



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

Meeting No. 31 – May 31, 2023

2:45pm-4:00pm

Via [Zoom](#) | Meeting ID 834 4742 3804 | By Phone: 1-253-215-8782

AGENDA

- I. CALL-TO-MEETING AND ROLL CALL (2:45-2:48pm)
- II. COMMITTEE CHAIR'S WELCOME (2:48-2:51pm)
- III. CONSENT AGENDA (2:51-2:56pm)
FD [Meeting Minutes: March 22, 2023](#) - (pg. 2)
- IV. ACTION ITEMS:
FD Academic proposals:
 - a) [Undergraduate Certificate in ASL Beginner](#) | Dr. Kara Gournaris, Assistant Professor, Deaf Studies & Professional Studies (pg. 8) (2:56-3:06pm)
 - b) [Undergraduate Certificate in ASL Intermediate](#) | Dr. Kara Gournaris, Assistant Professor, Deaf Studies & Professional Studies (pg. 16) (3:06-3:16pm)
- V. REPORTS & DISCUSSION ITEMS:
 - 1) Showcase & Discussion: [Retention: Wolfie Chat Bot](#) (pg. 24) (3:16-3:36pm)
 - 2) [Student Affairs Update](#) | Vice President Tina Fuchs (pg. 44) (3:36-3:48pm)
 - 3) [Academic Affairs Update](#) | Provost Rob Winningham (pg. 53) (3:48-4:00pm)
- VI. ADJOURNMENT (4:00pm)



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

Meeting No. 30 – March 22, 2023

2:00pm-4:00pm

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

Draft Minutes

I. CALL-TO-MEETING AND ROLL CALL (2:00-2:03pm)

Committee members present: David Foster, Betty Komp, Cristian Mendez-Garcia, Leah Mitchell, Kari Nelsestuen

Others present: Chelle Batchelor, Kathy Cassity, Keats Chaves, Amy Clark, Hillary Fouts, Tina Fuchs, Roseanna Garcia, Mark Girod, Paige Jackson, Margaret Manoogian, Sue Monahan, Jessica Murfin, Sean Roush, Judy Sylva, LouAnn Vickers, Rob Winningham

II. COMMITTEE CHAIR'S WELCOME (2:03-2:06pm)

Committee Chair Mitchell called the meeting to order at 2:00pm.

III. CONSENT AGENDA (2:06-2:10pm)

1) [Meeting Minutes: January 25, 2023](#)

Trustee Nelsestuen moved to accept the minutes as written; Trustee Mendez-Garcia seconded. Minutes were approved with no changes.

IV. ACTION ITEMS:

1) **Academic proposals:**

- a) [Undergraduate Certificate: Healthcare Administration](#) | Kathy Cassity, Dean of the College of Liberal Arts & Sciences (2:10-2:15pm)

Dean Kathy Cassity introduced the Undergraduate Certificate in Healthcare Administration.

The Undergraduate Certificate in Healthcare Administration is closely related to the graduate certificate that the committee passed in the previous meeting; both certificates were developed by the same interdisciplinary group of faculty and went through the same focus groups (full details on the development of the Healthcare Administration certificates can be found starting on Page 4 of the [ASAC March 22, 2023 meeting docket](#)). The undergraduate certificate is open to undergraduate students in any discipline, but is expected to be particularly appealing to students majoring in Business, Gerontology, Psychology, Health and Exercise Science, and Public Health.

Dr. Margaret Manoogian and Dr. Dave Foster provided further information on the proposed undergraduate certificate.

Students majoring in Gerontology frequently go into healthcare administration, but require more on-the-job experience; this certificate will better prepare those students for careers in healthcare administration.

It's possible that the Healthcare Administration certificate can grow into a minor or even a major in the future, depending on demand (this was the case with Gerontology). By starting out slow, it's easier later on to identify the faculty who can teach in the program, should the certificate become one. The potential of creating partnerships with Corvallis Clinic and Salem Health also informs whether or not this certificate could be expanded into a full major (Partnerships Specialist Jessica Murfin noted in the chat that she is already speaking with Salem Health about this certificate). The community and employers in the region have identified a strong need for programs like this, and starting with a certificate is a relatively low-stakes, low-cost, way to meet immediate demand quickly.

The faculty group working on the certificate erred on the side of being conservative with the projected enrollment numbers. The certificate offers another option for students who anticipate being in a healthcare-related field, but decide partway through their degree that direct practice isn't for them; it also provides a route for students in non-healthcare majors (e.g., Business, Public Policy) to include a focus on healthcare administration to their studies.

The new Introduction to Healthcare Administration course included in the certificate will be offered by Gerontology, and is designated to be taught by someone who has experience in the industry.

Trustee Foster moved to approve the undergraduate certificate in Healthcare Administration. Trustee Mendez-Garcia seconded. The motion passed.

2) [Committee Charter \(revisions\)](#)

(2:15-2:45pm)

The committee agreed that the charter can be reviewed again if points need to be reevaluated or changes need to be made at any time in the future.

The committee discussed whether the Student Health Fee charged to students to provide Student Health and Counseling services falls under the committee's purview as part of the ASAC charter section on Student Health and Safety. The Finance and Administration Committee meets to discuss tuition and fees, and the health fee is one of the fees included in their discussions; ASAC is not responsible for determining or making decisions about fees, but can weigh in on what's important to university operation and services.

The committee also discussed whether policy changes need to be brought to the Board before they can be implemented (e.g., whether transfer students need to submit an official transcript to be admitted, particularly since a lot of schools are now only requiring unofficial transcripts for admission). Discussion touched on the difference between "policy", "Policy", and "procedure". Not everything referred to as a policy is a Policy. All Policies go through multiple stakeholder groups, and there are stopgaps within the stakeholder groups (particularly at the President's Cabinet) to

ensure equity in Policy. When Policies are taken to the President's Cabinet as part of the review⁴ process, the Cabinet can say that a specific Policy needs to be sent back to one or more Board subcommittees for further review (e.g., ASAC, DEIAC). A determination was made that, unlike Policy, procedures should be handled at the university/Cabinet level and do not need to come to the Board.

Trustee Mendez-Garcia moved to approve the committee charter with proposed changes. Trustee Foster seconded. The motion passed.

V. REPORTS & DISCUSSION ITEMS:

- 1) **Showcase & Discussion:** [Retention Strategy](#) | Paige Jackson, Director of Student Success & Advising (2:45-3:30pm)

“Retention” is defined differently depending on which organization is requesting or receiving the information (e.g., IPEDS, federal government). The retention rates presented in this showcase represent the 2010-2020 historical average of first-time, full-time, students returning to WOU enrolling for their second year at WOU during Fall Term.

Four- and six-year graduation rates have seen a steady increase; this may be attributed to the revisions of general education requirement.

Transfer students have good retention and graduation rates, which is uncommon. WOU's Latina students have the highest six-year graduation rates. Black and indigenous students have fairly low retention and graduation rates.

Compared to peer institutions, WOU is below average for graduation and retention; however, in the state of Oregon, WOU is about even with EOU and SOU. This is likely linked to Oregon's funding model (based on graduation rates, rather than first year retention rates), transfer rates of students moving to other regional institutions, and the quarter system creating an extra opportunity a year to lose students.

Student Success and Advising is hoping to reach 76% retention rate. Per Sue Monahan, this aligns with work being done on a Department of Education Title III grant; one of the goals identified for the grant is to achieve a four-year average of 76%.

Retention is also linked to student engagement, as students who feel academically and socially integrated within the institution typically are retained. To address this, WOU has a shared, split model for Advising. Students interact with a combination of professional advisors (for individualized advising focused on individual students' needs) and faculty advisors (for expertise in content and curriculum); every student has at least one dedicated advisor, and mentorship and guidance are centered.

This model does present some challenges regarding consistency of access to advisors. The model also puts more focus on student engagement, and less on using advising as a strategic tool.

SSA has revised how they approach new students, starting in Fall 2022. This initiative intentionally deploys professional advisors to help first-year incoming students navigate systems and processes that aren't necessarily related to academics.

Another initiative started in Fall 2022 identifies faculty lead advisors to provide advising support, particularly during the Summer, when the bulk of incoming transfer students enter WOU. This initiative has also had the benefit of aiding communication and collaboration between academic units and central advising.

The degree completion program has currently identified over 400 students who were close to finishing their degree and hadn't. Most of these students have not needed financial assistance to complete their degree, but WOU does have a grant to help students who do need tuition assistance to complete their degree.

Highschool GPA is a valid indicator for college retention; SSA is boosting course-based tutoring and studying strategy to help incoming students to be prepared for college-level academics. This includes deploying tutors to study halls twice a week to meet students where they are; feedback has been positive, so the next step will be to deploy advisors to the study halls to help with lifting advising holds, etc. Another program currently being piloted to help strengthen academic support is supplemental instruction, a resource-intensive but effective form of peer-led tutoring.

The need for mandatory advising holds is being evaluated. IR data has shown disparities regarding vulnerable populations and mandatory advising holds, with notable equity gaps based on race and, to a lesser extent, Pell eligibility. Students who allow their registration holds to expire frequently do not register at all; those who do register are unlikely to have the opportunity to register for the courses they need in order to graduate on time. The mandatory advising holds also create equity issues for faculty in regards to uneven advising loads, since students need to meet with their advisor during a specific timeframe to lift the hold and register.

Proactive advising initiatives, including an early action system that alerts SSA when students start exhibiting concerning academic behavior (e.g., students who were very engaged but are now not attending class; students who don't log into Canvas during the first couple weeks of term); approximately 60 – 70% of faculty utilize this system. When SSA is alerted to issues early on, they can connect with students to help come up with study or time management strategies, and to identify when students need assistance meeting basic needs before they can effectively engage with their courses.

Starting in Fall 2023, SSA will begin outreach to the incoming first-year cohort, specifically to first generation students and students with low high school GPAs, to connect them early on to any services they may require to be successful in college. SSA has also been looking at data around First Year Seminar courses, and is planning to collaborate with faculty to implement progress reports for students who don't pass their FYS class. Under this initiative, SSA would connect with

faculty in Week 3 of the term to have them identify students in their classes who may be in danger of failing; SSA would then perform outreach to those students to connect them with resources.

Detailed degree plans show students how they can effectively meet goals, and also lets SSA find disparities (e.g., when courses aren't offered when the degree plan indicates students should be taking them).

The dips in retention rate reflect sociocultural conditions (nationally, retention dipped around the 2016 election cycle, and with COVID in 2020); WOU's specific retention trends could also be related to inconsistency in SSA administration and a lack of coordination over time across the university. It is especially notable, however, that the 5% increase in retention rates occurred during the lingering pandemic, which might be attributed to WOU's revised admissions requirements that same year.

2) Review of Goals for 2022-2023

(3:30-3:40pm)

The committee reviewed the progress of their 2022-2023 work plan.

The committee discussed when and how the work plan (specifically around enrollment and new programs) relates to/overlaps with strategic planning. President Peters and Associate Provost Judy Sylva are currently working on the strategic plan, with work starting in earnest during Spring Term. Discussion at a previous Board meeting prioritized work already taking place around university budget reductions and the upcoming NWCCU accreditation visit; the strategic planning process would begin when the timing was right for the organization and in relation to other initiatives. Board Chair Comp has not pushed for a faster timeline, favoring a thoughtful process that accounts for a new Provost and new Director of Human Resources.

The committee also acknowledged a need to review the goals to ensure they align with the expectations and needs of students.

The equity audit may be an opportunity to get a different perspective on campus climate/morale; the audit results could be brought to ASAC. Student Affairs and Academic Affairs are launching the National Survey on Student Engagement; the survey is conducted every three years with first-year students and seniors to gauge student satisfaction. This year's survey will be completed in May; the data from will be made available to ASAC and the Board to help inform future goal setting.

The goals for the committee were given to all committees by President Peters; they are the pillars of his focus for his first year as president. The Board will have a fall retreat where the committees can review the Board charter and set goals for the academic year around directives provided by Chair Komp. The retreat will also be opportunity to integrate the Board's goals into the individual committee charters.

3) Prep for May 31, 2023 Meeting

(3:40-3:45pm)

- **Suggestions for discussion topics at future meetings**

- **Increase length of meetings to 3 hours**

The Committee agreed to extend the meeting time to three hours to make space for presentations, and to allow for more discussion. Specific start times for subsequent already-scheduled meetings will be decided at a later date via an asynchronous poll.

4) [Student Affairs Update](#) | *Vice President Tina Fuchs* (3:45-3:52pm)

Tina Fuchs reviewed her report for Student Affairs, as provided in the docket materials.

Director of Admissions candidate search is currently underway; the intention is to have the new director start on July 1.

First year applications are up 9.1%; transfer numbers are down 28%, up from 50.4% in January. Transfer numbers are continuing to increase due to focused efforts by the Assistant Director for Transfer Students this month on transfer fairs and visits. Overall, applications are up 4.4%.

All but three days in April are scheduled with group visits to campus.

5) [Academic Affairs Update](#) | *Provost Rob Winningham* (3:52-3:59pm)

Rob Winningham reviewed his report for Academic Affairs, as provided in the docket materials.

Academic Affairs accounts for 56% of the university budget; as part of the five million dollar university-wide budget reduction, Academic Affairs reduced 2.8 million dollars of the FY24 budget. The majority of cuts came from reducing non-tenure track faculty from 105 full-time equivalents to 80, totally 1.9 million dollars. Most staff positions being cut in the reduction are vacant lines; very few are currently filled. Five tenure track faculty lines across the two colleges will not be filled following spring retirements and resignations, reducing the budget by another \$460,000. Remaining budget reductions included eliminating positions in the Writing Center and Institutional Research, as well as a restructure in Student Success and Advising.

VI. ADJOURNMENT (4:00pm)

Chair Mitchell adjourned the meeting at 3:59pm.

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate in ASL Studies: Beginner

The proposed undergraduate certificate in ASL Studies: Beginner is an 18-credit program that will enhance students' basic comprehensive and expressive ASL skills. The ASL Studies: Beginner certificate is designed to prepare students and community members to incorporate basic ASL comprehension and expressive skills in their fields of study and careers.

The ASL Studies program recognized the need to offer an ASL certificate option to better serve the community at large and our current students. We developed this certificate in response to the community's request for competencies in ASL for their professions in public safety services (e.g., law enforcement, fire services, emergency services) and communication with members of the community (e.g., parents, family members, neighbors, educators, etc).

The program will be delivered at Western Oregon University on both the Monmouth and Salem campuses. The courses will be offered in Face-to-face, Hybrid, Online asynchronous, and Online synchronous modalities.

The proposed undergraduate certificate in ASL Studies: Beginner received Faculty Senate Approval on April 25, 2023 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, 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 undergraduate certificate in ASL Studies: Beginner as included in the docket material.



P15289
ASL Studies: Beginner

New

Requestor: Kara Gournaris
Submitted: 2023-02-21 10:52:49
Submitting as: Faculty Member or APA

The queue for this request is:

- Department Head/Program Coordinator
- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- OE Dean
- Provost
- President
- Registrar

Division Deaf Studies and Professional Studies

Department/Program ASL Studies

Request for a: Program

Level Undergraduate

Type of Request: New (course, program, focus/concentration, or temporary course)

Will this be offered within an existing division or department? Yes

Type of program Certificate

Is this curricular change driven by assessment data you have collected? No

Summary/Rationale for proposal

ASL Studies program recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. Also, the General Education curriculum changed the language requirement affecting the student enrollment for our ASL courses and with this certificate option(s), it will help and improve our enrollment numbers. We will offer four (4) certificate options.

These certificate programs will show students' competencies in specific knowledge areas in the field of ASL Studies and Deaf Studies.

We developed these certificates in response to the community's request in need of competencies in skills and knowledge in ASL for their professions in public safety services (law enforcement, fire services, emergency services) and community members (parents, family members, neighbors, educators, etc).

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones

Anticipated start date Fall 2023

Where will the program be delivered? WOU Campus (in-person or online), WOU Salem

How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous

Proposed Classification of Instructional Programs (CIP) number. 16.16

Title of new program, requirement, focus, or concentration ASL Studies: Beginner

Faculty Listing

Assistant Professor: Kara Gournaris,

Non Track Tenure Instructor: Brent Redpath

Non Track Tenure Instructor: Lyra Ehlers

Non Track Tenure Instructor: Kai Pfaff

Mission, Learning Outcomes, Etc.

The ASL Studies: Beginner certificate is designed to prepare students and community members to incorporate basic ASL comprehension and expressive skills in their field of study and careers.

1. Develop basic skills in comprehensive and expressive American Sign Language.
2. Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Description

If this section does not consist of catalog-ready content, you will be asked to revise your proposal. If you are uncertain of how to prepare catalog-ready content, please contact the staff in the Office of the Registrar.

The beginner track certificate will enhance students' basic comprehensive and expressive ASL skills. Study will consist three ASL courses (ASL 101-103) and credits in American Deaf Culture and American Deaf History.

Core Courses

- ASL 101 American Sign Language I Credits: 4
- ASL 102 American Sign Language II Credits: 4
- ASL 103 American Sign Language III Credits: 4
- ASL 315 American Deaf Culture Credits: 3
- ASL 429 American Deaf History Credits: 3

Total Credits: 18

Catalog ID:

Will you allow "S" graded courses to meet program requirements? No

Program Outcomes

Learning Outcome

Alignment to University Learning Outcomes

Develop basic skills in comprehensive and expressive American Sign Language.

Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Learning Outcomes (formatted for catalog)

1. Develop basic skills in comprehensive and expressive American Sign Language.
2. Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Targeted Professions

New parents, family members, neighbors, educators, Law Enforcement, Fire Services, Emergency Services and current students.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

Portland State University, Portland Community College, Chemeketa Community College, University of Oregon

Programs affected/consulted

ASL Studies

Briefly describe how the proposed program aligns with WOU's strategic priorities

Community Engagement Create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

For the Deaf people to communicate with parents, family members, neighbors, educators, Law Enforcement, Fire Services, Emergency Services and more.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

In process

What is the budget source for the plan to attract new students to this proposed new program?

N/A

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

These courses are already offered- no resources needed.

Supporting Documents

Thumbnail	Name	Size	Actions
-----------	------	------	---------

Related Courses:

No related courses found

Department Head/Program Coordinator decision:

✓

Yes by Kara Gournaris (2023-02-21 10:53:16)

Comments:

Division Chair decision:

✓

Yes by Denise Thew (2023-02-21 20:46:41)

Comments:

Division Curriculum/Graduate Chair decision:

✓

Yes by Elisa Maroney (2023-02-28 16:10:06)

Comments:

Curriculum Committee decision:

✓

Yes by Thaddeus Shannon (2023-03-21 12:20:01)

Comments:

Faculty Senate decision:

✓

Yes by Stephen Scheck (2023-04-11 18:04:56)

Comments:

COE Dean decision:

✓

Yes by Mark Girod (2023-04-25 16:10:01)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2023-04-25 16:10:01

President decision: Pending: Jesse Peters (djpeters@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)

Budget Outline Form: Year 1 Academic Year: 2023-24
Estimated Costs and Sources of Funds for Proposed Program: ASL Studies: Beginner Undergraduate Certificate

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: ASL Studies: Beginner Undergraduate Certificate

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: ASL Studies: Beginner Undergraduate Certificate

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: ASL Studies: Beginner Undergraduate Certificate

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

Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate in ASL Studies: Intermediate

The proposed undergraduate certificate in ASL Studies: Intermediate is a 34-credit program that will enhance students' comprehensive and expressive ASL skills. Study will consist of six ASL courses as well as credits in visual gestural communication, fingerspelling, American Deaf Culture, and American Deaf History. The ASL Studies: Intermediate certificate is designed to prepare students and community members to incorporate comprehension and expressive skills and knowledge in history and culture of the Deaf community in their field of study and careers.

The ASL Studies program recognized the need to offer an ASL certificate option to better serve the community at large and our current students. We developed this certificate in response to the community's request for competencies in ASL for their professions in public safety services (e.g., law enforcement, fire services, emergency services) and communication with members of the community (e.g., parents, family members, neighbors, educators, etc).

The program will be delivered at Western Oregon University on both the Monmouth and Salem campuses. The courses will be offered in Face-to-face, Hybrid, Online asynchronous, and Online synchronous modalities.

The proposed undergraduate certificate in ASL Studies: Intermediate received Faculty Senate Approval on March 14, 2023 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, 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 undergraduate certificate in ASL Studies: Intermediate as included in the docket material.



P15307
ASL Studies: Intermediate

New

Requestor: Kara Gournaris
Submitted: 2023-01-29 16:46:13
Submitting as: Faculty Member or APA

The queue for this request is:

Department Head/Program Coordinator
 Division Chair
 Division Curriculum/Graduate Chair
 Curriculum Committee
 Faculty Senate
 OE Dean
 Provost
 President
 Registrar

Division Deaf Studies and Professional Studies

Department/Program ASL Studies

Request for a: Program

Level Undergraduate

Type of Request: New (course, program, focus/concentration, or temporary course)

Will this be offered within an existing division or department? Yes

Type of program Certificate

Is this curricular change driven by assessment data you have collected? No

Summary/Rationale for proposal

ASL Studies program recognized the need to offer ASL certificate option(s) to better serve the community at large and our current students. Also, the General Education curriculum changed the language requirement affecting the student enrollment for our ASL courses and with this certificate option(s), it will help and improve our enrollment numbers. We will offer four (4) certificate options.

These certificate programs will show students' competencies in specific knowledge areas in the field of ASL Studies and Deaf Studies.

We developed these certificates in response to the community's request in need of competencies in skills and knowledge in ASL for their professions in public safety services (law enforcement, fire services, emergency services) and community members (parents, family members, neighbors, educators, etc).

Is this a stand-alone certificate? Yes

If the certificate is part of one or more minors, please indicate which ones

Anticipated start date Fall 2023

Where will the program be delivered? WOU Campus (in-person or online), WOU Salem

How will the courses be offered? Face-to-face, Hybrid, Online asynchronous, Online synchronous

Proposed Classification of Instructional Programs (CIP) number. 16.16

Title of new program, requirement, focus, or concentration ASL Studies: Intermediate

Faculty Listing

Assistant Professor: Kara Gournaris

Non Track Tenure Instructor: Brent Redpath

Non Track Tenure Instructor: Lyra Ehlers

Non Track Tenure Instructor: Kai Pfaff

Mission, Learning Outcomes, Etc.

The ASL Studies: Intermediate certificate is designed to prepare students and community members to incorporate comprehension and expressive skills and knowledge in history and culture of the Deaf community in their field of study and careers.

1. Develop advanced skills in comprehensive and expressive American Sign Language.
2. Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Description

If this section does not consist of catalog-ready content, you will be asked to revise your proposal. If you are uncertain of how to prepare catalog-ready content, please contact the staff in the Office of the Registrar.

The intermed track certificate will enhance students' comprehensive and expressive ASL skills. Study will consist of six ASL courses (ASL 101-203) and credits in and credits in visual gestural communication, fingerspelling, American Deaf Culture, and American Deaf History.

Core Courses

ASL 101 American Sign Language I Credits: 4

ASL 102 American Sign Language II Credits: 4

ASL 103 American Sign Language III Credits: 4

ASL 201 American Sign Language IV Credits: 4

ASL 202 American Sign Language V Credits: 4

ASL 203 American Sign Language VI Credits: 4

ASL 215 Visual Gestural Communication Credits: 2

ASL 310 ASL Fingerspelling Credits: 2

ASL 315 American Deaf Culture Credits: 3

ASL 429 American Deaf History Credits: 3

Total Credits: 34

Catalog ID:

Will you allow "S" graded courses to meet program requirements? No

Program Outcomes

Learning Outcome

Alignment to University Learning Outcomes

Develop advanced skills in comprehensive and expressive American Sign Language.

Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Learning Outcomes (formatted for catalog)

1. Develop advanced skills in comprehensive and expressive American Sign Language.
2. Demonstrate sensitivity and understanding of Deaf culture and Deaf history.

Targeted Professions

New parents, family members, neighbors, educators, Law Enforcement, Fire Services, Emergency Services and current students.

List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

Portland State University, Portland Community College, Chemeketa Community College, University of Oregon

Programs affected/consulted

ASL Studies

Briefly describe how the proposed program aligns with WOU's strategic priorities

Community Engagement Create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state

For the Deaf people to communicate with parents, family members, neighbors, educators, Law Enforcement, Fire Services, Emergency Services and more.

What is the plan to recruit students to this proposed new program? Have you established a marketing plan to promote this new program and informed MarCom? Please briefly describe the plan.

In process

What is the budget source for the plan to attract new students to this proposed new program?

N/A

Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program? Will additional facilities be required?

These courses are already offered- no resources needed.

Supporting Documents

Thumbnail	Name	Size	Actions
-----------	------	------	---------

Related Courses:

No related courses found

Department Head/Program Coordinator decision:

✓

Yes by Kara Gournaris (2023-01-29 16:46:35)

Comments:

Division Chair decision:

✓

Yes by Denise Thew (2023-01-29 20:11:10)

Comments:

Division Curriculum/Graduate Chair decision:

✓

Yes by Elisa Maroney (2023-01-31 18:25:53)

Comments:

Curriculum Committee decision:

✓

Yes by Thaddeus Shannon (2023-02-22 06:00:31)

Comments:

Faculty Senate decision:

✓

Yes by Stephen Scheck (2023-03-16 17:01:44)

Comments:

COE Dean decision:

✓

Yes by Mark Girod (2023-04-07 14:46:33)

Comments:

Provost decision: Pending: Rob Winningham (winninr@wou.edu)

Sent to Rob Winningham (winninr@wou.edu) on: 2023-04-07 14:46:33

President decision: Pending: Jesse Peters (djpeters@wou.edu)

Registrar decision: Pending: Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)

Budget Outline Form: Year 1 Academic Year: 2023-24
Estimated Costs and Sources of Funds for Proposed Program: ASL Studies: Intermediate Undergraduate Certificate

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: ASL Studies: Intermediate Undergraduate Certificate

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: ASL Studies: Intermediate Undergraduate Certificate

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: ASL Studies: Intermediate Undergraduate Certificate

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



EDSIGHTS

working with WOU



AI powered texting for student success.

EdSights at-a-glance

- Conversational AI (chatbot) for student persistence
- Consultative approach to technology
- Since its initial launch, **1M** students supported
- **~100** Higher education partners
- **4% - 14%** student retention increase

Featured in:



EdSights Core Products

EdSights uses AI powered texting to improve enrollment and retention rates.

Retention SMS Chatbot

- Proactive, pre-built AI-powered SMS framework that engages with currently enrolled students.
- Reactive FAQ support, 24/7

Website Bot

- Reactive FAQ support, 24/7, housed on the institution's website



Not in use yet

What is an AI chatbot?

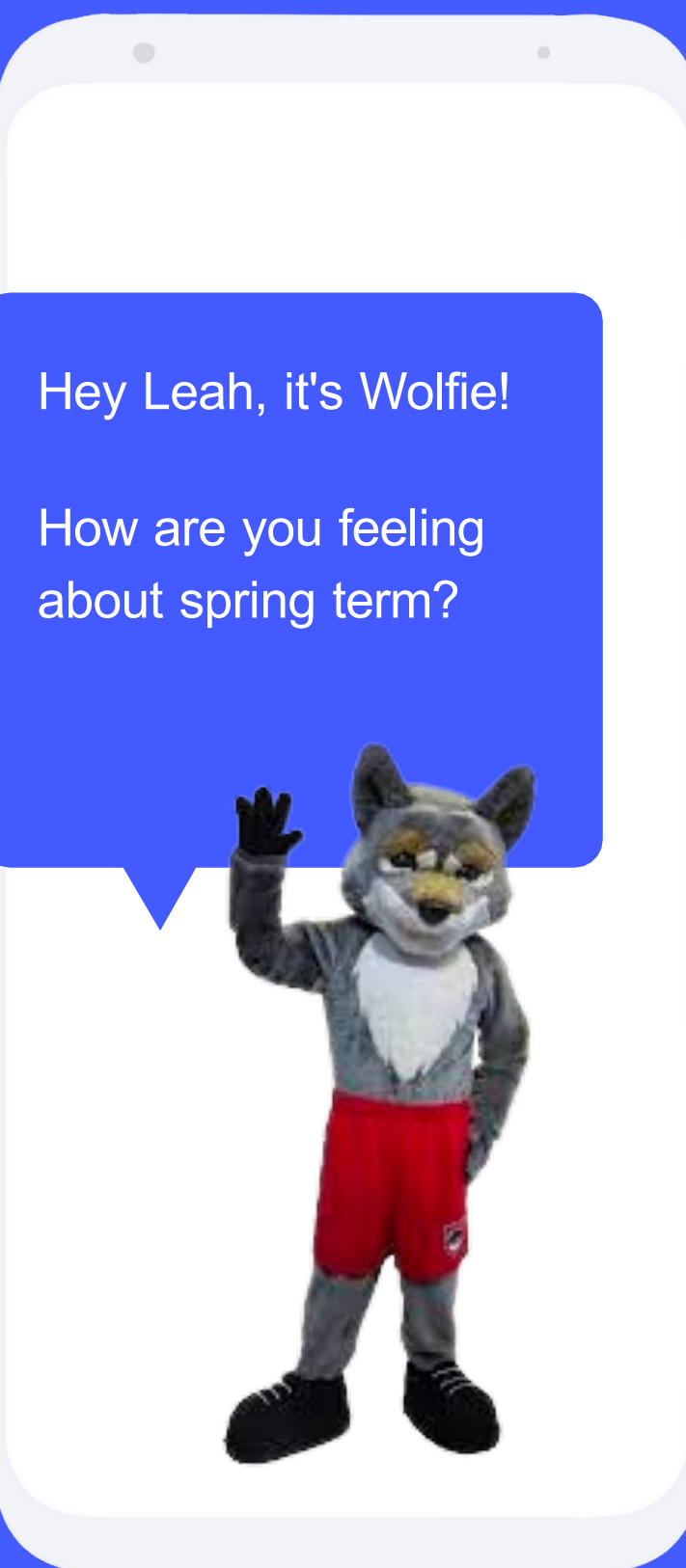
A form of automated texting that artificially simulates a human interaction

SMS BASED

CUSTOMIZED & WHITE LABELED

24/7 SUPPORT

RESEARCH FRAMEWORK FOR RETENTION



What are the barriers to student success?

The factors impacting student success are personal, circumstantial and hard to detect on time

BELONGING

e.g. A student doesn't feel like they have a support system at school

MEDICAL ISSUE

e.g. A medical issue causes a shift in the students' life priorities

CONFIDENCE

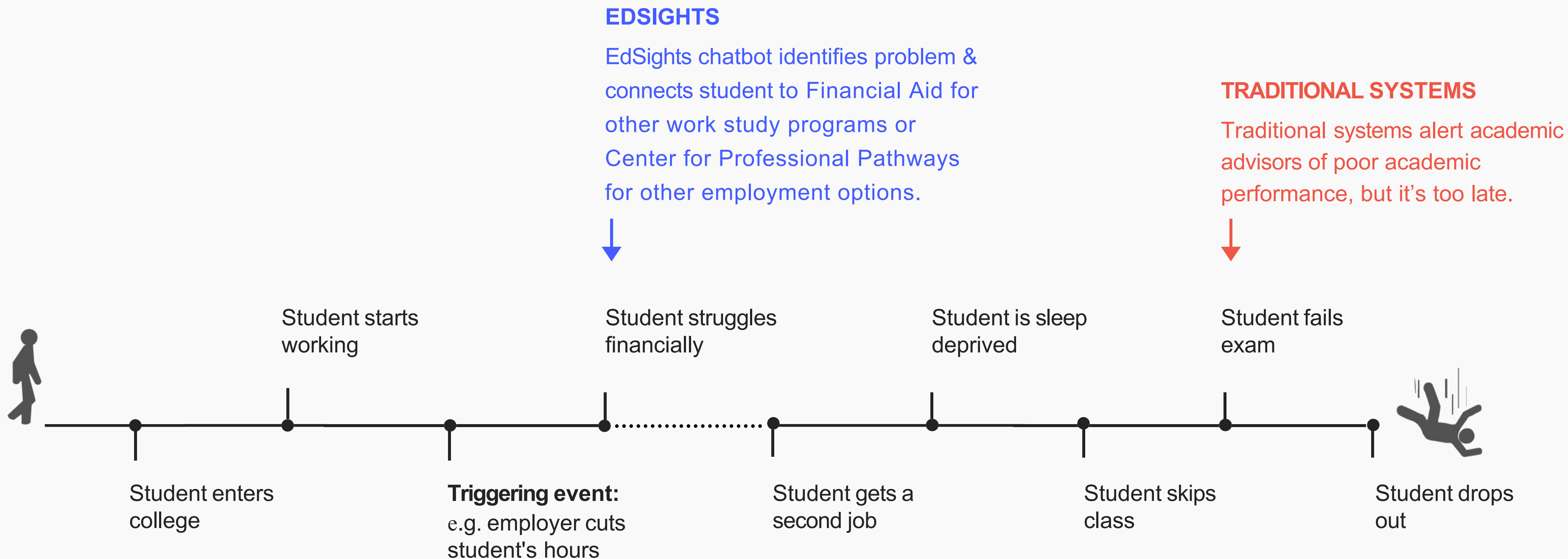
e.g. Student is not confident in their ability to succeed in school

SCHOOL & LIFE BALANCE

e.g. A student struggles to balance work, family and classes



Example of a college journey



How Does Wolfie the Chatbot work?

Reactive Brain

The AI reacts to student-initiated questions



- Answers FAQs and supports students at scale
- FAQs can range across different topics (e.g. financial aid, advising, IT, etc.)
- Pulls FAQ answers from a "knowledge base" that is constantly growing (currently over 300 questions/topics with answers)
- 24/7 instant support

Proactive Brain

The chatbot proactively initiates the conversation



EdSights Managed Retention Framework

- Evidence-based check-ins about 4 key student success areas built-in
- Dynamic and research-backed framework
- Connects students to resources before they know they need them

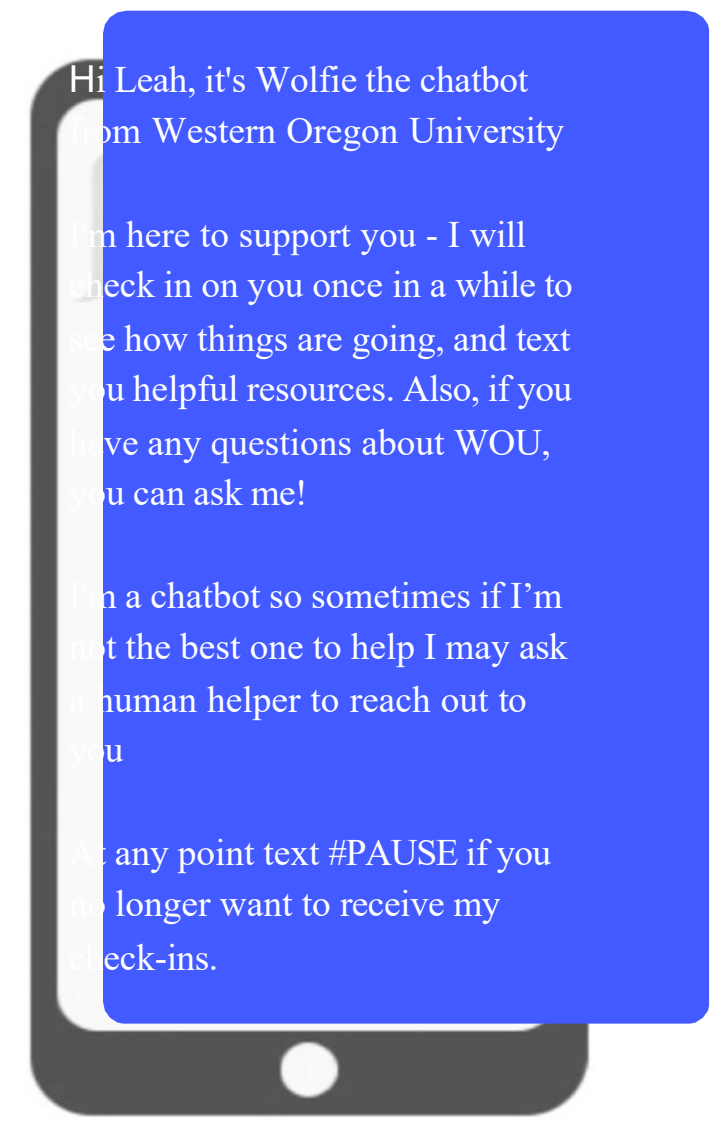
Custom Institutional Campaigns

- Custom institutional communication (e.g. nudges, deadline reminders)
- Built and proofread by EdSights for applied best practices

The Process



Edsights launched an introduction text to students outlining the program and explaining how to opt-out.



When the chatbot identifies a struggle it connect students to resources (e.g. advisors, tutors, financial aid)



The chatbot feeds student responses into a dashboard and gives WOU staff actionable student and institutional insights that help improve retention

Retention Framework

A machine learning framework that supports students across **4 Drivers**:

ACADEMIC ENGAGEMENT

Example Sub Driver: Student doesn't think their courses are relevant for a future career

WELLNESS

Example Sub Driver: Student is struggling with physical or emotional wellbeing



FINANCIAL DISTRESS

Example Sub Driver: Student is struggling to balance their work & class schedule

ENGAGEMENT

Example Sub Driver: Student doesn't feel like they have a support system at their institution

From an Expert on Student Retention



"EdSights is doing something that more institutions should know about, namely giving them a sustainable and scalable way to hear the voices of their students."

- Dr. Vincent Tinto, Distinguished University Professor Emeritus at Syracuse University and author of "Leaving College".

Through millions of student conversations and outcomes, the model used by Edsights is optimized to:

1. Generate predictive analytics based on student conversations
2. Prioritize different interventions with different students
3. Use empathetic tone and strategically design each interaction

Student Response Outcomes - nationally

97%

Opt-In

Students who opt-in to receive text check-ins throughout the year

62%

Engagement

Students who actively engage and answer questions about their college experience

40%

Respond in 10 minutes

Students who respond to our questions within the first 10 minutes of receiving them

Persistence Outcomes

+14%

Retention Increase



+4%

Retention Increase



+7%

Retention Increase



+14%

Retention Increase



+4%

Retention Increase
for Hispanic & Black Students*

+12%

Retention Increase
for Adult Learners*

**RCT conducted fall semester 2022 and pending publication in 2023*

How students are responding



Thanks Wolfie! I'm such a huge fan

Cool! Thanks Wolfie!

Hi!! This is so cool!

I love you Wolfie!

Hi Wolfie, how is your day?

Hi Wolfie!

Hi Wolfie! We had some sunshine today!

Okay, thanks, 🐺 Wolfie. I've added you to my contacts.

I am excited to interact with you!

HEY WOLFIE ITS MY BDAY

Hi Wolfie! We had some sunshine today!

Thanks Wolfie, I appreciate it!

Thanks Wolfie! You're kinda cute.

Hey Wolfie. Thank you for checking in :)

Wicked thanks Wolfie!

Omg so cool

I'm good. Thanks for checking in.

That's pretty neat

What's your favorite color?

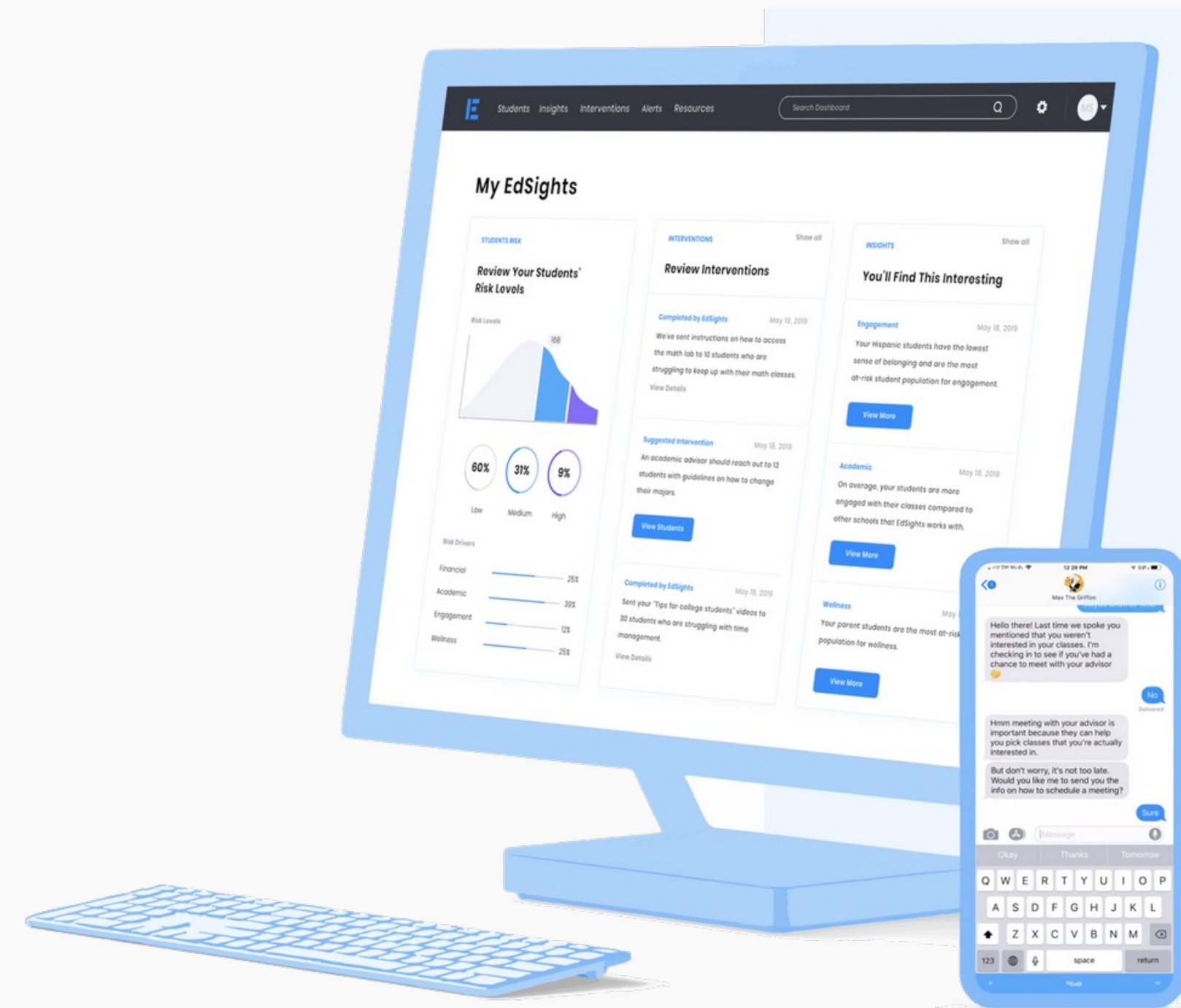
Thanks Wolfie, this is so sweet

Hi Wolfie! Nice to meet you!

As the chatbot engages with our students, it collects real-time data on their college experience, and generates insights for those of us managing our dashboard.

Admin Dashboard

- Actionable insights from the conversations we have with students
- Monitor which students are at risk and may need additional follow up so we can prioritize who to reach out to
- Student specific insights
- View aggregate trends and benchmarks and understand what resources to invest in
- Create and schedule custom nudges and reminders



Wolfie Outreach Timeline

April 19 – Introductory Text to all students (EdSights touchpoint)

April 25 – Academics Check-in (EdSights touchpoint)

@50 students were concerned about not doing well in classes – referred to SSA

May 16 – Wellness Check-in (EdSights touchpoint)

@90 students were concerned about their health (mental, physical, lifestyle) – referred to SHCC

May 22 – Registration Reminder (WOU custom touchpoint)

Upcoming outreach

May 29 – Persistence Check In (EdSights touchpoint)

June 5 – Student Voice Survey (EdSights touchpoint)

June 12 – Congrats to graduating seniors (WOU Custom touchpoint)

Summer to Fall Planning

- *Review data*
- *Generate message to connect with current students over the summer*
- *Introduction text to new students*
- *Map communication schedule for Fall term*



**Academic and Student Affairs Committee (ASAC) Report
Spring 2023
Tina M. Fuchs, Vice President for Student Affairs**

Introduction

The end of the school year brings an abundance of activities, leadership awards events, and academic recognition. In many ways, it is a culmination of all the hard work students have accomplished over the last year, or in some cases, their college career. It is the time of year we cherish so deeply because of the acknowledgement and appreciation bestowed upon our students, and reminds us of why we do the work we do.

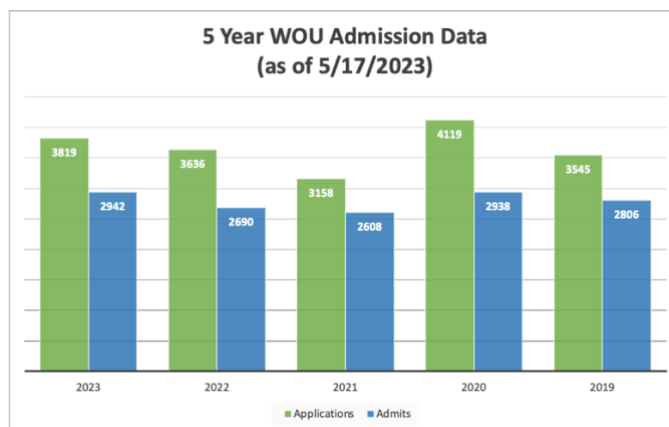
This report highlights just some of the work, including accomplishment and challenges, Student Affairs areas have experienced since the last ASAC meeting. One general theme relative to the recruit to enroll cycle is that all markers are still trending positively. Admission, Financial Aid, and Housing applications are continuing their positive trajectory. In addition, we are starting to track the new student 'Intent to Register' submissions for Fall term. All of the data is featured in this report.

***Department titles are links to each department website. Please visit the websites for more specific detail on each area represented in this report.*

Admissions

Our admission staff continues their work to recruit students for Fall 2023. While admission counselor travel is not as intensive as it is during Fall term, Spring term is a flurry of return visits, outreach to prospective students, and connecting with students and their families as they visit campus. This team has been diligent and committed all year and continues to work hard to “seal the deal” with prospects. Application data noted below shows the second best year in the last five years with regard to applications, and the best year of the last five years in terms of admits.

- Application Data**



Specifically, Fall 23 admission application data to Fall 22 comparison:

- Applications up **5%**
- Admits up **9.4%**

- **Director of Admissions Search Update**

We are pleased to announce that Jamiere Abney has accepted our offer to serve as the Director of Admissions and will begin his position June 30, 2023.

Jamiere brings a wealth of admission experience to WOU. He currently serves as Associate Dean of Admission, Coordinator of Outreach for Opportunity and Inclusion at Colgate University in Hamilton, New York. He also served as Senior Assistant Dean of Admission at Colgate from 2017-2019. From 2016-2017, Jamiere was a Graduate Operations Assistant at Tufts University in Medford, Massachusetts while pursuing a Masters degree at Harvard Graduate School of Education in Higher Education, graduating in 2017.

For Jamiere, coming to Oregon will bring a sense of familiarity. He is a Willamette University alumni, graduating with a degree in Psychology and a minor in Economics. He also served as Assistant Director of Admissions at Willamette from 2014-2016.

Special thanks to the search committee: Chelle Batchelor (search chairperson), Justin Sunada (search advocate), Logan Doerfler, Megan Habermann-Guthrie, Becca Holtgeerts, and June McMillan.

With Jamiere's arrival, I want to thank Anna Hernandez-Hunter for stepping into the interim Director role in July 2021 and leading the Admissions team during a pivotal time for Admissions and for WOU. Anna has done great work with a relatively new staff team, many of whom she hired during her time in the role. She has built a solid foundation in Admissions that will help Jamiere as he transitions into the role. Anna will return to her previous role as Director of Multicultural Student Services and Programs July 1. Thank you, Anna.

Financial Aid

- **FAFSA Applications**

Financial Aid has seen an increase in applications compared to last year. As of May 17, FAFSA applications are up **15.1%** from this time last year.

- **Scholarship Review**

General Scholarship Application reviews were completed within a week of our projected timeline. Re-awards began after the April 30 deadline to accept the scholarships. Additional scholarship funds were added into the ScholarshipUniverse system for some late cycle awards, which took longer than anticipated to input and consequently pushed off the Department Scholarship process by several weeks. Financial Aid is continuing to work with departments to ensure their funds are awarded during the month of May. All of these processes being a bit behind schedule have delayed work on the renewable scholarships. In the meantime, we will continue to process first-year and transfer students along with graduate students who will not have renewable scholarship funds.

- **Award Letters**

Award letters started going out to first-year and transfer students on March 23, 2023. The largest batch of 1515 students were sent on this day, with some subsequent smaller batches in the following weeks. As with new systems, there are adjustments that need to be made relative to setup issues. We discovered several changes that needed done, and adjustments to fewer than 200 awards are being corrected.

- **Open Positions**

A search for the Assistant Director of Financial Aid has been underway for several months with no applications submitted. With this lack of interest in the position, Financial Aid is seeking to contract for temporary help while they expand their advertising for the position. This position is essential for the smooth operation of the financial aid office and is responsible for staff workload management (which ensures files are being processed timely and projects are being done in an efficient manner) and helps with processing files to assist the counseling team. This position processes the Return to Title IV calculations, which carry heavy federal regulations and audit review, and assists with system questions related to processing files along with many other tasks.

The Assistant Director of Financial Aid Systems became vacant on May 5, which has impacted the management of Banner Financial Aid. The Director is working with staff from UCS and a temporary part-time consultant from OSU to assist with Banner FA projects (i.e., file clean ups, post-implementation system review, additional setups not provided by Ellucian during the implementation process, and consulting on how to run processes).

- **LGBTQIA+ Commitment Endowed Scholarship**

Maria Bonifacio-Sample, Director of Student Conduct, is coordinating the review process for the LGBTQIA+ scholarship. 139 applications were received this year - the largest application pool in the three years awarding this scholarship. The review process will be completed mid-June and three \$1000 scholarships will be awarded for the 2023-24 academic year.

[New Student & Family Programs \(NSFP\)](#)

Intent to Register (ITR)

- Intent to Register (ITR) was due May 1, 2023, in alignment with National College Commitment Day. Currently, WOU has no enrollment deposit and will continue to accept ITR on a rolling basis. Submitting the ITR gives students access to the 'Advise' portion of PACK Welcome, which connects them with academic advising support to get registered for fall classes.

ITR data as of May 17:

- First year (FR) incoming students saying Yes to WOU: **659**
- Transfer (TR) students saying Yes to WOU: **221**
- **2022 comparables:** 476 FR, 200 TR'

- The Office of Admissions continues their work to recruit the students who have yet to complete the ITR. NSFP and Student Success and Advising will work with the students who have said 'Yes to WOU' to help them with registration for fall. Transfer registration opened on May 8, and first-year registration will open on May 30.
 - As of May 17, 44 transfer students have already registered for Fall term, six of which did not fill out the ITR - a good sign for transfer numbers (meaning that they may not be filling out the ITR, but are planning on coming to WOU).

As a comparison - May 31, 2022: 138 transfers had registered for classes.

- Fall 2022 official census:
 - FR - 569 total enrolled, 470 enrolled with a "Yes" ITR, 99 enrolled without having a "Yes" ITR
 - TR - 398 total enrolled, 253 enrolled with a "Yes" ITR, 145 enrolled without having a "Yes" ITR
- What does this ITR process mean?
 - This year WOU implemented the ITR process much earlier than last year, and has tied it to access to registration. We have not actually put a block on registration if it's not filled out (as evidenced by the 6 transfer students who have registered without it), but are not doing registration outreach to students who have not filled it out. Admissions will continue to do outreach to those students, considering them active recruits.
 - If the trend continues that transfer students will still register without filling out the ITR, we can expect the transfer number to fluctuate positively throughout the summer

PACK Welcome:

- Students who have completed the ITR will continue their process through our onboarding process, [PACK Welcome](#). We are currently in the **Advise** step (the **A** of PACK Welcome), where students are being invited to schedule appointments with faculty or professional advisors to get registered for fall classes. This step will continue throughout the summer as more students express interest in attending WOU and respond to the Student Success & Advising campaigns,
- In June and July we will host new students for **Connect** Days (the **C** of PACK Welcome). These events will connect students with resources, other new Wolves, and help them feel ready for fall.

Destination Western:

- Spring Term census numbers show that students who participated in Destination Western (DW) are being retained at roughly 8% higher rates than their peers who did not participate in the program.
 - Other data markers continue to show that the program is preparing students for academic success; the DW participant average overall GPA is 3.03, compared to first-year students who did not participate who average at 2.93. DW participants

also continue to outpace their peers in credits earned, with the DW average being 25.84 at the end of winter quarter, compared to 23.62 for non DW participants.

- The full data report can be found [here](#).
- Huge thanks to those who participated in TRU Day at the State Capitol! We continue to advocate for the Strong Start funding that allows WOU to provide Destination Western.

[University Housing and Campus Dining](#)

- **Campus Dining Training Modules**

Since the launch of OPUS training, 20 full time staff have completed the training and 78 student employees have completed or began the training course. Of the 78 student employees, 22 have not completed the training. The goal is to achieve 100% completion by May 26th. Campus Dining will add additional training courses as needed but are pleased with the OPUS training and positive responses received.

- **Housing Occupancy and Reservations**

There are approximately 800 students currently living on campus. This occupancy is comparable to this time last year, and continues to be down about 200 residents from before the pandemic.

- Fall 2023 reservations look positive, with 496 reservations for fall 2023, compared to 440 in 2022, and 459 in 2021.
- Housing renewal was recently completed. 390 current residents selected their rooms for the 2023-24 academic year. A typical renewal rate is 35% of current residents; this year, 51% of current residents have selected a space for next year.

- **Summer Residential Hosting**

- University Housing is gearing up to host over 5,000 guests attending a variety of camps and conferences over the summer including WOU's TRIO Upward Bound 6-week residential program, a number of WOU Athletics camps, and a variety of off-campus groups that bring high school students to campus.

[Abby's House, Center for Equity and Gender Justice](#)

The Student Needs Survey has completed, which had an 11% response rate (goal was 10%). Survey data will be available in the next couple of months.

Abby's House launched the NCBIS Bystander Intervention Survey in hopes to understand bystander motives on our campus and the effects (or ineffective) of bystander intervention strategies in various situations.

[Child Development Center](#)

The Child Development Center organized a variety of events, celebrations, and gatherings over the past few months. Several students and family members partook in these events. Some notable events include an Earth Day backyard cleaning, kindergarten transition visits to Central School District, various multicultural celebrations and observances, and campus department visitations from the Campus Recreation, dance, and science. The Preschool Graduation Ceremony - one of the highlights of the year - is scheduled for June 9, 2023.

Multicultural Student Services and Programs (MSSP)

- **Spring Term Events**

- **Pow-Wow:** On April 22, the Multicultural Student Union (MSU) hosted a successful Native American Pow-Wow. The event took place in the New PE at Western Oregon University. It was a great turnout of dancers as well as faculty, staff, students, and community members who joined us! Free Indian Tacos were provided, and had over 20 vendors who made really good sales the night of.
 - **Nuestra Fiesta Latina:** MSU ended with Nuestra Fiesta Latina as their last cultural event of the year. Over 300 tickets were sold for the dinner and entertainment! Local latin identifying vendors also joined for the day festival, and the night concluded with a first-time MSSP Alumni Social and a dance for students and the community. The dance had the biggest turnout with a Latin DJ and an amazing live band coordinated by a current MSSP student.
- **Multicultural Leader and Author, Dr. Kim Johnson - May 31st:** The MSSP office and Student Affairs office will be hosting Kim Johnson on Wednesday, May 31st at 1pm. This is a free event open to students and the WOU community! The first 50 attendees will receive a copy of her best selling-novel, This Is My America. The event will begin with a keynote presentation, followed by a facilitated conversation with Dr. Katherine Schidmt and Professor Amy Bowden, and a book signing! There will also be an Aspiring Writers workshop offered to WOU students for an opportunity to connect with Kim as future writers. MSSP and the Vice President of Student Affairs office would like to thank the Office of the Provost, Office of Diversity, Equity, and Inclusion, Hamersly Library, and the College of Liberal Arts & Sciences for helping make this event possible.
 - **MSSP Graduation Recognition Dinner - May 31st:** Following Kim Johnson's event, MSSP will be hosting their annual MSSP Graduation Recognition Dinner at 5pm in the Pacific Room, WUC. This is MSSP's last event of the year in which MSSP graduates will be recognized as Diversity Scholarship recipients, Brody Scholarship recipients, or On-Track recipients. This year, MSSP has 77 students who will be graduating! Graduating leaders of the MCR mentorship program and the Multicultural Student Union will also be recognized. This dinner is one of the most important events in MSSP. It's a special event for MSSP's historically underrepresented students and their families where they get celebrated and recognized for their hard work, dedication at WOU.

Student Engagement

Student programming and events

- Student Engagement, Associated Students of Western Oregon University (ASWOU), The Stonewall Center, Non-Traditional Student Peer Advisor and the Student Activities Board (SAB) have been hosting a variety of events including but not limited to Groove in the Grove, Holocaust Remembrance Day, Wolf Awards, Lavender Graduation, Black Graduation, Celebrating Identities, Movie night, Plants N Pots, Gaymer Night, Crafts, Painting, Bracelets, and lots of Prep Week activities.
 - Student Clubs and Organizations are on tap to have over 450 events for this academic year based on event data from Presence (WOU's student engagement

platform). We also know that there is a decent percentage of events that do not get registered on Presence that student clubs and orgs put on.

- Student Media works diligently to create and produce the Western Howl, KWOU (WOU's student run internet radio station) and the Northwest Passage. They are hiring next year's Editor in Chief (Western Howl) and Station Manager (KWOU). They will also be honoring the WOU students that are graduating in the Western Howl. Pieces submitted over the year for the Northwest Passage will be celebrated in June at a celebration gathering.
- Fraternity and Sorority Life at WOU has approximately 40 WOU student members. Represented Fraternities and Sororities include Kappa Delta Chi, Omega Delta Phi, and Alpha Chi Omega. Each chapter has been busy with recruitment, holding chapter events, and working on their philanthropic missions. They will be having a graduation celebration for all student members on June 12th.

Conference and Event Services

The Conference & Event Services department has been working hard to schedule and coordinate a variety of conferences and events hosted at WOU. An increase to conferences and events hosting on campus benefit WOU as a revenue generation resource as well as a potential recruitment tool. Many of the conferences and events hosted on campus during the summer focus on serving high school students, giving them a positive and memorable experience at WOU.

Student Conduct

The Office of Student Conduct sees a need for educational programming surrounding WOU's community standards and Code of Student Responsibility. In 2021-2022 school year, Student Conduct processed over 800 policy violations ranging from minor to major infractions. Education and personal development are at the heart of our student conduct program and our goal is to provide more resources to help students grow. To accomplish this, our plan for the 2023-2024 school year is to offer both active and passive programming addressing the lack of awareness regarding the Code of Student Responsibility. We have applied for a grant to hopefully enhance our programming efforts.

Upward Bound (TRIO)

Grant Notification

- Upward Bound received a Grant Award Notification for the continuation of the Upward Bound TRIO grant for the 2023-2024 year. 2023-2024 is year 2 of the 5-year US Department of Education grant. The award amount for the year is \$309,505, which is an increase of 4% over 2022-2023.

Summer Academy

- TRIO Upward Bound will host its 6-week residential summer school program June 25 - August 4. High school students from low-income and first-generation backgrounds will stay in Ackerman hall, take academic classes, and participate in college preparation activities and cultural field trips. Half of the students will also be placed in professional internships to gain career exposure and job skills.

Veterans Resource Center

- WOU's military-connected student population has remained stable and slightly increase (137 Winter 2023 vs 135 Winter 2022). In those same academic terms, we saw an increase in VRC resource utilizations from 262 to 327.
- Due to the courtesy of the VFW CH3203 that represents Polk County, the VRC has an ongoing supply of dried & pre-packaged snacks available in the VRC study room. The partnership also led to the Dallas Cemetery Veterans headstone cleaning & the 7th Annual Memorial Day Banquet (WOU)
 - [VRC_ComputerRoom1.jpg](#); [VFW_SnackStock3.png](#); [VFW_SnackStock2.png](#)
- The ODVA Campus Veteran Resource Center grant is in its final quarter. The ODVA grant contributed to ongoing improvements in the VRC office including but not limited to new hardware, plants (yes we keep them alive!), and a robust equipment loan program.

Wolfstore

The Wolfstore has experienced a decline in sales over the last several years. Using reserve funds, the Wolfstore has been able to cover losses. However, reserves are low and sales continue to decline. Marci Miller, Director of the Wolfstore, is working on strategies to turn around the downward trend for the next fiscal year, including specific budgets for different sales categories, evaluation of policies specific to textbook ordering/purchasing, and creative layouts and displays in the store.

- Gifts and Novelties Sales: Sales in the Gifts department are trending up slightly this year, currently at \$77,331 versus \$70,198 in FY22.
- Course Materials: Gathering course material adoptions from faculty continues to be a struggle. We have revamped our strategy for collecting adoptions in the hopes that WOU's Course Materials Adoption Rates will increase, and we can help students to have a better experience finding their course materials.
- Overall Sales: FY23 sales are still on the downward trend, at \$656,306 compared to FY22 at \$746,489. This has been the trend since 2010, with a loss of \$38,472 in the textbook departments this fiscal year.

Vice President for Student Affairs office

- **The 2023 National Survey on Student Engagement (NSSE)** concluded on May 14, 2023. Data results will be made available to campus summer 2023 and posted on the WOU Institutional Research [misc reports website](#).
- **Wolfie ChatBot** has launched with 90% of our students opting in. Three SMS messages have been sent to students so far: introduction, academic check in, and wellness check in. Current data shows 79% of our students are low risk; 10.4% are medium risk (don't require intervention, but we want be aware they might be struggling) and 10.7% are at high risk, meaning we need to, and have provided outreach or offered resources to support them.
- The VPSA office bids farewell to **Emmanuel Macías**, Executive Assistant to the Vice President/National Student Exchange Coordinator. Emmanuel accepted a position at Lewis and Clark College in Portland. During the time that Emmanuel has worked in Student Affairs, he developed systems and programs that have helped our division

function at a highly efficient and student-centered level. Emmanuel's interactions and engagement with others, his willingness to provide support at a moment's notice, and his knowledge of the resources and the culture of WOU are all wonderful qualities that will truly be missed. His impact on our campus will be felt for years to come. A search will be underway shortly to fill Emmanuel's position.

SPOTLIGHT

- The **2023 Outstanding Graduating Undergraduate Award** recipients are Blanca Jiménez and Priscila España.
 - **Blanca Jiménez** is from Portland, OR and will be graduating this spring with a bachelor of science degree in public health and psychology. While at Western, Blanca has held a variety of leadership positions, was a member of the WOU COVID-19 Project, participated in the student Incidental Fee Committee, is a member of the WOU Women's Rugby team, and participated in the National Student Exchange program, to name a few. She is among the top of her class academically and participated in the 2022 Academic Excellence Showcase, presenting on *COVID-19 Vaccine Outreach and Engagement Strategies to Promote Vaccine Confidence and Uptake Among Latinx Families*.
 - **Priscila España** is originally from Guadalajara, Jalisco, México, and grew up in Medford, OR. This spring, she will graduate with an honors' bachelor of arts degree in public policy & administration and Spanish. While at Western, Priscila has been an active leader in various student organizations, a member of the several institutional committees, participated in WOU Crew (formally PLUS Team), serves as President of Kappa Delta Chi Sorority Inc., and served as a Destination Western Peer Advisor, among others. Academically, Priscila is among the top of her class and her senior thesis is on the accessibility of leadership (to be published spring 2023).
- The 2023 Division of Student Affairs hosted our **Spring Student Affairs Gathering** and presented the [annual staff recognition awards](#). This year's recipients are:
 - **Stacey Rainey** (Assistant Director, Office of Disability Services) - Champion of Humble Service Award
 - **Luanne Carrillo-Avalos** (Interim Director, Multicultural Student Services & Programs) - Service to Student Excellence Award
 - **Justin Sunada** (Assistant Director, Center for Professional Pathways) - Outstanding Staff Member

Department Newsletters

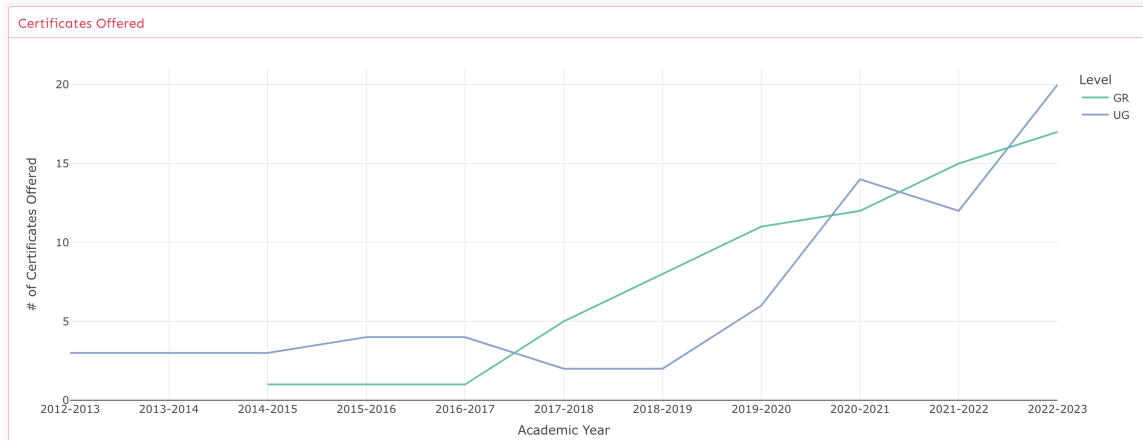
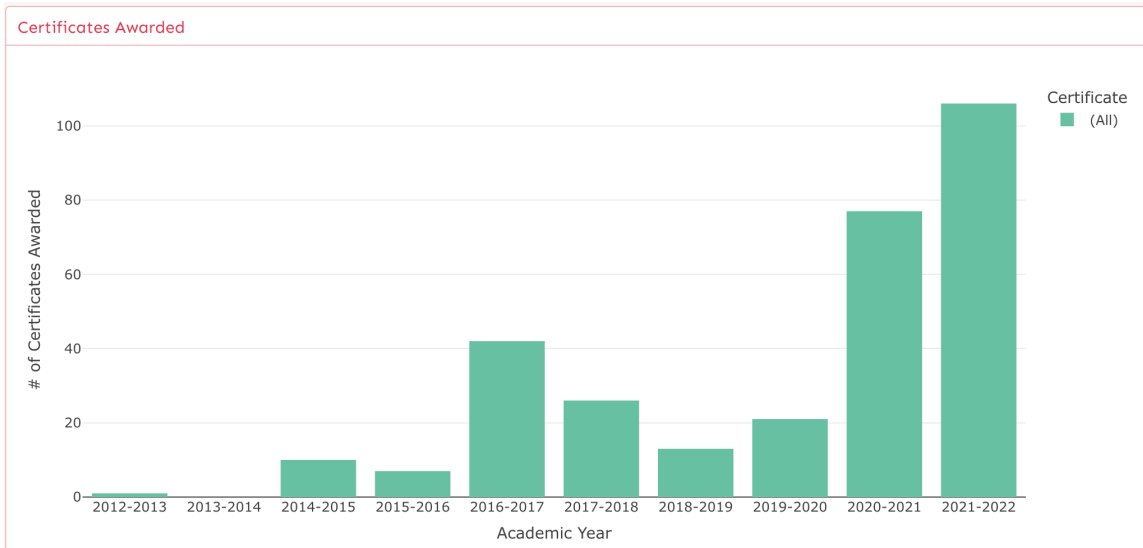
Click the link below to read the most recent division newsletter

[Student Affairs ENEWS](#)

Quarterly Academic Affairs Report to Academic and Student Affairs Committee

Submitted by Provost Rob Winningham

1. Certificates



Certificates			
	Academic Year	Level	Certificate Name
1	2012-2013	UG	Crime Analysis
2	2012-2013	UG	Homeland security and community preparedness certificate
3	2012-2013	UG	Teaching English as a foreign language (TEFL) certificate
4	2013-2014	UG	Crime Analysis
5	2013-2014	UG	Homeland security and community preparedness certificate
6	2013-2014	UG	Teaching English as a foreign language (TEFL) certificate
7	2014-2015	UG	Crime Analysis
8	2014-2015	UG	Homeland security and community preparedness certificate
9	2014-2015	UG	Teaching English as a foreign language (TEFL) certificate
10	2015-2016	UG	Crime Analysis
11	2015-2016	UG	Geographic Information Science
12	2015-2016	UG	Homeland security and community preparedness certificate
13	2015-2016	UG	Teaching English as a foreign language (TEFL) certificate
14	2016-2017	UG	Crime Analysis
15	2016-2017	UG	Geographic Information Science
16	2016-2017	UG	Homeland security and community preparedness certificate
17	2016-2017	UG	Teaching English as a foreign language (TEFL) certificate
18	2017-2018	UG	Homeland Security and Community Preparedness Certificate
19	2017-2018	UG	Teaching English as a Foreign Language Certificate
20	2018-2019	UG	Homeland Security and Community Preparedness Certificate
21	2018-2019	UG	Teaching English as a Foreign Language Certificate
22	2019-2020	UG	Bilingual/ESOL (English for Speakers of Other Languages) Certificate
23	2019-2020	UG	Early Childhood Education Certificate
24	2019-2020	UG	Geographic Information Science Certificate
25	2019-2020	UG	Homeland Security and Community Preparedness Certificate
26	2019-2020	UG	Operational Leadership Certificate
27	2019-2020	UG	Teaching English as a Foreign Language Certificate
28	2020-2021	UG	Aging and Older Adulthood Certificate
29	2020-2021	UG	American Sign Language Studies: Culture Certificate
30	2020-2021	UG	American Sign Language Studies: Linguistics Certificate
31	2020-2021	UG	Bilingual and Biliteracy in Spanish Achievement Certificate
32	2020-2021	UG	Bilingual/ESOL (English for Speakers of Other Languages) Certificate
33	2020-2021	UG	Early Childhood Education Certificate
34	2020-2021	UG	Geographic Information Science Certificate
35	2020-2021	UG	Homeland Security and Community Preparedness Certificate
36	2020-2021	UG	Infant Toddler Certificate
37	2020-2021	UG	Interdisciplinary Social Justice / Service Learning with Latino Community-Bilingual Certificate
38	2020-2021	UG	Operational Leadership Certificate
39	2020-2021	UG	Professional Writing Certificate
40	2020-2021	UG	Spanish-English Interpreting and Translation Certificate
41	2020-2021	UG	Teaching English as a Foreign Language Certificate
42	2021-2022	UG	Aging and Older Adulthood Certificate
43	2021-2022	UG	American Sign Language Studies: Culture Certificate
44	2021-2022	UG	American Sign Language Studies: Linguistics Certificate
45	2021-2022	UG	Bilingual and Biliteracy in Spanish Achievement Certificate
46	2021-2022	UG	Bilingual/ESOL (English for Speakers of Other Languages) Certificate
47	2021-2022	UG	Early Childhood Education Certificate
48	2021-2022	UG	Geographic Information Science Certificate
49	2021-2022	UG	Infant Toddler Certificate
50	2021-2022	UG	Interdisciplinary Social Justice / Service Learning with Latino Community-Bilingual Certificate
51	2021-2022	UG	Professional Writing Certificate
52	2021-2022	UG	Spanish-English Interpreting and Translation Certificate
53	2021-2022	UG	Teaching English as a Foreign Language Certificate
54	2022-2023	UG	Aging and Older Adulthood Certificate
55	2022-2023	UG	American Sign Language Studies: Culture Certificate
56	2022-2023	UG	American Sign Language Studies: Linguistics Certificate
57	2022-2023	UG	Bilingual and Biliteracy in Spanish Achievement Certificate
58	2022-2023	UG	Bilingual/ESOL (English for Speakers of Other Languages) Certificate
59	2022-2023	UG	Computational Linguistics Certificate
60	2022-2023	UG	Early Childhood Education Certificate
61	2022-2023	UG	Elementary French Certificate
62	2022-2023	UG	Elementary German Certificate
63	2022-2023	UG	Elementary Spanish Certificate
64	2022-2023	UG	Geographic Information Science Certificate
65	2022-2023	UG	Infant Toddler Certificate
66	2022-2023	UG	Interdisciplinary Social Justice / Service Learning with Latino Community-Bilingual Certificate
67	2022-2023	UG	Intermediate French Certificate
68	2022-2023	UG	Intermediate German Certificate
69	2022-2023	UG	Intermediate Spanish Certificate
70	2022-2023	UG	Professional Writing Certificate
71	2022-2023	UG	Public and Nonprofit Management Certificate
72	2022-2023	UG	Spanish-English Interpreting and Translation Certificate
73	2022-2023	UG	Teaching English as a Foreign Language Certificate

2. Institutional Research

Since the March report, the IR Office has completed the Spring IPEDS report with assistance from staff members in Human Resources, the Business Office, and the Library. Following the completion of those reports, IR has continued to

update the data available on the IR website. The “Data Quick Views” page alone has over 50 charts presenting data about the WOU community (https://wou.edu/institutionalresearch/visualizations_2022_23/).

As mentioned in the previous report, the ability of the IR Office to complete *ad hoc* requests in a timely manner has been impacted by the decrease in staff. The IR Office had 2.75 FTE through January 1, but is now down to 1.5 FTE. While the total number of *ad hoc* requests that can be completed has decreased, the rate of completing *ad hoc* requests per FTE remains relatively stable. In the 3 months between the Fall and Winter IR Reports to the Provost, the IR Office completed approximately 15 *ad hoc* tasks per FTE per month. Since the March report, the IR Office has completed approximately 18 *ad hoc* tasks per FTE per month.

The IR Office has, since the fall term, been sending out weekly surveys to encourage the campus community to explore WOU’s publicly available data—the “Friday Factoids”. Recently, Georgia Armitage, the IR Interim Senior Analyst, has started to include data literacy topics in the Friday Factoids. Georgia creates easy to digest demonstrations of data literacy topics, and also includes links to additional resources. IR has a regular following of faculty and staff that participate in the Friday Factoids and has received consistent positive feedback from the campus community regarding the data literacy Friday Factoids in particular.

3. Student Success and Advising

Advising Holds Reform. In an effort to strike a better balance between providing students with key academic guidance while reducing barriers to re-enrollment, we implemented changes to our system of placing administrative advising holds that prevent registration each term. Effective immediately, mandatory advising holds will be placed for all students once a year rather than every term, which will allow us to operationalize more targeted, proactive advising for high support populations. Informed by community feedback, institutional data, national research, as well as benchmarking with peer institutions, the goals of this change include:

- narrowing equity gaps in access to advising and registration
- aligning our system of advising with current best practices in the field

TRIO Updates. Our two federally funded TRIO programs, Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS), are designed to provide an extra layer of academic support to first generation, low

income, and students with disabilities. Both TRIO programs met all their grant objectives this year, which has become increasingly difficult for TRIO programs nationally.

Student Enrichment (TRIO SSS)	Grant Objectives	2021-22 Objectives Met
Persistence Rate	90%	93%
Good Academic Standing (GSA) Rate	85%	95%
Bachelor's Degree Attainment Rate (6 Year)	47%	87%

Teacher Prep (TRIO SSS) Federal Grant Objectives	Grant Objectives	2021-22 Objectives Met
Persistence Rate	73%	95.80%
Good Academic Standing (GSA) Rate	76%	96.00%
Bachelor's Degree Attainment Rate (6 Year)	58%	

**TPSSS is in year 3; no 6-year graduation data yet available*

These results, compared with our overall persistence, academic standing, and graduation rates at WOU are truly exceptional. As just one comparison, first year retention rates at WOU average 70%. Our 3 and 4 year persistence rates average 57% and 49%, respectively.

4. Partnerships

- Jessica Murfin, Partnership Specialist, has continued to work with DAS, SEIU, WOU leadership, and other stakeholders to build out two workforce development pilot programs for Accounting and Information Systems. Within the State of Oregon, classifications in these disciplines are historically difficult positions to fill. Initially, Accounting will be the focus, targeting a Fall term start.
- Through our partnership with Amazon Career Choice, admissions counselors held another successful event on-site at the Salem Amazon Distribution Center, PDX 7, this past April 26th.
- Independence Elementary School has continued to provide Spanish Professional Development Workshops for their teachers and staff this past winter and continuing this Spring.
- We are pleased to announce an addition to the WOU:Salem team: Meriby "Mery" Salgado Ydrac, our new office specialist. Mery will be filling a dual role as Administrative Assistant for Study Abroad and WOU:Salem,

assisting both with our evening and Saturday classes as well as supporting the study abroad program with Adry Clark through the Center for Professional Pathways. Mery recently completed her B.A. in Spanish at WOU and has previously held student worker positions at several Monmouth campus offices and WOU:Salem.

5. Registrar

The 2023/24 commonly numbered courses, as required under Oregon Senate Bill 233, have been implemented in all university systems. The Registrar is a continuing participant in the Systems and Operations subcommittee convened by the Transfer Council to address ongoing implementation questions and concerns.

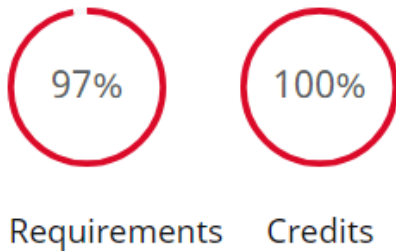
- [Transfer Council](#)
- [SB 233](#)
- 2023/24 courses:
 - COM 100Z, 111Z, 218Z
 - MTH 105Z, 111Z, 112Z
 - WR 121Z, 122Z, 227Z

Through diligent effort and supportive collaboration, the electronic 2023/24 academic year catalog was released Monday, May 8th, which coincides with the beginning of Fall registration for new transfer students admitted to Fall term 2023.

Operations to deliver the 2023 Commencement ceremony are in full swing. The current number of confirmed participants is significantly lower than in past years. We are reminding students and coordinating with MarCom to improve awareness and prompt participation.

A new and improved Degree Tracks interface was successfully launched in April. We have received positive feedback from advisors and students. To further improve the ability of advisors and students to track their progress we released this version with two new icons. The percentage of requirements complete and the percentage of overall credits complete.

Degree progress



6. Graduate Programs

Overall, graduate student enrollment has remained fairly steady from last year with modest increases in enrollment for winter and spring terms this year (5.5% and 6.6% increases, respectively). At the time of this report, fall registration is still ongoing and the graduate office is doing continuous outreach to prospective, current, and new students to encourage enrollment.

Two new graduate programs are launching in Fall 2023, including the [Master of Science in Human Wellness and Performance](#) and the [Healthcare Administration Certificate](#). The new Master of Science in Human Wellness and Performance program will also utilize the Accelerated Undergraduate to Masters Pathway to develop opportunities for undergraduate students to complete the program within one year. In addition, WOU's first professional doctorate program is set to launch in Fall 2024: the [Occupational Therapy Doctorate program](#).

7. Research and Grants

Proposal and grant activity. The Sponsored Projects Office is continuing to see an upward trend in grant funding. We saw large increases in proposed grant funding and awarded grant funding in FY22 compared to FY21 (90% increase in awarded funding). Proposals for FY23 are tracking very closely to this time last year, which bodes well for continuing these positive patterns.

	Proposals Submitted	Funding Sought (total)	Indirect Proposed	Proposals Awarded	Funding Awarding (total)	Indirect funded
FY21	68	\$22,604,036	\$2,731,722	40	\$11,045,135	\$1,570,733
FY22	67	\$28,431,233	\$3,416,985	47	\$21,070,002	\$2,606,308
FY23 (as of	55	\$13,359,938	\$567,469	19*	\$3,185,253	\$397,869

5/10/23)						
----------	--	--	--	--	--	--

**FY23 proposals are still pending, thus awarded funding is expected to increase over the next few months.*

Notable Grant Activity. Dominique Vargas, Executive Director for Diversity, Equity, and Inclusion, has been awarded \$151,969.15 from the Oregon Department of Education for the LGBTQ2SIA+ Student Success Grant. In this project, WOU is partnering with Central School District to support LGBTQ2SIA+ Student Success by providing professional development opportunities for educators, expanding safer places for LGBTQ2SIA+ students, and supporting inclusive curriculum including a mixed media art competition and eExhibit celebrating LGBTQ2SIA+ stories.

Dr. Breeann Flesch, Professor of Computer Science, and Dr. Erin Baumgartner, Professor of Biology, submitted a National Science Foundation S-STEM grant for \$867,365. If awarded, the grant would provide financial support to low-income, academically talented, upper-level students in biology and students majoring in computer science, data analytics, and information science.

8. Academic Effectiveness

Academic Program Review.

- Update on programs under review in 2022-23
 - The following programs have completed their self-study and are hosting external reviewers this Spring:
 - Art
 - Modern Languages
 - Psychology
 - Early Childhood Studies
 - Educational Technology
 - Social Science (self-study ONLY)
 - International Studies (self-study ONLY)
 - Next steps in preparation for the final phase of Action Planning for Fall 2023. As the external review reports come in over the next few weeks, the program faculty lead will need to coordinate the preparation of an executive summary report that summarizes the findings and recommendations from the self study and external reviewer reports. This report should highlight and foreshadow program priorities for planning in the next review cycle.

- These reports may be completed in Fall 2023. The report must be completed at least two weeks before the scheduled action planning meeting and distributed to the program faculty, division leadership, college leadership, and Office of Academic Effectiveness. Scheduling for the action plan meetings may be coordinated through the Office of Academic Effectiveness or the college leadership.
- The Action Plan is very much like a strategic plan for the program. It includes: (1) goals for the program, (2) alignment of program-level student learning outcomes to the goals, (3) specific actions for the college, division, department/program to take to inform the realization of outcomes and achieve goals, (4) updated program level student learning outcome assessment plan and metrics or performance measures used to ascertain whether -- and to what extent -- the goals have been met, and (5) an overall timeline for implementation over the 7-year program review cycle.
- The office of Academic Effectiveness will support faculty as well as college and division leadership in this part of the academic program review process. Thanks for your participation in this important process! The function of academic program review is to ensure that program quality is maintained in the academic programs at WOU through assessment, peer review, and continuous improvement in support of student success and academic excellence.
- 2023-24 academic program review
 - The faculty program lead will have one course release in academic year 2023-24 to coordinate the development of the self study report, the identification of and contact with an external reviewer, the scheduling and conduct of a virtual site visit, and the development of an executive summary report that integrates the findings and recommendations from the self study report and the external reviewer's report.
 - Programs under review in 2023-24:
 - Business (inclusive of: Business; Entrepreneurship; Sports Management)
 - Dance
 - General Education
 - Honors
 - Rehabilitation and Mental Health Counseling (all tracks) - CACREP accreditation

- The Office of Academic Effectiveness will provide support to the faculty leads and others involved in the process. The function of academic program review is to ensure that program quality is maintained in the academic programs at WOU through assessment, peer review, and continuous improvement in support of student success and academic excellence.
- Update on incomplete program reviews prior to 2022-23
 - The following programs are pending their self study and external review:
 - History (scheduled 2020-21)
 - Mathematics (scheduled 2020-21)
 - Communication Studies (2021-22)
 - The following programs are pending external review:
 - Community Health
 - Master of Science in Education
 - Education Studies
 - Interpreting Studies
 - The following programs have completed their self study and are hosting external reviewers this academic year:
 - Earth & Environmental Science
 - Exercise Science
 - The following programs have completed their Executive Summaries this academic year and are preparing for Action Plans in the Fall 2023:
 - Politics, Policy, & Administration
 - Computer Science
 - Information Systems
 - Biology (pending executive summary)

9. Library and Academic Innovation

User Feedback Monitoring. The Library and Academic Innovation (LAI) has continued to evolve in many ways over the past three years, and part of our evolution has included reductions in staffing, services and collections. In order to ensure that we are able to meet the needs of our university community and/or advocate for needs that are not being met, LAI has multiple methods for monitoring user feedback. Academic Innovation is available for direct feedback through their askai@wou.edu email address and also solicits input on individual workshops through follow-up surveys as well as broader feedback on their suite of services through periodic faculty/staff surveys. The Library is launching a new feedback survey that can be used to provide either general feedback or point-of-

need feedback on specific services such as Collections, Library Instruction, Research Help, Summit and Interlibrary Loan, and more. The Library also invites faculty, staff, students and community members to [contact us](#) directly to let us know how we might better meet your needs.

Summer Catalyst Programming. The Center for Academic Innovation has announced its summer line-up for Catalyst sessions. Each session of Catalyst is approximately four weeks long, with two weeks spent on content and activities, followed by dedicated support for a teaching project proposed by each participant. Each session has a specific topic or focus. For Summer '23, our topics will be:

- Catalyst: Universal Design for Learning (June 26 to July 23)
- Catalyst: Equity in Quantitative Literacy (July 10 to August 6)
- Catalyst: Online Teaching Foundations (July 24 to August 20)
- Catalyst: Game-Based Learning (August 7 to September 3)
- Catalyst: Inclusive Teaching Practices (August 21 to September 17)

You can learn more about Catalyst on its program page:

<https://wou.edu/cai/catalyst/>

Catalyst is supported by the entire AI team and managed by Dr. Seyed Shahrokni, Faculty Development Coordinator. Catalyst: Equity in Quantitative Literacy is being designed and facilitated by AI Faculty Fellow, Dr. Leanne Merrill, as her fellowship project.

Student Canvas Survey & [Cidi Labs Design+](#). Academic Innovation is working to gather data from students on their experiences with Canvas, the learning management system and online platform used in both online and face-to-face courses. A survey was distributed to students on May 1, with responses accepted through May 12. This survey is part of the work AI Faculty Fellow, Dr. Laura Ellingson-Sayen, led for her fellowship project.

This feedback will be critical as Academic Innovation works to implement Design+, a set of tools in Canvas that support instructors in creating course shells that are more accessible and easier to navigate. Design+ will provide opportunities to create more templates faculty can choose to use in course design, along with additional formats for content delivery. To see what Design+ is capable of, check out this portfolio page: <https://showcase.cidilabs.com/>

WOU's No-Cost/Low-Cost Reporting. Every two years, WOU is required to provide statistics to the HECC (via Open Oregon Educational Resources) regarding the number of courses using no-cost or low-cost (\$40 or less) materials.

During 2019-2021, 931 sections were labeled with the no-cost/low-cost designation in the course schedule, or 14.88% of sections offered. This represented an estimated savings of \$1,536,500.00 by WOU students in the 2019-21 biennium.

During 2021-2023, 1398 sections were labeled with the no-cost/low-cost designation in the course schedule, or 19.45% of sections offered. This is an increase of 4.57% and represents an estimated savings of \$2,002,800.00 by WOU students in the 2021-2023.

WOU faculty and instructors, therefore, have saved WOU students an estimated \$3,539,300.00 during the past 4 years by using no-cost or low-cost materials.

WOU's No-Cost/Low-Cost Statistics for the
 2019-2021 and 2021-2023 Bienniums

	# Designated Sections	% Total Sections	Estimated Savings
2019-2021	931	14.88	\$1,536,500.00
2021-2023	1398	19.45	\$2,002,800.00
Total	+467 sections	+4.57 increase	\$3,539,300.00

Content Migration. Due to WOU's recent initiative to reduce spending by \$5 million, Library and Academic Innovation (LAI) will move from Digital Commons to Omeka for hosting the university's unique digital collections. We currently [host images from WOU Archives](#) on the Omeka platform, so this will be a consolidation of all our digital collections onto one platform. The Library will begin moving content this spring and hope to have the migration completed by mid-June. Until then, [Digital Commons @ WOU](#) will remain the same.

Improvements to Ebook Usage. Ebook usage for the Library's Demand Driven Acquisitions program has been very strong, particularly in comparison to usage of ebooks that were purchased under our previous collection development model. In the old model, books were selected by librarians based on their knowledge of subject matter that is taught at WOU. Now, book records are added to our catalog and the ebook is automatically purchased if someone uses it.

Diversity-focused Academic Images Project Update. Janeanne Rockwell-Kincanon (Library) and Seyed Shahrokni (Academic Innovation) have conducted five photo shoots for our diversity-focused photos project. They have 21 models registered and one more days of shoots has been scheduled. With support from the [WOU Foundation](#), the [Diversity-focused Academic Images Project](#) will create a collection of images that center participant students with various aspects of diversity engaged in academic contexts, and making these images freely available under a Creative Commons CC-BY license.

Educational Escape Rooms Available. Academic Innovation has developed one educational escape room that will be available for use in Maske Hall in May.

This was a new initiative funded in part by the WOU Foundation. The escape rooms will leverage game-based learning techniques to reinforce foundational skills and knowledge in general education courses. The project is being led by CAI's Faculty Development Coordinator, Dr. Seyed Shahrokni.

New Open Textbook in Criminology. Congratulations to Dr. Taryn VanderPyl for leading a team of Oregon criminology faculty (including Professor Jenny Moreno) to create a much-needed *Introduction to Criminology* openly licensed textbook. Dr. VanderPyl's and Professor Moreno's work was funded by a grant from the U.S. Department of Education to "redesign high-enrollment courses in a discipline that leads to in-demand occupations, where high-quality, openly licensed course materials with an equity lens are not currently available."

The textbook is being piloted by instructors across Oregon who, along with their students, will provide feedback to the authors. Suggestions and recommendations will be incorporated into the text, and after the pilot phase, *Introduction to Criminology* will be made openly available to Criminology instructors across the United States. Kudos to both Dr. VanderPyl and Professor Moreno!

Increasing Inclusivity and Belonging. Two projects are nearing completion that fulfill the vision of Library and Academic Innovation.

One long-term project has been to provide bilingual signage within the Library. Over the summer, staff installed new bilingual building maps throughout the building and new bilingual / color-coded endcaps for the shelves.

We have also wanted to expand our display of diverse artwork for some time now. With the support of the Cannon Art Gallery, we met in the fall to explore options for additional artwork from their existing collection, as well as some pieces from our own archives. Over winter break, gallery assistant Melody Barrett worked with Kyle Rochester to begin hanging new pieces throughout the first and second floors, and we anticipate that work to continue through Winter term. We are also pursuing new library art additions (either permanent or on loan) from WOU alum.

Together with the Veterans Resource Center, the library hosted the '[I am not Invisible](#)' portrait exhibition in our main lobby during Veteran's Week. It drew a lot of interest and attention and we hope to have the opportunity to host it again next year.

Fall 2022 Library Instruction. The library has entered the second year of delivering our new information literacy instruction program. Our goal is an intentional, targeted, scaffolded library instruction program consisting of two tiers that avoids duplication of content across courses while maintaining quality instruction. Foundational Research is taught in First Year Seminar (FYS) courses and Advanced Research is taught in Research Methods courses. This fall,

through collaboration between instruction librarians and the FYS coordinator, 76% of all FYS courses included library instruction, which is a laudable level of program permeation!

Betty P. Holdt Estate Library Scholarship Funds. Thanks to the generosity of the Betty P. Holdt Estate, the Hamersly Library Endowment has grown by over \$40,000 in the past year. Most of these funds were raised through the consignment sale of a rare book collection that the Holdt estate donated to the Library in 2018. The resulting increase in revenue from this endowment will be used to fund the annual Library and Academic Innovation student employee scholarship. For information about contributing to the Hamersly Library Endowment, contact Chelle Batchelor, Dean of Library and Academic Innovation, batchelorc@wou.edu.

New Initiatives. Academic Innovation is launching a new faculty fellow program this year. Fellows will collaborate with the Center for Academic Innovation on projects that leverage their disciplinary expertise and teaching experience to expand pedagogical resources available to WOU faculty. The project is being led by CAI's Fellowship Coordinator, Dr. Amy Harwell (Biology), in collaboration with Dr. Susan Cannata (CAI Affiliate).

Our inaugural cohort of fellows are:

- Amy Bowden (Educational Leadership)
- Dr. Lucas Cordova (Computer Science),
- Dr. Laura Ellingson-Sayen (Health & Exercise Sciences)
- Dr. Alicia Ibaraki (Behavioral Sciences)
- Dr. Leanne Merrill (Mathematics)

Academic Innovation is also undertaking a new initiative, funded in part by the WOU Foundation, to develop academic/educational escape rooms. The escape rooms will leverage game-based learning techniques to reinforce foundational skills and knowledge in general education courses. The project is being led by CAI's Faculty Development Coordinator, Dr. Seyed Shahrokni.

10. WOU's Occupational Therapy Doctorate (OTD) Program

WOU's OTD program continues to be on track to admit the first cohort of students Fall 2024. Many major milestones in the process were achieved during this report period. The NWCCU officially approved WOU's request to add a new degree level with the OTD on 4/11/2023. The budget for renovations of the WOU:Salem campus and proposed yearly tuition for the inaugural cohort were presented to the FAC on April 7, 2023, and both received a recommendation for approval. The budget and tuition were subsequently approved by the BOT at their meeting on April 19, 2023. Jason Krawczyk, Director, Capital Planning & Construction, has initiated the Procurement process for an architect and general contractor for the renovations. On April 17, 2023, the program was awarded

\$4000.00 in academic program marketing funds for FY 2023-24 by Academic Affairs. The search committee reviewed applications for the Academic Fieldwork Coordinator (AFWC) and Doctoral Capstone Coordinator (DCC) positions and recommended two potential candidates for interviews for each position. Interviews were conducted in May and Halley Read, PhD, OTR/L has been offered and accepted the DCC position with a planned start date of 7/31/23. Reference checks for the AFWC position are in process and we plan to start the individual hired for that position by the end of June 2023 in order to comply with Accreditation Council for Occupational Therapy Education (ACOTE) timeline requirements. Work continues on the ACOTE candidacy application for submission by December 2023. The program director has been meeting with potential students and interest in the program has been very strong. Lastly, the website for the OTD program went live on May 8, 2023 at: <https://graduate.wou.edu/occupational-therapy-doctorate/>.

11. College of Education

1. Several spring events hosted in collaboration with the College of Education, Office of Justice, Equity, Diversity, and Inclusion (COE JEDI) include each of the following:
 - a. Dr. Alicia Wenzel re-launched The Bridge Program which seeks to build a community of educators (graduates and current students) participating together in ongoing professional development, mentoring, and community building. On Monday, May 15th civil rights specialists from the Oregon Department of Education will lead an important conversation regarding educators' rights and responsibilities in terms of protecting students' civil rights.
 - b. Dr. Kristen Pratt is hosting three days of faculty professional development on May 22, 23, and 24 in support of Critical Pedagogy. Dr. Pratt has invited attorney Talia Guerriero to help us navigate our unique legal obligations.
 - c. Dr. Jaclyn Caires-Hurley, faculty coordinator of COE JEDI is hosting doughnuts and coffee with artist Latoya Lovely. The COE BIPOC Student Advisory Group, in collaboration with the COE Dean's Office and COE JEDI are planning to commission a mural celebrating diversity and inclusion in the Richard Woodcock Education Center. Students, faculty, and staff will be able to provide feedback to Latoya Lovely over coffee and doughnuts on Friday, May 12th.
 - d. The COE JEDI Asian/Asian American and Pacific Islander (AAPI) Heritage Month planning committee, including Drs. Lin Wu, Ya-Fang Cheng, Andrea Emerson and Jaclyn Caires-Hurley, celebrated AAPI Heritage

- Month with an open discussion with Dr. Sohyun An from Kennesaw State University who gave a talk titled Everything, Everywhere, All at Once honoring the history and contribution of AAPI individuals.
- e. The AAPI Heritage Month planning committee has planned a series of events in May including a display of outstanding children's and young adult literature featuring Asian/Asian American authors in the COE Lending Library on Thursday, May 4th.
 2. The College of Education will celebrate Dr. Rachel Harrington, who has been selected as the 2023-2024 incoming T.H. Gentle Professor of Education at a celebrating on Thursday, June 8th from 3:00-4:00 pm in RVEC 101. Dr. Harrington was selected for her excellence in work supporting the professional development of area paraeducators in collaboration with the Center for Advancement of Paraeducators, Willamette Education Service District and Chemeketa Community College.
 3. Educator program signed on as partners to 10 separate Grow Your Own teacher collaboration grants submitted for funding for the Educator Advancement Council and the Oregon Department of Education. These grants include collaborations with Northwest Regional Education Service District, Willamette Education Service District, Clackamas Education Service District, Gresham-Barlow School District, Salem-Keizer School District, Greater Albany Public Schools, Chemeketa Community College, Clackamas Community College, Linn Benton Community College, and Columbia Gorge Community College. Each of these collaborations are in addition to our own GYO proposal submitted which will all contribute to new enrollment in educator programs in the future.
 4. Dr. Mark Girod, Dean of the College of Education, provided testimony in support of HB 2609 seeking to sunset authority for Teachers Standards and Practices Commission to levy fees against Oregon teacher education programs that would result in \$26,000 in new fees at Western which would lead to increased costs for our students.
 5. Drs. Mark Girod and Becka Morgan, from the Division of Computer Science, are serving on a taskforce convened by the Oregon Department of Education in response to the Governor's request to develop a plan to increase the numbers of Oregon high school students having access to computer science education coursework. As this work presses forward, it may be likely that Western play a role in development the educator workforce necessary to deliver additional computer science learning opportunities in Oregon high schools.

12. College of Liberal Arts and Sciences

Since the last report to the WOU Board of Trustees, faculty, staff and students in the College of Liberal Arts & Sciences have continued to make outstanding achievements. Below are several recent key accomplishments, initiatives and events.

The LAS division chairs and the Dean, with the assistance of the LAS Dean's graduate assistant Emily Sielen, have worked to prepare a spreadsheet that catalogs high-impact and career readiness opportunities across the College of LAS, [here](#). This resource is still under construction. It is planned to become a resource for multiple units on campus, including the Center for Professional Pathways, Student Success and Advising, Admissions, the Associate Provost for Academic Effectiveness, and other relevant stakeholders.

The LAS Dean and the Director of our Center for Professional Pathways have been co-directing the ACE Learner Success Lab since Fall 2020. We emerged from this process with an over-arching recommendation from ACE to **“build career readiness and life design into curricular and co-curricular programs to make social mobility available to all WOU students.”** Several pilot projects are now underway, which were showcased in a symposium on Friday, May 5. Participants included Dr. Lars Soderlund from English Studies, Dr. Dana Schowalter from Communication Studies, Dr. Mary Pettenger from Politics & Public Policy, and colleagues Dr. Gay Timken, Jennifer Hansen and Justin Sunada from the College of Education and Center for Professional Pathways.

In connection with this project, Dr. Dana Schowalter and her colleague Dr. Alex Curry have created a new career readiness course sequence for Communication Studies majors. In addition, students in Dr. Schowalter's Event Planning class and Professor Sarah Sheldrick's Social Media Campaigns class are collaborating to create the first Communication Studies Week during week 9, focused on building student-faculty relationships and offering networking opportunities. English Studies is also revising its curriculum to better integrate its offerings in Literature, Linguistics, and Writing, and to prepare students more explicitly for careers post-graduation.

May is the month in which we celebrate numerous student accomplishments. The Business & Economics Division will host its annual awards reception for outstanding student achievements on May 18, and the Art & Design Department will host the annual juried student art exhibit on May 17.

Spring term has also brought several guests to campus. On Wednesday, May 3, climate expert Dr. Carla Wise gave a campus talk on “How the new climate change law could be a game changer,” as part of the LAS Dean's Sustainability Speaker Series. FEM in STEM, under the direction of NSM and CS faculty, will host a speaker on May 11 who leads the Forensic Toxicology group for the

Oregon State Police. On Saturday, May 20, Computer Science will host the Oregon Gaming Project Challenge here at WOU on Saturday, May 20.

Our Computer Science Division has had a preliminary application accepted for an NSF grant, “Enabling Partnerships to Increase Innovation Capacity (EPIIC),” with Co-PIs Dr. Hillary Fouts, Dr. Becka Morgan, and Dr. Tad Shannon. They are now invited to submit a full proposal. The grant’s purpose is “to broaden participation in innovation ecosystems that advance emerging technologies by supporting capacity-building efforts at institutions of higher education (IHEs) interested in growing external partnerships.” WOU’s participation goals are to develop a centralized system to coordinate, support, and maintain industry partnerships; and to create a model that will be easily adopted by other programs on campus.

The Gerontology Department hosted a very successful Careers in Aging Week celebration from April 10-12. This was the twelfth year of celebrating Careers in Aging Week at WOU, sponsored by the Gerontology program, WOU Gerontology Student Association (WOUGSA), and Kappa Eta Omega, our Gerontology Honor Society Chapter. Events included Table Talks held at the WUC; a kickoff event for learning about career options in the field of aging, a panel of professionals who discussed working in health promotion for older adults, a presentation from city representatives of both Monmouth and Independence to learn about age-friendly community, and a student presentation about age-friendly efforts at WOU. The event also featured a panel of Gerontology alumni with backgrounds in health care, long-term care administration, and program/service delivery in local and state agencies. All events were well attended. Gerontology also recently partnered with Barbara Cronin, Director of Monmouth Senior and Community Center, and the Salem 50+ Center in the “Generations Over Dinner” program.

Our upcoming Academic Excellence Showcase on May 25 will feature Assistant Professor of Psychological Sciences Dr. Kathy Espino-Perez as faculty keynote speaker. During the Showcase, the Behavioral Sciences Division will host a lunch and discussion with 13 representatives from 8 community colleges, regarding how best to facilitate students transferring to WOU. Gerontology and Psychological Science department heads will deliver a lunchtime presentation, an overview of the Psychology Peer Advising Center, a student panel with four students who transferred to WOU, and a discussion about how to best recruit and serve students.

Mike Wilson, NTT Instructor in Psychology, has organized and hosted several DEI-related events here at WOU this spring. He has partnered with the NAACP and the Portland-based DBE ([disadvantaged business enterprise](#)) Raimore Construction, which provides gainful employment and dignified labor to ex-convicts, to facilitate healthy pro-social reintegration in our communities. An experienced [advocate for human rights and humanitarian aid work](#)

[in Africa](#). Professor Wilson will also be a special guest speaker at WOU's Black Graduation.

Our Criminal Justice Sciences Division is inviting all community colleges in Oregon with CJ programs to a virtual conference on May 19 focused on streamlining transfer processes. CJ Careers Day last March brought approximately 300 prospective high school students to campus. Faculty member Dr. Omar Melchor-Ayala recently visited College Prep Day at Woodburn High School, and the CJ Professional Advisory Board has expressed appreciation for the diversity and expansion of Criminal Justice curricular offerings. Long-time division chair Dr. Vivian Djokotoe will be stepping down in June and will be succeeded by Dr. Misty Weitzel.

Our Creative Arts Division faculty continue to receive accolades for their work. NTT Assistant Professor of Art Jen Vaughn recently received a fellowship residency (described [here](#)). Professor Vaughn also recently hosted a "Careers in Graphic Design" panel discussion for Art & Design students, featuring recent WOU alumni who are gainfully employed as artists and entrepreneurs in the community. Professor of Art Becca McCannell just had a woodblock print accepted into an international juried exhibition, "Lore and Legend," to be held in Roseville, California. Four WOU Art & Design students—Mahalia Alvarez, Annabelle Bullock, Lucas Montpart and Julianna Tinker—currently have photography work showing in the "New Visionaries" exhibition at [Lightbox Photographic in Astoria](#). This competitive juried exhibition features undergraduate and graduate student photography from throughout Oregon. The exhibition runs through June 7.

Our Spring Dance Concert takes place on the weekend of May 11-13, featuring the choreography of Dance faculty, students, and guest artists Allen Kaeja and WOU alumni Samuel Hobbs. NTT Assistant Professor of Dance Cynthia Garner-Guiterrez recently presented a dance concert by her company *Movimeiento* in Eugene, in which several WOU dance majors, minors and alumni performed. Associate Professor of Dance Tim Cowart presented a Kaeja Elevations Dance Partnering workshop at the National Dance Education Organization's national conference in Atlanta, and earlier this year delivered workshops in New York City, New Jersey, and Savannah, Georgia. Next he will be traveling to Calgary to perform and work on advanced partnering skills. NTT Assistant Professor of Dance Corrie Cowart recently published an article in the *Journal of Laban Bartenieff Movement Studies*.

Several of our Music faculty have been engaged in adjudicating state solo and ensemble performances and performing in local music and theatrical performances. Instructor of Brass Eric Wallace has been requested to write a chapter on brass instrumental instruction for the Oxford Handbook of Musician Health Advocacy. Four Music Education students have completed their classroom observations.

We are also pleased to announce that junior Music Composition major Isabella Morrill has won an international composition award from the National Band Association, leading to commissions with the University of Kansas Wind Ensemble, the Washington State University Wind Ensemble, the Washington-Idaho Symphony, and the Coeur D'Alene Symphony Orchestra (all for the 2023-24 academic year). Senior Music Composition major Gabriel Sternberg was commissioned to compose a new work for the Central Oregon Mastersingers. The new work, entitled "His Steadfast Love," premiered April 22-23 at concerts in Sunriver and Bend.

The Western Oregon University Chamber Singers and choral director Dr. James Reddan will be traveling to Berlin, Germany June 20-27th to give a solo concert and perform the Brahms *Ein Deutsches Requiem* with the Berlin Philharmonic and maestro Simon Halsey. Closer to home, the final Choir Concert, *A Choral Kaleidoscope: To Sit, To Dream, To Sing*, will take place on June 6 at 7:30 pm in Rice Auditorium. The Western Oregon University Choirs will join to present a concert at Capitol Manor on May 24. The Western Oregon University Chamber Singers will sing for the opening of the Oregon House session on May 11 at 11:00 a.m., and again for the opening of the Oregon Senate session on Wednesday, June 7 at 10:30 a.m. They are guests of Representative Lucetta Elmer, District 24, and Senator Deb Patterson.

The Music Department is excited to host the first ever statewide Mariachi Festival on Monday, May 15, with 8 ensembles and 216 students participating. We will officially launch the new Mariachi ensemble and coursework as part of the overall Music program in Fall 2023.

The Creative Arts Division will also bid farewell to their longtime chair, Professor of Theatre David Janowiak, who will be leaving WOU in June for an opportunity in North Carolina. Associate Professor of Art Daniel Tankersley will assume the role of Creative Arts Division Chair.

The Western Oregon University Earth and Environmental Science Department completed installation of a new outdoor Groundwater Monitoring Laboratory on campus, aimed at better preparing students for professional careers as hydrogeologists and environmental scientists.

The project includes drilling and installation of three (3) shallow groundwater monitoring wells at WOU's Ash Creek Preserve, located at the northwest corner of campus. The three wells are spaced 200 feet apart and extend to a depth of approximately 40 feet, tapping into an artesian sand and gravel aquifer. On May 4-5, a team of 20 WOU alumni, students, faculty and staff participated in the drilling event, with services and materials donated by Western States Drilling, Weyerhaeuser and Terracon Environmental Consultants. The EES Department is grateful for the collective community support of WOU's STEM education mission, leading the way in preparing the next generation of professionals in the environmental workforce. With current NSM Division Chair

Dr. Kristin Latham-Scott moving into the role of Interim Dean of LAS, Dr. Steve Taylor, Professor of EES, will assume the role of NSM Division Chair.

Biology professors Jim Dawson and Dr. Amy Dawson have worked extensively with the Heritage Museum in Independence on a "Nesting with Osprey" exhibit, open through May. This was advertised jointly by the museum and WOU to all Central School District students in both English and Spanish, resulting in record-breaking visits during spring break and beyond. In April alone nine school groups came through, and the Biology professors provided 17 presentations to over 370 students ranging from 2nd to 12th grade.

In the Humanities Division, Associate Professor of Spanish Dr. Jaime Marroquin is one of 8 recipients chosen nationally for a highly competitive year-long fellowship at Stanford Center for the Humanities. Dr. Marroquin will be using this remarkable opportunity to complete his book project focusing on decolonizing concepts of scientific progress. Dr. Marroquin has also received an NEH Summer Stipend for the same project. Also in Spanish, Professor Dr. Patricia Gimenez Eguibar brought Spanish students from four high schools affiliated with Willamette Promise to the WOU campus. Approximately 120 students enjoyed a campus tour, lunch at Valsetz, and presentations from the Spanish program and Admissions.

English Studies is pleased to announce the winners of the 8th Annual Peter Sears Poetry Prize: *First Prize*: Jasper Beck, "Hawaii, I Guess"; *Second Prize*: Josiah Liljequist, "West Salem Suburbia"; and *Third Prize*, Jessica Olson, "glass on the sidewalk." The competition received over 50 poems from our undergraduate students. An English Studies committee selected 12 poems that were forwarded to the final judge, Emily Rosko, a nationally recognized author and professor at The College of Charleston. In addition to the Peter Sears prizes, English Studies will also offer additional awards and scholarships to at the Academic Excellence Showcase, including the First Year Writing Awards, the Richard and Lotte Meyer Prize for Excellence in Literature, and awards for achievement in Literature, Writing, and Linguistics.

Professor of English Studies Dr. Henry Hughes has won the 2023 Dr. Sherwin W. Howard Poetry Award, a yearly award presented for writing the best poetry in the previous year of the journal *Weber: The Contemporary West*. Dr. Hughes has also assumed leadership of the nonprofit literary organization The Write Place now housed at WOU after a long residency at Western Washington University. The first event sponsored by The Write Place will be a reading and discussion with noted Native American poet and novelist Gordon Henry, at 4:00 p.m. on May 30 in the Willamette Room.

From April 21-25, Western Oregon University's Model United Nations club participated in the Model United Nations of the Far West conference in San Francisco (pictured below). WOU students formed country delegations

representing the Republic of Mozambique, the Republic of Colombia, and the Republic of Panama, discussing topics ranging from nuclear non-proliferation to ending terrorism in Africa. Students were honored pre-conference to meet with Consul General Sonia Marina Pereira Portilla of the Republic of Colombia's San Francisco Consulate for advice and learning about the life of a diplomat. In addition, WOU-MUN received four awards. The Opening Plenary Speaker Award for best pre-conference materials was given to Max Laine, who represented his delegation of Mozambique. The Mozambique and Colombia delegations also earned Slanzka Achievement Certificates for outstanding work, along with the McBride Certificates for outstanding Resolutions. Overall, the conference was an amazing experience for our MUN students, and they are excited for next year when some of WOU's delegates will have the opportunity to chair conference committees.



Dr. Mark Henkels, Professor of Political Science, has been awarded the honor of Educator of the Year by the Monmouth-Independence Chamber of Commerce (see announcement below). Dr. Henkels will be retiring at the end of this academic year and is well known for the many internship experiences and connections that he has built for his students over his years at WOU.

56th Annual Community Awards
Hosted by The Monmouth-Independence Chamber

AWARDS IT'S SHOWTIME

And the Winners Are

<p>BUSINESS OF THE YEAR Independence Grocery Outlet</p> <p>ORGANIZATION OR PROJECT OF THE YEAR The Gate Youth Association</p> <p>NEW BUSINESS OF THE YEAR Golden Hop Saloon</p> <p>INNOVATION: NON-PROFIT OF THE YEAR Ella Curran Food Bank</p> <p>BUSINESS/NON-PROFIT LEGACY AWARD Monmouth Senior Community Center</p>	<p><i>Chamber Lifetime Achievement Award</i> Paul Evans</p>	<p>COMMUNITY MEMBER OF THE YEAR Vidal Pena</p> <p>YOUTH COMMUNITY MEMBER OF THE YEAR Ozzie Stephens</p> <p>DISTINGUISHED SERVICE AWARD Chief Robert "Bob" Mason</p> <p>EDUCATOR OF THE YEAR Dr. Mark Henkels</p> <p>EDUCATION SUPPORT STAFF OF THE YEAR Vanessa Rangel</p>
---	--	---

SPONSORED BY

All three Pastega Award recipients this year are from the College of Liberal Arts & Sciences. We congratulate Dr. Misty Weitzel, Professor of Criminal Justice, who won the Pastega Award for Excellence in Teaching; Dr. Isidore Lobnibe, Professor of Anthropology, who won the Pastega Award for Excellence in Scholarship; and Dr. Leigh Graziano, Associate Professor of English Studies, who won the Pastega Award for Excellence in Service. The awards ceremony will take place on May 24 and will also honor past recent award recipients who were not able to participate in a live ceremony due to pandemic restrictions.

Finally, the current LAS Dean, Dr. Kathy Cassity, will be retiring from her position on June 30, 2023. As stated above, Dr. Kristin Latham-Scott has been appointed as Interim LAS Dean for academic year 2023-24. This is Dr. Cassity's final report to the WOU Board of Trustees.

13. College Restructure

President Peters asked Academic Affairs to convene a College Restructure Administrative Implementation Committee to begin the process of preparing for the college restructure implementation and begin to work out many details that the College Restructure Taskforce (CRTF) identified as needing additional input and work. This committee won't implement the restructure in isolation but will pick up on the good work done by the CRTF.

When: Begin Spring Quarter 2023

Who: Kathy Cassity*, Mark Girod, Hillary Fouts, Chelle Batchelor, Tiffany Smith, Kristin Latham-Scott and Rob Winningham*

What: The College Restructure Administrative Implementation Committee will:

- Develop possible strategies for a staged or gradual implementation (noting the areas that will need to be worked on with WOUFT).
- Assess budget implications of the CRTF's proposal and what budget neutrality would look like.
- Develop a draft plan for faculty leadership release and compensation, attending at least one Spring 2023 Joint Labor Management Committee meeting to discuss and soliciting additional feedback from faculty.
- Develop some initial decision-making heuristics for determining what should be a department and what should be a school.
- Develop a plan/process for gaining input from faculty on naming academic units.



- Develop a plan/process for gaining input from faculty on the heuristics to determine what should be a department and what should be a school.
- Develop a plan to solicit input from the campus community on next steps of the restructure implementation.
- How would a new structure better serve students?
- Submit an initial report to President Peters by June 16, 2023

*-Will be on the committee through June 30, 2023