



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

NOVEMBER 15, 2022

3:00-5:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

To observe the meeting: wou.edu/livestream

Audio only, call: +1 346 248 7799 US | Meeting ID: 810 4838 3366

AGENDA

- I. CALL-TO-MEETING / ROLL CALL**
- II. CHAIR'S WELCOME**
- III. PRESIDENT'S WELCOME**
- IV. TRUSTEE COMMENTS**
- V. BOARD CONVERSATION: Committee Work Plans**
- VI. RECESS**

NOVEMBER 16, 2022

10:00AM-3:00PM

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- I. CALL-TO-MEETING / ROLL CALL**
- II. CHAIR'S WELCOME**
- III. CONSENT AGENDA ([Appendix A](#))**
 - 1) Meeting Minutes:
 - a. [June 8, 2022](#)
 - b. [August 24, 2022](#)



c. [September 1-2, 2022](#)

a. [FY23 Management Report](#) (As of September 30, 2022)

b. [Undergraduate Certificate: Information Technology](#)

IV. FIRST PUBLIC COMMENT

V. STAKEHOLDER UPDATES

1) SHARED GOVERNANCE

a. ASWOU | Kodee Harwood

b. [Faculty Senate](#) | Dr. Steve Scheck **pg. 4**

c. [Staff Senate](#) | Jenna Otto **pg. 9**

2) UNION

a. SEIU | Jackson Stalley

b. WOUFT | Dr. Melanie Landon-Hayes

3) [WOU FOUNDATION REPORT](#) | Cara Goshong, Mike Morgan **pg. 12**

4) **LEGISLATIVE REPORT** | Carson Campbell, Ryan Hagemann

VI. [PRESIDENT'S REPORT](#) | President Jesse Peters **pg. 22**
(Senior Leadership Council Reports in [Appendix B](#))

VII. BREAK

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

1) **THEATRE ARTS** | Michael Phillips

2) **MUSIC** | Dr. James Reddan

a. Band

b. Choir

3) **DANCE** | Tim Cowart

4) **SMITH FINE ARTS SERIES** | Andi Moring



IX. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report | Trustee Leah Mitchell
- 2) Committee Recommendations for Board Discussion/Action
 - a. [New Degree Approval: Master of Science in Human Wellness & Performance](#) pg. 26

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

- 1) Committee Chair Report | Trustee Susan Castillo
- 2) Committee Recommendations for Board Discussion/Action

XI. EXECUTIVE, GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report | Chair Betty Komp
- 2) Committee Recommendations for Board Discussion/Action
 - a. [Revision of Board Statement on the Delegation of Authority](#) pg. 51

XII. FINANCE & ADMINISTRATION COMMITTEE (FAC)

- 1) Committee Chair Report | Trustee Gayle Evans
- 2) Committee Recommendations for Board Discussion/Action
 - a. [FY2023 Revised Budget](#) pg. 64
 - b. [Transfer of \\$150k out of Quasi-Endowment to support Equity Audit](#) pg. 79

XIII. SECOND PUBLIC COMMENT

XIV. ANNOUNCEMENTS/COMMENTS

XV. ADJOURNMENT



Faculty Senate Report to the Board of Trustees, November 15 – 16, 2022

Faculty Senate commits much time to the review of curricular proposals, such as a suite of proposals related to fields in ethnic studies recently submitted by the social science division that draws upon coursework from multiple divisions. At the course level, numerous proposals have been reviewed that introduce new courses, discontinue courses, or modify courses to keep WOU degrees contemporary in light of advancements in various disciplines.

Also, under review are policy updates such as examining protocols for introducing and establishing professional doctoral degrees at WOU. We will be adopting an update to the Emeritus (Emerit) Faculty Policy and will be completing the work begun last year on modifications to Faculty Senate By-Laws. The Senate also will have interested faculty work with Registrar staff on revising final-exam schedules to address hybrid and on-line asynchronous courses.

A concern expressed by many faculty members is that they are juggling multiple work-related demands on their time and that they feel challenged to meet these demands. Thus, the Senate Executive Committee will be examining our portfolio of Senate committees to determine if they meet the present needs for faculty oversight of academic programming. Currently, we are moving to decommission the Academic Technology and Resources Committee – it's work is now largely duplicated by other standing committees or offices at WOU.

With the current university budget/enrollment status in mind, it is essential that faculty members commit their efforts to supporting university operations through quality teaching, student retention, and overseeing programming that is attractive to new students and their families.

The faculty are prepared to be a critical part of President Peters' campaign to stabilize the university's operations so that it can continue to serve the needs of Oregon for years to come.

I wish to close this report by noting that the principal responsibilities of the faculty at WOU are teaching, scholarship and service. To showcase one of these areas, I include a list of scholarly articles that the Hammersley Library staff have compiled to date for 2022. Repository lists for prior years can be found [here](#).

Fall 2022

- Barrio, B.L., Ferguson, S.L., Hovey, K.A., Boedecker, P., & Kluttz-Drye, B. (2022). Voices beyond the numbers: a systematic review of qualitative studies of disproportionality in special education. *Preventing School Failure*, 1–9. Advance online publication. <https://wou.idm.oclc.org/login?url=https://doi.org/10.1080/1045988x.2022.2101422>
- Bellah, E., Frei, S., Merrill, L. & Pohland, K. (2022). University of Oregon AWM chapter: its creation and evolution. In J.L. Beery, S.J. Greenwald, & C. Kessel (Eds.), *Fifty years of women in mathematics*. Association for Women in Mathematics Series, Vol. 28. Springer, Cham.
- Braimah, J.A., Appiah, J.O., Adei, D., Ofri-Amoah, J., Mensah, A.A., & Agyemang-Duah, W. (2022). Effects of demographic and socio-economic factors on dissatisfaction with formal healthcare utilisation among older adults with very low incomes in Ghana. *Cogent Public Health*, 9(1). <https://doi.org/10.1080/27707571.2022.2108568>

- Bruce, C.D., **Flatt, P.M.**, Kirk, S.R., Roberts-Kirchhoff, E., & Schepmann, H.G. (2022). The value of peer mentoring networks for developing leaders and inspiring change. *Journal of Chemical Information and Modeling*. Advance online publication.
- Byker Shanks, C., Houghtaling, B., Shanks, J., Grocke-Dewey, M., Webber, E., Andress, L., Hardison-Moody, A., **Patton-Lopez, M.**, & Haynes-Maslow, L. (2022). Disparities in dietary practices during the COVID-19 pandemic by food security status. *Preventive Medicine Reports*, 28. <https://doi.org/10.1016/j.pmedr.2022.101830>
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- Cloud, J.M.**, Stone, A.M., & **McCarthy, J.D.** (2022). No time to “waist:” Low waist-to-hip ratios pop out in visual search. *Evolutionary Behavioral Sciences*. https://alliance-wou.primo.exlibrisgroup.com/permalink/01ALLIANCE_WOU/1a0qgvd/cdi_proquest_journals_2691121470
- Corey, J., Schwandt, H., Boulware, A., Herrera, A., Hudler, E., Imbabazi, C., King, I., **Morris, H.**, ... & Shemeza, B.-E. (2022). Family planning demand generation in Rwanda: Government efforts at the national and community level impact interpersonal communication and family norms. *PLoS ONE*, 17(4), 1–15. <https://doi.org/10.1371/journal.pone.0266520>
- Davidson, K., & **Fouts, H.N.** (2022). Fostering children's racialized identities in early childhood education. *Early Years: Journal of International Research & Development*. Advance online publication. <https://wou.idm.oclc.org/login?url=https://doi.org/10.1080/09575146.2022.2126964>
- Eguíbar, P. G.**, & de Herrero, M. N. S. G. (2022). Variació i ús dels difongs en la documentació medieval del monestir de San Andrés de Vega de Espinareda (Lleó) (segle XIII). *Dialectologia: revista electrònica*, (22), 119-142. <https://raco.cat/index.php/Dialectologia/article/view/396284>.
- Finlay, J.M., Meltzer, G., **Cannon, M.**, & Kobayashi, L.C. (2022). Aging in place during a pandemic: Neighborhood engagement and environments since the COVID-19 pandemic onset. *Gerontologist*, 62(4), 504–518. <https://doi.org/10.1093/geront/gnab169>
- Gournaris, K.** (2022) Adjusting to change: learning American Sign Language online during a global pandemic. *Northwest Journal of Teacher Education*, 17(2). <https://doi.org/10.15760/nwjte.2022.17.2.6>
- Hagedorn, H.R.L., Richards, R., Qamar, Z., Hood, L.B., Landry, M. J., Savoie, R.M.R., Vogelzang, J.L., Machado, S.S., OoNorasak, K., Cuite, C.L., Heying, E., **Patton-López, M.M.**, & Snelling, A.M. (2022). Campus-based programmes to address food insecurity vary in leadership, funding and evaluation strategies. *Nutrition Bulletin*, 47(3), 322–332. <https://doi.org/10.1111/nbu.12570>
- Guerrero, A.L., Peña, I.N., & **Dantas-Whitney, M.** (2022). Collaborative ethnography with children: Building intersubjectivity and co-constructing knowledge of place. In A. Skukauskaitė, & J.L. Green (Eds.) *Interactional ethnography: designing and conducting discourse-based ethnographic research* (pp. 163-183). Routledge.
- Hardin, A.M.**, Knigge, R.P., Duren, D.L., Williams-Blangero, S., Subedi, J., Mahaney, M.C., & Sherwood, R.J. (2022). Genetic influences on dentognathic morphology in the Jirel population of Nepal. *Anatomical Record*, 305(9), 2137–2157. <https://wou.idm.oclc.org/login?url=https://doi.org/10.1002/ar.24857>
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- Hovey, K.A.**, Gauvreau, A.N., & Lohmann, M.J. (2022). Providing multiple means of action and expression in the early childhood classroom through a universal design for learning framework. *The Journal of Special Education Apprenticeship*, 11(2). <https://scholarworks.lib.csusb.edu/josea/vol11/iss2/7>
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Staff Senate Report to the Board of Trustees

November 16, 2022

Dear Board of Trustees,

2021-2022 was another challenging year for the Western Oregon University community, but we continue to look forward to the future and building a better and stronger university that works to support the needs of all – staff, students, faculty and the larger WOU community.

Goals for 2022-2023

In 2022-2023 Staff Senate will be working to build community by focusing on these three areas: Fostering Communication, Encouraging Collaboration and Making Connections. We hear a lot of talk about the “silos” on campus and how often times people feel that they are in competition with each other for limited resources. When we build connections, we become more of a coherent team rather than adversaries. That allows us to collaborate and to better and more efficiently utilize our resources. Keeping the lines of communication open across campus, will help us to make those connections that lead to collaboration.

Communication continues to be an important issue and while we have seen improvements in the way information is disseminated in a “top down” fashion, we would like to work to encourage better communication across divisions, departments and functional areas. Building and developing better relationships between staff on campus will help to lower some of the barriers to making this happen.

Continued Challenges

WOU has continued to struggle with high turnover and filling empty staff positions. Many of the items on our agendas continue to be postponed as the university still looks to permanently fill the position of HR Executive. Some of our top issues deal with being part of the discussion about performance evaluations and training, the use of direct appointments and the search committee processes. While we expect to shortly see

welcome changes to the Unclassified leave donation program, we still seem to be stalled in other areas such as updating the Unclassified employee handbook and Unclassified position bands and salary ranges.

We also hope to see a renewal of the Policy Review process and encourage the University to work to simplify systems and processes as well as reduce barriers to efficiency and success.

Seeds for Success:

Staff Senate will continue with our popular staff recognition program. Each month, out of many nominations, one staff member is chosen at random to receive the award of staff person of the month. In addition to the campus wide recognition that the winner enjoys, each person that is nominated is notified of their nomination and the details of that nomination are shared with them. The feedback we have received from even the non-winning nominees has been overwhelmingly positive. Nominees have expressed real pleasure and gratitude to hear that their efforts are not going unnoticed.

Staff Connections Committee continues its good work of bringing people together with its monthly newsletter, Monday-ish Motivation emails and working with campus partners to promote community building events such as the recent collaboration with the Child Development Center's trick-or-treat event.

Staff Senate is also working to plan a fundraiser raffle to raise funds for our student scholarship fund. Be on the lookout for more details in Winter term.

Our Administrative Equity committee continues to advocate for issues important to Unclassified staff (who do not have the benefit of Union representation). They continue to work towards initiating changes that bring Classified and Unclassified policies and procedures more closely in line with each other.

While we may continue to face many challenges, we are encouraged by how much progress has already been made and we are excited about the opportunities that are to come. We look forward to being an active partner in WOU's system of Shared Governance and seek to live by WOU's motto – Together We Succeed.

Staff Senate Membership for 2022-2023

Classified Senators:

Amanda Bales, Cinda DeVoe, Jenna Otto (President), Keats Chaves, Michael Gonzalez, Michelle Gallagher

Unclassified Senators:

Adrian Trujillo, Ambre Plahn (Secretary/Recorder), Julia Fruit, Keegan Gormally, Kelly Rush (Vice President), Michael Reis

WOU Board of Trustees – November 2022
Division of Advancement & WOU Foundation | Submitted by Cara Groshong

WOU Foundation & Development

Mission: To strengthen, serve and support Western Oregon University.

Staff team: We have three open positions: VP Advancement & Executive Director, and two Major Gift Development Officers. The search for the VP position is progressing and the search preparation for the Development Officer positions is being drafted.

Gifts: Through Oct. 31, 2022 – committed: \$469,739 (1,411 gifts); received: \$478,797.

- Total Foundation Donations 10 Year Comparison, following
- Total Foundation Net Assets 10 Year Comparison, following

Corporate sponsorships: We have sponsorship commitments from the Independence Hotel, Oregon State Credit Union, Overhead Doors, Homelight, MINET, US Bank and State Farm.

WOU Foundation Board of Trustees: New officers include Treasurer Chester Anonson '10 and Trustees-At-Large Kevin Alejandrez '16 and Sonja Fenton. Two Trustees-At-Large terms ended and stepped down, and recruitment is ongoing.

Comprehensive Campaign

Consultant: We have completed our contract with CCS Fundraising as of March 1st but continue to work with management support from Travis Carley. Travis met in person with the team for 3 months after the contract ended and he came to campus to meet with President Peters on September 27th. He will also be available to work with the VP Advancement once the position is filled.

Current activities include: Conducted a target analytics wealth screening which successfully identified 2,210 potential major gift prospects among our current donors and alumni. An analysis of institutional and constituent giving history, operational and prospect meetings, and building of more accurate portfolios. Events to introduce President Peters to targeted alumni prospects, and currently preparing a top-ten list of prospects for the President's initial portfolio.

Smith Fine Arts Series (SFAS)

[Smith Fine Arts Series](#) believes that live performing arts contribute to richer, fuller lives - and everyone deserves that opportunity. SFAS provides access to quality cultural experiences and enrich lives throughout Polk County and beyond.

45th Annual Season

- Single tickets and 5 show subscriptions are available [online](#).
- Six shows total, next shows include:
 - Dec. 3 – Typhoon
 - Jan. 21 – Kaeja d'Dance

Annual Smith Fine Arts Series Auction – Embrace the Music

- Online auction ran from Feb 1 – 5th
- Rely on event to cover approx. a third of the annual budget

Annual Giving

Fund for WOU (Unrestricted) - YTD22 \$18,322 (YTD21 \$15,292, YTD20 \$18,477)

- This number does not reflect recent money coming in from the fall Alumni solicitation. More than \$2,500 have been received this week because of that solicitation.

Crowdfunding - \$71,551 YTD

- Fundraiser is our crowdfunding software that allows programs and clubs to raise funds through their networks. This fall M. Soccer, W. Soccer, Baseball, Volleyball and Softball have completed their campaigns. M. Rugby has recently launched their own campaign.
- Utilizing a crowdfunding software is essential to the success of annual giving. By having a software like this, we can provide a tool to programs and clubs on campus to successfully fundraise while the Foundation only has a supervisory role. We have been encouraging more departments and programs to use this tool as opposed to doing a sales fundraiser. This year will mark the last of our contract with Fundraiser. Other crowdfunding tools are being explored and tested for implementation next year.

Fund for Wolves Athletics and Football

- There has been significant growth in these two funds due to restructuring Wolves Club benefits. Fund for Wolves Athletics received \$56,006 this year, a 238% increase from last year, and Football received \$49,145 this year, a 120% increase from last year!

Upcoming Solicitations

End of Year

- Holiday Card mailing. This doubles as a stewardship piece and will include a remit card. This year the artwork is being done by one of our nontraditional, art students, Mnemosyne 'Nemi' McKay. Her artwork will be displayed on the front of the card and on the back, we will have her image along with a link and QR code to learn more about Nemi.
- Year-end email reminders will be sent on 12/19 and 12/26

Wolves Supporting Veterans Endowment

- Two OCE veteran donors reached out with interest in starting a student-veteran endowed scholarship. Their hopes are to have multiple alumni and friends support this fund. A solicitation will be going out the second week of November to alumni veterans.

Donor Stewardship

Scholarship and Endowment Reports

- Although this is not a solicitation, this mailing is an essential part of our development process. Constituents who have created an endowment or scholarship will receive student letters of thanks as well as updates on their endowments, if applicable. These reports can also serve as a gentle reminder to make year-end gifts.
- A SPECIAL THANK YOU to Travis Heide & Kella Helyer and the team in Financial Aid, who transitioned the university to ScholarshipUniverse. This new software allows us to streamline the foundation scholarship experience, receiving thank yous from students much quicker than in past years. This greatly enhances our ability to steward scholarship donors.

New Interactions

Gratavid

- Gratavid is the Foundation's new stewardship software that prompts development officers to send thank you videos as soon as gifts are received. We've received very positive feedback from donors. This software will be essential in communications leading up to and on Giving Day!

Advance

- Advance is the new website platform that will be used for Giving Day. This platform allows us to create a more engaging website and allows us to track activity. Individuals are also able to view a live, running total of where we stand in dollars raised and individuals supporting. Overall, this platform will allow us to gamify our matches and challenges.

Coffee and Conversations with Unitus Community Credit Union

- During the first week of classes, the Foundation was able to connect the Unitus Cohort of Bilingual Teacher Scholars with members of the UCCU team. This unique opportunity not only allowed for the students to interact with UCCU but to also hear from WOU alumna and Oregon Representative, Teresa Alonso León.
- Eight students of the BTS program are awarded a \$3,000 scholarship. This partnership is in the first year of a three-year commitment. The Foundation looks forward to expanding on and growing our connections with UCCU. UCCU created an amazing document that clearly demonstrates the need for this support; following.

Alumni Engagement

Engagement Events

- **June 4** - The Wolves Athletic Auction was held in the Pacific Room on campus. Nearly 250 attendees were in attendance and the event grossed more than \$80,000. We are already working on the 2023 auction which will be held on June 3. President Peters attended this event before he was even on campus, thank you Dr. Peters!

June 10 - Senior Sendoff 2022. This year the event was planned and overseen by a Communications class. The class took this project on to manage and plan as part of their event planning class. They were supervised by Alumni Engagement, but were responsible for staying within budget, coordinating services, managing vendors and tracking event attendees as well as staffing the event. This was the first year a class has taken on planning this event and it will be repeated in the future.

- **June 11** - WOU Alumni Engagement had a booth in the Grove for Commencement 2022. We were excited to congratulate graduates and hand out some alumni swag to our newest alumni. The Alumni Board of Directors managed the station. It's always a fun day to meet our newest wolf pack members.
- **July 15, 16** - It was a pleasure catching up with and seeing 50+ OCE alumni at the annual Hood River golf event to support the Gale Davis & Bill McArthur Memorial Football Scholarship. This group comes together every year to play golf, catch up and fundraise for the scholarship.
- **July 28** - Despite the 100+ degree temperatures, the Wolves on the Green Golf Tournament brought in more than 120 golfers to support Women's Athletics. They were alumni, staff, coaches, and friends. The tournament grossed \$15,000, with net proceeds benefiting Women's athletic teams. The 2023 tournament will be on Thursday, July 27.
- **Aug. 20** - President Peters attended one of his first alumni/donor VIP events in Redmond, OR. The private event was held at Dr. John and Jill Pavlicek's home and invitees included VIP donors and volunteers from around the Central Oregon area. A

group of about 30 individuals enjoyed scenic views, great food and drink from Bleu Bite catering, meeting and reconnecting with alumni and meeting WOU's newest president.

- **Aug. 25 - 27** - WOU Alumni Engagement and our Development officer, Sabra Jewell, traveled to Honolulu, HI to host events and experiences with parents, alumni, and friends on the island in conjunction with the Magic Island Volleyball Tournament. The welcome reception on Aug. 25 hosted more than 50 people and had a live, traditional Hawaiian band which was a HUGE hit. We look forward to traveling back this spring and connecting with our island friends.
- **Aug. 30** - We've kept President Peters busy with welcome receptions and meet and greet events. A group of about 75 people came together on the rooftop of the Independence Hotel and enjoyed appetizers, drinks, conversation, and a chance to meet Dr. Peters and Dr. Cannata. The attendees at this event were alumni and foundation board members, campus partners, leadership, and community members we work closely with.
- **Sept. 9** - We worked with Men's soccer and hosted a tailgate event before their home game on September 9. The team sold special shirts and we gave away snacks and alumni swag. It was a great way to promote our newest men's sport.
- **Sept. 9,10** - This was the inaugural weekend for the WOU Football Hall of Fame induction. The evening of Sept. 9 was spent at a local bar with 75+ members from OCE football teams from the 60's, 70's and 80's plus staff and football coaching staff. Saturday the 10th was the induction ceremony where more than 250 alumni, guests and staff attended the celebration event. Many of the alumni in attendance claimed they hadn't been on campus or seen each other in more than 40 years. We followed up with attendees with a solicitation for football giving.
- **Sept. 28, 29, & Oct. 6** - We hosted the President's Club donor appreciation dinners for our donors who have given \$1,000 or more throughout the year. The event on the 29th was held on campus in the Pastega Room at the Education Building and the event on the 29th was held at WOU:Salem. Between the two events we hosted and thanked more than 100 donors. The final of 3 President's Club Dinners was held at Stanford's in Lake Oswego. Dr. Peters and Dr. Cannata were present along with 30 other donors and guests.
- **Oct. 21, 22** - Was Homecoming and Hall of Fame weekend. Throughout the weekend we hosted more than 200 alumni and guests. There were several events to attend and special programs offered all weekend to attendees. Many attendees hadn't been back to campus for quite some time.
- **Oct. 28, 29** - Wolves Club and the Alumni Engagement team traveled to Texas to support our football team and host events for traveling families and local alumni. We hosted a small dinner on Friday the 28th and a pre-game event on Saturday. More than 30 Wolf fans attended the pre-game event!

Upcoming events - Save the date!

- Foundation Team Open House - 4 - 6 p.m. RVEC | room 101
 - Come enjoy a beverage, a treat and great company at the pre-tree lighting holiday cheer event!

- Holiday Tree Lighting - 6 p.m. Monmouth Ave. campus
 - Free parking, free event, fun for the whole family!
 - Be sure to come by the alumni tents in the donor plaza for FREE hot cocoa and cider

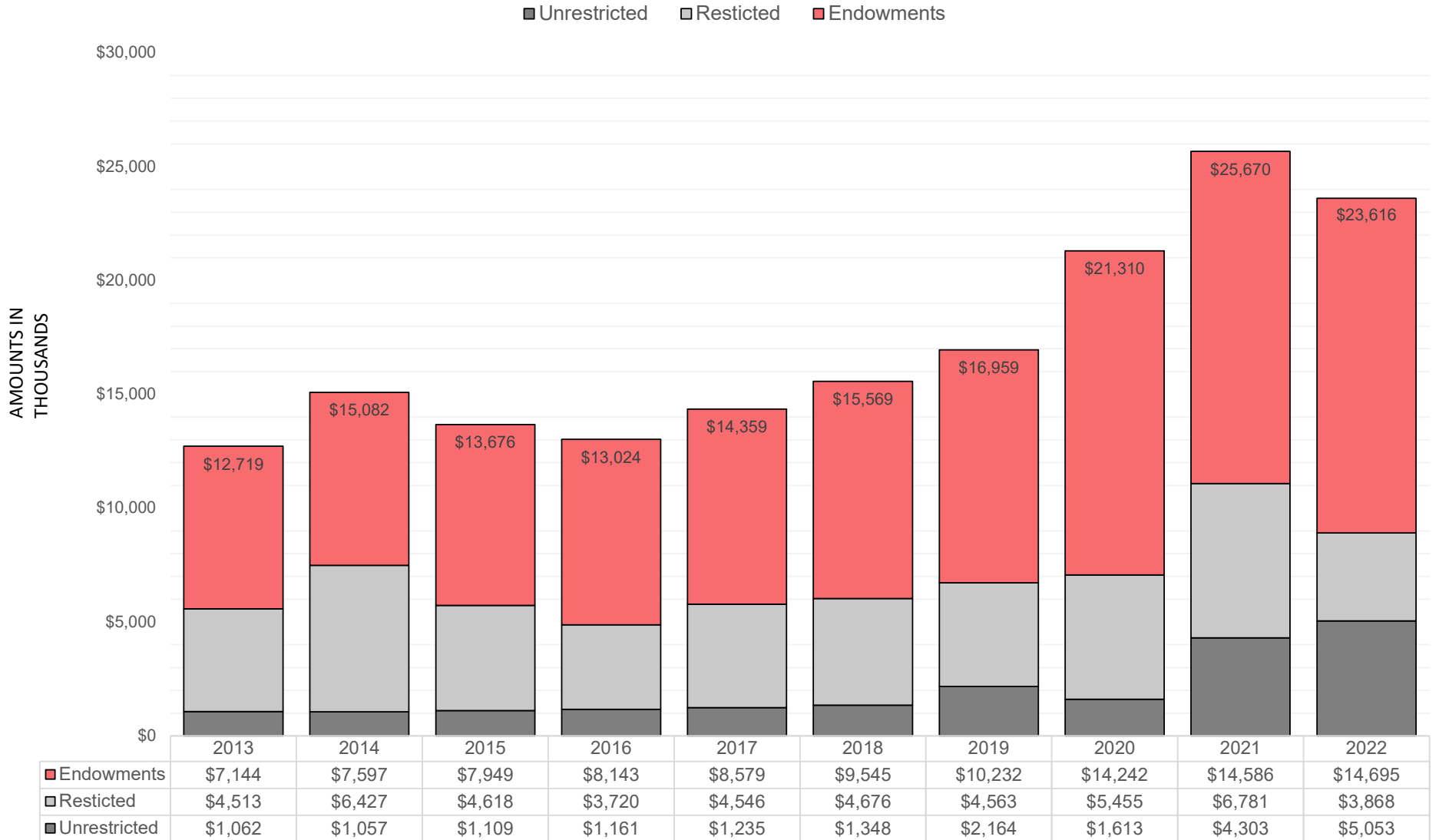
Alumni Engagement student staff

- New to the team are freshmen Jaylin Hardin from Grants Pass, OR and Andrew Pingry from Eagle, ID. Watch for their friendly faces at alumni and Foundation events this year!

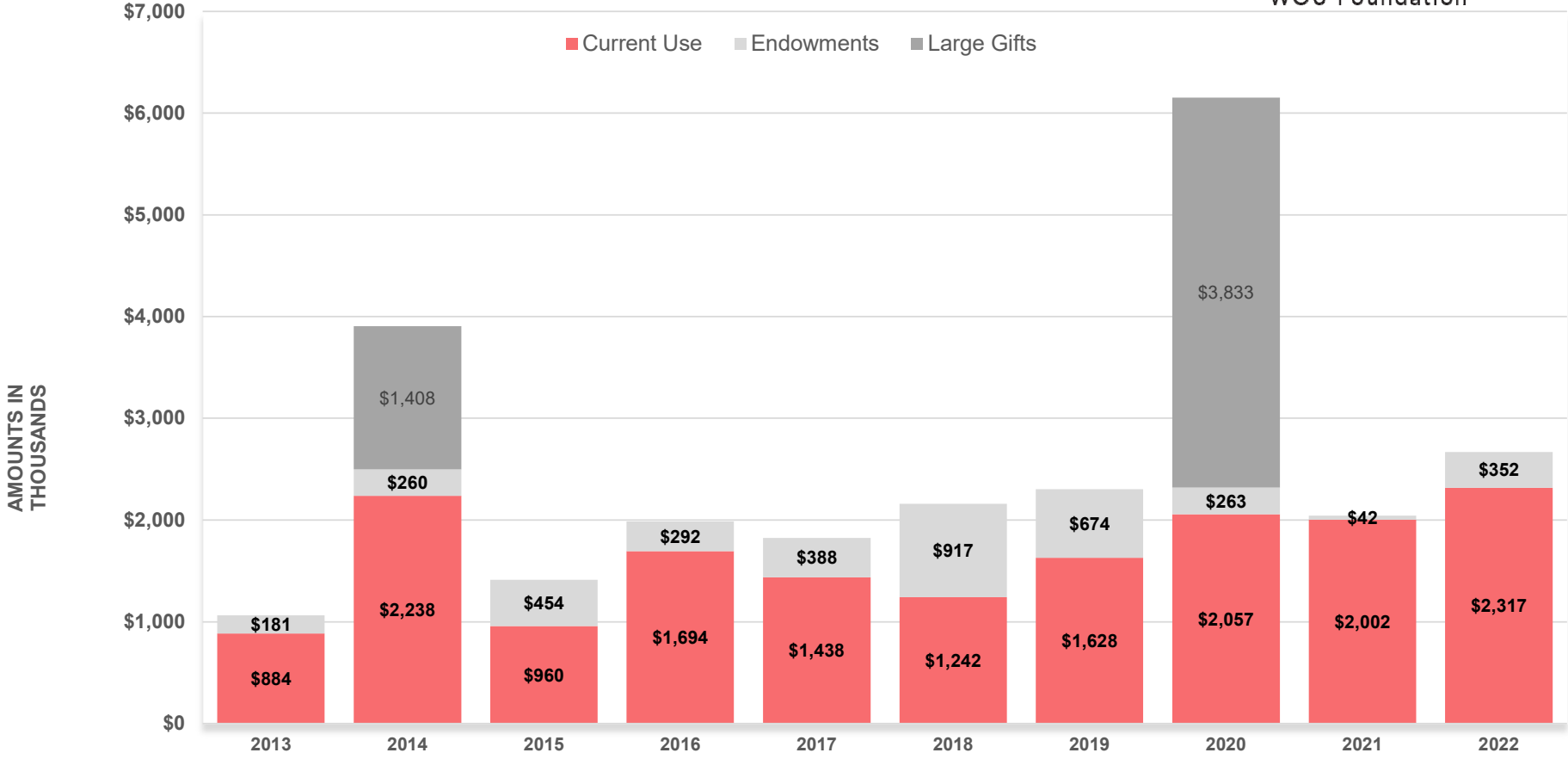
Alumni awards and engagement

- The 2023 Alumni Award of Excellence will be accepting nominations starting in January. Help us find our next award winner! Submit your materials at wou.edu/alumni
- We continue the monthly After Hour events on the second Tuesday of the month. We are looking for special guests at these events, if you are interested in being a guest of honor, contact Emily at 503-838-8710 or send an email to lafone@wou.edu
- The e-newsletter, PawPrints, is sent out every first Tuesday of the month and starting after the first of the year, will also feature alumni stories!

WOU FOUNDATION Audited Net Assets



WOU FOUNDATION Audited Annual Contributions, Current use and Endowed

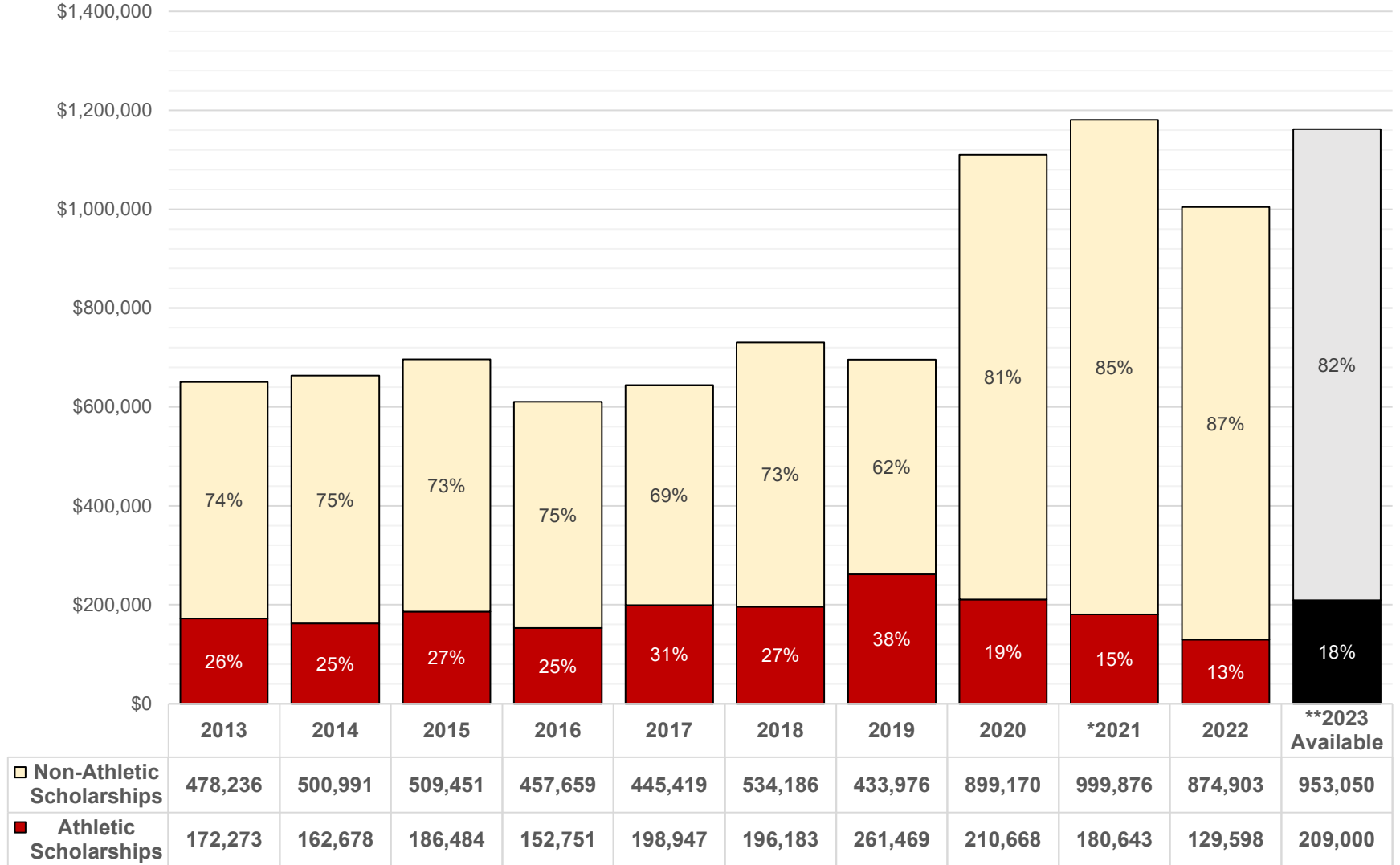


Average per donor:	\$495	\$518	\$641	\$930	\$937	\$1,102	\$1,326	\$1,290	\$1,014	\$1,081
Number of Donors:	2,150	2,104	2,206	2,137	1,949	1,960	1,736	1,799	2,016	2,143

Notes:

- *No Gifts-in-Kind included in Donations
- *FY14 includes \$1.4M for Woodcock Education Center (\$400k Endowed, \$1M Current Use)
- *FY20 includes \$2.83M for Woodcock Campaign Pledge & \$1M Legacy Gifts (All Endowed)





Note: *FY21 includes \$235k one-time funding: WOU CARES & COVID Relief \$235k
 **FY23 represents scholarships available for award during FY22-23 and do not include all athletic scholarships available.



BILINGUAL TEACHER SCHOLARS PROGRAM

Unitus Community Credit Union is proud to sponsor the Bilingual Teacher Scholars Program at Western Oregon University. Unitus has pledged \$75,000 over three years to expand the program and to offer eight students a \$3,000 scholarship each year.

WHY BILINGUAL TEACHERS ARE NEEDED

About 18% of Oregon students are English learners.¹ Yet, just 11% of Oregon educators are racially, ethnically, or linguistically diverse.² Research shows Spanish-speaking students who receive instruction in both Spanish and English learn how to read, write, and speak better in both languages.³ In addition, shared culture and identity are tied to higher student outcomes.⁴

ABOUT THE PROGRAM



The program supports students who are bilingual and bicultural in Spanish and English and are working toward becoming K-12 teachers in Oregon. The program serves more than 100 WOU students.

COMMITMENT TO EQUITY

Western Oregon University is an Emerging Hispanic Serving Institution, the first four-year, public university in Oregon to have achieved this designation. Unitus Community Credit Union earned the Juntos Avanzamos designation from Inclsuiv in 2021, becoming one of just 123 credit unions to do so. Both organizations are committed to serving the Hispanic community.

MEET THE UNITUS COHORT OF BILINGUAL TEACHER SCHOLARS

¹ Oregon Department of Education English Learners in Oregon Report, June 2022 Page 20 of 79

² 2020 Oregon Educator Equity Report, November 2020

³ Cognition and writing development in early adolescent English learners, University of Kansas 2021

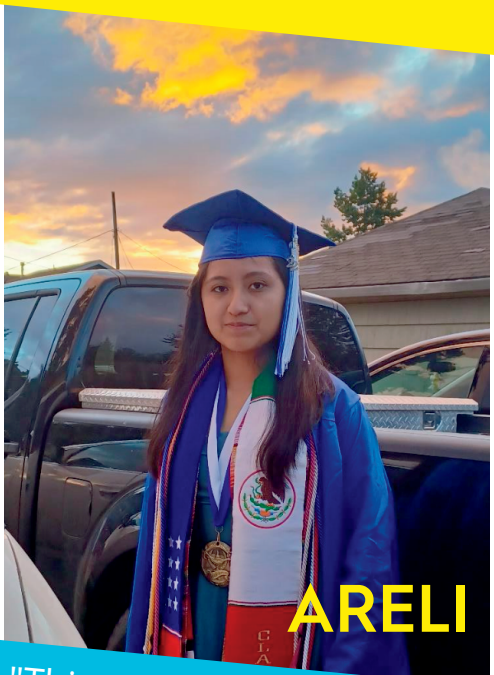
⁴ Teach for America One Day Report, June 2019





JULIANA

"I am grateful for my scholarship because it will help me continue with my studies and takes the pressure off."



ARELI

"This scholarship represents the opportunity to help other people who struggle not only with school subjects, but with the language as well."



MARIA

"WOU has great resources for people like me who are first-generation students aspiring to become a teacher."



MIRIAM

"WOU will be a place to complete my education and a place to feel included by others like me."



VANESSA

"I take my education very seriously, because my parents sacrificed a lot growing up, encouraging us to follow our dreams. I want to make them proud of me."



ALESSANDRA

"I'll be able to support students who do not have many resources. I am grateful to the people who gave me the scholarship and inspired to do well in my classes."

November 16, 2022

President's Report to the Board of Trustees

The first three months as President of Western Oregon University have been busy and rewarding. We are facing enrollment declines, key vacancies in leadership positions, and a concerning budget shortfall. However, I remain full of energy and hope for the future. Every day, the employees and the students of WOU demonstrate a passion and a positivity that will fuel our new strategies for success.

As I have shared with my team, moving forward I expect to see new ideas and strategies that are executed in a collaborative and supportive environment. We meet people where they are; we move with the crowd; we look to the future; we innovate; we compete; we challenge; we are accessible; we center students; we tell our story; we remember the positive power education brings. We do things. We get things done. There is no time for complacency and small dramas. We are competing for the sustainability of an institution that serves students in profound ways and provides the pathways that can change the world.

In the last three months, WOU has been an active place. Here is a sampling of activities:

- 1) Implemented raises for unclassified employees
- 2) Implemented in-state tuition for all citizens of federally recognized tribes
- 3) Expanded the President's Cabinet to include Deans and Presidents of shared governance bodies
- 4) Delivered the inaugural President's Address
- 5) Held two DEI professional development sessions led by Muhammed Soriano-Bilal (Stanford)
- 6) Secured a consultant to administer a campus equity audit
- 7) Launched mandatory Title IX training
- 8) Engaged in a BOT retreat and onboarding of new trustees
- 9) Started new seasons of intercollegiate athletics
- 10) Completed the new gym floor project
- 11) Signed contracts for planning of the new Student Success building & Steam Pipe
- 12) Engaged in tabling/outreach at many community events
- 13) Redesigned key parts of the website
- 14) Welcomed a slightly increased freshmen class and an increased graduate enrollment
- 15) Delivered a successful Destination Western program and PACK week program
- 16) Won a NWCCU Beacon Award for Excellence in Student Achievement and Success
- 17) Held a senior leadership retreat largely focused on budget strategies
- 18) Hosted the Hall of Fame Athletics Weekend
- 19) Modeled a pathway to 5000 FTE in 5 years
- 20) Sent a team to the Hispanic Association of Colleges and Universities Conference
- 21) Established working groups to tackle key enrollment and retention strategies
- 22) Launched searches for key leadership positions
- 22) Started the process for submitting a large Title III federal grant
- 23) Hosted the Cesar Chavez Leadership Conference on campus for high school students

Office of the President

Key Areas of Focus:

- 1) Enrollment & Budget: Obviously these are the major topics. Ten years of enrollment decline can't be reversed easily, but we have so many strengths here, and I am very optimistic that we can flatten the decline and start to increase. And we need the entire WOU community to come together on this. I have been impressed with the enrollment management group, and their discussions and strategies are starting to engage with best practices. Also, we have engaged the consulting services of EAB at both the graduate and undergraduate levels; they provide a wealth of information, data, and professional development. I plan to empower the campus leaders within enrollment services while fostering a collaborative strategy.

But we are still down in overall enrollment again this year. I have announced the final numbers to campus and indicated that we will work to mitigate our deficit spending this academic year while developing a plan for more reductions in budget that may need to be implemented in fiscal year 23-24. This is disappointing news for our community, but new student enrollment is slightly up, as is graduate enrollment. That is a good sign, and I am hopeful that we can start moving towards our enrollment goal of 5000 students in five years.

But we should also be mindful that there may be difficult decisions ahead of us; we need time to move in new directions and see the benefits of our strategies.

We are implementing the following steps with additional ones to follow:

- a) Hiring a permanent Director of Admissions and Director of Marketing and Communications
 - b) Hiring a Public Information Officer and Social Media Manager
 - c) Partnering with EAB at the graduate and undergraduate levels for increased applications, admits, and enrollments
 - d) Expanding the presence of admissions counselors in public schools
 - e) Increasing outreach to high school counselors
 - f) Implementing better data tracking and digital outreach
 - g) Examining policies and procedures to reduce barriers for application, enrollment, and registration
 - h) Strengthening student academic support and advising to increase retention
 - i) Strengthening student services to increase retention
 - j) Implementing a clear and public strategy to support First-Generation students
 - k) Developing WOU:Salem's presence/footprint/strategy in recruiting adult learners
 - l) Partnering with SEIU, Amazon, State Agencies, etc. to serve educational needs of the workforce
- 2) Increasing Diversity in Faculty and Staff: I want us to think purposefully about how we approach strategies to diversify our faculty and staff. I want the community to know that we

are addressing this important topic, and I will be working with Dominique Vargas on implementing a clear plan.

- 3) Strategic Plan: I mentioned this in my presidential address, and I want our next strategic plan to be visionary. I'll launch a process in January with the goal of having a plan drafted by the end of Spring term. Avenues for stakeholder input resulting in a clear plan that connects to the vision for WOU is the goal. The plan will be concise and nimble, addressing the key cornerstones of success for our institution.
- 4) Vision: Most everything I have seen so far has pointed me in the same direction. WOU is a place that seems welcoming and supportive of diverse and varied people and perspectives. I believe it is here that we will find our brand, one that embraces who we are in a very direct and public way. At WOU students are prepared for complex and varied experiences, and they emerge able to collaborate, innovate, and lead, no matter their career path or major. As always, I am open to observations and suggestions as we refine our strategies.
- 5) Vacant Positions: We have several key positions that are in the process of being filled. Here are the searches in progress with the search chairs listed. This is not the best hiring cycle, but I believe we can fill some of these positions by January.
 - a) Executive Director of HR (Rebecca Chiles & Michael Reis)
 - b) Director of MarCom (Rob Winningham)
 - c) Director of Admissions (Chelle Batchelor)
 - d) Director of Government Relations (Ana Karaman)
 - e) VP for Advancement (Ryan Hagemann)
 - f) DEI/Title IX (Tina Fuchs)
 - g) PIO/Social Media (Malissa Larson)

I recently appointed Tina Fuchs as Vice President for Student Affairs. With so many changes in key leadership positions, appointing Tina adds a balance of stability to all the new voices we will soon welcome.

Tina has been serving in the role of Interim VP for Student Affairs since February, 2022. During that time, she has successfully led the Division of Student Affairs while actively seeking new and innovative strategies. She is leading efforts that will make a difference for the future of Western. I respect her professionalism and dedication to this institution. Her long career at WOU means she has key institutional knowledge, but perhaps more importantly, she has the respect of the community.

- 6) New Programs: We are moving forward with the OTD program. The Director has been hired, and we should start developing space and curriculum plans very soon. The Faculty Senate also recently passed a new degree in Ethnic Studies

- 7) HSI Status: A team attended the HACU Conference to learn as much as possible about gaining this federal designation and how to move forward strategically. Working with Dominique Vargas, I sent out a call for membership on an HSI Advisory Committee to guide our work in this area.

- 8) Government Relations: This will be a very important legislative session. There will be a new governor as well as 1/3 new members of the state congress. WOU's presence needs to be clear and recognizable. My team will be planning for strategies, and I will be there as much as possible to lobby for our interests. We need to articulate why higher education is worth the investment and why Western is the institution that embodies positive opportunities and educational access in Oregon. A search for a dedicated Director of Government Relations is ongoing. I'm looking for someone who can develop and manage our overall strategy while also working closely with MarCom to get our university into the public eye in positive ways.

- 9) Website & Social Media: The search for a PIO/Director of Social Media is ongoing. I continue to encourage everyone to look at our website and make sure information is up to date and accessible. Social media is a recruitment tool; the more students who can access moments (videos, webpages, posts on social media) that define the WOU experience, the more likely they are to consider us. More and more, a sense of student life is a driving factor in determining which college a student selects.

- 10) Communication: Finally, I will continue email communications to the campus every few weeks. I have also started two social media accounts (@woupresident) and very much encourage departments and programs to do the same. We need to communicate often and clearly, both internally and externally, so that everyone is aware of the good work we are doing at WOU. I recently expanded the cabinet and am meeting with as many campus and community constituents as possible.

Below are links to some public outreach efforts in the last few months:

[Interview in Oregon Business](#)

[Interview on KМУZ](#)

[Editorial in Polk County Itemizer-Observer](#)

Academic and Student Affairs Committee (ASAC), Proposal for a new Master of Science in Wellness and Human Performance degree

The proposed Master of Science in Wellness and Human Performance is a 45-52 credit hour program. The program is designed for the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations). The proposed degree will create opportunities for graduates in clinical, health, and/or fitness and performance-related fields.

Clinical and health-related careers are growing rapidly and are increasingly looking for individuals with advanced degrees that emphasize a holistic training centered around promoting and supporting health-related behavior change. Careers accessible to graduates of this program include personal trainers, health coaches, corporate wellness professionals, and individuals working in a variety of healthcare settings such as outpatient therapy clinics, hospitals and community health organizations.

With respect to careers in performance-related areas, there are opportunities in high school and collegiate strength and conditioning and sports performance training. Strength and conditioning (S&C) coaching has grown tremendously in recent years. Such positions require experience and connections. The proposed program is designed to offer the intensive experience and skills necessary to access the best “entry level” positions that will lead to higher-level positions in a more aggressive trajectory. Additionally, the demand for S&C coaches for high school athletics programs and in sports performance training centers is growing. Unfortunately, most graduates with a Bachelor’s degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences.

This curriculum will also prepare students for working with diverse populations within their careers. Presently in the U.S., adults are living longer (average life expectancy of 78 years) but also experience high rates of obesity (41%) (Population Reference Bureau), one in four U.S adults and one in five youth experience a disability and report higher rates of obesity and secondary conditions than the general population (Center for Disease Control, 2019; National Center for Educational Statistics, 2018), and youth, especially youth of color, report lower rates of physical activity. By furthering their understanding of factors influencing the health and well-being of diverse populations, students can provide

better care to the people they encounter in their future career or be better prepared to enter careers working with a specific population.

The diverse and interdisciplinary nature of the proposed degree will provide “effective learning opportunities that prepare students for a fulfilling life in a global society”. Additionally, the degree emphasizes the broad performance needs of a diverse world and creates learning opportunities that reflect the needs of a diverse student population. Lastly, the degree considers the “educational, financial, and environmental sustainability of the institution by offering a unique delivery that is both economical to the student, as well as the institution. With the exception of Practicum and Internship, all courses will be offered on campus. The option for hybrid and on-line delivery may be considered, but is not currently included. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires)

The proposed Master of Science in Wellness and Human Performance received Faculty Senate Approval on November 9, 2021 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Master of Science in Wellness and Human Performance as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Division of Health & Exercise Science

Degree and Program Title: Human Wellness and Performance, MS

1. Program Description

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

CIP Code: 31.0505 or 31.0507

b. The proposed program is a 45-52 credit hour Master’s degree in Human Wellness & Performance. The primary target of the program is the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations).

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

Required Applied Exercise Science Classes: 45-52 credit graduate hours (half of all credits at the 600-level)

Required Core:	20
EXS 590 Research Methods	4
EXS 588 Exercise Motivation & Adherence	4
EXS 698 Internship	12

Electives:	12-16
EXS 553 Pathophysiology & Exercise	4
EXS 555 Physical Activity & Aging	4
EXS 577 Adv. Programming for Sport and Fitness	4
EXS 526 Sports & Exercise Nutrition	4
EXS 584 Adv. Topics: Biomechanics	4
EXS 586 Adv. Topics: Motor Behavior	4
EXS 587 Adv. Topics: Exercise Physiology	4
EXS 589 Adv. Topics: Adapted Physical Activity	4
EXS 609 Practicum (minimum 2 locations)	1-9
EXS 607 Seminar	1-9

Interdisciplinary Graduate Credits: **9-16**

- 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).

With the exception of Practicum and Internship, all courses will be offered on campus. The option for hybrid and on-line delivery may be considered, but is not currently included. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires)

- e. Adequacy and quality of faculty delivering the program.

All 600-level courses will be instructed by faculty possessing a PhD in the desired field (the exceptions being Practicum and Internship, which will be coordinated by an approved off-campus agent and the Exercise Science Internship Coordinator, who may or may not possess a terminal degree).

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

The integrated design of the program requires no additional faculty resources unless program demand grows to a level warranting the addition of faculty positions. The flexibility of the curriculum (i.e., the interdisciplinary nature of the program) and the reliance upon intensive practical experiences minimizes the demand for faculty resources, while maintaining high-performance expectations.

- g. Other staff.

No other staff is required.

- h. Adequacy of facilities, library, and other resources.

Current university facilities are adequate to support the proposed degree.

- i. Anticipated start date.

The program is prepared to start upon approval (anticipated Fall 2022).

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.

The WOU Mission Statement is as follows:

“Western Oregon University is a comprehensive public university, operating for the public good, which: provides effective learning opportunities that prepare students for a fulfilling life in a global society; supports an accessible and diverse campus community; and, improves continuously our educational, financial, and environmental sustainability.”

With this in mind, the proposed diverse and interdisciplinary nature of the degree will provide “effective learning opportunities that prepare students for a fulfilling life in a global society”. Additionally, the degree emphasizes the broad performance needs of a diverse world and creates learning opportunities that reflect the needs of a diverse student population. Lastly, the degree considers the “educational, financial, and environmental sustainability of the institution by offering a unique delivery that is both economical to the student, as well as the institution.

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need.

- 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.

It is important to not only make higher education affordable and accessible, but to offer degrees that increase the likely employment of graduates and create opportunities that have an overall positive impact upon the economy and our communities. The proposed degree will create opportunities for graduates in clinical, health, and/or fitness and performance-related fields.

Clinical and health-related careers are growing rapidly and are increasingly looking for individuals with advanced degrees that emphasize a holistic training centered around promoting and supporting health-related behavior change. Careers accessible to graduates of this program include personal trainers, health coaches, corporate wellness professionals, and individuals working in a variety of healthcare settings such as outpatient therapy clinics, hospitals and community health organizations.

With respect to careers in performance-related areas, there are opportunities in high school and collegiate strength and conditioning and sports performance training. Strength and conditioning (S&C) coaching has grown tremendously in recent years. Such positions require experience and connections. The proposed program is designed to offer the intensive experience and skills necessary to access the best "entry level" positions that will lead to higher-level positions in a more aggressive trajectory. Additionally, the demand for S&C coaches for high school athletics programs and in sports performance training centers is growing. Unfortunately, most graduates with a Bachelor's degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences.

This curriculum will also prepare students for working with diverse populations within their careers. Presently in the U.S., adults are living longer (average life expectancy of 78 years) but also experience high rates of obesity (41%) (Population Reference Bureau), one in four U.S. adults and one in five youth experience a disability and report higher rates of obesity and secondary conditions than the general population (Center for Disease Control, 2019; National Center for Educational Statistics, 2018), and youth, especially youth of color, report lower rates of physical activity. By furthering their understanding of factors influencing the health and well-being of diverse populations, students can provide better care to the people they encounter in their future career or be better prepared to enter careers working with a specific population.

With the interdisciplinary curriculum, students may also prepare for careers in geriatric exercise, youth sports and performance, and countless other opportunities. A student who elects to include courses in Entrepreneurship will also be prepared to start their own business and, thereby, be a potential employer and contribute to the state's economy. A goal of the interdisciplinary and individualized degree program approach is to generate innovative graduates who will not only create career opportunities for themselves but for future graduates, as well.

- 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 proposed degree elevates the BS in Exercise Science Applied to a MS degree and does so in a cost- and time-effective manner.

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

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need, within Oregon as well as across the United States.

- iii. address civic and cultural demands of citizenship.

The emphasis of the degree centers on the demands of serving a diverse population. Graduates will be prepared to address opportunities in the marketplace, as well as adjust to the unique needs for exercisers.

3. Accreditation

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

N/A (The degree will, however, emphasize the guidelines and requirements set forth by the NSCA and the American College of Sports Medicine (ACSM), which establish the industry standards.)

- 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.

N/A

- 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.

N/A

4. Need

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

It is anticipated that the demand for the program will be immediate and extensive. This said, enrollment will be competitive and limited. Ideally, an annual cohort of 12 students will be sought.

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

The first full cohort would likely be graduating in 2025; thus, the expected number of degrees produced from 2025-2030 would be 48.

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

The degree will potentially serve all students types. The Exercise Science Applied degree currently serves predominately full-time traditional students who are both resident and nonresident (international students are few). The program does attract a number of nontraditional students and students who are enrolled more part-time. The proposed degree will not adversely affect any student demographic.

- d. Evidence of market demand.

In a recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a “disproportionately high demand.”

- 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?

The outlook is good for graduates as most will be pursuing careers as health, fitness, and sport professionals.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The expected learning outcomes are consistent with the current degree in Exercise Science with an expected level of practical experience and competency at the graduate level.

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

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

Learning outcomes will be assessed at the conclusion of the graduate coursework via nationally accredited certification (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.), a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam) and/or a culminating project. Additionally, exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.

Feedback from these assessments will be reviewed on an annual basis and be used by the division and associated faculty to continually improve curriculum and instruction in the degree program.

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

As this degree emphasizes practical experience and career preparation, research will not be required, but will be strongly encouraged. Faculty teaching graduate courses will be expected to remain current in their respective fields. If not performing original research, the faculty should be regular consumers of scientific literature relating to their course content and be demonstrating this in the lecture material and related course activities.

6. Program Integration and Collaboration

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

The proposed Master's degree is unique in the state of Oregon. The University of Oregon offers a Post-Professional Athletic Training Program (MS), a Masters and PhD Program in Human Physiology, Masters degrees in Sports Product Design and Sports Product Management, and a Research PhD program. Oregon State University has MS and/or PhD degrees in Athletic Training, Human Development & Family Studies (PhD, MS), Kinesiology (PhD, MS), Master of Adapted Physical Education, Nutrition (PhD, MS), and Public Health (PhD, MS). These are related degrees but not specific to Human Wellness & Performance as the proposed program is designed.

- 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.

The proposed program has certain complements with the aforementioned programs at the UO and OSU that could offer limited alternative courses that might be more relative to a student's specific interests and career aspirations. This may also help facilitate transfer of credits, if necessary. The diversity of programs and faculty interests among the three schools will present an opportunity to research collaboration, guest lectures/seminars, etc. Additionally, OU and OSU have large D-I Athletics programs that will be opportunities for

Internships and Practicums in Strength and Conditioning, as well as the potential for paid graduate assistantships for WOU students.

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

N/A There is no reason not to consider potential collaborations.

- d. Potential impacts on other programs.

The proposed program has the potential to impact several programs on campus—e.g., Business (i.e., Organizational Leadership), Chemistry (with the admission requirements), Health, Psychology/Gerontology, and Rehabilitation Counseling. The impact will be increased course enrollments and should have no immediate demands for new faculty. Given the flexibility of the proposed program and the overlap with existing courses, it is expected that the proposed program will bolster enrollments of existing courses within the capacity of the divisions/departments—i.e., new sections or faculty should be necessary.

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.

Revised October 6, 2021

Budget Outline Form: Year 1 Academic Year: 2023-24

Estimated Costs and Sources of Funds for Proposed Program: MS in Human Wellness and Performance

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 2 Academic Year 2024-25

Estimated Costs and Sources of Funds for Proposed Program: MS in Human Wellness and Performance

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 3 Academic Year 2025-26

Estimated Costs and Sources of Funds for Proposed Program: MS in Human Wellness and Performance

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 4 Academic Year: 2026-27

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

**External Review:
MS in Human Wellness and Performance
Western Oregon University**

Reviewers:

Jeff Briggs
Dean of the College of Health & Behavioral Sciences
Fort Hays State University

Chris Herman
School Director & Associate Professor of Exercise Science
Health Promotion and Human Performance
Eastern Michigan University

Roop Jayaraman
Associate Professor
School of Health Sciences
Central Michigan University

Report Outline

The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program

1. The program objectives and requirements; the mechanisms for program administration and assessment.

- The proposed MS in Human Wellness and Performance has outlined a mechanism for administering the graduate program within the current department and college infrastructure. The graduate curriculum has been clearly outlined in the proposal. The assessment of the graduate program is loosely defined in the proposal. We strongly encourage the faculty to revise the program assessment process by first identifying the learning objectives and how these learning objectives differ from the undergraduate degree currently being offered. Second, link the learning objectives to the specific courses in the graduate program.

2. The program's alignment with the institution's mission and strategic objectives.

- The proposed graduate degree aligns with the institution's mission statement by providing students with a diverse and interdisciplinary curriculum. In addition, the graduate degree program directly addresses a high-demand area of study, which was identified by the institution's research study.

3. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution.

- The current faculty's expertise and availability are in line with the needs of the proposed graduate program. We strongly believe that the current faculty's diverse expertise, knowledge, and practical skills are essential for the graduate program's success. The cohort model is well suited for the graduate program based on the current advising model. The flexibility built into the curriculum will serve the students well in gaining both practical and laboratory skills necessary to succeed in the field.
- The well-established relationship with internal and external internship opportunities and the flexible graduate curriculum will allow graduate students to learn and practice clinical and practical skills.
- The current advising model can quickly provide graduate students the guidance on course selection and sequence.

4. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.

- The graduate program is an excellent addition to the current undergraduate degree in that it provides students interested in pursuing an advanced degree with a logical path. In addition, the graduate program will allow students to strengthen their application to competitive professional graduate programs in the allied health professions, for example, Medical School, Physician Assistant, Physical Therapy, and Occupational Therapy programs.
- The interdisciplinary course offerings will support other graduate programs on campus and foster a collaborative learning and research environment.
- The graduate program is unique because it allows students to customize their graduate coursework, research, and internship experience to best prepare them for a career in clinical and health-related fields or sports performance.

5. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents duplication within the state).

- The statewide data included in the proposal clearly shows a need for an interdisciplinary master's program in Wellness and Human Performance. In addition, the national trend

supports the need for advanced trained exercise physiologists to support the increased demand for clinical and sports performance professionals.

6. The probable impact of the program on the department or academic unit, as well as its effect on current programs.

- The graduate program will increase the department/academic unit's presence on campus by offering students an option to pursue an advanced degree with the flexibility to customize their didactic coursework and clinical/practical skills with a variety of internship options.

7. The program's major strengths and weaknesses.

- The graduate program's primary strength is the faculty's commitment to developing and teaching the courses in the graduate curriculum. Second, the interdisciplinary approach provides students an opportunity to receive a well-rounded graduate education. Third, various internship and seminar courses will allow specialization in a specific area, making graduates more attractive to an employer or post-graduate medical education program.
- The lack of details on the relationship between the core competencies listed in the proposal and learning objectives is an area of concern. We encourage you to follow your undergraduate degree model to outline the core learning objectives that each course covers in the curriculum and how each of these learning objectives relates to the core competencies.
- We encourage you to consider developing a core graduate curriculum that is required to ensure that all graduate students receive a robust advanced education in exercise science. After completing the core coursework, we believe graduate students will be better prepared to specialize in a specific area of study, such as Clinical Exercise Physiology, Strength and Conditioning, or Sports Performance.

2. Faculty

1. The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

- The current faculty are clearly qualified for the proposed new program and have sown creative mechanisms to support their research and scholarly activities consistent with the institution's mission. The only area of concern is overall external support. However, it is important to note that faculty have demonstrated an exceptional track record of research and scholarly activity despite the lack of external funding.

2. The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

- The size and expertise of the faculty are well suited for the proposed Master's level graduate program. Overall, the proposal is well-structured to support the expected enrollment numbers and the interdisciplinary educational model based on the included budget.

3. Areas of faculty strength and weakness.

- The greatest strength among the current faculty is their variety of expertise that contributes to a well-rounded knowledge base for the proposed program. We did not identify any apparent areas of concern in the current faculty group based on information related to the institution's reappointment, tenure, and promotion expectations that were shared.

4. Faculty work load, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

- Current enrollment and faculty workload appear to be appropriate and consistent with WOU's expectations. However, if the program continues to grow there may be a need to add a faculty line(s). It is recommended to continue utilization of the existing centralized student advising model to meet the graduate program's requirements. The sole concern is that research and scholarly activity of the faculty could be compromised if faculty teaching workload increases due to the addition of the new graduate program.

5. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

- While the proposal does not directly address this specific question, faculty have shared that they plan to utilize the interdisciplinary approach to teaching various courses and, in turn, support other graduate programs on campus. Therefore, it is assumed that graduate faculty from the different programs have been vetted and the courses have been reviewed to meet the curriculum standards of the proposed graduate program. The current faculty and interdisciplinary coursework appear to meet the immediate demands of the proposed program.

3. Need

1. The evidence of sufficient demand and/or relevant employment opportunities for graduates of this program.

- The data presented in the proposal adequately address this question. Market research and state of Oregon data show a real need for practitioners in human wellness and performance. It can be expected that the program will provide an academic pathway for current undergraduate students at WOU and be attractive to students throughout the region. In addition, the proposed program will allow students supplementary preparation for professional graduate programs, for example, physical therapy, occupational therapy, and physician assistant programs.

2. The overall need for the program within the institution, state and/Oregon, and nation.

- The external review and state data support the need for this proposed program and support the need for a generalist approach to graduate education. By design, the proposed graduate program will prepare students to meet the demands of the state's market for practitioners in human wellness and performance and other related exercise science fields. The flexibility inherent in the curriculum provides students the opportunity to align the curricular experience with professional/career goals. The program proposal indicates that there is no direct overlap with current programs among Oregon public universities.

4. Resources

1. The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

- Program resources are deemed adequate based on discussions with program faculty and administration, a review of the institution's website, and the program proposal.

2. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

- The proposal identified the need for an additional faculty line, phased in over a 3-year period, to support program growth. In addition to the current faculty, this position will be critical in managing instructional responsibilities and other student learning outcomes/experiences.
- While not part of the program proposal, additional consideration will need to be given to the program's impact on operational expenses associated with graduate education and graduate level student learning experiences that may differ from the traditional undergraduate experience.
- Student and program support in the form of graduate assistantships should be considered and would be additional evidence of institutional commitment to graduate education in human wellness and performance.

3. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

- Because the proposed program is not linked to an accrediting body, there are no national standards to compare the institution's commitment to supporting the proposed graduate program. Therefore, we assume that the department and the institution have done their due diligence regarding the proposed budget and effects on faculty workload.

4. Institution leaders' commitment to this program in the long term.

- Institutional support for the program is obvious and the commitment to expanding graduate education opportunities for students at WOU is evident. Institutional leaders have readily indicated support and commitment to the proposed program.

5. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

- Of primary importance, there is a strong commitment from the institutional leaders to support the proposed graduate program.
- As mentioned in a previous section, institutional support in the form of an additional faculty line, as well as consideration for operational expenses and graduate assistantships, will be critical to the sustainability of the program.

WOU Board of Trustees Summary
July 2022
MS in Human Wellness & Performance

The faculty in Exercise Science have created a program at the master's level in Human Wellness & Performance. As part of the process, the program was approved by the WOU Graduate Committee and Faculty Senate. In addition, the MS program was externally reviewed with reviewers chosen for their expertise and positions in the field.

- Dr. Jeff Briggs, Dean of the College of Health & Behavior Science at Fort Hays State University.
- Dr. Chris Herman, School Director & Associate Professor of Exercise Science at Eastern Michigan University.
- Dr. Roop Jayaraman, Associate Professor in the School of Health Sciences at Central Michigan University.

Drs. Jeff Armstrong and Gay Timken, along with Dr. Sue Monahan, met with Dr. Jayaraman on Friday, February 4, 2022 to initiate discussion for the external review process. We met again with the full review team on April 11, 2022. That conversation was rich and valuable to the EXS faculty. The review team submitted a final report to Dr. Monahan on May 11, 2022.

Reviewers identified several strengths of the proposed program including:

1. aligning the program goals with WOU's university mission;
2. directly addressing a high-demand area of study relative to market research;
3. providing students interested in pursuing an advanced degree with a logical path;
4. offering students a flexible, diverse, and interdisciplinary curriculum that allows students to customize their graduate coursework, research, and internship experience to best prepare them for a career in clinical and health-related fields or sports performance;
5. providing students with both internal and external internship opportunities;
6. supporting other graduate programs on campus and fostering a collaborative learning and research environment; and
7. having a diverse faculty who can help tailor programming to fit students' career aspirations.

The reviewers made one major suggestion, which Exercise Science faculty have addressed in the table below:

1. Align program competencies and signature assignments relative to a core curriculum.

Program competencies and expected learning outcomes of the MS in Human Wellness and Performance program include:

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

In response to this request by external reviewers, program faculty developed the following table showing how both WOU Graduate Program Objectives and MS in Human Wellness and Performance outcomes are articulated and will be met through collection of core, program-level assessments. These assessments are tentatively referred to as signature assessments and will need to be developed thoroughly by faculty prior to delivery. Faculty support this recommendation from the external reviewers and find that this kind of alignment work relative to assessment and evidence is invigorating and representative of our core commitments to high quality teaching and learning. The alignment map, however, is as follows.

WOU Graduate Program Objectives	MS in Human Wellness and Performance outcomes	Evidence
<p>Demonstrate the advanced competence and skill in the mastery of concepts, principles, systems and practices which are in the context of the student's specialty.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p>	<p>Signature assignments in:</p> <p>EXS 590: Literature review and research proposal</p> <p>EXS 588: Final intervention design</p> <p>EXS 698: Professional portfolio, and exit interviews and supervisor/student self-evaluations will be completed following the Internship experience.</p> <p>Passing one of the nationally accredited certification exams (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.); or Passing a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam); and/or Successfully completing a culminating project.</p>

<p>Demonstrate advanced competence and skill in reading, interpreting and applying the research and literature of the professional studies component of the student's graduate program.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p>	<p>Signature assignments in:</p> <p>EXS 590: Literature review and research proposal</p> <p>EXS 588: Final intervention design</p> <p>EXS 698: Professional portfolio, and exit interviews and supervisor/student self-evaluations will be completed following the Internship experience.</p> <p>If applicable, successfully completing a culminating project.</p>
<p>Demonstrate awareness and understanding of ethical, philosophical and cultural issues that apply to the professional component of the student's graduate program.</p>	<p>Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.</p>	<p>EXS 698: Professional portfolio</p> <p>Exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.</p>

<p>Demonstrate the ability to synthesize and apply program skills and knowledge through the program's exit requirement.</p>	<p>Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.</p> <p>Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.</p> <p>Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.</p> <p>Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.</p>	<p>Passing one of the nationally accredited certification exams (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.); or Passing a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam); and/or Successfully completing a culminating project.</p> <p>Exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.</p>
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During the meeting with the review team, the program reviewers queried EXS faculty about requiring more classes in the core, which would improve program assessment through stronger alignment between courses and learning outcomes. Reviewers came to understand that the intent of the proposed program is to optimize flexibility for students such that they create their own desired pathway instead of having a strict pathway created for them. The lack of required professional accreditation in this area affords the program flexibility in helping each student craft a pathway that is most directly aligned to their professional goals and interests. The review team was pleased to understand more deeply this “student centered” approach while faculty also acknowledged that this flexibility makes rigorous program assessment a little more difficult.

Below you will find the required course of study for the program. All students in the program will take two courses as part of the core, and complete a 12-credit internship. Beyond that, students will have wide flexibility to tailor a pathway that suits their career aspirations. This could include taking up to 16 graduate credits at WOU in other divisions such as Business (i.e., Organizational Leadership), Health, Psychology/Gerontology, and Rehabilitation Counseling, as well as transferring in up to 15 credits from another accredited university. Graduate credits taken at WOU must be taught by faculty with a terminal degree in the specialty area.

Human Wellness and Performance, MS: 45-52 credit graduate hours (half of all credits at the 600-level)

<u>Required Core:</u>	20
EXS 590 Research Methods	4
EXS 588 Exercise Motivation & Adherence	4
EXS 698 Internship	12
 <u>Electives:</u>	12-16
EXS 553 Pathophysiology & Exercise	4
EXS 555 Physical Activity & Aging	4
EXS 577 Adv. Programming for Sport and Fitness	4
EXS 526 Sports & Exercise Nutrition	4
EXS 584 Adv. Topics: Biomechanics	4
EXS 586 Adv. Topics: Motor Behavior	4
EXS 587 Adv. Topics: Exercise Physiology	4
EXS 589 Adv. Topics: Adapted Physical Activity	4
EXS 609 Practicum (minimum 2 locations)	1-9
EXS 607 Seminar	1-9
 <u>Interdisciplinary Graduate Credits:</u>	9-16

The ultimate program assessment is the application of all program and Graduate competencies during the 12-credit internship. Research Methods and Exercise Motivation and Adherence are in the core because of the applicability across multiple fields across the discipline of Exercise Science. The culminating experience, the internship, is essential to a student’s preparation for their future.

The second recommendation from the review team was:

2. Plan for growth such that the university is prepared to offer additional tenure track lines and more resources, including graduate assistantships.

The College of Education is very aware that, upon program implementation and subsequent student enrollment is realized, additional faculty capacity is likely to be needed. Proposing necessary investments will be a natural course of the implementation and evolution process of this graduate program. In the short run, the College of Education is preparing to repurpose at least one graduate assistantship to be used in this new program to assist as a tool in recruiting and program management and delivery. Again, this is an ongoing capacity conversation that will occur as a natural part of the implementation and program evolution process.

Though the external reviewers did not suggest seeking professional accreditation at this time, this topic was discussed. Movement within this academic discipline is occurring that may create the need for this program to, at some point in the future, seek professional accreditation by a group such as the National Strength and Conditioning Association or the American College of Sports Medicine. At this time, however, both faculty and the external review team believe that professional accreditation isn't necessary. Faculty will be watching these two professional associations in particular and if need be, align our curriculum to one association for the express purpose of supporting students in sitting for national certification exams. National certification exams, now and in the future, may also be aligned with both program and Graduate Program competencies. This represents work likely to be completed in the first 5-7 years of new program implementation and evolution.

EGTC, Revision of the Board Statement on the Delegation of Authority

The WOU Board of Trustees, prior to assuming full governance authority of the University on July 1, 2015, approved several core policy statements, including the Board Statement on the Delegation of Authority. Since that time, informed by the day-to-day operations of the University, key revisions could assist with the continuous improvement of the University's processes. A redline capturing these proposed revisions is attached to this docket item.

First, several revisions to Section 1.6 Business and Administrative Affairs would streamline certain business activities while maintaining accountability. Previously, Board approval was required for a wide swath of business transactions, generally those with a cost of over \$500,000. Nonetheless, as the Board meets for regular business four times annually, it was difficult to ensure these subject transactions received Board approval in a timely manner. In the proposed revisions, certain transactions, such as the approval of capital construction projects submitted to the Oregon Legislature or the appointment of an external auditor, would still require Board approval. But, other transactions, even over \$500,000, could be approved by the university president with notice to the Board Chair. Section 1.6.1 through Section 1.6.5 in the redline are the transactions that still require Board approval, while Section 1.6.6 outlines the transactions which the university president could authorize upon notice to the Board Chair.

Second, Section 5.0's revisions would assist in the University's policy development process. At the outset, in order to assist with policy development, the Board approved the creation of a representative Policy Council. As a separate campus committee, among other committees, Policy Council proved somewhat difficult to schedule on a regular basis. The proposed revisions, therefore, introduce critical flexibility to the section and allows the president to either create and maintain a separate committee or use an existing committee or council to serve the function of assisting with the development and approval of the university's policies. As President Peters expanded his Cabinet to include, among others, the university's shared governance leaders and campus Deans, it is well-suited to assist with policy development without a separate committee. The proposed flexibility would allow the university to use the President's Cabinet to shepherd approval of university policies.

At the November 1, 2022 EGTC meeting, the committee reviewed the recommendation and, upon deliberation, included additional flexibility by stating the president or designee would be responsible for shepherding the university's policy development process.

COMMITTEE RECOMMENDATION

The EGTC recommends that the full Board of Trustees approve the revisions to the Board Statement on the Delegation of Authority as included in the written docket materials.

Board Statement on Delegation of Authority Board of Trustees of Western Oregon University

1.0 Authority of the Board of Trustees

1.1 Board Authority. The Board of Trustees is the final University authority and has full control of the University and its property of various kinds. The Board may take any and all actions as it determines necessary or appropriate. Board actions have precedence over other actions of the University and its constituent parts. Any such [University](#) actions shall be consistent with Board actions. The Board may review and intervene in any and all aspects of the University; amend or rescind of its actions; and take any such action it deems proper. The Board shall adopt a mission statement for the University in consultation with the faculty, students and staff members.

1.2 Collective Bargaining Agreements. Nothing in this [Policy Board Statement](#) affects any collective bargaining agreement entered into prior to the adoption of this Board Statement.

1.3 Appointment of the President of the University. As provided in ORS 352.096, in consultation with the Governor, or the Governor's designee, the Board shall appoint and employ a President of the University. Except in the case of an interim or acting president, the hiring committee for the president of the University shall include representatives of the university community and at least one other president of a public university based in Oregon. The President reports exclusively to the Board, and the Board supervises the President. The Board shall prescribe the President's compensation and terms and conditions of employment and is responsible for the reappointment or removal of the President. The President shall perform such duties as are assigned by the Board. Except as otherwise provided by law, bylaws, or Board action, the President is the executive and governing officer of the University and President of the faculty. The faculty and officers and employees of the University shall, through appropriate channels, be responsible to the President of the University and through the President to the Board of Trustees, except that the Vice President of Finance & Administration and Secretary are responsible to the Board in relation to the business of the Board. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to the affairs of the University.

1.4 University Budget. The Board retains sole authority for and shall adopt the budget of the University. The business and administrative transactions described at Section 1.6 of this Board Statement do not require separate approval if they are included, in sufficient detail, in the University budget adopted by the Board as provided in this Section.

1.5 Tuition and Fees. The Board retains sole authority for and shall adopt tuition and mandatory enrollment fees, including the incidental fee, in accordance with ORS 352.102, ORS 352.105, and other applicable law.

1.6 Business and Administrative Affairs. The Board retains sole authority for the business and administrative affairs of the University set forth in this section

1.6. All other authority for business and administrative affairs, including the authority set forth in section 2.8, is delegated to the President as described in this section. ~~If a business or administrative transaction delegated to the President, separately or in aggregate through one or more related transactions, reaches or surpasses any threshold described below, the transaction shall be presented to the Board for approval.~~

1.6.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.

1.6.2 The approval of the appointment of external auditors.

1.6.3. The approval of a capital construction project and its budget prior to submission to the Higher Education Coordinating Commission and the Oregon Legislative Assembly for consideration and approval.

1.6.4 The approval of any settlement agreement or release of claims for \$500,000 or higher.

1.6.5 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

1.6.6 Upon notice to the Board Chair, the President is authorized to approve the following transactions:

1.6.2(1) The approval of the execution of instruments relating to real property, including the sale, purchase, conveyance, or lease of real property, where the anticipated cost or value to the University exceeds \$500,000.

~~1.6.3 The approval of the appointment of external auditors.~~

~~1.6.4 The approval of a capital project budget that is anticipated to exceed \$500,000, including for architects, construction managers, engineers and other professional consultants; and approval of any increase to a capital project budget that causes the total of all increases to the capital project budget to exceed \$500,000.~~

~~(2)1.6.5~~ The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$500,000, singularly or in the aggregate.

~~(3)1.6.6~~ The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$1,000,000, unless the shares, stock or other equity or interests in or obligations of

the entity are publicly traded or provided through the State Treasurer, Western Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.

~~(4) 1.6.7~~ Consent to the encumbrance of University real property by the State of Oregon.

~~(5) 1.6.8~~ The approval of the execution of any other instruments, including but not limited to instruments related to the acquisition, disposal or provision of goods and services, where the anticipated cost or value to the University exceeds \$500,000; and approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$500,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental, service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.

~~1.6.9 The approval of any settlement agreement or release of claims which are or may be in excess of \$500,000.~~

~~1.6.10 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.~~

1.7 Academic Affairs

1.7.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Western Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.

1.7.2 The Board delegates to the President and the professors ("the faculty" as defined in ORS 352.146) authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.

1.8 Gifts

The Board retains sole authority for gifts to the University set forth in this section 1.87. All other authority related to gifts is delegated to the President.

1.8.1 Gifts that create obligations on the part of the University for which there is no established funding source.

1.8.2 Gifts with a value exceeding \$500,000 which involve: (1) Construction of facilities not previously approved; or (2) Non-traditional investment assets (such as real estate, debt instruments, closely held stock, partnership interests, permanent insurance policies, royalties, copyrights, licenses, and other illiquid assets).

1.8.3 A gift requiring naming of a University building or outdoor area.

1.8.4 Any other gift that the President, Vice President for Finance & Administration, or a majority of the Board of Trustees deems appropriate for Board consideration.

1.8.5 Current gifts of non-traditional investment assets, charitable lead trusts where the University is to act as trustee, bargain sale gifts of property, and partial interest gifts.

1.8.6 Deferred gifts, if the University is to act as trustee or custodian of the deferred gift.

1.8.7 Gifts of real estate, interests in real estate, or gifts of debt instruments secured by real estate from other than the Western Oregon University Foundation. The Treasurer shall determine in each such case, including when the gift is from the Western Oregon University Foundation, whether a hazardous waste inquiry or other due diligence is required, and the scope and extent of such inquiry. The President and the Vice President for Finance & Administration, in consultation with the Vice President for [Development Advancement](#), shall establish further policies and procedures regarding evaluation of gifts of real estate, as may be necessary or desirable from time to time.

1.9 Gifts to the Western Oregon University Foundation

Gifts to the Western Oregon University Foundation shall be accepted by the Western Oregon University Foundation in accordance with then-current agreements between the University and the Foundation (as may be amended from time to time).

2.0 Authority of the President of the University

2.1 Executive and Governing Officer; Delegation. The President of the University is the executive and governing officer of the University, except as otherwise provided by statute or Board actions. Subject to the supervision of the Board and Board action, the President shall direct the affairs of the University. The authorities and responsibilities of the President of the University include, but are not limited to, the authorities and responsibilities set forth in and modified by section 1.0 and this section 2.0, and the President may delegate any authorities and responsibilities, except as provided by Board actions. Any delegation must be consistent with Board actions. The President

remains responsible for the proper functioning of the University, notwithstanding any delegation.

2.2 Presidential Actions. The President of the University shall take such actions regarding matters within the authority of the President when the Board or the President deems it necessary or appropriate. Any Presidential actions are subordinate to and must be consistent with Board actions. In carrying out these duties, the President shall consult with the faculty, other employees, and students as deemed appropriate by the President and in a manner consistent with the Board's Resolution on Shared Governance. Consultation shall not remove from the President the authority and the responsibility vested in the President by law and Board actions.

2.3 Emergency and Temporary Actions; Technical Corrections. The President of the University shall take emergency and temporary actions when the Board, its designee, or the President deems it necessary or appropriate. Such actions may have the scope and force of Board actions and must be reported to the Board expeditiously. Pursuant to expedited procedures, the President of the University may amend a Board action or Presidential action in order to correct typographical errors, make address or formatting changes, or clarify language without changing the effect of such actions. Such amendments must be reported to the Board quarterly.

2.4 Committees, Councils and Advisory Groups. The President of the University shall establish and define the charge of any and all University committees, councils, and advisory groups, except as provided in Board action. The establishment and charge of any and all University committees, councils and advisory groups shall be consistent with law and Board action. The recommendations and reports of all committees, councils and advisory groups shall be made to the President. The President shall inform the Board of the Board regarding significant recommendations and reports related to the affairs of the University.

2.5 Students. Subject to Board action, the President is responsible for development and administration of policies governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others. The guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of law or institutional policies must be consistent with standards of procedural fairness. The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes on student conduct matters.

2.6. University Personnel. The President of the University shall act for the Board of Trustees regarding all personnel and employment matters, including labor relations and approval of collective bargaining agreements. Subject to Board action, the President has the exclusive authority to and shall establish necessary or appropriate written policies covering all employees not represented by a collective bargaining organization and necessary or appropriate written policies covering employees represented by a collective bargaining organization, subject to any legal obligation to negotiate the terms

and conditions of such policies with the exclusive representative of the relevant bargaining unit. Upon request by the Chair of the Board or a majority of the Board, the President shall provide the Board with requested information regarding personnel and employment matters, including labor relations and collective bargaining. The President may appoint volunteers as necessary or appropriate and establish the terms and conditions of the activities of such appointed volunteers.

2.7 Research Grants and Contracts. The President of the University shall act for the Board of Trustees regarding grants and contracts for research, development, service, and training. However, a quarterly report to the Board is required for each initial contract or grant award that exceeds \$100,000, and when any increase or decrease to a contract or grant award causes the total of all increases or decreases to the contract or grant award to exceed \$100,000.

2.8 Execution and Administration of University Affairs. Except as provided by Board action, the President of the University shall act for the Board regarding the execution and administration of instruments and the affairs of the University. Notwithstanding the dollar limits specified in section 1.0 above, the President shall act for the Board of Trustees regarding the execution and administration of all instruments, business affairs, and operations relating to:

2.8.1 Acquisition of electricity, natural gas, sewer, water, and all other utility services;

2.8.2 The acquisition of goods and services made by participating in contracts entered into by group purchasing organizations or pursuant to collaborative purchasing initiatives with public or non-profit entities;

2.8.3 The acquisition of fixtures, equipment and furnishings that are included in capital project budgets that have been authorized by the Board of Trustees;

2.8.4 The acquisition of goods and services for sponsored research programs when the source of the goods or services is directed by the sponsor, or the sponsor retains title to the goods acquired;

2.8.5 The settlement of claims or lawsuits brought against the University;

2.8.6 The acquisition of insurance or self-insurance;

2.8.7 Leases and licenses of real property and modifications thereto of up to 20 years;

2.8.8 Deferred gift assets;

2.8.9 Real property acquired through gift or devise from the Western Oregon University Foundation;

2.8.10 The protection of the University's interests, property and operations in an emergency;

2.8.11 Actions and execution of documents necessary to establish legal entities, controlled by the University, through which the University may conduct business;

2.8.12 The selection of depositories and investments;

2.8.13 The execution of instruments or the conduct of business affairs where approval by the Board or a Board committee is impractical due to time or other constraints. The President shall submit a report of any actions taken pursuant to this delegation to the Board of Trustees or its Executive Committee on or before the next regularly scheduled meeting.

2.9 Legal Action. The President of the University, in consultation with the Chair, shall act for the Board of Trustees regarding all legal action necessary or appropriate to protect the interests of the University. However, no litigation shall be instituted against a public entity or official or in exercise of the power of eminent domain without approval by the Board of Trustees. In addition, the President and the General Counsel shall keep the Board reasonable informed regarding any litigation commenced by or against the University.

2.10 Gifts. The President of the University shall act for the Board of Trustees regarding all current and deferred gifts to the University, including gifts to establish quasi-endowed or permanently endowed funds. Notwithstanding any delegation by the President, a gift with unusual terms or conditions affecting an academic program shall be accepted only with the concurrence of the President to the proposed terms or conditions. The proceeds of any gift, devise, bequest, or contribution received by the University shall be administered in accordance with the intention of the donor and any directions of the Board of Trustees in accepting the gift. Wherever possible, the Western Oregon University Foundation shall manage gifts. The President of the University is authorized to act for the Board of Trustees regarding the disposition of gifts.

2.11 Fees, Fines and Charges. The President of the University shall establish fees, fines, and charges after providing notice to the Board. In arriving at a determination of fees, fines and charges, the President shall consult with employees and students as the President deems appropriate. The President shall enforce the collection of tuition, mandatory enrollment fees, other fees, fines, charges, and all other amounts due to the University.

3.0 Enforcement

Board actions shall have the force of law to the extent set forth therein. Emergency and temporary Presidential actions may have the force of law to the extent set forth therein. Any Board action or Presidential action that is intended to have the force of law must include an opportunity for appeal. Any Board action or Presidential action may be

enforced by the University through internal procedures and in any court of competent jurisdiction. All Board actions and Presidential actions are binding on University employees, students, volunteers, contractors and members of the public, except as set forth therein.

4.0 Categories of Authority

Consistent with authority of the Board of Trustees ("Board") authority to manage the affairs of Western Oregon University ("University" or "WOU") and, in recognition of its fiduciary obligations, the Board identifies the following categories of authority and the principles and processes governing the development of statements of authority, including bylaws, committee charters, board statements, board resolutions, university policies, university procedures, handbooks, and manuals.

4.1 Bylaws. Board Bylaws outline the essential elements necessary for the Board's constitution and operation, including, but not limited to Board officers, meeting agendas, and certain legal obligations.

4.2 Committee Charters. Committee charters identify the duties and scope of authority for the Board's committees, both standing and ad hoc and must be consistent with the Board's Bylaws, Board Statement on Committees, and other Board actions. These charters may only be promulgated, amended, or repealed by a majority vote of the Board. Board committees, from time to time, may suggest changes to the committee charters for Board action.

4.3 Board Statements and Resolutions. Board Statements are broad, strategic statements communicating the Board's expectations. As opposed to University Policies or Procedures, which could communicate delegated, operational or transactional authority or procedures, Board Statements communicate the fundamental strategic, fiduciary, and structural expectations of the Board. While the Board's committees, President, and WOU Policy Council play a role in the development and recommendation of Board Statements, such Statements may only be promulgated, amended or repealed by a majority vote of the Board. Pursuant to ORS 352.107, the Board may authorize a Board Statement to have the force of law. Board Resolutions are also reserved for broad, strategic statements, but may be used in specific circumstances, including statements that need to be reaffirmed periodically by the Board or for actions authorizing the sale of bonds. Board Statements and Resolutions must be consistent with the Board's Bylaws and federal and state law.

4.4 University Policies. University Policies describe the exercise of authority delegated to the President by the Board. University Policies typically communicate the broad, strategic expectations of the President regarding the University's affairs. University Policies must be consistent with Board Statements and Resolutions and federal and state law. In any event where a University Policy is inconsistent with a Board Statement or Resolution, the Board Statement or Resolution shall prevail.

4.5 University Procedures. University Procedures, which likely work in concert with one or more University Policies, communicate the day-to-day steps or processes necessary for the effective and efficient accomplishment of University Policies. University Procedures must be consistent with Board Statements and Resolutions, University Policies, and other actions, as well as federal and state law. Where a University Procedure is inconsistent with a Board Statement, Resolution, University Policy or other Board action the Board Statement, Resolution, Policy, or action prevails.

4.6 Handbooks and Manuals. Handbooks and Manuals exist throughout the University and typically communicate desktop procedures or expectations for a University department, unit, or functional area. Examples include, but are not limited to the WOU Faculty Handbook, the WOU Student Handbook, and the WOU Fiscal Policy Manual. Handbooks and Manuals must be consistent with Board Statements, Resolutions, and other actions, and University Policies and Procedures. Where a Handbook or Manual is inconsistent with a Board Statement, Resolution, or action, or University Policy or Procedure, the Statement, Resolution, action, Policy, or Procedure will prevail.

5.0 WOU Policy Council Policy Review

5.1 The Board directs the President to establish and maintain a representative body (e.g., President's Cabinet, task force, council) to assist in the formulation, drafting, revision, recommendation, and maintenance of the Board's and development and approval of the University's statements of authority, ~~the Board directs the President to establish and maintain a policy council. The policy review process will be shepherded by The WOU Policy Council ("Council") will be convened by the President or designee. WOU General Counsel. With the approval of the President, the Council~~ The representative body may will consist of representatives of the major functional units at the University (e.g., human resources, business affairs, contracting and procurement, public safety, student affairs, academic affairs, and risk management), as well as duly-elected or appointed representatives of the Faculty Senate, Staff Senate, and Associated Students of Western Oregon University ("ASWOU"). The representative body ~~Council~~ is a consultative, multi-functional group designed to provide valuable input and advice on the categories of authority described in this Board Statement.

5.2 The responsibility for any statement of authority described at sections 4.4, 4.5, or 4.6 of this Board Statement resides with the cognizant officer or director ("Responsible Officer"), even if employees that report to the Responsible Officer participate in the Council. Responsible Officers include, but are not limited to: (1) chief academic officer, (2) chief financial officer, (3) chief legal officer, (4) chief student affairs officer, (5) chief ~~advancement~~ development officer, ~~and~~ (6) athletic director, and (7) the human resources director.

5.3 The Responsible Officer is authorized to maintain Handbooks and Manuals described at Section 4.6 for any unit or department that reports to ~~him or her~~ the Responsible Officer. The Responsible Officer may seek the advice and guidance of the ~~Council~~ representative body for Handbooks and Manuals, but is not required to do so.

Notwithstanding this authority, a Handbook or Manual is not valid unless it contains statements that (i) it does not create a contractual obligation unless expressly stated, (ii) that the official copy may be found on the University's policy website, and (iii) any inconsistency with a category of authority described at Section 4.3, 4.4, or 4.5 of this Statement will be resolved in favor of the applicable Board Statement, Resolution, or action, University Policy or Procedure, or, as applicable collective bargaining agreement.

5.4 The Responsible Officer, or designee, shall present [draft](#) University Procedures, whether new or existing, to the [representative body Council](#) for advice. After discussion of the draft University Procedure, the Responsible Officer may seek the President's approval. Although a vote is not required in order for the Responsible Officer to submit a University Procedure to the President for approval, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the [representative body Council](#). A University Procedure is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

5.5 The Responsible Officer, or designee, shall present [draft](#) University Policies, whether new or existing, to the [representative body Council](#) for advice. After discussion of the draft University Policy, the Responsible Officer may submit the draft University Policy to the President for authorization to seek comment from the University community. Although a vote is not required in order for the Responsible Officer to submit a University Policy to the President, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the [representative body Council](#). With the President's authorization, a Responsible Officer may submit a draft University Policy to the University community for comment for at least seven calendar days. The draft shall also be posted on the University's policy website during the comment period. After seven days, the Responsible Officer, with any comments, may return to the [representative body Council](#) for advice or request approval from the President. A University Policy is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

5.6 Board Statements or Resolutions may come to the [representative body Council](#) for advice and consideration through a variety of channels, including the Board or its chair, its committees, whether standing or ad hoc, the President, or a Responsible Officer. The relevant Responsible Officer, at the direction of the Board chair, Board committee chair, or the President, may present a Board Statement or Resolution, whether new or existing, to the [representative body Council](#) for advice and consideration. After any advice and consideration by the [representative body Council](#), and with the Board chair's authorization, the President or Responsible Officer may submit a draft Board Statement or Resolution to the University community for comment for at least seven calendar days. The draft may also be posted on the University's policy website during the comment period. After seven days, the President or Responsible Officer may compile any comments and seek the advice of the Board chair on whether to return the draft to the [representative body Council](#) for further refinement or include the draft Board Statement or Resolution in the Board's docket for action at a regular, special or emergency

meeting. Notwithstanding the [representative body Council](#)'s existence as a consultative, advisory group assembled for the benefit of the University, nothing in this Section shall be construed to require the Board or its committees to submit its Board Statements or Resolutions to the [representative body Council](#).

6.0 Format

6.1 All categories of authority will be presented substantially in the same format. The official copy of the authority will be found on the Board's website and the University's policy website, ~~with an official paper in the Board's office~~.

6.2 The Council will devise an operational system to organize the categories of authority under discernible functional areas.

6.3 Responsible Officers will, from time to time, review categories of authority within their functional areas to determine if repeal or amendment is advisable.

6.4 Technical changes to the organizational system, titles of authorities, indexing of authorities, or any other administrative change necessary to maintain an accessible and efficient policy function that does not conflict with this Board Statement may be accomplished after notice to the Board Chair.

7.0 Document History

Finance & Administration Committee (FAC), November 1, 2022

FY23 Proposed Adjusted Budget

M-Report (Fall 2022 as of October 10th):

	This Year	Last Year	Difference	Pct Change
Total Enrollment	3,746	4,024	-278	-6.9%
Total Credit Hours	45,776	49,299	-3,523	-7.1%
Total FTE *	3,104.6	3,339.8	-235.2	-7.0%
Total UG Enrollment	3,317	3,611	-294	-8.1%
Total UG Credit Hours	42,603	46,107	-3,504	-7.6%
Total UG FTE *	2,840.2	3,073.8	-233.6	-7.6%
Total GR Enrollment	429	413	16	3.9%
Total GR Credit Hours	3,173	3,192	-19	-0.6%
Total GR FTE *	264.4	266.0	-1.6	-0.6%
Freshmen	764	761	3	0.4%
Sophomores	595	613	-18	-2.9%
Juniors	844	979	-135	-13.8%
Seniors	1,034	1,167	-133	-11.4%
Post Bacc / Non-Graduate	54	63	-9	-14.3%
Graduate Masters	410	401	9	2.2%
Post Baccalaureate	0	0	0	
Non-Admit Undergraduate	26	28	-2	-7.1%
Non-Admit Graduate	19	12	7	58.3%
Total	3,746	4,024		

Education & General (E&G) Fund Component:

The FY23 Education & General Fund totals \$65.869M in revenues and \$73.613M in recurring expenses and transfers. Combined with one-time activities of \$152K, this results in a budget deficit of \$7.896M. Beginning FY23 Fund Balance totals \$15.090M; this deficit level would reduce the fund balance to \$7.194M, or 10.92% of revenues by the end of FY23. See the FY23 Education & General Fund Detail worksheet for a comparison of the FY23 Proposed Adjusted Budget to the FY23 Preliminary Budget, as well as FY22 Budget.

Revenue Assumptions:

Total Revenues for the FY23 Adjusted Budget are \$65.869M, down \$1.866M from the FY23 Preliminary Budget. The changes in assumptions resulting in the decreased revenue are detailed below.

Tuition & Fees

- FY23 Preliminary Budget Tuition assumed a 5% UG enrollment decline and flat (0%) GR enrollment from Fall 2021. Actual fall enrollments are approximately a 7.6% decline for UG, and a 0.6% decline for GR.
 - Annual tuition and fee revenue budget is a combination of actual Fall 2022 and projected Winter & Spring 2023 based on 6% attrition between terms. This results in a projected 118,663 undergraduate and 7,906 graduate credit hours. Applying the applicable tuition rates as approved at the April 20, 2022 Board of Trustees meeting results in total undergraduate tuition of \$25.681M and graduate tuition of \$3.637M, for a total decrease of \$1.521M from the FY23 preliminary budget.
- Summer tuition revenues were assumed to be approximately the same as FY22 in the preliminary budget, totaling \$2.311M. However, Summer 2022 enrollment was down approximately 8.7% from Summer 2021. Summer tuition crosses two fiscal years, with approximately 15% of revenues recognized in the fiscal year just ending and 85% in the fiscal year beginning. Summer 2022 resulted in \$1.642M of FY23 revenue, with the remaining budgeted summer revenue of \$358K expected from Summer 2023.
- Online course fee revenues have been updated to a projected 56,508 online course credit hours based on actual fall enrollments and projected Winter & Spring 2023, resulting in a budget of \$2.995M, a decrease of \$34K from the preliminary budget.
- Fee remissions remain budgeted at \$5.5M in collaboration with Financial Aid. While we have fewer students, we are still waiting to see the full impact of the RNL optimization to fee remissions.

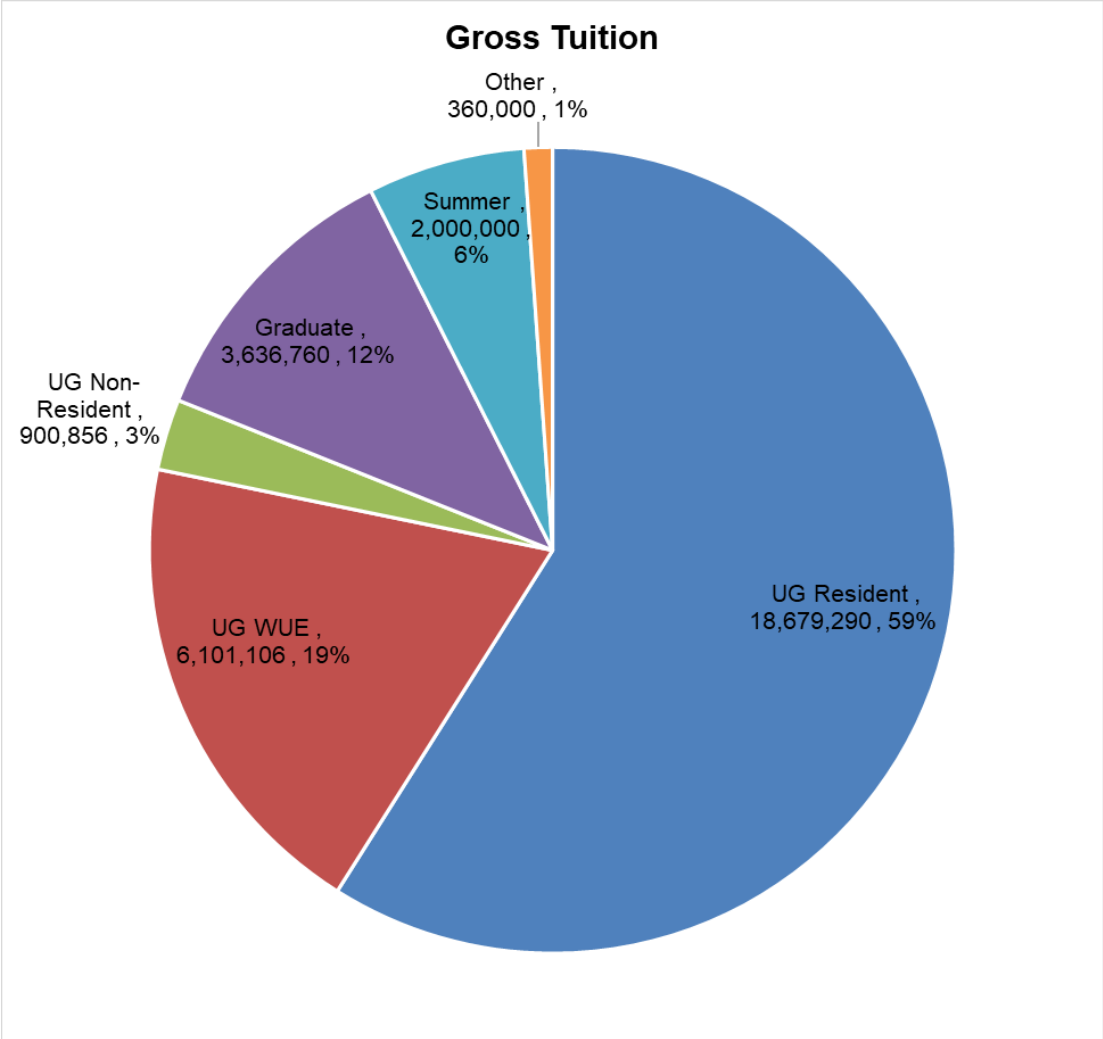


Figure 1: Tuition Revenue by category

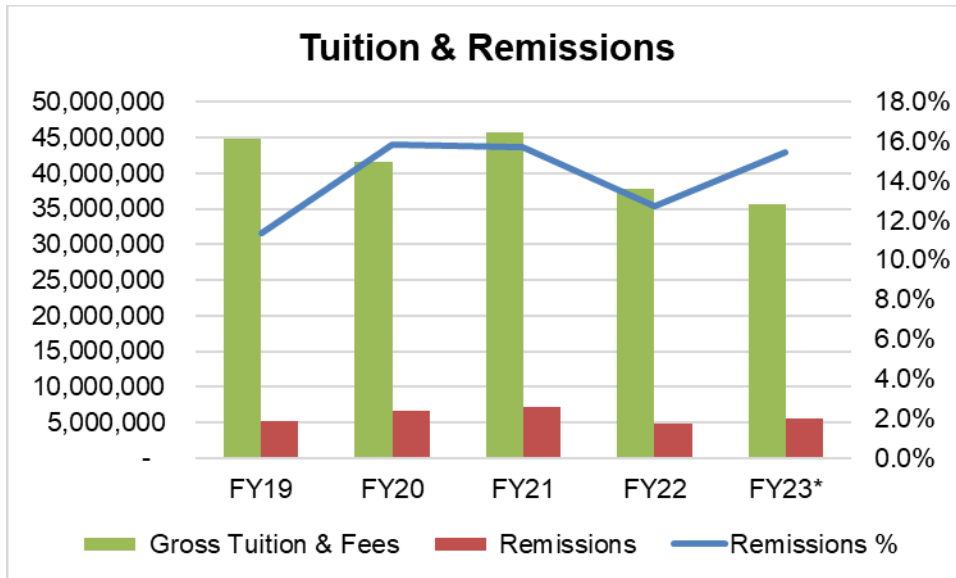


Figure 2: Total gross tuition & fees, total remissions, and remissions as a percentage of gross tuition & fees for FY19 – FY23 (FY23 based on proposed adjusted budgeted numbers).

Government Resources & Allocations

- Government Resources & Allocations total \$31.966M with no change from the Preliminary Budget. We are still awaiting final allocation amounts trued up for the latest three-year rolling data (the included amount is based on the estimate provided from HECC, which is based on FY20, FY21, and FY21 as a placeholder for FY22).
 - FY23 is the second year of the biennium, with 49% of PUSF being distributed in year 1 and the remaining 51% distributed in year 2.

Other Revenues

- Other Revenues total \$3.780M with no change from the Preliminary Budget. These revenues include Gift Grants and Contracts of \$1.180M, Interest Earnings/Investment of \$2M, Sales & Services of \$500K, and Other Revenues of \$100K.

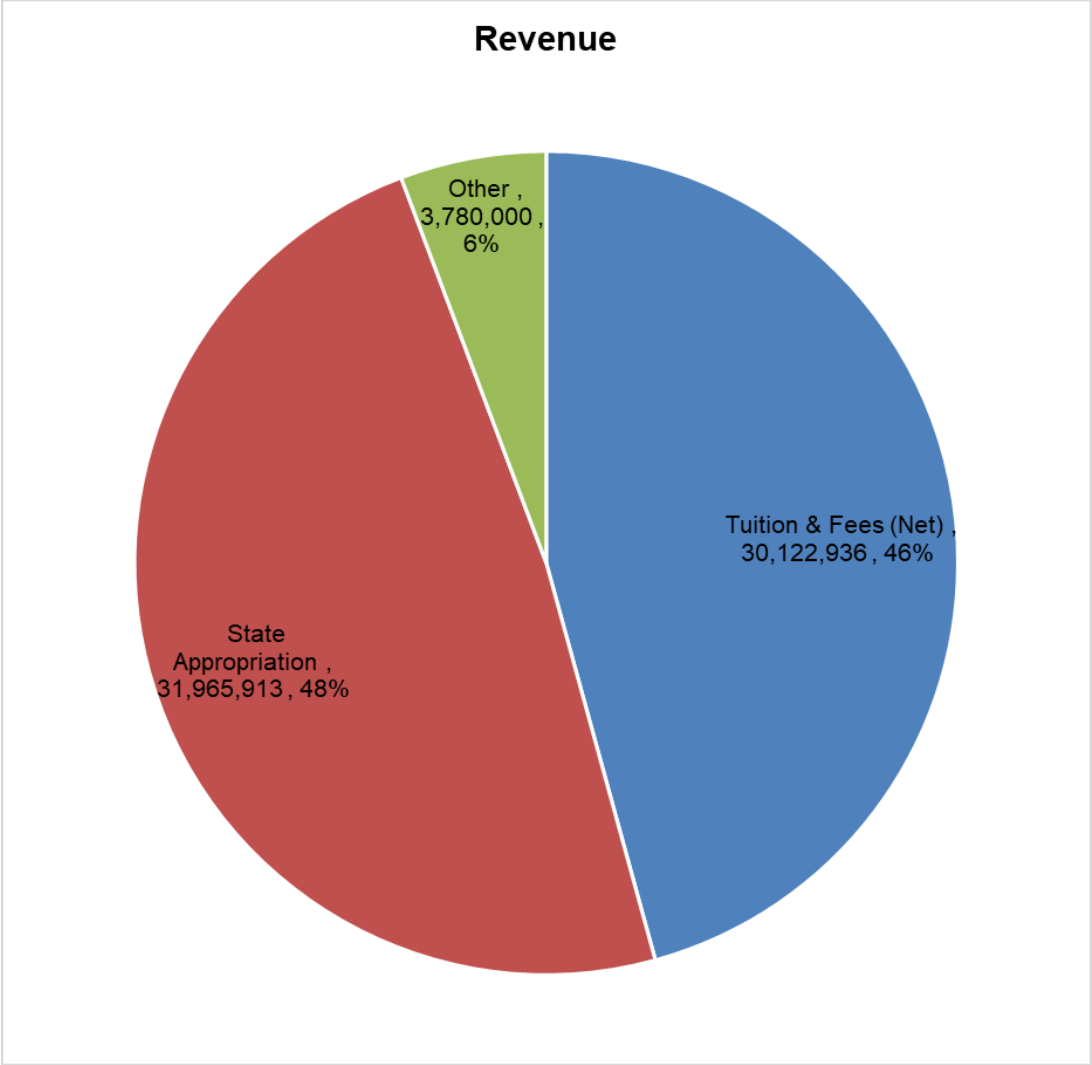


Figure 3: Total revenue by category.

Expense Assumptions:

Total Expenses for the FY23 Adjusted Budget are budgeted at \$69.986M.

Personnel

- Personnel budget totals \$60.033M, \$305K more than the FY23 Preliminary Budget, and \$2.787M more than the FY22 Budget.
- Faculty Salaries are budgeted at \$17.965M, \$458K less than the Preliminary Budget, which is reflective of removing five vacant T/TT lines (Natural Science, Creative Arts, Mathematics, and two from Humanities) where it was determined no search to replace the lines would happen and the funding was returned to the base budget.

- The FY23 Preliminary Budget for faculty salaries had incorporated: 5 new T/TT lines in Business, Computer Science, Special Education, Deaf & Professional Studies, & Social Sciences; increase in salaries for annual step increases, 0.5% COLA February 2022 (not reflected in FY22 Budget) and 1.5% COLA September 2022, and promotions (resulting in 4 step increases) for 19 faculty; approximately \$313K of budget savings generated from the remaining Article 15 T/TT reductions; an increase in the NTT pool average salary rate of 3.8% (\$5,500/month); and an approximate 7 FTE decrease in NTT pool allocations based on realizing the remainder of Article 15 savings and other efficiencies.
- Budgeted amount for unclassified salaries totals \$10.801M, \$675K more than the preliminary budget, which incorporates a 4.5% COLA effective July 1, 2022 (\$437K), added position for Program Director of Occupational Therapy (\$133K), added position for Title IX Coordinator (\$80K), and increasing General Funded portion of Student Conduct position (\$25K).
 - The FY23 Preliminary Budget already incorporated a 1% COLA effective January 1, 2022 (which was not in the FY22 Budget), and the following 6 new positions and 3 increases: Benefits Navigator (funded by new state appropriation), President Office support staff, Admissions Office Transfer Specialist Assistant Director, Business Dept Recruitment & Retention Advisor, Education Advisor, an increase in pay/FTE for Associate Provost position resulting from a reorganization, and an increase in both DEI positions to full year (were only budgeted for partial year in FY22's Budget).
- Faculty & Unclassified Supplemental pay is budgeted at \$583K. This category is largely reflective of stipends paid to faculty and unclassified staff, but also includes temporary employee and allowance funds.
- Budgeted amount for classified salaries totals \$6.721M, an increase of \$75K from the preliminary budget reflective of an additional custodial position and other small budget corrections.
 - The FY23 Preliminary Budget already incorporated COLAs according to the SEIU Collective Bargaining Agreement of 3.1% effective January 1, 2022 (not reflected in FY22 Budget) and 2.5% effective July 1, 2022 and 2 new positions including an Admissions Slate Analyst and Registrar Services Specialist (OS2).
- Classified Pay is budgeted at \$260K and includes \$50K budgeted for longevity pay differential. This category includes pay for differentials, overtime, and temporary employees.
- Student pay is budgeted at \$1.822M and reflects allocation of the student pay reserve that was added in the FY23 Preliminary Budget.
- Budgeted Other Payroll Expense (OPE) totals \$21.881M. This is comprised of multiple components – health insurance (which is budgeted at a flat annual rate of \$17,004 per eligible individual), retirement (which is budgeted at a composite

percentage of 27.5% applied to each employees' specific budgeted pay), and other rate of 8.15% (FICA, etc.).

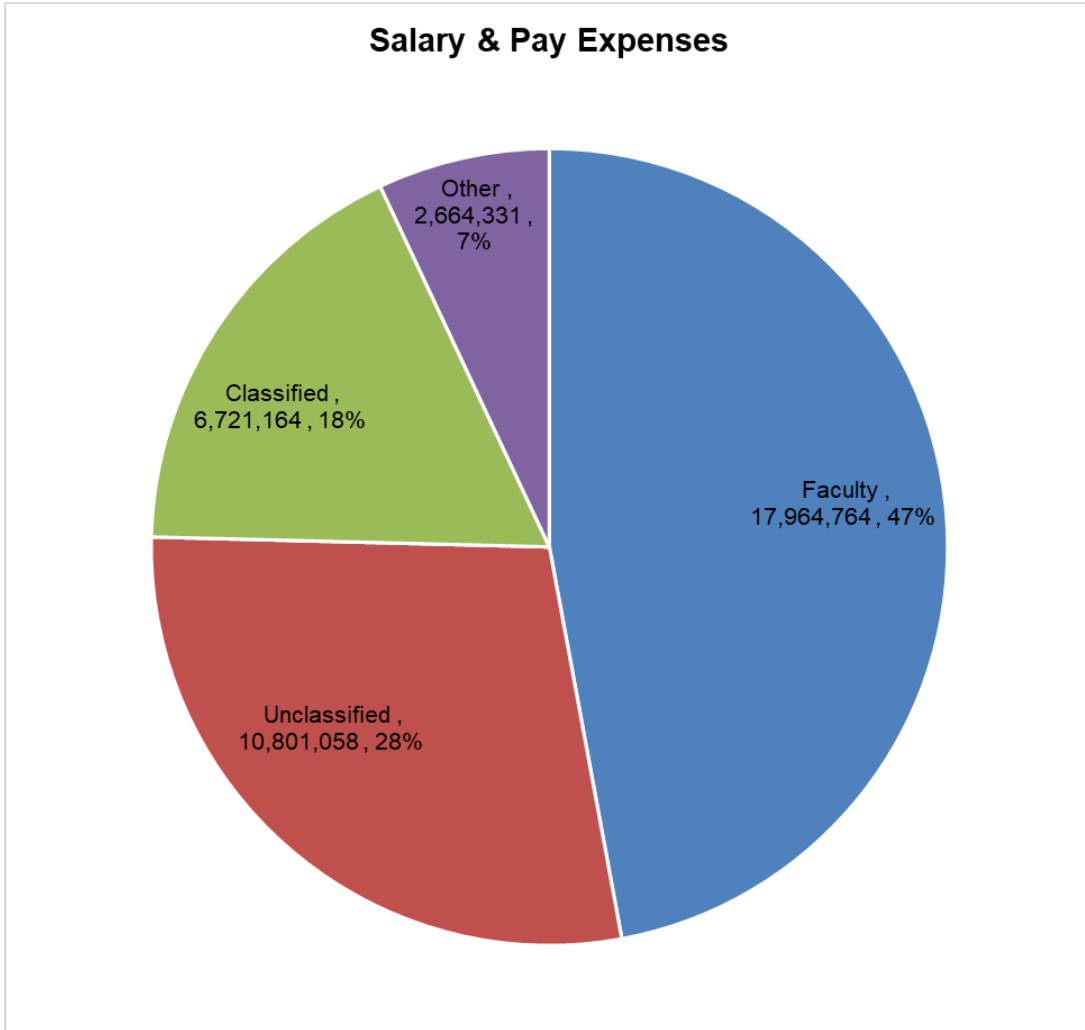


Figure 4: Total salary & pay by category.

Services & Supplies (S&S)

- Services & Supplies net of Internal Sales budget totals \$9.763M. With Services & Supplies increasing approximately \$198K, and Internal Sales increasing approximately \$150K from FY23 Preliminary Budget.
 - S&S funds were added to the marketing budget (\$40K), DEI for Title IX training development (\$5K), UCS (\$40K) offset by increase in internal sales), and Legal to cover increased PURMIT dues (\$113K).
 - Internal sales were increased by \$100K to bring FY23's budget up to actual FY22 general admin overhead received, and \$50K for UCS (with an offsetting \$50K of expense in S&S/student pay).

Capital Expense

- Capital Expense (Library and University Computing Solutions purchases) is budgeted at \$190K, remaining unchanged from the Preliminary Budget.

Net Transfer Assumptions:

Total Net Transfers are budgeted at \$3.627M.

- Athletics Subsidy is increased to \$3.288M, by \$111K to cover the 4.5% COLA for unclassified staff (as well as OPE and General Administrative Overhead associated).
 - The FY23 Preliminary Budget incorporated increasing men's soccer coaches to be budgeted for a full year (only partially budgeted in FY22's Budget), and adding two new positions, a part time sports performance coach and an athletic trainer.
- Other transfers of \$150K subsidy to the Child Development Center and \$175K transfer for SELP funding match remain consistent, while misc. other transfers were updated to reflect a cost share match.

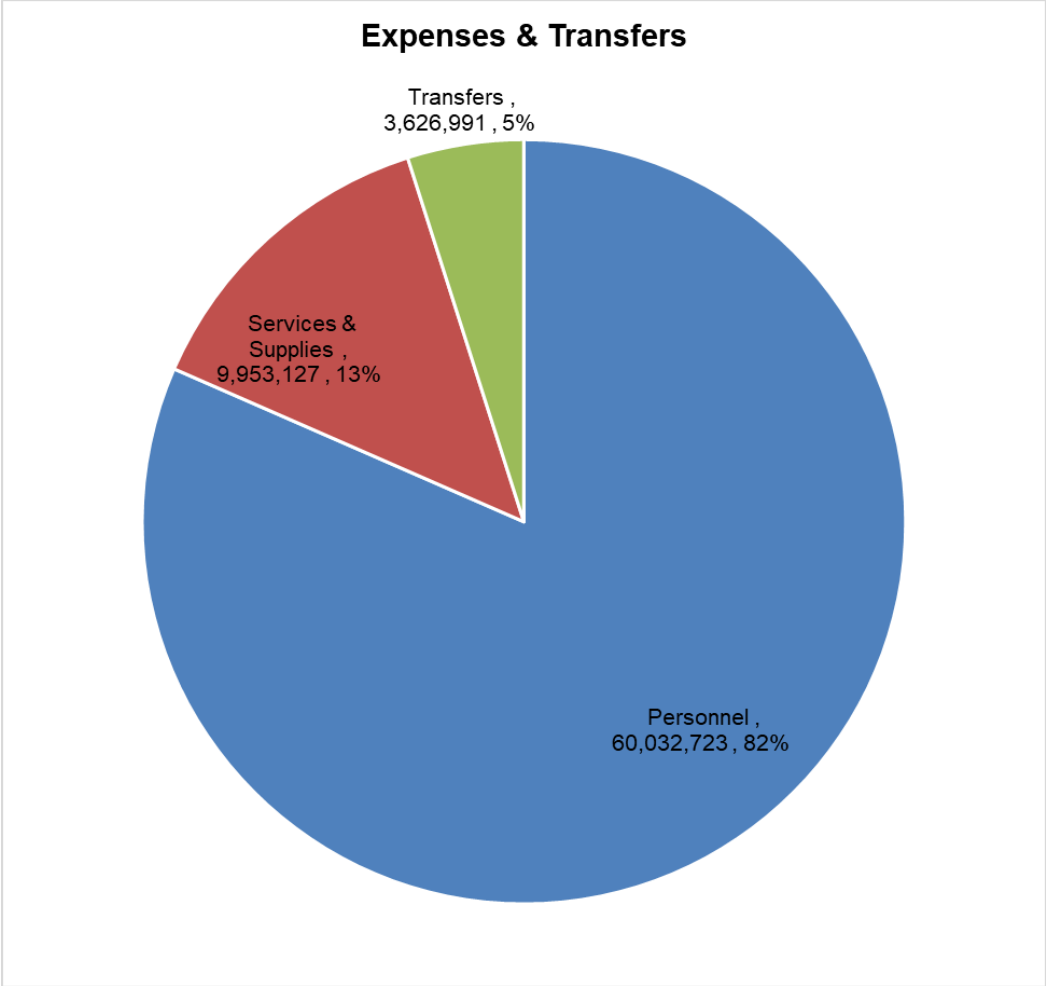


Figure 5: Total recurring expenses and transfers.

Other Activity Assumptions:

Total Other Activities representing one-time resources and expenses are budgeted at \$152K, a decrease of \$740K from the FY23 Preliminary Budget.

- Other misc. activities total \$1.151M, an increase of \$260K from the Preliminary Budget, incorporating \$150K for an equity audit, \$35K for the accreditation visit, \$6K for Title IX outsourcing, and \$69K for misc. one-time expenses.
 - The FY23 Preliminary Budget incorporated \$268K for Banner Financial Aid implementation, \$72K for the RNL contract to optimize financial aid, \$382K for the EAB contract, and \$169K for Freedom Center, Stitch Closet, and President’s relocation.
- WOU has been awarded \$299K in SSARP funds, which will be used to reimburse lost revenue in the general fund as a one-time source of relief.

- To support the equity audit, a transfer in of \$150K of the quasi-endowment funds has been incorporated (pending board approval).
- Estimated one-time budgetary savings of \$550K total, \$500K of which result from sweeping salary savings centrally (rather than letting units use them for other one-time expenses as has been the practice; typical salvage is \$1M in a year) and \$50K of savings resulting from an Academic Affairs grant that will cover some staff personnel expense.

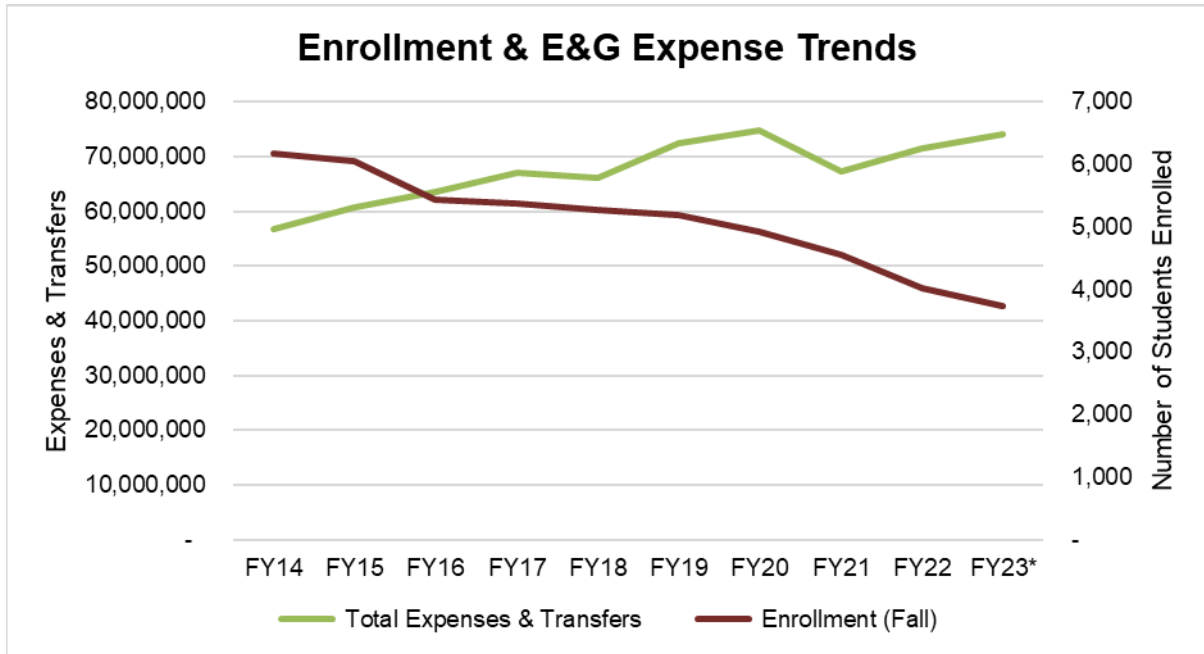


Figure 6: Enrollment (headcounts) and E&G Expense trends over the last 10 years (FY23 based on proposed adjusted budget).

Auxiliary Component:

The auxiliary component is composed of Athletics, Housing, Dining, Parking, Conference Services, Bookstore, Student Health & Counseling Center (SHCC), Child Development Center (CDC), and other minor operations. The net budget deficit for all Auxiliaries (excluding IFC) totals \$726K, with auxiliaries having sufficient reserves to cover the deficit. Auxiliary budgets have been updated for the 4.5% unclassified COLA and increased transfer into athletics from general fund, but no other adjustments were deemed necessary at this time.

Incidental Fee (IFC) Component:

Incidental Fee has a net deficit budget of \$309K, with plans to cover the deficit from reserves. Unclassified salaries have been updated for the 4.5% COLA, with the difference coming from S&S budgets (as incidental fee allocations are determined by the Incidental Fee Committee).

Designated Operations & Service Departments Component:

Designated Operations & Service Department budgets are inclusive of primarily Council of Presidents and Telecommunications, as well as other small miscellaneous budgets. As such, the budgets have no significant changes from the FY23 Preliminary Budget.

FY23 Preliminary Budget across Component Funds:

As shown on the Component Funds Budget Summary worksheet included below, combined component budgets results in a total net budget deficit across these funds of \$8.959M, or 10% of revenues.

COMMITTEE RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees approve the FY23 Adjusted Budget as presented in the docket.

**Western Oregon University
FY23 Proposed Adjusted Budget
Component Funds Budget Summary**

	Education & General (E&G)	Auxiliary (excluding IFC)	Incidental Fee (IFC)	Designated Operations & Service Depts	Total
Revenues					
Enrollment Fees	30,122,936	1,621,319	3,987,165	48,134	35,779,554
Government Resources & Allocations	31,965,913	1,300,000	-	-	33,265,913
Gift Grants and Contracts	1,180,000	29,626	83,649	-	1,293,275
Investment	2,000,000	9,000	21	4,175	2,013,196
Sales & Services	500,000	10,778,567	185,443	126,630	11,590,640
Other Revenues	100,000	401,554	177,103	2,074,156	2,752,813
Total Revenues	65,868,849	14,140,066	4,433,381	2,253,095	86,695,391
Expenses					
Personnel	60,032,723	8,464,420	2,127,264	1,019,023	71,643,431
Services & Supplies	9,763,436	8,056,068	2,422,306	1,261,556	21,503,366
Capital Outlay	189,691	-	-	-	189,691
Total Expenses	69,985,850	16,520,488	4,549,571	2,280,579	93,336,488
Net Transfers	3,626,991	(1,653,959)	192,797	750	2,166,579
Total Expenses & Transfers	73,612,841	14,866,529	4,742,368	2,281,329	95,503,067
Net Recurring Budget	(7,743,992)	(726,463)	(308,987)	(28,234)	(8,807,676)
One Time Activities	151,770	-	-	-	151,770
Net Budget	(7,895,762)	(726,463)	(308,987)	(28,234)	(8,959,446)

Western Oregon University
 FY23 Proposed Adjusted Budget
 Education & General Fund Detail

	FY23 Proposed Adjusted Budget	FY23 Preliminary Budget	Increase/ (Decrease)	FY22 Budget	Increase/ (Decrease)
Revenues					
Tuition & Fees					
Undergraduate Tuition					
Resident	18,679,290	19,436,860	(757,570)	19,420,776	(741,486)
WUE	6,101,106	6,128,169	(27,063)	7,004,598	(903,492)
Non-Resident	900,856	1,248,060	(347,204)	1,353,460	(452,604)
Total Undergraduate Tuition	25,681,252	26,813,089	(1,131,837)	27,778,834	(2,097,582)
Graduate Tuition	3,636,760	4,026,380	(389,620)	3,700,240	(63,480)
Summer					
Undergraduate	1,400,000	1,575,200	(175,200)	1,900,000	(500,000)
Graduate	600,000	736,000	(136,000)	800,000	(200,000)
Total Summer	2,000,000	2,311,200	(311,200)	2,700,000	(700,000)
Other Tuition	360,000	360,000	-	360,000	-
Total Tuition	31,678,012	33,510,669	(1,832,657)	34,539,074	(2,861,062)
Fees					
Matriculation	500,000	500,000	-	550,000	(50,000)
Course	300,000	300,000	-	300,000	-
Online Course	2,994,924	3,028,632	(33,708)	2,233,376	761,548
Other	150,000	150,000	-	150,000	-
Total Fees	3,944,924	3,978,632	(33,708)	3,233,376	711,548
Fee Remissions	(5,500,000)	(5,500,000)	-	(5,500,000)	-
Total Tuition & Fees (net of remissions)	30,122,936	31,989,301	(1,866,365)	32,272,450	(2,149,514)
Government Resources & Allocations					
Student Success & Completion (SSCM)	31,179,017	31,179,017	-	30,293,705	885,312
Benefits Navigator	115,000	115,000	-	-	115,000
Engineering Technology (ETSF)	292,648	292,648	-	307,728	(15,080)
Small-Energy Loan Program (SELP)	379,248	379,248	-	382,188	(2,940)
Total Government Resources & Allocations	31,965,913	31,965,913	-	30,983,621	982,292
Other Revenues					
Gift Grants and Contracts	1,180,000	1,180,000	-	622,260	557,740
Interest Earnings/Investment	2,000,000	2,000,000	-	2,000,000	-
Sales & Services	500,000	500,000	-	500,000	-
Other Revenues	100,000	100,000	-	100,000	-
Total Other Revenues	3,780,000	3,780,000	-	3,222,260	557,740
Total Revenues	65,868,849	67,735,214	(1,866,365)	66,478,331	(609,482)

Western Oregon University
 FY23 Proposed Adjusted Budget
 Education & General Fund Detail

	FY23 Proposed Adjusted Budget	FY23 Preliminary Budget	Increase/ (Decrease)	FY22 Budget	Increase/ (Decrease)
Expenses					
Personnel					
Faculty Salaries	17,964,764	18,422,700	(457,936)	17,876,075	88,689
Unclassified Salaries	10,801,058	10,126,174	674,884	9,078,781	1,722,277
Faculty & Unclassified Supplemental Pay	582,647	570,647	12,000	572,206	10,441
Classified Salaries	6,721,164	6,646,464	74,700	6,545,170	175,994
Classified Pay	260,061	260,061	-	260,311	(250)
Student	1,821,623	1,897,830	(76,207)	1,785,055	36,568
OPE	21,881,406	21,804,341	77,065	21,128,003	753,403
Total Personnel	60,032,723	59,728,218	304,506	57,245,601	2,787,122
Services & Supplies					
Services & Supplies	13,265,015	13,067,155	197,860	13,295,408	(30,393)
Internal Sales	(3,501,579)	(3,351,579)	(150,000)	(3,273,841)	(227,738)
Total Services & Supplies	9,763,436	9,715,576	47,860	10,021,567	(258,131)
Capital Outlay	189,691	189,691	-	209,691	(20,000)
Total Expenses	69,985,850	69,633,485	352,365	67,476,859	2,508,991
Transfers					
Athletics Subsidy	3,287,753	3,176,817	110,936	2,979,025	308,728
Child Development Center Subsidy	150,000	150,000	-	150,000	-
SELP Funding Match	175,000	175,000	-	175,000	-
Other Transfers	14,238	(4,089)	18,327	13,342	896
Total Transfers	3,626,991	3,497,728	129,263	3,317,367	309,624
Total Recurring Expenses & Transfers	73,612,841	73,131,213	481,628	70,794,226	2,818,615
Net Recurring	(7,743,992)	(5,395,999)	(2,347,993)	(4,315,895)	(3,428,097)
Other Activities					
HEERF Reimbursement	(299,487)	-	(299,487)	(3,000,000)	2,700,513
Quasi Endowment Transfer In	(150,000)	-	(150,000)	-	(150,000)
Salvage Savings Sweep	(550,000)	-	(550,000)	-	(550,000)
Other Misc. Activities	1,151,257	891,366	259,891	924,811	226,446
Total Other Activities	151,770	891,366	(739,596)	(2,075,189)	2,226,959
Net	(7,895,762)	(6,287,365)	(1,608,397)	(2,240,706)	(5,655,056)
Beginning Fund Balance	15,089,728	11,810,809		10,870,294	
Projected Ending Fund Balance	7,193,966	5,523,444		8,629,588	
Fund Balance as a Percentage of Revenues	10.92%	8.15%		12.98%	

Finance & Administration Committee (FAC), November 16, 2022

Request to Transfer Funds out of Quasi-Endowment

June 9, 2021 the Board of Trustees voted to transfer \$850,000 out of E&G Fund into Quasi-Endowment to support Diversity Equity and Inclusion initiatives. Currently, WOU is seeking to undertake the equity audit.

This Fall 2022, WOU will engage in qualitative data collection, utilizing focus groups and one on one meetings. Data from this collection time will be analyzed and findings will be shared with the university community early in the Winter Term session. Then by the end of Winter Term the consultant will share a full report and recommendations with the university.

During the Spring 2023 and Summer 2023 terms the consultant will work with university stakeholders to review student and employee related policy and procedures, to help teach the community how to utilize an equity lens when creating policies and procedures and to revise those already in place. WOU will begin to utilize some of the data and implement recommendations during the 2023-2024 academic year.

Then in Fall 2024 WOU will engage in a university-wide campus climate survey. This will begin WOU's journey of engaging in regular campus climate feedback, in three-year increments to allow time for data collection, analysis, action planning, implementation, and then be prepared for the next round of data collection.

FY2023 Expense for Equity Audit is \$150,000.

COMMITTEE RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees authorize transfer of \$150,000 out of Quasi-Endowment to Education & General Fund to support Equity Audit expenses in FY23. Staff will work with Q-E investment managers to determine transfer time.