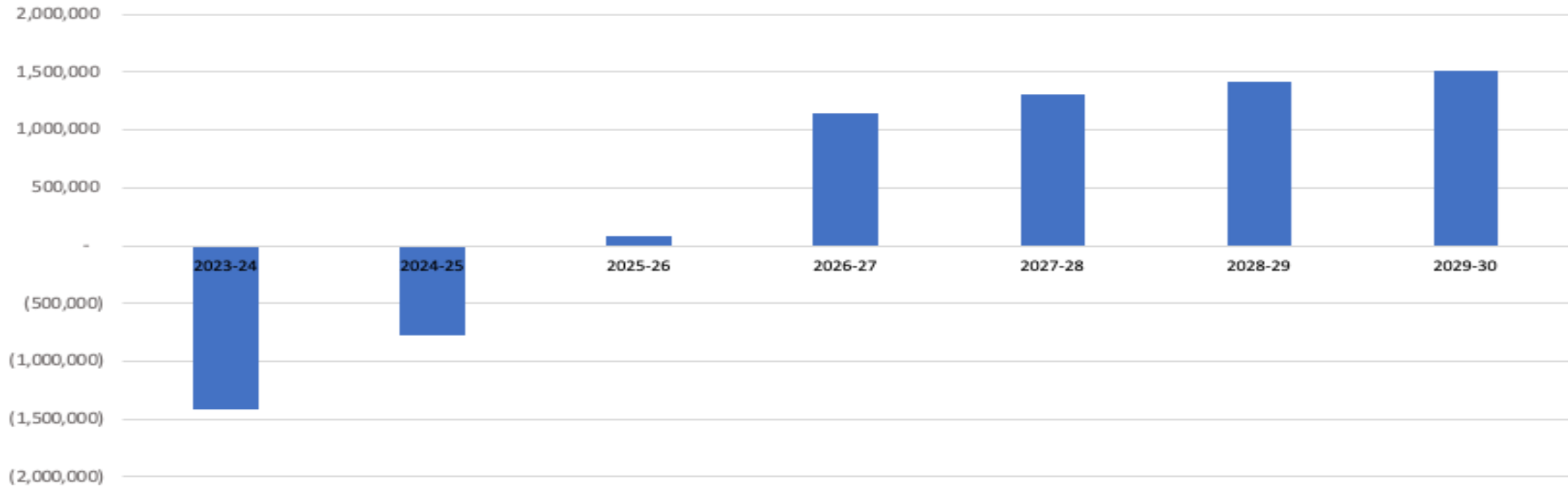
	1st Class, Cohort 30							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Cumulative
Revenues	-	1,012,422	2,014,596	3,120,532	3,255,639	3,393,266	3,533,489	16,329,943
Expenses	1,414,300	1,786,228	1,932,388	1,981,547	1,943,695	1,981,718	2,020,388	13,060,266
Net	(1,414,300)	(773,806)	82,208	1,138,985	1,311,943	1,411,547	1,513,101	3,269,677
Rev/Exp Ratio	-	0.57	1.04	1.57	1.67	1.71	1.75	1.25

Scenario 2: Cohorts starting at 40

	1st Class, Cohort 40							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Cumulative
Revenues	-	1,447,582	2,779,816	4,174,322	4,331,568	4,516,313	4,704,541	17,249,601
Expenses	1,414,300	1,786,228	1,932,388	1,981,547	1,943,695	1,981,718	2,020,388	11,039,878
Net	(1,414,300)	(338,646)	847,428	2,192,775	2,387,872	2,534,595	2,684,152	6,209,723
Rev/Exp Ratio	-	0.81	1.44	2.11	2.23	2.28	2.33	1.56

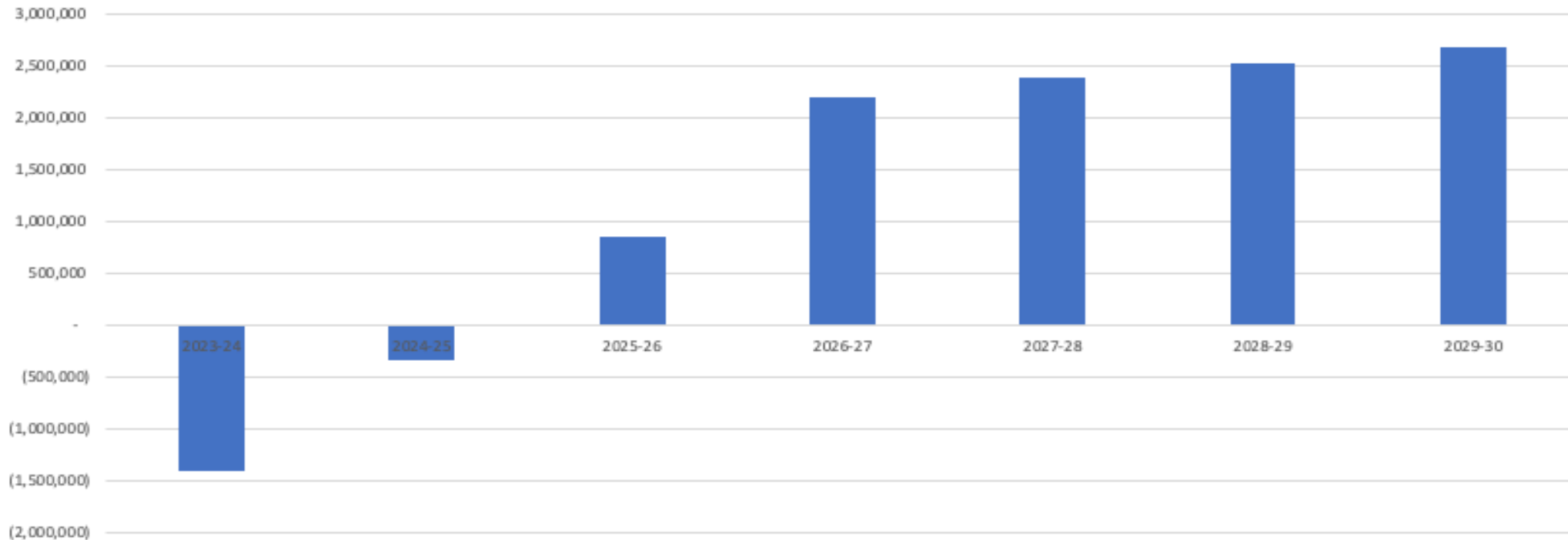
OTD Projected Net Revenue (revenue minus costs; Cohorts of 30)

Projected Annual OTD Net Revenues N=30

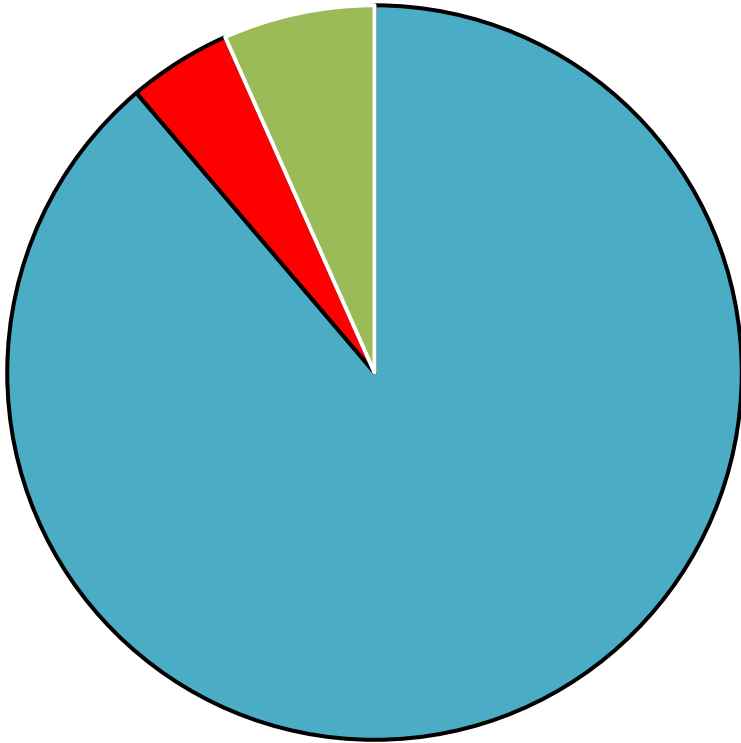


OTD Projected Net Revenue (revenue minus costs; Cohorts of 40)

Projected Annual OTD Net Revenues N=40



Estimated Occupational Therapy Expenses



■ Personnel ■ Service and Supplies (S&S) ■ Facilities

*Occupational Therapy personnel costs expected to represent 88% of the total program cost. This proportion is consistent with the overall WOU budget, as personnel represents 85% of the total WOU budget.

Items Within Each Category

Facilities	Personnel	Services and Supplies
Lab Equipment	Administrator Salary	Accreditation Fees
Lab Start-up	Administrator OPE	Lab Supplies
Lab Maintenance	Faculty Salary	General S&S
Instructional Technology	Faculty OPE	Local travel for clinical placements
	Faculty Recruitment	Accreditation travel
	Lab Tech Salary	Library collections
	Lab Tech OPE	Program development
	Travel for Faculty Development	

Expenses for the building to be paid by the state through its Capital Projects Support Bonds

Facilities

- Digital renderings of building in development
- Renovation and expansion of APSC
- Renovated APSC would house a combination of new programs and current programs
- Secure external funding
 - Capital development funds
 - APSC renovation ~50 M

Proposed Health Sciences Building (APSC)



Academic and Student Affairs Committee (ASAC), Proposal for a new Professional Doctorate in Occupational Therapy (OTD)

The Occupational Therapy Doctorate (OTD) program is a three-year, 147-credit, professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human lifespan development, anatomy and physiology, kinesiology, neuroscience, and human occupations that is complemented by evaluation and assessment, applied research, intervention and rehabilitation, and clinical practice. The program will be a twelve-month program taught using a cohort model and students will be required to attend full-time.

The program will meet all national accreditation requirements as prescribed by the Accreditation Council for Occupational Therapy Education (ACOTE), and has been designed with guidance from Dr. Paula Kramer, an experienced founding director of OTD programs at other universities and former ACOTE President. The sixty-one learning outcomes required of all ACOTE accredited programs will be delivered by forty-two courses and four supervised clinical experiences. The program curriculum is mapped to every learning outcome, and the faculty and facilities will meet or exceed all ACOTE requirements. The Program Director will need to be approved by ACOTE, further ensuring the expertise and capacity to be fully accredited. The stringent nature of ACOTE Accreditation ensures that the WOU OTD program will be of high quality.

The OTD program prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Occupational Therapy includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics.

The courses will be delivered on the Monmouth or the WOU: Salem campuses and clinical placements will occur at hospitals, clinical therapy offices, long term care communities, skilled nursing facilities, and other clinical settings where licensed occupational therapists provide patient care. The primary clinical sites will be in the mid and lower Willamette Valley and Oregon coast. Technology will be utilized to enhance the student learning and applied research will be hallmarks of this program.

The OTD program will focus on enrolling Oregon students but will enroll qualified students from outside the state. If this program is approved, we anticipate creating a formal pathway for qualified WOU undergraduates into the OTD program. This pathway may operate as an early admit, preferential admit, or some other similar program. As with all other WOU programs, the OTD program will make a deliberate attempt to recruit and

enroll students from all backgrounds, with particular attention paid to students from underserved communities. The WOU OTD program will also look to develop a bilingual initiative similar to the nationally recognized WOU Bilingual Teacher Scholars Program.

The program will primarily offer clinical placements in the state of Oregon, increasing the likelihood that the program will improve the availability of occupational therapists throughout the mid-Willamette Valley, the coast, and rural areas in particular. Being an emerging Hispanic Serving Institution, WOU is well positioned to recruit Latinx students into the OTD program, which will also increase diversity in Oregon health professions which in turn will improve health care accessibility to Spanish-speaking populations in Oregon.

The WOU program will serve a region of Oregon that is not being actively served by the one private university that has an OTD program. The planned pro-bono clinic on the WOU campus will serve residents of Polk County who would not otherwise have access to affordable occupational therapy. WOU will focus on enrolling students from the current WOU enrollment footprint and on serving all communities within the main WOU enrollment footprint. Related to WOU's rural location, this program will be well positioned to serve rural communities and support health care accessibility in rural Oregon.

According to the Oregon Employment Department's September 2021 report on "High Wage, High Demand Occupations," occupational therapists are one of the top high wage and high demand occupations in Oregon. A November 3, 2021, search of available jobs in Oregon listed by Indeed.com found 446 openings for licensed occupational therapists. Jobs were available across the state and included local clinics, hospitals, assisted living centers, and rehabilitation centers. The lack of occupational therapists has a detrimental social and welfare impact on communities across the state. Furthermore, common barriers for medically underserved populations (MUPs) in Oregon include economic, cultural and linguistic barriers. The WOU OTD program will increase the number of Spanish-speaking and Latinx occupational therapists in Oregon, which will further diversify the health care workforce and provide greater accessibility to MUPs.

The OTD program's design includes an on-site pro-bono clinic, its emphasis on enrolling and graduating Oregon residents, especially those from under-served communities, will directly and indirectly support the creation and strengthening of an ethos of service and community engagement. The OTD provides a meaningful opportunity for WOU to deepen connections with the Monmouth/Independence and Salem communities by providing a facility and content to support wellness training and occupational therapy for low-income residents. Most of the OTD faculty will be licensed occupational therapists and some of them will need a requisite number of hours in order to maintain their nationally recognized specializations (e.g., pediatrics, neurologic, geriatric, public health, etc.). The pro-bono clinical will not only benefit the community, but also provide opportunities for OTD faculty to complete these hours and for OTD students to gain further clinical experiences.

The proposed Professional Doctorate in Occupational Therapy received Faculty Senate Approval on April 12, 2022, and the proposal is supported by the provost. Upon approval

by the WOU Board of Trustees, HECC approval will be sought. Pending HECC approval, we will request authorization from the NWCCU to offer this program.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Professional Doctorate in Occupational Therapy as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: TBD

Department/Program Name: TBD

Degree and Program Title: Occupational Therapy Doctorate

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

CIP Code 51.2306

Title: Occupational Therapy/Therapist.

Definition: A program that prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Occupational Therapy includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics.

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Occupational Therapy Doctorate (OTD) program is a three-year professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human lifespan development, anatomy and physiology, kinesiology, neuroscience, and human occupations that is complemented by evaluation and assessment, applied research, intervention and rehabilitation, and clinical practice.

The program will meet all national accreditation requirements as prescribed by the Accreditation Council for Occupational Therapy Education (ACOTE). The sixty-one learning outcomes required of all ACOTE accredited programs will be delivered by forty-two courses and four supervised clinical experiences.

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The curriculum is comprised of 147 quarter credits of graduate course work. Below is the 3-year curriculum sequence:

Fall I	CR	Winter I	CR	Spring I	CR	Summer I	CR
OTD 701 OT Theories I	3	OTD 702 OT Theories II	3	OTD 707 Clinical Conditions II-	3	OTD 722 Level Ib Community based experience	2
OTD 703 Understanding Human Development and Performance	3	OTD 720 Movement Analysis (lab)	4	OTD 710 Clinical Skills	2	OTD 736 Evidence based practice	3
OTD 711 Human Anatomy I (Lab)	4	OTD 706 Clinical Conditions I	3	OTD 721 Level Ia Clinical Experience	1	OTD 737 Applied research III	3
OTD 730 Neuroscience I (Lab)	4	OTD 715 Evaluation and Assessment in OT (lab)	4	OTD 735 Introduction to applied research	3	OTD 741 Contextual Issues in OT Practice	4
		OTD 731 Neuroscience II (lab)	3	OTD 751 Therapeutic groups-	4		
		OTD 705 Study of Human Occupations	3		3		
Total	14	Total	17	Total	16	Total	12
Fall II		Winter II		Spring II		Summer II	
OTD 723 Level Ic Practice with Children and Adolescents	1	OTD 724 Level Id Practical Exp w/Clients w/Psychosocial	1	OTD 725 Level Ie Practical Exp w/Adults and Rehab Clients	1	OTD 792 Level IIa fieldwork I	12
OTD 742 OT Practice in Pediatrics and Adolescents (lab)	4	OTD 744 Practice with Adults and Rehab	4	OTD 745 Interventions w/Hands, Orthotics & Innovative Technology	4		
OTD 743 OT in Psychosocial practice (lab)	4	OTD 761 Interprofessional Case discussion 2	1	OTD 762 Interprofessional Case Discussion 3	1		
OTD 750 Teaching and Learning	3	OTD 785 Advocacy and Professional Responsibilities	2	OTD 780 Theoretical & Professional Reasoning in OT	3		
OTD 760 Interprofessional Case discussion 1	1	OTD 790 Introduction to Capstone 1	3	OTD 791 Capstone proposal Development 2	3		
		OTD 768 Management, Leadership and Supervision	3	OTD 734 Practice in Geriatrics & Productive Aging	4		
Total	13	Total	14	Total	16	Total	12
Fall III		Winter III		Spring III			
OTD 793 Level IIb fieldwork II Part I	9	OTD 793 Level IIb fieldwork Part 2	6	OTD 794 Doctoral Capstone Experience Part 2	11		
		OTD 794 Doctoral Capstone Experience Part I	6	OTD 795 Doctoral Capstone Project	1		
Total	9	Total	12	Total	12		

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The courses will be delivered on the Monmouth or the WOU: Salem campuses and clinical placements will occur at hospitals, clinical therapy offices, long term care communities, skilled nursing facilities, and other clinical settings where licensed occupational therapists provide patient care. The primary clinical sites will be in the mid and lower Willamette Valley and Oregon coast. Technology will be utilized to enhance the student learning and applied research will be hallmarks of this program. This will be a full-time, twelve-month program.

e. Adequacy and quality of faculty delivering the program.

ACOTE accreditation standards mandate that the program must have at least three full-time equivalent faculty positions.¹ Faculty must have academic and experiential qualifications that meet program objectives, documented expertise in their area(s) of teaching and knowledge of content delivery methods.² All full-time core faculty who are occupational therapy practitioners and teaching occupational therapy content must hold a doctoral degree awarded by an institution that is accredited by USDE-recognized institutional accrediting agency.³ The doctoral degree is not limited to a Doctorate in

¹ ACOTE Standards and Interpretive Guide, 2020, Standard A.2.2.

² ACOTE Standards and Interpretive Guide, 2020, Standard A.2.3.

³ ACOTE Standards and Interpretive Guide, 2020, A.2.7.

Occupational Therapy.³ These full-time core faculty must also be currently licensed or otherwise regulated in the state as an occupational therapist.⁴ At least 50% of full-time core faculty must have a post-professional doctorate.³

f. Adequacy of faculty resources – full-time, part-time, adjunct.

The OTD faculty will be primarily full-time with adjunct faculty used to bring in specific areas of expertise to complement the core full-time faculty. ACOTE requirements specify that the core faculty be responsible for the academic and clinical preparation of the students in the program. The WOU OTD program will be housed in a new building or on the WOU:Salem campus that will include faculty offices, instructionally-supportive technology, clinical research space and other instructional space to support student learning.

Other staff.

g. Adequacy of facilities, library, and other resources.

There are two significant fiscal elements: facility and operational. The OTD will require instructional and research space that WOU currently lack. The two options are renovation of a current space or construction of a new facility. Accreditation requirements mandate that faculty in the OTD program are active researchers. Supporting the research activities of the new OTD faculty is an opportunity to create collaborative and interdisciplinary research space that can also support the research activities of WOU faculty and students in other areas, including but not limited to public health, exercise science, special education, teacher education, rehabilitation counseling, gerontology, psychology, and social sciences. The research facilities needed to support the faculty and students in the OTD program will not be as extensive as those required in traditional research-intensive settings since the OTD research will be more application focused.

The library collections have recently been increased to support the research and instructional needs of faculty and students in health sciences and they will be increased more when faculty are hired. The program's increased use of technology will also require the addition of a dedicated staff person to support the technology needs.

h. Anticipated start date.

The program is expected to start Fall term 2024.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Adding an Occupational Therapy Doctorate program to WOU is strongly aligned with the WOU Strategic Plan in many ways. The most critical are noted below.

- 1.1.1 Providing a campus environment that enhances learning and the development of the whole person.
- 1.3.3 Support curricular innovation and accountability.
- 2.1.2 Increase support for programs and activities that demonstrate and inspire academic excellence.
- 2.4.1 Promote academic array that provides distinctive, high-quality programs.

⁴ ACOTE Standards and Interpretive Guide, 2020, A.2.6.

- 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- 3.2.1 Increase support for student engagement in community service.
- 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- 4.2.1 Develop institutional research capacity.
- 5.1.3 Support growth of academic programs to include new and innovative degrees and certificates.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Institutional goals:

The OTD program supports multiple elements of the WOU strategic plan including academic excellence, community engagement (pro-bono clinic for local residents and students lacking health insurance), and sustainability. The OTD program will expand WOU academic offerings and create research opportunities for faculty and students. Various new technologies to support instruction will be tested in the program. Those that are effective can be applied to other academic programs and facilities on campus.

Statewide goals:

The OTD program will actively support multiple HECC strategies outlined in the Spring 2016 Strategic Plan. These include:

- Strategy 1: Goal-setting. The WOU OTD program will create a synergistic impact on related WOU undergraduate programs. The OHSU Nursing program was a catalyst to a growth in WOU's Biology and Exercise Science undergraduate programs. As a campus that has continually achieved higher retention and graduation rates for Latinx students, the expected increase in student enrollment in biology, behavioral sciences, exercise science, and public health at WOU will result in an increase in the number of Latinx students who enroll and complete their degrees as well. WOU will actively recruit Latinx and other under-represented students to the current undergraduate degree programs as well as to the OTD program.
- Strategy 3: Pathways. WOU has created an external advisory committee that includes leading health practitioners and major health care providers. The committee will work with WOU to create an OTD program that strongly connects WOU students and faculty with the employers and communities so that students have the most effective and efficient pathways leading to successful transition into their occupational therapy career.
- Strategy 5 Affordability. The WOU program will have a tuition that is projected to be more than \$5,000 below the annual cost of the two established programs at private universities in Oregon.
- Strategy 6 Economic and Community Impact. The WOU program will serve a region of Oregon that is not being actively served by the one private university that has an OTD program. The planned pro-bono clinic on the WOU campus will serve residents of Polk County who would not otherwise have access to affordable occupational therapy. WOU will focus on enrolling students from the current WOU enrollment footprint and on serving all communities within the main WOU enrollment footprint.

Related to WOU's rural location, this program will be well positioned to serve rural communities and support health care accessibility in rural Oregon.

The OTD program will focus on enrolling Oregon students and will primarily offer clinical placements in the state of Oregon. Doing so will increase the likelihood that the program will improve the availability of occupational therapists throughout the mid-Willamette Valley, the coast, and rural areas in particular. Being an emerging Hispanic Serving Institution, WOU is well positioned to recruit Latinx students into the OTD program, which will also increase diversity in Oregon health professions which in turn will improve health care accessibility to Spanish-speaking populations in Oregon.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

i. improve educational attainment in the region and state;

The OTD program at WOU will increase student and family awareness of this degree and career. As a university that effectively serves low-income, first-generation, and minority students from all Oregon communities, WOU's OTD program will increase student and family awareness and aspirations. This increased awareness will support higher academic aspirations and attainment. The research facilities that are required for program accreditation will be available for use by other WOU faculty. Nearly all WOU faculty who are active in research utilize undergraduate students in their activities. It has been well established that students who engage in high-impact activities, such as research, are more likely to succeed in college.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

According to the Oregon Employment Department⁵ occupational therapists are one of the top high wage and high demand occupations in Oregon. A November 3, 2021, search of available jobs in Oregon listed by Indeed.com found 446 openings for licensed occupational therapists. Jobs were available across the state and included local clinics, hospitals, assisted living centers, and rehabilitation centers. The lack of occupational therapists has a detrimental social and welfare impact on communities across the state. Furthermore, common barriers for medically underserved populations (MUPs) in Oregon include economic, cultural and linguistic barriers. The WOU OTD program will increase the number of Spanish-speaking and Latinx occupational therapists in Oregon, which will further diversify the health care workforce and provide greater accessibility to MUPs.

iii. address civic and cultural demands of citizenship.

The OTD program's design to include an on-site pro-bono clinic, its emphasis on enrolling and graduating Oregon residents, especially those from under-served communities, will directly and indirectly support the creation and strengthening of an ethos of service and community engagement.

The OTD provides a meaningful opportunity for WOU to better connect with the Monmouth/Independence and Salem communities by providing a facility and content to support wellness training and occupational therapy for low-income

⁵ Oregon Employment Department "High Wage, High Demand Occupations" September 2021

residents. Most of the OTD faculty will be licensed occupational therapists and some of them will need a requisite number of hours in order to maintain their nationally recognized specializations (e.g., pediatrics, neurologic, geriatric, public health, etc.). The pro-bono clinical will not only benefit the community, but also provide opportunities for OTD faculty to complete these hours and for OTD students to gain further clinical experiences.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

ACOTE (Accreditation Council for Occupational Therapy Education)

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

We have designed the program with guidance from Dr. Paula Kramer, experienced founding director of OTD at other universities and former ACOTE President, to comply with all ACOTE standards including the 61 learning outcomes. The program curriculum is mapped to every learning outcome, the faculty and facilities will meet or exceed all ACOTE requirements. The Program Director will need to be approved by ACOTE, further ensuring the expertise and capacity to be fully accredited. The stringent nature of ACOTE Accreditation ensures that the WOU OTD program will be of high quality.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

WOU will follow the prescribed ACOTE accreditation path which involves the following steps:

- WOU Academic Review including approval by Faculty Senate and WOU Board of Trustees
- Approval by Provost Council and HECC
- Approval by NWCCU
- Approval by ACOTE

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The proposed three-year program at WOU would initially enroll new cohorts of 30 students. The OTD program will support greater research activity by the WOU faculty and provide undergraduate students with meaningful research and internship opportunities.

Year	Cohort Size	Total Enrollment
2024-25	30	30

2025-26	30	59
2026-27	30	88
2027-28	40	98
2028-29	40	108

- b. Expected degrees/certificates produced over the next five years.

Year	Number of Degrees
2024-25	0
2025-26	0
2026-27	29
2027-28	29
2028-29	29

- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

The OTD program will focus on serving Oregon students but will enroll qualified students from outside the state. The university anticipates creating a formal pathway for qualified WOU undergraduates into the OTD program. This pathway may operate as an early admit, preferential admit, or some other similar program. As with all other WOU programs, the OTD program will make a deliberate attempt to recruit and enroll students from all backgrounds, with particular attention paid to students from underserved communities. The WOU OTD program will also look to develop a bilingual initiative similar to the nationally recognized WOU Bilingual Teacher Scholars Program.

The program will be taught using a cohort model and students will be required to attend full-time.

- d. Evidence of market demand.

Oregon has one ACOTE accredited OTD program (Pacific University) and one additional university has applied for accreditation from ACOTE to initiate an OTD program (Western University of Health Sciences), both of which are private universities. Pacific University's program is well established and accepts approximately 40 students per year. Western University of Health Science is a new program that has just begun accepting applications for their inaugural class. Washington state has two OTD programs, both in private universities. The University of Puget Sound has been granted Candidacy by the ACOTE and accepts approximately 36-40 per year into their 3-year OTD program. Whitworth University has applied for accreditation by the ACOTE and is now accepting applications for their 2022-2023 cohort.

In 2016, WOU contracted with STAMATS to do a market analysis and identify high need and high growth areas for graduate programming. The report concluded that "Occupational therapy is a very strong program across the board and, from analysis of just the market forces, is the most likely to be introduced successfully. The overall demand is strong regionally, and the number of providers is limited as are the size of the cohorts the

competitor programs admit.” In 2019, STAMAT estimated that jobs in occupational therapy are expected to increase by 17.6% by 2029.

2020 data produced by the Oregon Health Authority determined that

- Oregon’s population has increased an average of 1.3% each year since 2016. As a result, the Direct Patient Care FTE for occupational therapists has increased 4.5% between 2016 – 2020.
 - By 2020, Oregon was expected to lose between 6.2% - 7.2% of their licensed occupational therapists due to retirement, vocational change, and movement to other states.
 - The population of those 65 years of age and older will grow at over 3 times the rate of those younger than 64 years of age over the next 10 years, further exemplifying that there will be a growing need for occupational therapists.
- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the demand for occupational therapists is projected to grow by 17 percent from 2020-2030. This is far above the average demand growth rate for other occupations. The projected growth rate of demand for occupational therapists in Oregon is expected to grow much faster (19%+) than the regional average growth rate for other occupations through 2030. Professional licensure to become an occupational therapist requires an OTD awarded from a college or university that is accredited by ACOTE.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Overall, the programs learning outcomes are:

1. Demonstrate the knowledge and skills to be competent occupational therapists,
2. Understanding the importance of promoting health through the life span using meaningful occupations,
3. Be prepared to use appropriate theories to evaluate clients and develop appropriate interventions using therapeutic occupations to improve function performance and quality of life for clients, demonstrating excellence in practice,
4. Be life-long learners,
5. Appreciate the importance of culture, community, health disparities, and sociopolitical issues that affect intervention,
6. Be informed about emerging areas of practice and the significance of community-based services,
7. Be prepared to become leaders and agents of change, empowering therapists and clients alike.

These outcomes are in keeping with the doctoral educational standards of the profession as prescribed by ACOTE guidelines and the curriculum design of the program.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

A matrix of courses and required learning outcomes will be developed to ensure that students meet all ACOTE required learning outcomes. Formative assessments will include student feedback obtained through the WOU course evaluation process that is conducted each academic term. Summative data will include the national exam pass rate (expected to be 100%), and placement into an occupational therapy or teaching position within six months of graduation (expected to be 95% or higher). ACOTE provides annual data on these figures so WOU will have national and regional benchmarks to use for comparative analysis. Feedback on student preparation will be gathered from all clinical experiences required of students in the program. Students will also provide feedback regarding their clinical placement experiences. It is anticipated that the program will also survey recent graduates to receive qualitative feedback.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

ACOTE Accreditation requirements mandate that faculty in the OTD program are active researchers. Evidence of this required activity will include the number of peer-reviewed scholarly articles published, number of professional presentations made at regional and national scholarly and professional conferences; and the number of OTD students who publish or present their work.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

There is one current ACOTE accredited OTD program in Oregon (Pacific University). Linn-Benton Community College (LBCC) has an ACOTE accredited OT associate program.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

ACOTE requirements for accreditation create OTD programs that are very similar. WOU has a dual enrollment agreement with LBCC. Furthermore, WOU will work with the LBCC program to create an articulated pathway from the OT associate degree to a WOU Bachelor's degree that is aligned with the OTD entrance requirements. WOU will continue to collaborate with Pacific University. WOU will offer social inequities, rural health, and gerontology as its point of unique training, which is complementary to Pacific University.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Professional doctorate programs like the OTD program are designed to provide a very rigorous academic experience. The four clinical rotations add time demands that further limit the opportunity for students to collaborate with other programs. Clinical faculty in the program are required to have active Occupational Therapy licenses. This requirement greatly limits their availability to collaborate with other colleges and universities.

- d. Potential impacts on other programs.

Given accreditation requirements, the OTD coursework will generally be taught by new faculty who are licensed occupational therapists and have a doctorate in the area of occupational therapy or closely related field, therefore the direct teaching requirements are not likely to affect current programs. However, there could be indirect impacts and opportunities for existing undergraduate programs, the Biology Department, Health and Exercise Sciences Division, and Behavioral Sciences Division. We have previously convened a Faculty Advisory Taskforce comprised of faculty from the above academic units to discuss impacts and opportunities.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

This graduate level program will be externally accredited, which will serve as the program's mechanism for external review.

OTD Budget Outline

The OTD program would be a new program and would require additional resources to set up the program and sustain it for the first two years. Beginning in year 3, the program will be self-sustaining and will also provide new revenue to WOU. The cost analysis included below is based on actual budgets of other OTD programs. The revenues are dependent on cohort sizes and the assumption that the OTD tuition rates will be at least \$5,000 below the annual cost of the two established programs at private universities in Oregon. In the cost analysis included below, two different cohort scenarios are presented: 1) cohorts starting at 30, and 2) cohorts starting at 40. Exact cohort sizes will be guided by ACOTE during the accreditation process and will be dependent on faculty hires.

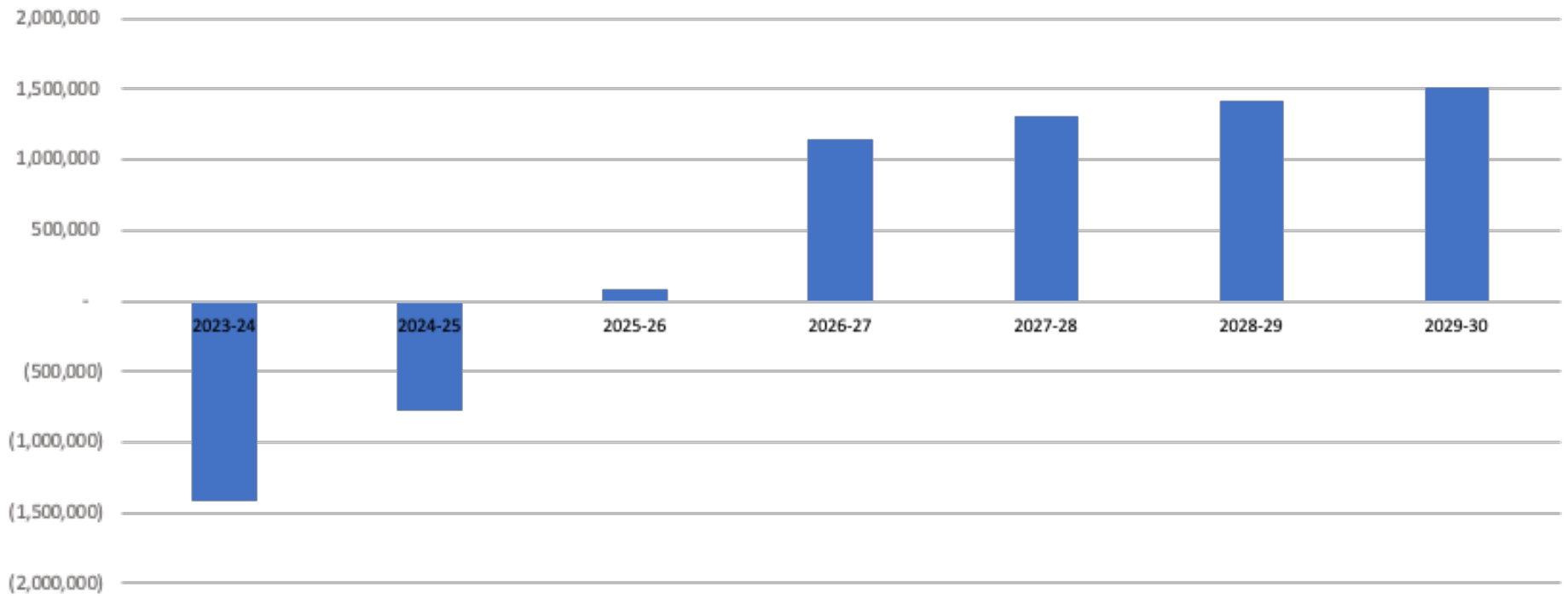
Funds to support program start-up will be sought from external sources including congressionally directed spending, state appropriations, foundation funding, private donations, and the WOU foundation campaign. Expenses for building or renovation costs to be paid by the state through its Capital Projects Support Bonds. Expenses for the program included in the table below include personnel, service and supplies, and facilities. The personnel costs represent 88% of the total program cost. This is consistent with the overall WOU budget, as personnel represents 85% of the total WOU budget.

Cost Analysis for the Rollout of the OTD program

Scenario 1: Cohorts starting at 30

	1st Class, Cohort 30							
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Cumulative
Revenues	-	1,012,422	2,014,596	3,120,532	3,255,639	3,393,266	3,533,489	16,329,943
Expenses	1,414,300	1,786,228	1,932,388	1,981,547	1,943,695	1,981,718	2,020,388	13,060,266
Net	(1,414,300)	(773,806)	82,208	1,138,985	1,311,943	1,411,547	1,513,101	3,269,677
Rev/Exp Ratio	-	0.57	1.04	1.57	1.67	1.71	1.75	1.25

Projected Annual OTD Net Revenues N=30

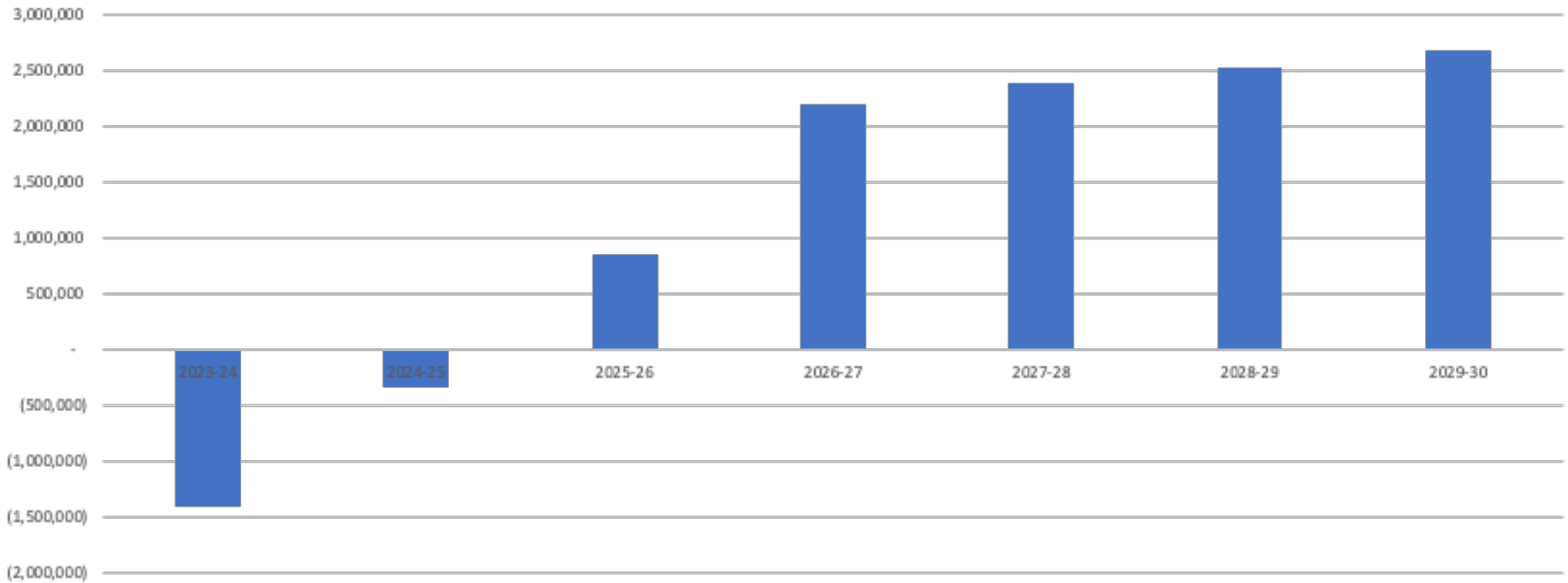


Scenario 2: Cohorts starting at 40

1st Class, Cohort 40

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	Cumulative
Revenues	-	1,447,582	2,779,816	4,174,322	4,331,568	4,516,313	4,704,541	17,249,601
Expenses	1,414,300	1,786,228	1,932,388	1,981,547	1,943,695	1,981,718	2,020,388	11,039,878
Net	(1,414,300)	(338,646)	847,428	2,192,775	2,387,872	2,534,595	2,684,152	6,209,723
Rev/Exp Ratio	-	0.81	1.44	2.11	2.23	2.28	2.33	1.56

Projected Annual OTD Net Revenues N=40



Academic and Student Affairs Committee**May 25, 2022****Provost & Vice President for Academic Affairs | Dr. Rob Winningham****1. Student Success and Advising**

Student Success and Advising continues to focus on building systems and processes to support foundational student success outcomes, in addition to providing direct advising services to key student populations at WOU. Recent initiatives include:

Increasing institutionalized support for TRIO program

Teacher Prep Student Support Services is a federally funded program that provides advising, academic, and personal support to Education majors who are low income, first generation, and/or have a documented disability. We are currently working to reallocate additional advising FTE to this program so we can expand support and serve our undocumented students, which is currently not allowable under the current grant-funded model.

First Year Retention Advisor

We are also reallocating some advising FTE to work more intensively with our first-year students whose pre-college characteristics suggest they may need additional support in their first term. In the following academic terms, this role will do early and intentional outreach to students who have received grades of “D”, “F”, or “W” in any of their coursework.

Degree Progression & Degree Completion Updates

We’re continuing to reach out to students who left WOU just short of completing their degree to help them make a plan for completion. We’re also beginning to work with an external vendor, Motimatic, to launch targeted social media campaigns to reengage students who have stopped out at WOU (at any point in their degree) and who we’ve been unable to reach by phone or text. Motimatic only charges us for students who return to WOU and register for a minimum number of credits.

2. Partnerships

Jessica Murfin, Partnership Specialist, has finalized [WOU's status as a premier partner school](#) with the [Amazon Career Choice program](#), effective April 6th. This program is particularly focused on the Amazon Associates at Amazon’s Salem Fulfillment Center, with the aim of expanding our focus to Amazon’s Woodburn Fulfillment Center once it opens in 2023. A press release has been published (e.g., see [coverage](#)) and marketing campaign are forthcoming. In terms of professional development workshops, JEDI 101 in the Workplace has wrapped up and participants thoroughly enjoyed their experience. We have also launched a new Leadership Series of professional development workshops, starting in June and running through the summer months. More information about these and other

workshops can be found at wou.edu/prodev. In addition, the non-credit Spanish workshops at Independence Elementary School are well underway and getting positive feedback from participants. At WOU:Salem, we are building out a comprehensive WOU:Salem rental pricing structure and process to expand the use and revenue of the facility. With the capitol building undergoing construction that is projected to last the next 1.5 years, we are already getting phone calls to schedule meetings for state agencies and work groups on a monthly basis throughout the construction timeframe! Lastly, progress is being made on WOU's partnership with SEIU to be included in their member benefits listing, offering a 20% tuition discount to all SEIU members for up to 12 credits per term.

3. Academic Effectiveness

Program Review

Mike Baltzley, Associate Provost for Academic Effectiveness, has hosted five Zoom sessions to answer questions about Program Review. In each session, a faculty member from a program that previously completed the Program Review process attended in order to answer questions and share their perspective—Margaret Manoogian (Gerontology), Patty Flatt (Chemistry), and Lars Soderlund (English Studies) each volunteered their time as our Program Review “veterans”. Colton Christian and Georgia Armitage from the Institutional Research Office also attended to answer questions about available data and to learn about the process since they are both new to the WOU Program Review process.

Annual Program Learning Outcome Assessment

Mike Baltzley, Associate Provost for Academic Effectiveness, has begun meeting individually with Program Assessment Coordinators to discuss 1) how their data collection is going for the 2021-22 academic year and 2) the status of their data collection plans for the 2022-23 academic year.

Last spring, the Faculty Senate surveyed faculty about the annual Program Learning Outcome Assessment process at WOU. Mike Baltzley discussed the results with faculty during the Assessment Day activities in the Fall term, with the Faculty Senate Executive Committee in the Winter term, and with the Faculty Senate in the Spring term. Due to the survey results:

- the reporting process was changed from two reporting deadlines each year (June 30th and Oct. 31st) to one reporting deadline (Oct. 31st)
- the Associate Provost for Academic Effectiveness recommended that the incoming Associate Provost consider moving away from Tk20 for the filing of assessment reports
- the Associate Provost for Academic Effectiveness recommended that Faculty Senate re-visit ideas for building time into the academic calendar for assessment, professional development, and cultural competency training

- Faculty Senate was asked to remind their colleagues of the many assessment-related professional development opportunities made available by the Center for Academic Innovation

4. Institutional Research (IR)

In the past 1.5 months, the IR Office has:

- Completed the Spring IPEDS report with assistance from the Human Resources, Business Office, the Financial Aid Office, and the Registrar's Office
- Completed 49 *ad hoc* data requests from campus community members
- Provided data to support tenure-track line requests
- Provided the Spring term quarterly Division Chairs reports
- Begun providing standard data and additional data requests to academic programs that will begin their Program Review in the Fall 2022 term
- Provided a summary of the organizational structure of 26 colleges and universities to the College Restructure Taskforce

5. Graduate Studies

Overall, graduate student enrollment has remained fairly steady this academic year. Applications for graduate programs are up by 14.8% compared to this time last year and applications for fall are trending even higher. As of May 2, we have processed 157 applications for fall, last year at this time we had processed 122 for fall, which is an increase of 28.7%.

Graduate Program Applications Processed	Total Apps
January 1, 2021-May 6, 2021	183
January 1, 2022-May 6, 2022	210

The EAB digital and email market campaigns are currently underway for both prospective graduate students and adult learners seeking undergraduate programs. As of early May, the parallel campaigns have reached close to 13,000 prospective students. In addition, a new Spotify campaign focused on graduate programs will be launched with EAB by the end of May.

6. Sponsored Projects Office

Proposal and grant activity:

We are continuing to see an upward trend in grant submissions and funding awarded. As of May 2022, 67 proposals have been submitted seeking close to \$38.3 million in external funding. Of these FY22 proposals, 22 have been funded so far for a total of \$12.8 million in external funds. For comparison, by May 2021, 54 proposals seeking close to \$10.7 million in external funding had been submitted and close to \$2.7 million

had been awarded by this time last year. In sum, as of May 2022, we have been awarded \$10 million more in external funding compared to FY21, which is a 400% increase in funding awarded.

	# of Proposals Submitted	Funding Sought	# of Proposals Awarded	Funding Awarded
By May 2021	54	\$10,663,055	33	\$2,741,654
By May 2022	67	\$38,309,221	22	\$12,814,296

Noteworthy recent proposals:

WOU submitted 2 large proposals to the US Dept. of Education:

- Cindy Ryan from the College of Education, along with colleagues Andrea Emerson, Marie LeJeune, Ya-fang Cheng, and Jessica Dougherty, submitted a proposal for \$1.1M to the Office of Special Education to improve services to children with disabilities. With WOU as the lead institution, the proposed project leverages the long-term partnership WOU has with OSU.
- Maria Dantas-Whitney and Kristen Pratt from the College of Education submitted a proposal for \$2.9M to the Office of English Language Acquisition National Professional Development Program to train students and working teachers in best-practices for improving instructional practices for English Learners in Hillsboro and Salem-Keizer school districts.

Noteworthy recent awards:

Robyn Lopez-Melton, Director of the Center for Learning and Youth Development in TRI, received an \$8.4 million award from the Oregon Department of Education Early Learning Division to design, implement, and manage Oregon’s first statewide child care substitute system.

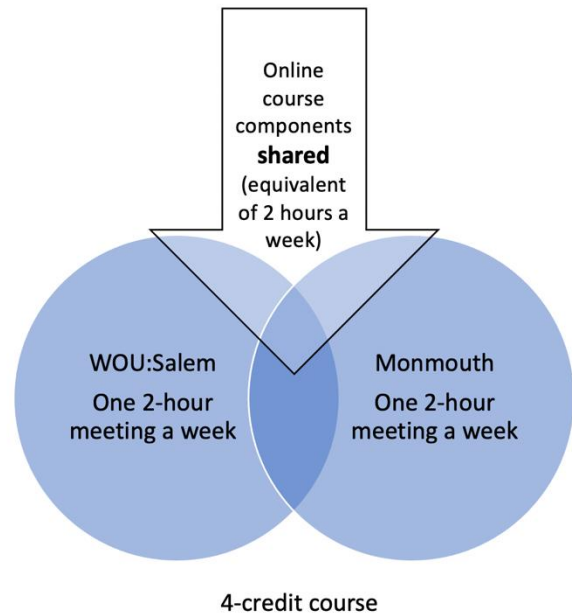
7. WOU:Salem

Teach-in-two-places pilot

In Winter 2022, we began piloting an initiative to leverage existing Monmouth-based courses to provide more opportunities at WOU:Salem. With this model, students can choose between Salem-based or Monmouth-based sections of a hybrid course while online components are combined into a single course. Instructors receive extra compensation for the additional face-to-face time as we build our presence in Salem while continuing to serve Monmouth students. Sociology, Data Analytics and other programs will be part of next year’s efforts.

Expanding into Salem by teaching hybrid courses in two locations

- Why?
 - To serve students where and when they need classes
 - To build sustainable course sizes in Monmouth *and* Salem
 - To help programs build paths to higher enrollments by serving both campuses
- Under what circumstances?
 - When programs and faculty volunteer
 - When it is not sustainable to offer separate sections in both places



8. Transfer Students

Transfer student excess credits reduced by more than 50%

Among transfer students, we have seen: (1) a reduction of average credits at graduation from 227.8 in 2017 to 202.8 in 2020 (minimum of 180 credits needed to graduate), and (2) an increase in the proportion of transfer students who complete their WOU degree with fewer than 200 credits across all their college experience (from 33.43% of transfers in 2017 to 54.79% in 2020).

Excess credits among transfer students, 2017-2021

Year	Average total credits	Percent of students below 200 credits
2017	227.8	33.43%
2018	220.2	36.27%
2019	217.8	41.88%
2020	210.1	45.89%
2021	202.8	54.79%

Behind this progress is a coordinated effort to: (1) reconsider WOU's undergraduate curriculum and its accumulated, but fragmented, prescriptions and (2) rebuild it for today's WOU students to be purposeful, flexible and streamlined. WOU's undergraduate degrees require 180 credits. In 2016, we committed to streamlining undergraduate degree paths so that more students could eliminate excess credits and finish degrees as close to 180 credits as possible. This included:

- A new General Education program
- A policy that the AAOT satisfies WOU's General Education program, without addition university-level course requirements
- Elimination of the required minor
- Reduction of required upper division credits from 62 to 60, which is better aligned with our predominantly 3- and 4-credit courses
- 30-60-90
- Curricular transparency with four-year degree plans and the elimination of hidden prerequisites.

In addition, we have strengthened advising for this population in a variety of ways:

- In 2016, a committed faculty group (the Interdisciplinary Studies or IDS Advisory Board) took on responsibility for the Interdisciplinary Studies program, including advising students, implementing a capstone course, and providing oversight of the curriculum. This program provides options for students whose academic interests do not fit our existing curricular structure; the program is also invaluable for students who have earned credits in different areas complete their degree and reflect on its meaning, connections and applications.
- Our degree completion advisors work closely with the IDS program, and other academic programs, to assist students who have stopped out of WOU in finding path to completion. Since 2019, we have identified 320 potential degree completion students and 244 of those students have completed their degrees, some because the curricular revisions removed barriers to completion.

9. College of Education

- On April 18th, the College of Education hosted a welcome event as the Teacher Preparation Student Support Services (TPSSS) grant relocated to the Richard Woodcock Education Center. The event was well-attended by faculty, staff, and students and TPSSS director Jen Koshnick shared details about the services and programming that this federal TRIO grant provides to students on our campus. This is an important retention-elevating program on our campus.
- On April 27th, the College of Education hosted a remembrance event for Dr. Hank Bersani who was killed in a cycling accident 10 years ago. Dr. Bersani

was a professor of Special Education and was a person-centered advocate in his field for more than 40 years including serving as President of the American Association on Mental Retardation and effectively retiring the label “mental retardation” in his field. The event included friends and family from across the United States and Canada.

- On May 31st, the College of Education will recognize the incoming recipient of the T.H. Gentle Professor of Education as Dr. Marita Cardinal is recognized with this honor. The event will also recognize past recipients who were not able to be celebrated due to the pandemic including Dr. Megan Patton-Lopez (2021-2022), Dr. Melanie Landon-Hays (2021-2022), and Dr. Xiaopeng Gong (2020-2021). The event will take place in the Pastega Room (RVEC 101) of the Richard Woodcock Education Center at 4:00 pm on 5/31. Please join us!
- The Oregon Higher Education Coordinating Commission, in partnership with the Oregon Department of Education, recently awarded Western \$100,000 to be used as scholarships to support culturally and linguistically diverse future teachers enrolled in our educator programs.
- Western’s Educator Equity report, previously approved by the Board of Trustees, will be presented for feedback at the May 12th meeting of the Oregon Higher Education Coordinating Commission. Recall that this plan describes our efforts to support the recruitment, admission, retention, and competition of increasing numbers of culturally and linguistically diverse future educators in accordance with HB 3375 (2015).
- The College of Education Office of Justice, Equity, Diversity, and Inclusion continues to provide robust programming to support faculty and staff as we seek to improve our internal capacities to support, affirm, and include all individuals successfully in the academic programming in the College. These events for spring include:
 - JEDI Literacy Workshops, Collective Care in Higher Education, professional development sessions on socio-emotional learning in higher education
 - March 17th, 2022 – Learning session #1 on trauma-informed practices
 - April 14th, 2022 – Learning session #2 on trauma-informed practices
 - May 17th, 2022 – Creating a trauma-informed syllabus
 - June 22nd, 2022 – Reflecting on course planning for trauma-informed practices
 - JEDI Rooms for Collective Healing and Understanding
 - April 27th, 2022 – Featuring Gaby Gardiner from Basic Rights Oregon responding to national Don’t Say Gay legislation and collective responsibility in Oregon
 - Cultural Event – Asian, Asian-American, Pacific Islander Heritage Month Celebration
 - May 12th, 2022 – Where do we go from here? Reflections one year after the attacks in Atlanta featuring Kevin Kumashiro

10. College of Liberal Arts and Sciences

In the Behavioral Sciences Division, our newest faculty member, Dr. Jay Schwartz, just delivered a conference presentation and had two papers accepted for publication which are currently in press. Dr. Alicia Ibaraki recently gave an invited talk for the American Psychological Association—the largest professional organization in psychology—on health disparities in Asian American populations. Several WOU faculty also presented at the most recent Annual Meeting of the Western Psychological Association. Drs. Chehalis Strapp, Alicia Ibaraki, Brooke Nott, and Lauren Roscoe all contributed to a symposium on designing applied educational experiences for psychology students. Our Gerontology Department's Careers in Aging week during April was well-attended.

The Business & Economics Division has hired Ernie Buncal as a professional advisor for the division. They are also currently searching for a new faculty member, and recently submitted a new degree program in accounting through the curricular process. On May 25, a memorial bench in The Grove will be dedicated to our late Professor of Business, Dr. Hamid Bahari-Kashani, who died unexpectedly in April 2021. We look forward to having this special space on campus in which to honor his memory and legacy.

Computer Science has successfully concluded its search for a new faculty member who will start this fall and contribute to the new program in Data Analytics. They, along with faculty in our Art & Design Department, will celebrate the formal reopening of the newly remodeled ITC Building in May. We are also happy that the Oregon Gaming Project Competition has resumed its annual event on WOU's campus. This event brings hundreds of high school students and their families to our campus for an exciting competition each May. We are also pleased to announce that Dr. Breeann Flesch, Chair of Computer Science, has received this year's Pastega Award for Excellence in Service. Finally, [click this link](#) for exciting visuals about the ongoing iDance collaborative project between our Dance and Computer Science programs that brings computer programming into K-12 classrooms.

In the Creative Arts Division, our Theatre Department is happy to announce that they have received a grant from the National Endowment for the Arts to bring Portland's Spanish-speaking theatrical company, Teatro Milagro, to campus in Summer 2023 for a Spanish-language production of *The Abridged Works of William Shakespeare*. CAD will also be hosting a visit from LGBTQ rights activist Judy Shepard (mother of the late Matthew Shepard) in March 2023. The Creative Arts Division continues with its robust lineup of performances and events. In early May, the recent Spring Dance Concert returned to Rice Auditorium after a three-year hiatus, to resounding success. WOU's choral ensembles will soon depart for New York City, where they will perform at Carnegie Hall. This term's theatrical performance, *Baby with the Bathwater*, will take place from May 26-29, and this summer's Valley Shakespeare production, A

Winter's Tale, will be staged on the lawn outside Rice Auditorium from July 21-23 and July 28-30.

Our Criminal Justice Sciences Division had a very successful Criminal Justice Week in Winter term, and is now teaching courses in its new Cybercrime concentration and preparing for the Master of Justice Studies degree that will begin this fall. Both Criminal Justice and Computer Science convened successful meetings this term of their industry advisory boards, which have been critical for curricular development, community engagement and student success.

The Humanities Division continues to do outstanding work. Three WOU students were selected for the Sears Prize in Poetry. In April, a group of faculty from English, Communication, Philosophy, Art and Music met in person at an "Arts and Humanities" summit with their disciplinary counterparts at Chemeketa Community College, accompanied by WOU's LAS Dean Kathy Cassity and Chemeketa's Arts & Humanities Dean Keith Russell. Humanities, in partnership with our Library, is hosting a May 25th book launch celebration of our newly published Open Educational Resource, *Hispanic Origins of Oregon*, edited by WOU Associate Professor of Spanish Dr. Jaime Marroquin and supported by librarian Sue Kunda and the Instituto de Cultura Oregoniana. The book launch will be attended by author Olga Gutierrez Rodriguez as well as members of the Instituto and others.

In Natural Sciences & Mathematics, Dr. Gareth Hopkins, Assistant Professor of Biology, has been awarded the Pastega Award for Excellence in Scholarship, and Dr. Erin Baumgartner, Professor of Biology, is the recipient of the Pastega Award for Excellence in Teaching. These honors are very well deserved! Our FEM in STEM program hosted four events in Spring term, including a table for WOU GSA Day on April 22. This annual event brings regional high school students to WOU for tours, panels, and information on LGBTQ+ support on campus. They also hosted a FEM in STEM Spring Movie Night, showing *Secrets of the Surface: The Mathematical Vision of Maryam Mirzakhani*, a documentary about the first-ever female Fields Medalist (the "Nobel Prize" of Mathematics). Approximately 20 students, faculty and staff attended.

Our Social Science Division has successfully hired our first tenure-track faculty member with a social work specialty, and this new concentration will begin this fall. Division Chair Dr. Mary Pettenger continues to lead the working group developing a new Ethnic Studies program for WOU. The Social Science Symposium series continues as well, with Visiting Assistant Professor of History Dr. Ricardo Pelegrin Tabaoda delivering a lecture on the Cuban economy in early May. In addition, Dr. David Doellinger, Professor of History, has been engaged in a vigorous lineup of K-12 speaking engagements regarding the war in Ukraine. WOU's Model UN Club participated in a face-to-face Model UN conference in Los Angeles in late April. Also in April, Dr. Liz Swedo, Associate Professor of History, took two students from WOU's chapter of History honor society Phi Alpha Theta to a conference at Western Washington University in Bellingham, Washington. We would also like to congratulate

Professor of Anthropology Isidore Lobnibe on the publication of his new book from Indiana University Press, *Imagining Futures: Memory and Belonging in an African Family*

Finally, our work on the American Council of Education's Learner Success Lab is about to wrap up. In March 2022, Dr. Lars Soderlund, Associate Professor of English, along with Director of Service Learning & Career Development Adry Clark, presented our work at the annual meeting of the American Council of Education in San Diego. We are now drafting our final report for ACE, after which we will receive formal recommendations for both defining and enhancing learner success on WOU's campus.

Many additional collaborations, explorations and innovations are currently underway. Stay tuned, as we expect the 2022-23 academic year to bring many exciting new ideas and initiatives.

11. Library and Academic Innovation

WOU Library and Academic Innovation is hosted and coordinated the Centering BIPOC Voices and Histories at WOU Event Series in May.

The series was kicked off with a keynote address on May 12th by Walidah Imarisha on the Black History of Oregon and culminated with a book launch for "Los Orígenes Hispanos de Oregón" and a student-led George Floyd commemoration ceremony, both on May 25th. A full listing of these events, which have been coordinated in collaboration with many members of the WOU community, can be found on the [event website](#). Support for these events comes from President Jay Kenton and donors to the Hamersly Library.

Academic Innovation continues to offer a variety of workshops to instructors each term, focusing on teaching strategies, academic technology, and exploring pedagogy. More information about each programming option, including our Spring Term Calendar, can be found on the Center for Academic Innovation website (<https://wou.edu/cai/>). Highlights from Spring Term include a book group reading "What Inclusive Instructors Do" by Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell and Mallory SoRelle and workshops on active learning and inclusive grading practices.

As of Spring, Academic Innovation will also wrap up their first full year on Canvas, bringing our learning management system transition to a close.

Two new Catalyst programs will be offered this summer. Catalyst: Universal Design for Learning will be held in July, and Catalyst: Inclusive Teaching Practices will be held in August. Announcements will go out to faculty this coming week with information on how to apply.

Academic and Student Affairs Committee (ASAC) Report – May 2022

Tina M. Fuchs, interim Vice President for Student Affairs

Introduction

Spring term is a busy time in the Division of Student Affairs. From student leader elections, to programming, to recruitment and admitted student events, to recognition, we know no bounds that doesn't engage prospective or current students in some way. This Spring term has been no different and the report below reflects just some of the highlights within the Division of Student Affairs over the last few months.

This report is arranged in a manner that highlights Enrollment initiatives and updates first, followed by Student Engagement, Leadership, Retention, and Support Services. All updates are as of May 16, 2022.

Enrollment Management

Admissions

- Applications/Admitted Students
 - Overall applications are up 13.6%
 - Hispanic student applications are up 39%
 - Overall admits are up by 5.1%
 - Admitted Hispanic students are up by 25%
- Intent to Register – new students
 - 931 Students have completed the Intent to Register form.
 - 73% replied that they intend to register at WOU (677)
 - 27% have notified us that they are not attending WOU
- New Hires
 - Admissions continues its work to fill vacant positions.
 - One of two evaluator positions has been filled. Lisa Wilson started on May 9th.
 - Positions open: one evaluator position, one admissions counselor, and an assistant director of recruitment/transfer specialist.
 - The goal is to have them filled by August 1st.
- SLATE (Admissions Management and Tracking software)
 - Admissions is working with University Computing Solutions (UCS) to hire an Admissions Slate Analyst. This individual and their expertise will allow us to expand Slate so the application process will be paperless, and allow communication between Admissions and prospective students to be completely seamless. It will provide streamlined communication among Admissions staff and allow evaluators to process applications more efficiently. Position should be filled by August 1st.
 - In order to support the changes to Slate, Admissions identified three Slate Captains: the Director of Admissions, the Assistant Director of Visitation & Outreach, and the Assistant Director of Evaluation. They began a 240-hour training in May and will attend a Slate user conference Fall term.

Financial Aid

- The office of Financial Aid has sent a total of 2,737 award offers with just 20% of awardees having accepted at this time. Financial Aid continues to reach out to students, encouraging them to accept their aid.
 - Financial Aid began an outreach campaign to meet students in the Werner University Center and ask if they have questions about their financial aid, if they have accepted their aid, and if they have outstanding requirements. Assistant Director Leslie Lloyd is there each Tuesday in May from 11am-1pm. The goal of meeting students where they are is an effort to retain students and remove barriers. Within the first two weeks, 26 current students who all had tasks to complete have been assisted.
- FAFSA filings are down nationwide, with Oregon down 13.8%. WOU is currently down 7%, but we continue to reach out to students however we can to keep them engaged and moving through the FAFSA process.
- New financial aid counselor, Jeffery Clinton, began work on Monday, May 16th; on Wednesday, May 18th, bilingual counselor, Anel Venegas Trujillo accepted a position with OSAC as the State Grants Coordinator. Anel was recruited by the state for her background in financial aid and scholarships, and for her bilingual skills in Spanish. We wish her all the best!
- The Banner FA implementation project is on track according to the Project Plan but much integration work still needs to happen with large projects that may push the October 1, 2022 goal beyond this date. Staff are working hard to stay on track.

University Housing

- Current Housing Reservations for Fall 2022:
 - 440 new incoming fall reservations (compared to 459 this time in 2021)
 - 286 current residents have selected a room on campus for next year (compared to 233 this time last year)
- Two new staff have joined University Housing. Housing Maintenance and Lock Shop Supervisor, Janelle Hampton, and Receptionist, Olivia Pantoja. Two searches are underway for vacant positions including an accounting technician and interim coordinator, leadership & operations.
- University Housing is gearing up to host a large number of conferences this summer: a welcome return to pre-COVID conference activity.

Student Engagement, Leadership, Retention and Support Services

Abby's House, Center for Equity & Gender Justice

- In the 2022 legislative session, the Oregon State Legislature allocated funding to offset the losses from reduced VOCA (Victims of Crime Act) funding. This will continue the VOCA-FI grant for an additional two years beyond September 2022. The Legislature allocated \$124,016.00 to Abby's House to continue providing outreach services and confidential advocacy to survivors of interpersonal violence.

Child Development Center (CDC)

- Enrollment opened on May 2, 2022 for the 2022-23 academic year. We are already fully enrolled with a waitlist.
- CDC recently added Brightwheel Child Care software for 2022-23 academic year. This will help with managing records and communicating with parents.
- Upcoming projects:
 - The CDC has begun the process to convert one of our classrooms to a Dual Language Immersion Classroom (English/Spanish).
 - With Stabilization Grant funds, the CDC is adding a covered deck to the east end of the backyard and a bathroom to the CASE room in order to convert it into a part-time preschool classroom.

Office Disability Services (ODS)

- The Office of Disability Services welcomed new professional and student staff this spring term. Former student employee Rose Chism joins the professional staff as an Accommodations Coordinator and two new student interns have joined the student staff team. ODS is very excited for these additions and their contributions!
- ODS also recently purchased a multiple-campus management system to manage accommodations requests from Monmouth and Salem, at the same time. This new management system will provide efficiencies and organization for student's accommodation requests.

Multicultural Student Services and Programs (MSSP)

- MSSP offered 75 Diversity Scholarships to student scholarship applicants. All students have been contacted by both the Financial Aid Office and MSSP, via phone, text, and email. Diversity Commitment Scholars (DCS) recipients have until May 31, 2022 to accept their award. We are excited to have raised DCS awards this year and look forward to welcoming the new class.
- The David S. Brody Memorial Scholarship closed on May 1, 2022. This year, MSSP received 150 applications; the review process will begin soon, with a goal to offer two scholarships beginning Fall 2022.
- MSSP will be hosting the annual MSSP Graduation Recognition Dinner, on Wednesday, June 1, 2022. 79 graduates from the Diversity Scholars Program and the On-Track program will be recognized. We will also be recognizing our amazing student leaders, who dedicated their time to serve as coordinators for the Multicultural Representatives Mentor Program and on the Executive Board of the Multicultural Student Union, as well as our new incoming student leaders who have been selected to serve during the 2022-23 academic year. Graduating MSSP students have all been invited to attend along with their families, and celebrate their accomplishments.
- The [Multicultural Student Union](#) (MSU) hosted a successful 29th Annual Pow-Wow on April 30, 2022. The Pow-Wow featured a dinner catered by Sisters East

and over 16 Native American vendors from multiple tribes, who generously shared their cultural traditions and merchandise with our community. MSU is very grateful for all the Native dancers and drummers that shared their spirit and voices with the WOU community.

- Additionally, MSU is wrapping up the year with their last cultural event, [Nuestra Fiesta Latina](#), on Friday, May 20, 2022. This year's theme is "El Carnaval del Pueblo." The day will begin with a mid-day carnival on Church St., followed by dinner and entertainment in the early evening, and ending the night with a dance!

Student Conduct

- Student Conduct is currently reviewing the Code of Student Responsibility, a review that takes place at least once every five years. Suggestions and recommendations are being sought from the campus community, with an updated Code in place by September 1, 2022.
- Student Conduct has also started the process to recruit new members of the 2022-23 Student Conduct Committee, including students, faculty, and staff.

Student Engagement

- Events:
 - The Wolf Awards were held on Monday, May 16th to honor outstanding WOU students.
 - Mental Health Week occurred mid-May with a variety of activities in collaboration with many areas across campus.
 - 2022-23 ASWOU Student Government Elections – results are pending.
 - Lavender Graduation: June 9th – celebrating our LGBTQ+ graduating seniors.
 - Black Graduation: June 10th – celebrating our black graduating seniors.
- Projects:
 - MEChA will begin two murals in and on the WUC to be an inspiration to people of diverse backgrounds and create a sense of belonging.
 - The WUC Information Desk upgrade is moving along to a new model that has an ADA height counter integrated in the desk. This will also allow for the widening of the walkway past the Information Desk.
 - 'Egg chairs' have been ordered, based on student feedback (1 single person chair and 1 dual person chair) will be in place before the end of Spring term in the WUC.
- Student Media:
 - Northwest Passage will be publishing a special extended volume in celebration of their 80th year.
 - KWOU launched a podcast recording program and is working with UCS to get them online and available via Spotify.

Student Health and Counseling Center (SHCC)

- Updated crisis cards now include a BIPOC crisis line - staffed by BIPOC for BIPOC.
- SHCC brochures have been updated and are being translated into Spanish. Additionally, SHCC is creating materials geared toward families that will be translated into Spanish.
- All staff participated in mandatory Safe Zone training to better support LGBTQ+ students.

Upward Bound

- TRIO Upward Bound is returning to a full residential program this summer! Upward Bound is a year-round TRIO college preparation program for low-income and first-generation high school students from Central and Dallas High Schools. During the school year, Upward Bound provides tutoring, advising, workshops, and field trips. In the summer, students attend the Upward Bound (UB) Summer Academy, a six-week summer school program held at WOU.

Due to the Covid-19 pandemic, Upward Bound held a virtual summer program in 2020 and a hybrid summer program in 2021. This year, Upward Bound is returning to a fully residential six-week summer program. The high school students will stay in the residence halls Mondays-Fridays and spend the weekends at home. This gives Upward Bound students an opportunity to experience campus life while taking classes and participating in field trips and activities. Classes include math, science, English, foreign language, and a variety of enrichment courses. A highlight of Summer Academy is the career internship program. The summer before their senior year, Upward Bound students are placed in a professional internship opportunity for career mentorship and exposure to careers requiring a postsecondary degree. The UB Summer Academy will be held June 26 – August 5. Upward Bound is funded by a TRIO grant from the US Department of Education with additional support from WOU.

Veterans Resource Center (VRC)

- The VRC and WOU Student Veterans of America sponsored an egg hunt the week before Easter. The event was open to all students who were highly engaged. Over 500 eggs were hidden and nearly 200 students turned in eggs for prizes and candy over the course of the week! We are so grateful to have community support; Monmouth/Independence businesses donated over 70 individual prizes for this event.
- The VRC recently completed AI Portal and DoD MOU updates. These updates will allow military-connected students to use their military tuition assistance and G.I. Bill program benefits here at WOU.
- The 6th Annual [Memorial Day Banquet](#) occurs on May 31st; we are returning to in-person for the first time in three years.

- The VRC started a Veteran Stoles Program to honor our graduating Veterans. Students are encouraged to wear their stoles as a part of their academic regalia at Commencement in June.

Wolfstore

- A new Faculty Adoption Portal is in place for faculty to submit their course required materials. This will allow more textbooks and other course materials to appear on the bookstore website on the first day of student registration, so that students can see how much those materials cost *before* they register for the class!
- The Wolfstore is getting ready for Pride Month (June) to celebrate and honor our LGBTQ+ students, employees, and friends, and has ordered (and nearly sold out of) a new collection of WOU Pride t-shirts. If you visit the Wolfstore while on campus in late May or through June, you will see a Pride display in the window next to the entrance to the store.



Vice President for Student Affairs office

- VPSA will sponsor two Student Affairs staff attendance at the 36th annual [Hispanic Association of Colleges and Universities \(HACU\) conference](#). We know this is a great opportunity for professional development and an opportunity to learn initiatives, strategies, or programs to implement within units, the division or campus, considering our institutions' HSI goal, respectively.
- The traditions continued! The spring WOLF IT DOWN pancake feast will be held June 6th, 2022. Student Affairs directors will serve up free pancakes for students. We look forward to PACK Week for the annual Sunrise Ceremony pancake feast.
- The National Student Exchange Program (NSE) was selected as a WOU Foundation Competitive Grants recipient. With this grant, four eligible students will have their NSE application fee paid. A student will be considered eligible if a) they meet WOU NSE eligibility criteria, b) is a Pell Grant or Oregon Opportunity Grant recipient, and c) this is their first time applying for NSE. Award will be based on a first come, first apply format. [NSE](#) is a domestic collegiate study away program, with access to 160+ colleges and universities in North America, the Caribbean, and Guam. To learn more about student's NSE experiences, visit: <https://wou.edu/student/national-student-exchange-nse/nse-at-wou/>
- The Office of the Vice President for Student Affairs hosted our Spring 2022 Student Affairs Gathering on May 13, 2022. While most gatherings provide an opportunity for professional development, this gathering focused on recognizing staff in the division for all their hard work, contributions, and achievements over the course of the academic year. The gathering also included a presentation of the inaugural Student Affairs Recognition Awards: The Outstanding Staff

Teamwork Award (Antonio Castellanos), The Champion of Humble Service Award (Paula Verdegaal-Taylor), and The Service to Student Excellence Award (Alicia Monrroy). Finally, a division-wide *'Thank You, Student Affairs'* video was presented, which featured staff shoutouts and workplace spotlight. For award recipients details and to view the *'Thank You, Student Affairs'* video, visit: <https://wou.edu/student/studentaffairsgathering>.



2022 Student Affairs Recognition Award recipients (L/R) Antonio Castellanos, Alicia Monrroy, and Paula Verdegaal-Taylor,

Division of Student Affairs Other Information

Shout Out!

A shout out to all of our student award winners at our Wolf Awards event. Special recognition to our two Outstanding Graduating Seniors, the Delmer Dewey & Julia McCulloch Smith Award Winners:

Aliyah Favela
Cheyenne Bumgardner

A full list of award winners will be posted here: [Wolf Awards](#)

Spring Term SPOTLIGHT program

Holocaust Remembrance Day – April 28 – a traditional remembrance event at WOU to honor those lives lost during the Holocaust, sponsored by the office of Student Engagement. Special thanks to all of the volunteers who planted flags and then provided support to remove flags the following day.



Newsletters

In an effort to keep our community informed about the activities, events, and initiatives taking place within Student Affairs, several areas provide regular newsletters to the campus. Links to those newsletters are provided below.

[Student Affairs ENEWS](#)

[Multicultural Student Services and Programs \(MSSP\) Winter 2022 Newsletter](#)

[Abby's House May 2022](#)

[Service Learning and Career Development Spring Newsletter](#)

[Wolfie's Weekly- Student Engagement Newsletter](#)