



**Board of Trustees Meeting  
November 20, 2019**

***Appendix A***

**Consent Agenda**

- 1) [June 12, 2019 Meeting Minutes](#)
- 2) [September 11, 2019 Meeting Minutes](#)
- 3) [FY20 September 30, 2019 Management Report](#)
- 4) [Proposal for graduate certificate: Interpreting Studies: Teaching Interpreting](#)
- 5) [Proposal for undergraduate certificate: Professional Writing](#)
- 6) [Current Grants over \\$100,000](#)



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES  
MEETING NO. 28 – JUNE 12, 2019  
12:00 PM – 6:00 PM  
WERNER UNIVERSITY CENTER, COLUMBIA ROOM**

**DRAFT MINUTES**

**I. CALL-TO-MEETING/ROLL CALL**

Chair Betty Komp called the Board meeting to order at 12:03 PM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Zellee Allen  
Jaime Arredondo (joined by phone at 1:00 PM; joined in-person at 1:50 PM)  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Rex Fuller  
Gavin Keulks (left meeting at 5:45 PM)  
Betty Komp  
Cec Koontz (arrived at 12:06 PM)  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz (left meeting at 4:10 PM)  
Lane Shetterly (arrived at 12:09 PM)

**II. CHAIR'S WELCOME**

Komp welcomed the Board and audience and the trustees to the June board meeting. She shared that it would be Trustee Muniz's last meeting and presented her with a certificate to memorialize her service to the Board.

**III. LUNCH/SHOWCASE: WOU Foundation Comprehensive Campaign**

Komp recognized President Rex Fuller, WOU Foundation Executive Director Erin McDonough, and WOU Foundation Board Chair Cori Frauendiener '67 to discuss the preparation for a comprehensive fundraising campaign. McDonough introduced her staff and provided a brief organizational overview of the WOU Foundation's activities. She highlighted two success stories—the campaign for the Jack Morton Lobby in the new Welcome Center and the 100 Opportunities campaign—before describing the preparation for the University's comprehensive campaign. McDonough explained the campaign readiness research, including the hiring of a consultant and conduct of several focus groups. She observed that the resounding theme of the focus groups was



how the University impacted the lives of students. McDonough recognized her student worker Jacelyn Michael, who assisted with the focus groups.

McDonough shared the five draft themes of the comprehensive campaign—student scholarships, aid for instructional innovation, support for facilities and fields, reducing barriers to student success, and student program that enrich student experience—and noted that the Foundation landed on a preliminary goal of \$25M. She conveyed the various actions needed—as echoed by the Foundation—to achieve success. Before turning the presentation over to Frauendiener, McDonough outlined the proposed next steps: (1) test, research, and filter, (2) planning and preparation, (3) design the campaign, (4) implement, and (5) complete and wrap-up.

Frauendiener offered insight into the Foundation Board’s work up to the proposed comprehensive campaign. She noted the success of the Morton and 100 Opportunities campaigns buoyed Foundation Board members and the skeleton of the comprehensive campaign was approved unanimously. Trustee Mladenovic asked how the Foundation board landed on \$25M as a goal. Trustee Baumgartner asked what was different this time, as opposed to past fundraising efforts and Frauendiener shared that there is clarity as to the charge. Baumgartner asked who would run the campaign and if there would be a campaign consultant.

#### **IV. CONSENT AGENDA** (April 17, 2019 meeting minutes)

Komp called for a motion to approve the consent agenda, consisting of the minutes from the April 17, 2019 meeting. Keulks moved approval, and Larson seconded the motion. The following trustees voted for approval:

- Zellee Allen
- Jaime Arredondo
- Jim Baumgartner
- Zoe Chan-Tuyub
- Gayle Evans
- Gavin Keulks
- Betty Komp
- Cec Koontz
- Malissa Larson
- Jenny Mladenovic
- Doug Morse
- Lydia Muniz
- Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.



The motion passed.

## **V. PUBLIC COMMENT**

Dr. David Foster addressed the Board on the new Masters in Organizational Leadership program.

## **VI. SHARED GOVERNANCE REPORTS**

### 1) Faculty Senate

Komp recognized both the current Faculty Senate President Dr. Adele Schepige and the incoming Faculty Senate President Dr. Kristin Latham-Scott to offer a brief Faculty Senate report. Drs. Schepige and Latham-Scott discussed Faculty Senate elections, Committee on Committees, faculty representation on the University Budget Advisory Committee, new academic programs, including the timeline required to approve new programs, WOU faculty/community connections, and faculty-sponsored opportunities for students.

### 2) Staff Senate

Komp recognized both the current Staff Senate President Rip Horsey and the incoming Staff Senate President Natasha Gaspar to offer a brief Staff Senate report. Horsey and Gaspar discussed Staff Senate elections, campus climate survey, the Great Colleges to Work For employee satisfaction survey, presentations on distressed and disruptive behaviors, and Fifth Tuesdays shared governance meetings.

### 3) ASWOU

Komp recognized the incoming ASWOU President Erik Morgan, Jr. for a brief ASWOU report. Morgan recognized outgoing ASWOU officers, introduced incoming ASWOU officers, and thanked the ASWOU advisors Patrick Moser, Megan Habermann, and John Wilkins. Morgan stressed one of his goals for the upcoming year is to cultivate active engagement of students and discussed the possibility of engagement with the Oregon Student Association (OSA). Baumgartner and Mladenovic asked about OSA membership and its mission.

## **VII. PRESIDENT'S REPORT** *(Cabinet Full Reports in Appendix B)*

Komp asked President Rex Fuller to provide his President's Report. Fuller covered the following topics:

- Update on the Doctorate in Physical Therapy;
- Update on the efforts to become a Hispanic-Serving Institution (HSI);



- Pastega Awards recipients;
- New Dean of Library and Academic Innovation;
- Academic Excellence Showcase;
- Success of TRU Day;
- Brief update on the 2019 Oregon Legislative Assembly;
- Update on the changes to the Policy Council;
- Update on the progress of the WOU-WOUFT labor-management committee;
- Information on PURMIT and the potential for substantial increase in property coverage;
- Letter of Intent to purchase the Vick Building in Salem;
- Implementation of two-factor authentication in University Computing Solutions (UCS);
- Renovation of the Natural Sciences Building;
- Tabletop exercise on a chemical spill;
- Update on enrollment numbers;
- Changes to the University Diversity and Inclusion Advisory Committee (UDIAC);
- Summary of end-of-the-year events;
- Reiteration of the Advancement updates;
- Hire of the new head men's basketball coach;
- Summary of Spring sport successes, including academic achievements;
- Summary of the President's outreach efforts since the last Board meeting.

## **VIII. BREAK**

## **IX. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**

- 1) Committee Chair Report



Komp moved directly to the Vice Chair Election.

2) Committee Recommendations for Board Action/Discussion

a) Vice Chair Election

Komp introduced the EGTC recommendation on the election of a new Vice Chair to the Board. She shared that the EGTC recommends Jaime Arredondo as the new Board Vice Chair, for a two-year term starting July 1, 2019 consistent with the Board bylaws. After discussion, Komp called for a motion to elect Arredondo as the Board Vice Chair as presented. Koontz moved election, and Shetterly seconded the motion. The following trustees voted for approval:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz  
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

b) [HB 2864](#)

Komp asked Hagemann to update the Board on HB 2864 requirements. Hagemann shared a copy of the legislation with the Board and walked the Board through the timeline. He described conversations to date with ASWOU. Baumgartner asked what the other public universities were doing with the legislation's requirements.

c) Legislation Update



Komp requested Hagemann continue with a legislative update. Hagemann and Associate Vice President David McDonald provided a legislative update, focusing on HB 5024 (budget bill), relevant policy bills, SB 1049 (PERS bill), and HB 2016 (post-*Janus* labor bill).

**X. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**

1) Committee Chair Report

Komp asked ASAC Chair Lane Shetterly to offer a brief ASAC report. Shetterly moved to the action item.

2) Committee Recommendations for Board Action/Discussion

a) Proposals for new graduate certificates:

i. Reflective Practice – Interpreting Studies

Komp requested Shetterly and Provost and Vice President for Academic Affairs Dr. Rob Winningham introduce the proposed graduate certificate in Reflective Practice—Interpreting Studies. After discussion, Komp called for motion to approve the graduate certificate as presented and included in the written docket materials. Shetterly moved approval, and Mladenovic seconded the motion. The following trustees voted for approval:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz  
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.



After the vote on the graduate certificate, Shetterly asked Vice President for Student Affairs Dr. Gary Dukes to provide an update on enrollment statistics for the Fall 2019 class.

**XI. BREAK**

**XII. FINANCE & ADMINISTRATION COMMITTEE (FAC)**

(1) Committee Chair Report

Komp called on FAC Chair Cec Koontz for a brief FAC report. Koontz, before turning to the action items, updated the Board on the FAC's deliberations on the emergency preparedness plans, Controller's policies, the quasi-endowment, and funds transfers.

(2) Committee Recommendations for Board Action/Discussion

a) FY2019 April 30, 2019 Management Report

Komp asked Koontz and Vice President for Finance and Administration Dr. Ana Karaman to introduce the FY2019 April 30, 2019 Management Report. After discussion, Komp called for motion to accept the FY2019 April 30, 2019 Management Report as presented and included in the written docket materials. Koontz moved acceptance, and Shetterly seconded the motion. The following trustees voted for acceptance:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz  
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.



The motion passed.

b) FY2020 Budget

Komp requested Koontz and Karaman continued with the proposed FY2020 budget as recommended by the FAC. Karaman discussed the budgeting process, the uncertainty of state appropriation and process improvements. Karaman stressed the transparency of the budgeting process. Budget manager Camarie Campfield walked the Board through the specific line items of the budget. Shetterly asked if the Board needed to approve the new fund balance policy first and Hagemann and Koontz explained the history of the fund balance policy inherited from the former Oregon University System. Trustee Morse inquired about longer-term risk scenarios as the Board was asked to approve this deficit budget. Koontz and Baumgartner recognized the hard work of the Budget Office. After discussion, Komp called for a motion to approve the FY2020 budget as presented and included the written docket materials. Koontz moved approval, and Larson seconded the motion. The following trustees voted for approval:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz  
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

c) Board Statement on the Education & General Fund Balance Standards

Komp asked Koontz and Karaman to conclude the FAC topics with the Board Statement on the Education & General Fund Balance Standards. Koontz added that it was appropriate to move the Board's policy statement more in line with the other public universities now that the University had moved from the fixed-tuition Western Promise program. Keulks reflected on past budget issues at



the University and explained that he would vote no on the proposal because the higher fund balance might assist the University to weather future budget problems. Baumgartner asked whether or not there was a pressing need to adjust the fund balance expectations and Karaman shared that it was critical to ensure that the fund balance was adequate in order to be prudent, but, as the state's budget horizon looked less stable, it would be important to establish the Board's independence, including a credit rating. After discussion, Komp called for a motion to approve the Board Statement as presented and included in the written docket materials. Koontz moved approval, and Chan-Tuyub seconded the motion. The following trustees voted for approval:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lane Shetterly

Gavin Keulks opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

### **XIII. JUNE DISCUSSION THEME: University Dashboard / Scorecard**

Komp asked Fuller to introduce the University Dashboard / Scorecard discussion. Fuller reminded the Board of the dashboard development in the previous year. He summarized—after that deliberation—the Board decided on six dashboards for its work: graduation and retention, degrees granted, affordability index, sources of revenue, percentage of expenditures, and distribution of employees, including faculty and staff. Fuller observed that there was significant capability to drill down in each of the dashboards to gather information. Fuller noted that he uses the dashboards throughout his work. Hagemann observed that the Board had considered up to thirteen dashboards in its previous deliberations.

Fuller turned to the draft scorecard developed in concert with University Council. He walked through several initiatives under the five headings of the strategic plan to demonstrate how the University Council was monitoring mission fulfillment. Mladenovic praised the approach and asked about its usefulness. Keulks inquired about mechanisms to add sections and comments to the



scorecard from different campus units. Shetterly asked about the different characterizations on the scorecard, such as “no” from “ongoing.” Baumgartner echoed Shetterly’s sentiments. Trustee Allen asked how the University was measuring the effectiveness of the different items. Keulks inquired as to who was responsible for updating the scorecard.

#### **XIV. FINAL ANNOUNCEMENTS**

Komp asked if there were any final announcements and reminded the Board about Commencement on Saturday.

#### **XV. EXECUTIVE SESSION**

Komp closed the open session of the meeting and asked Hagemann to make necessary announcements to move into executive session. Hagemann stated:

The Western Oregon University’s Board of Trustees will meet in executive session for several purposes. The board will meet pursuant to ORS 192.660(2)(d) (to conduct deliberations with persons designated by the governing body to carry on labor negotiations). The media is not authorized to attend the executive session pursuant to ORS 192.660(4).

Following these discussions, the board will also meet pursuant to ORS 192.660(2)(h) (legal rights and duties of a public body with regard to current litigation or litigation likely to be filed), ORS 192.660(2)(f) (to consider a record otherwise exempt from disclosure), and ORS 192.660(2)(i) (to conduct the employment-related performance of the chief executive officer). The media is authorized to attend this portion of the executive session pursuant to ORS 192.660(4) provided that the information shared and discussed in the executive session remain undisclosed.

Pursuant to ORS 192.660(6), no final action may be, or will be, taken in executive session.

The following persons, other than Board members, are permitted to attend the executive session:

- (1) Ryan Hagemann, Vice President & General Counsel and Secretary to the Board of Trustees
- (2) Carson Campbell, Associate Vice President & Deputy General Counsel (collective bargaining executive session)
- (3) Judy Vanderburg, Associate Vice President for Human Resources (collective bargaining executive session)
- (4) LouAnn Vickers, Executive Assistant to the President

Under Oregon law, Trustees Keulks and Larson are not permitted to attend the collective bargaining executive session.

The Board proceeded in executive session and concluded their deliberations without decision. The Board returned to open session at 6:14 PM.



## **XVI. PRESIDENTIAL COMPENSATION**

Komp outlined the presidential compensation docket materials for the Board. After discussion, Komp called for a motion to approve the salary adjustment to President Rex Fuller as presented and included in the written docket materials. The recommended salary, effective July 1, 2019, as proposed, is \$262,896 annually, with the transportation and housing stipends remaining the same. Shetterly moved approval, and Chan-Tuyub seconded the motion. The following trustees voted for approval:

Zellee Allen  
Jaime Arredondo  
Jim Baumgartner  
Zoe Chan-Tuyub  
Gayle Evans  
Betty Komp  
Cec Koontz  
Malissa Larson  
Jenny Mladenovic  
Doug Morse  
Lydia Muniz  
Lane Shetterly

No trustees opposed the motion.

No trustees abstained from the motion.

Fuller is non-voting.

The motion passed.

## **XVII. ADJOURNMENT**

Komp adjourned the meeting at 6:27 PM with a quorum of the Board (Zellee Allen, Jaime Arredondo, Jim Baumgartner, Zoe Chan-Tuyub, Gayle Evans, Rex Fuller, Betty Komp, Cec Koontz, Malissa Larson, Jenny Mladenovic, Doug Morse, Lane Shetterly).

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Ryan James Hagemann  
Secretary to the Board of Trustees



**REGULAR MEETING OF THE WOU BOARD OF TRUSTEES  
MEETING NO. 29 – SEPTEMBER 11, 2019  
9:00 AM-4:30 PM  
OREGON GARDEN, SILVERTON, OREGON, LOTUS ROOM**

**DRAFT MINUTES**

**I. CALL-TO-MEETING/ROLL CALL**

Chair Betty Komp called the Board meeting to order at 9:10 AM and asked Secretary Ryan Hagemann to take roll. The following trustees were present:

Zellee Allen (joined meeting after the WOU: Salem action item)  
Jaime Arredondo  
Jim Baumgartner  
Gayle Evans  
Dr. Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Doug Morse  
Lane Shetterly

The following trustees were absent:

Zoe Chan-Tuyub  
Dr. Rex Fuller  
Dr. Jenny Mladenovic

In addition to trustees, the following individuals participated in the Board's retreat:

Dr. Carol Cartwright, Senior Consultant and Senior Fellow, Association of Governing Boards  
Dr. Rob Winningham, Provost and Vice President for Academic Affairs  
Dr. Ana Karaman, Vice President for Finance & Administration  
Dr. Gary Dukes, Vice President for Student Affairs  
Ryan Hagemann, Vice President & General Counsel and Secretary to the Board of Trustees  
Curtis Campbell, Executive Director for Intercollegiate Athletics  
Erin McDonough, Executive Director for Advancement and the WOU Foundation  
Marion Barnes, Interim Director of Marketing & Communications  
Hilary Holman-Kidd, Director of Academic Services and Resources  
LouAnn Vickers, Executive Assistant to the President

**II. CHAIR'S WELCOME**



Komp welcomed the Board to its planning retreat and introduced Dr. Carol Cartwright from the Association of Governing Boards as the facilitator.

### **III. DISCUSSION/ACTION:** WOU: Salem Capital Purchase

Komp recognized Karaman to introduce the proposed capital purchase in Salem. Komp observed that the Board's Executive, Governance and Trusteeship Committee (EGTC) reviewed the proposal. Karaman introduced the acquisition and the docket materials to the Board. She observed that the University engaged in several months of due diligence, including seismic information and financial pro formas. She noted that the presence in Salem would better position the University to capture potential enrollment in Salem.

Karaman outlined the building specifications of the three-story building to the Board, including its size of 36,000 square feet, daylight basement, and approximately 40 parking spaces. She noted that the initial purchase price for the building was \$3.1M. She also observed that the seller acquired the building in 2008 for \$4.1M. Karaman noted that, after negotiations with this seller, the University landed on the purchase price of \$2.725M. She ensured that the University would not exceed the occupancy threshold of 500 students because, among other reasons, it would trigger significant seismic obligations. She confirmed that the University—after inspections—would comply with all relevant codes. Karaman noted that all necessary outstanding deferred maintenance and repairs were included in the written docket materials, and it was divided into phases. She stated that the biggest portion of necessary repairs included the replacement of the building's roof.

Karaman continued, observing that the building will be titled in the name of the State of Oregon, in part, to ensure access to XI-Q bonds to perform capital repair. Shetterly asked about titling the building in the name of State of Oregon and Hagemann clarified the statutory requirements. Karaman returned to the Gantt chart outlining all other assessments and needs of the building, including but not limited to safety and disability accessibility. Karaman clarified the price—which is comprised of two components. The price started at \$2.725M, but, because of the delay necessary because the transaction needed to be approved by the full Board, the final purchase price of \$2.735M. Karaman outlined that the purchase price also includes \$100,000 for an endowed scholarship funded by the seller. Karaman paused for questions and to ask Winningham to discuss academic programming in the building.

Winningham discussed changing higher education demographics, including 500,000 working adults in Oregon with some college, but no degree. Winningham noted that—in the current rented space—the University is offering nine undergraduate courses and one graduate course. He shared information about the new Masters in Organizational Leadership, discussions with the State's Chief Human Resources Office with the Oregon Department of Administrative Services (DAS), and targeted undergraduate programs that would be present in the facility.

Karaman turned the Board's attention to the pro formas, including in the written docket materials. She started with the conservative pro formas, showing classes only in the evenings and weekends. She reviewed the potential revenues and expenditures for each of the pro formas. Karaman noted



that, because the University would be using reserve funds to purchase the building, it would be able to carry the initial depreciation on the University books, but improvements funded by State XI-Q bonds would not be on the University's books. Trustee Morse asked about the likelihood of the various scenarios, including the possibility of moving to using the building during the day for classes. Karaman and Winningham discussed the integrity of the enrollment projections based on actual enrollment in the current rental space. Keulks asked why the pro formas were based on the projections of full capacity and expressed concerns about the assumptions. Keulks inquired about actual enrollment data. Winningham clarified that, in the past year, the average class size was 12. Holman-Kidd added that actual enrollments exceeded projections in the pro formas. Karaman stressed under the pro formas, the Salem project would be cash flow positive. Shetterly asked for Karaman and Winningham to reconcile the numbers included in the pro formas and other information that Keulks shared from campus presentations. Winningham noted that—previously—the University was not permitted to advertise programs and Holman-Kidd observed that, with the Masters in Organizational Leadership, the University was now receiving graduate tuition revenue. Morse asked when the Board and University could expect some information and projections on programming for larger employers, such as the State. Koontz noted preliminary information on progress in January would be useful.

Keulks asked about the \$100,000 scholarship and expressed his disappointment that it would not be offered through Financial Aid. McDonough clarified that the Foundation would manage the endowment—funded by the seller—and the scholarships would be administered and dispersed by Financial Aid. Keulks shared that his concerns were resolved.

Shetterly asked about the mechanics of the purchase. Karaman reiterated that the title will be in the name of the State of Oregon. Shetterly inquired about the use of XI-Q bonds and noted that he did not observe the use of XI-Q bonds in the motion or written docket materials. Karaman and Hagemann clarified the amount of the motion and the implication of the use of XI-Q bonds. Shetterly asked about the revolving line of credit. Karaman turned the Board of the three financing options in the written docket materials. Karaman confirmed the staff's recommendation of using University reserves to purchase the building, but to also establish a revolving line of credit to replenish reserves. Keulks asked whether or not the staff considered leasing property instead of purchasing property. Karaman observed various advantages to purchasing the building, including significant changes to lease accounting that would require booking of the entire liability.

After discussion, Komp called for a motion to approve the purchase of the Vick Building in Salem, Oregon as presented to the Board and described in the written docket materials. Shetterly moved the purchase, and Koontz seconded the motion. For the record, Komp recited the motion as included in the written docket materials.

The following trustees voted in favor of the motion:

Jaime Arredondo  
Jim Baumgartner  
Gayle Evans



Gavin Keulks  
Betty Komp  
Cec Koontz  
Malissa Larson  
Doug Morse  
Lane Shetterly

No trustees opposed the motion.

The motion passed.

#### **IV. BREAK**

#### **V. AGB PRESENTATION—REVIEW SURVEY RESULTS**

Komp recognized Dr. Carol Cartwright to introduce the Board’s survey results. Prior to Cartwright’s presentation, Komp asked Shetterly and Baumgartner to offer a brief summary of how Oregon’s public universities achieved independence. Cartwright observed that that Board survey is tied directly to best practices identified by the Association of Governing Boards. The survey features areas of strength, highlights consensus, and identifies issues to address in order improve performance. Cartwright noted that there were six categories in the survey: institutional sustainability, leadership and shared governance, mission and strategy, board culture, quality of educational experience, and board performance. She noted that she will go through each section and unpack responses and comments. She observed that it is quite common for university boards to rank institutional sustainability the highest and educational experience lower because, sometimes, trustees do not want to overstep into the academic enterprise.

Cartwright shared her “headlines” from the survey results. She observed: (1) the Board believes it is effectively fulfilling its fiduciary duties, (2) the Board is proud of how it launched its work as a new Board, and (3) the Board appreciates its role in developing the strategic plan. Shetterly asked about the responses to the board performance section of the survey. Cartwright continued with her “headlines,” noting the Board wants more robust discussions, the Board’s top concerns are enrollment and funding, and it is interested in data-driven decision-making. She concluded her “headlines” with the Board needs clarification on the Board’s role in overseeing auxiliary organization, the Board wants to understand its role in fundraising, and the trustees want to get to know each other on a personal level. Cartwright challenged the Board to understand a comprehensive view of the Board’s fiduciary duties as more than simply money, but, the protection of the asset completely.

Cartwright turned to examine each of the six survey sections individually. Starting with Mission and Strategy, Cartwright explained how she evaluates the responses to determine consensus. She observed that some of the highest scores of the entire survey were in this section, perhaps attributable to the Board’s familiarity with the University’s strategic plan. Cartwright stated that the essential theme of this section is the Board has a desire to spend more time on strategic discussion



and to be more data-driven in its decision-making. Trustee Larson reiterated her interest in cultivating a diversity of viewpoints on the Board.

Cartwright turned next to Leadership and Shared Governance, observing very positive results. Cartwright discussed her experience as a university president and her interface with Ohio's governor to suggest how to improve her board; Shetterly asked Hagemann for clarification on how WOU approaches the Governor when the Board has vacancies. In order to enhance diversity of viewpoints, Cartwright suggested that other institutions invite non-voting members from outside of the University to observe or support the Board's committees. For the survey, Cartwright noted that there is interest in understanding how to work with external stakeholders and in clarifying the meaning of shared governance. Cartwright asked the Board what they believed shared governance meant. Keulks reiterated shared governance as a core value and Cartwright observed that, in many instances, faculty misunderstand the full Board's fiduciary duty. Several trustees explored how to engage a broader group of stakeholders to give voice to Board deliberation.

As for Institutional Sustainability, Cartwright stressed the Board's strength and confidence in the Board's understanding of the University's finances. Cartwright surmised that the comments suggested a high level of confidence in the University's finance team and in the Board's oversight of financial affairs. She noted that the Board's role with respect to auxiliary organizations should be clarified and observed that if the University's name is on an auxiliary organization, it would be included in the Board's fiduciary obligation. Baumgartner asked about the relationship between the Board of Trustees and the WOU Foundation's Board.

Cartwright moved to the Quality of Educational Experience next. She observed that the rankings in this section were lower than other categories. She noted that boards tend to be cautious in evaluating the quality of the educational experience and Cartwright shared that she would dive into this topic later during the retreat. She shared that the Board needs clarification about the Board's role in co-curricular and auxiliary operations is needed. She stated that the comments suggested an interest in measuring community and economic impacts and understanding the metrics used to judge academic quality. Board Performance followed. Cartwright observed that—overall—the section was rated the lowest, but that answers to three questions might have pulled the overall score down. She noted that some of the questions might not pertain to this Board. She asked the Board to specifically consider answers to Question 5.4 of the survey. The final section of the survey was Board Culture. Cartwright pulled out observations on trustees interested in getting to know each other personally and need for more information on personal philanthropy requirements.

Cartwright summarized the Board's overall satisfaction as articulated in the survey responses. As described previously, the highest scores were aligned with the Board's fiduciary duties and the lowest rankings were focused on "time, energy, and expertise are put to good use." Cartwright surmised that it might be related to earlier comments about wanting more time for robust discussion and more focus on strategic topics. Hagemann shared, as the board professional, the Board's Office has tried to adapt to the Board's interest in discussion and modifying the Board agenda and schedule to take most advantage of the Board's talents and skills.



Cartwright shared that the Board might focus attention on its committees in order to enhance strategic conversation because, in many instances, much of board work could occur in committees. She noted that if committees tackle large topics, it might be easier to devise work across the committees to tee up robust, strategic discussions at full Board meetings. It also provides the full Board greater confidence—as fiduciaries—in information necessary to make good decisions. Separate from overall satisfaction, Cartwright conveyed the challenges identified by the Board in the survey as enrollment and financial viability, student readiness, HSI challenges, and risks inherent in making “big bets.” The Board also identified building reputation and marketing as a challenge. As for Board priorities, the focus was on spending more time on strategic conversation, with board roles, practices and committees were lower priorities for the Board, suggesting to Cartwright that they were in reasonable shape. Several trustees continued the conversation on how to pivot to robust, strategic discussions. Cartwright asked for any final comments and Keulks pointed out that—amid the conversation about engaging committees—that he would be disappointed if less action items came to the full Board.

## **VI. LUNCH**

## **VII. AGB REPRESENTATION—STRATEGIC ISSUES IN HIGHER EDUCATION**

### Strategic Thinking About Impact on WOU

Cartwright offered brief remarks on some strategic issues facing higher education in order to tee up small-group conversations on the topics and trends the University should tackle. She walked through national trends, such as demographics shifts, intense competition to recruit and retain students, financial aid policies may not be aligned with new realities, contraction of traditional revenue streams, shrinking middle class, uncertainties about endowments returns and pension liabilities, accountability for student learning outcomes and employability, increased attention to instructional quality and the cost of compliance with regulatory requirements. Cartwright also shared concern about the essential value proposition of higher education: rising skepticism about the fundamental value of higher education and increasing questions about the cost and return on investment.

Cartwright asked the Board to divide into smaller groups in order to identify five, broad strategic issues facing the University. After the Board and staff divided into four small groups and reconvened, the groups identified the following as core issues facing higher education and the University:

#### Group 1

- Social/Emotional/Mental Health (resiliency, attachment, cooperation)
- Devaluation of higher education (both political and applicability of degrees)
- Importance of global citizenship versus nationalism
- Relationship education versus transactional education
- Smaller overall population (decrease in the pipeline)
- Economics: Employment/internships/student needs (lack of paid internships, etc.)



### Group 2

- HSI and Diversity (personalized support, all types of diversity, free speech)
- Reducing enrollment (right-sizing the University)
- Being nimble and responsive of new programs that meet industry needs
- Adult learners, life-long learning
- Affordability (reduction in public funding/support)

### Group 3

- Economic trends (housing, healthcare, debt)
- How people value higher education (how do we educate families and students)
- Obsolete jobs by 2030
- Leveraging technology and use of technology to further experience and approach to learning
- Nimble (ability to change and change quickly)
- Actively create culture that helps prepare students for the workforce

### Group 4

- Outreach and delivery options
- Align demographics
- Partnerships with businesses—connect with our students
- Bilingual programs—ways to leverage competitive advantage
- Futures Committee (5-10 year look-ahead, anticipating trends, build to capacity)

## **VIII. AGB PRESENTATION—OVERSEEING EDUCATIONAL QUALITY**

### Theory and Practice

In the context of the survey results ranking the Board's role in determining the quality of the educational enterprise lower than other sections of the survey, Cartwright offered theoretical and practical observations on what the Board's role in overseeing educational quality might be. She used a business analogy as a way of conceiving what a Board might do to oversee educational quality, focusing on questions such as (1) how good is our product, (2) how good are we at producing our product, (3) are our customers satisfied, (4) do we have the right mix of products, and (5) do we make the grade? Distinct from the faculty or University's role in overseeing educational quality, Cartwright outlined some approaches and strategies a Board could take. She noted the Board's role in overseeing educational quality could focus on the commitment to develop capacity for ensuring educational quality, ensuring that policies and practices are in place and effectively implemented to promote quality, and a charge to the president and provost that student learning is assessed, data about outcomes are gathered, results are shared with the Board and involved constituents, and deficiencies and improvements are tracked.

Cartwright continued that boards should be responsible for approving and monitoring the financial resources committed to support a high-quality education experience, they should develop an understanding of the university's academic programs, they should ensure that programs and resources are focused on the total educational experience, and they should develop a working knowledge of accreditation.



Finally, Cartwright shared the four major areas of academic quality assurance: assessment of student learning, student retention and graduation, stakeholder satisfaction, and academic program review.

**IX. BREAK**

**X. SUMMARY AND ACTION ITEMS**

**XI. A LOOK AHEAD—2019-2020 PLANNING**

Komp and Cartwright collapsed action items with 2019-2020 planning. Cartwright asked the trustees to break into their committees and determine what each committee would like to address and tackle over the 2019-2020 academic year. After the Board and staff divided into committee groups and reconvened, the committees identified the following as topics that each committee would like to address:

Executive, Governance and Trusteeship

- Board Vacancies
- Fundraising/Comprehensive Campaign
- Diversity/Inclusion/Equity/Accessibility
- Presidential Retention
- Review WOU's mission and vision statements

Finance and Administration

- Right-sizing the institution
- Capital construction if/when no state funding is available
- Continuous improvement/cost efficiencies
- Review WOU's mission and vision statements

Academic and Student Affairs

- Academic Quality
- Free Speech
- Becoming an HSI
- Healthcare
- Co-Curricular Activities
- Apple Partnership
- Review WOU's mission and vision statements

**XII. ADJOURNMENT**



Komp adjourned the meeting at 4:30 PM with a quorum of the Board (Zellee Allen, Jaime Arredondo, Jim Baumgartner, Gayle Evans, Gavin Keulks, Betty Komp, Cec Koontz, Malissa Larson, Doug Morse, Lane Shetterly).

A handwritten signature in black ink, appearing to read "Ryan James Hagemann".

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Ryan James Hagemann  
Secretary to the Board of Trustees

## **Finance & Administration Committee (FAC), November 8, 2019 Management Report**

### Period 3 Actual to Actual and Percent Variance Education & General Fund:

This report provides three months of actual revenue and expense activity (as of September 30, 2019) as compared to the same period in prior fiscal year.

#### Revenues:

Student fees & tuition (net of remissions) are \$1.808 million less than the prior year due to an approximate 5% decrease in fall term enrollment this academic year. Government resources & allocations have increased by \$1.012 million from prior year based on the HECC's Public University Support Fund (PUSF) allocation.

#### Expenses:

Personnel expenses include the second and final retirement window program payment of \$783k. Personnel expenses increased from prior year due to the increases in salary rates and retirement contributions. Total increase in personnel expenses is \$569k. Services and supplies expenses are on par with the prior period.

#### Net Revenues less Expenses:

Net revenues less expenses have decreased by \$1.281 million.

### FY20 Projected Year-End for Education and General Fund:

The projected year-end methodology is a combination of actual revenues and expenses for the first three months of operations and projections for the remaining nine months of FY20. Projections for periods four through twelve are based on the actual FY19 realization/burn rates for period three, which are applied to FY20 revenues and expenses.

#### Revenues:

Total revenues are projected to be \$69.419 million, \$3.799 million less than the FY20 adopted budget. Tuition is projected to be \$3.586 million less than the adopted budget, due to an approximate 5% decrease in enrollment.

#### Expenses:

The first quarter data in relation to expenses to the full year is quite volatile, since the first quarter is primarily summer activity which is not reflective of normal operations. Due to this, total expenses are projected to be the proposed adjusted budget amounts.

#### Operating Net Revenues less Expenses:

Net revenues less expenses is projected to be a loss of \$1.051 million versus the FY20 adopted budget of \$1.311 million.

Transfer Schedule:

A projected transfer schedule is attached to provide details for the projected transfers in and out.

Net Revenues less Expenses and Transfers:

Net revenues less expenses and transfers is projected to be a loss of \$5.379 million versus the FY20 adopted budget of \$2.282 million. This is primarily due to the transfer out of \$3.5 million for the purchase and remodel of the Salem Vick Building. Projected year end fund balance is \$7.829 million, or 11.28% of projected revenues.

**COMMITTEE RECOMMENDATION:**

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the FY20 Projected Year-End Report and the overall Management Report as of September 30, 2019.

Western Oregon University  
**P3 YTD Actual to Actual Variance Education & General Fund**  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of September 30, 2019  
For the Fiscal Year Ended June 30, 2020

	<b>P3 YTD FY19</b>	<b>P3 YTD FY20</b>	<b>Variance</b>	<b>Note</b>
	<b>Actuals</b>	<b>Actuals</b>		
<b>Revenues</b>				
Student Fees & Tuition (net of remissions)	16,546	14,738	(1,808)	Lower enrollment/earlier disbursement of fee remissions
Government Resources & Allocations	8,852	9,864	1,012	HECC higher allocation
Gift Grants and Contracts	184	190	7	
Other Revenue	893	835	(58)	
<b>Total Revenues</b>	<b>26,475</b>	<b>25,627</b>	<b>(848)</b>	
<b>Expenses</b>				
Personnel	9,900	10,469	569	Salary rate & retirement contribution increases
Service & Supplies	2,012	2,015	3	
Capital Expense	146	7	(139)	
<b>Total Expenses</b>	<b>12,058</b>	<b>12,491</b>	<b>434</b>	
<b>Net Revenues less Expenses</b>	<b>14,417</b>	<b>13,136</b>	<b>(1,281)</b>	

Western Oregon University  
**P3 Percent Actual Variance Analysis Education & General Fund**  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of September 30, 2019  
For the Fiscal Year Ended June 30, 2020

	<b>P3 FY19 Realization/ Burn Rate %</b>	<b>P3 FY20 % of Adopted 2020 Budget</b>	<b>Variance</b>
<b>Revenues</b>			
Student Fees & Tuition (net of remissions)	41.57%	36.48%	-5.09%
Government Resources & Allocations	34.92%	35.87%	0.95%
Gift Grants and Contracts	21.66%	18.83%	-2.83%
Other Revenue	21.21%	19.40%	-1.81%
<b>Total Revenues</b>	<u>37.71%</u>	<u>35.00%</u>	<u>-2.71%</u>
<b>Expenses</b>			
Personnel	16.62%	16.83%	0.21%
Service & Supplies	27.54%	23.67%	-3.87%
Capital Expense	32.18%	3.64%	-28.54%
<b>Total Expenses</b>	<u>17.91%</u>	<u>17.62%</u>	<u>-0.30%</u>

Western Oregon University  
 FY20 Projected Year-End  
 (Unaudited, non-GAAP, for management purposes only)  
 (in thousands)

As of September 30, 2019  
 For the Fiscal Year Ended June 30, 2020

	FY19 Year-End Actuals	FY20 Adopted Budget	FY20 Year-End Projected	Variance FY20 Projected Year-End to Adopted Budget	FY20 Proposed Adjusted Budget	Variance FY20 Projected Year-End to Proposed Re-Budget	Note
<b>Education &amp; General Fund</b>							
<b>Recurring Operating Activities</b>							
Student Fees & Tuition (net of remissions)	39,804	40,405	36,820	(3,586)	36,820	0	Lower enrollment/adjusted for timing difference in fee remission disbursement.
Government Resources & Allocations	25,348	27,500	27,512	12	27,512	0	Projection is based on amount provided by HECC.
Gift Grants and Contracts	848	1,010	878	(132)	850	28	Timing difference.
Other Revenue	4,209	4,303	4,209	(94)	4,209	0	Timing difference. Adjusted projection to prior year actuals.
<b>Total Revenues</b>	<b>70,209</b>	<b>73,218</b>	<b>69,419</b>	<b>(3,799)</b>	<b>69,391</b>	<b>29</b>	
Personnel	58,712	62,196	59,240	2,956	59,240	0	Adjusted to proposed adjusted budget.
Service & Supplies	7,304	8,511	7,640	871	7,640	0	Adjusted to proposed adjusted budget.
Capital Expense	454	203	203	0	203	0	Adjusted to proposed adjusted budget.
<b>Total Expenses</b>	<b>66,470</b>	<b>70,910</b>	<b>67,083</b>	<b>3,828</b>	<b>67,083</b>	<b>0</b>	
Interfund Transfers In	(12,350)	(841)	(1,081)	240	(841)	240	Projection is based on transfer schedule.
Interfund Transfers Out	16,971	4,460	4,468	(9)	4,460	(9)	Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>71,091</b>	<b>74,529</b>	<b>70,471</b>	<b>4,059</b>	<b>70,702</b>	<b>231</b>	
<b>Operating Net Revenues less Expenses</b>	<b>(883)</b>	<b>(1,311)</b>	<b>(1,051)</b>	<b>(260)</b>	<b>(1,311)</b>	<b>(260)</b>	
<b>Other Activities</b>							
Investment in Salem Building	0	0	(3,500)	3,500	(3,500)	0	
Retirement Window Payment	(840)	(838)	(783)	(55)	(783)	0	
Other	(213)	(133)	(45)	(88)	(45)	0	
Total Other Activities	(1,052)	(971)	(4,328)	3,357	(4,328)	0	
<b>Total Net Revenues less Expenses</b>	<b>(1,935)</b>	<b>(2,282)</b>	<b>(5,379)</b>	<b>3,097</b>	<b>(5,639)</b>	<b>(260)</b>	
<b>Fund Balance at the Beginning of the Year</b>	<b>15,143</b>	<b>13,208</b>	<b>13,208</b>		<b>13,208</b>		
<b>Fund Balance at the End of the Year</b>	<b>13,208</b>	<b>10,926</b>	<b>7,829</b>		<b>7,569</b>		
<b>Fund Balance as a Percentage of Revenues</b>	<b>18.81%</b>	<b>14.92%</b>	<b>11.28%</b>		<b>10.91%</b>		

Western Oregon University  
**FY20 Projected Year-End**  
(Unaudited, non-GAAP, for management purposes only)  
(in thousands)

As of September 30, 2019  
For the Fiscal Year Ended June 30, 2020

	FY19 Year-End	FY20	FY20 Year-End	Variance FY20	FY20 Proposed	Variance FY20	Note
	Actuals	Adopted Budget	Projected	Projected Year-End to Adopted Budget	Adjusted Budget	Projected Year-End to Proposed Re-Budget	
<b>Auxiliary Enterprises Funds</b>							
Enrollment Fees	7,125	7,032	6,460	(573)			
Sales and Services	14,341	14,339	13,036	(1,303)			
Other Revenue	1,923	1,723	3,454	1,731			
<b>Total Revenues</b>	<b>23,389</b>	<b>23,094</b>	<b>22,950</b>	<b>(144)</b>			
Personnel	11,374	12,089	11,921	168			
Service & Supplies & Capital Expense	12,719	13,490	12,943	546			
<b>Total Expenses</b>	<b>24,093</b>	<b>25,579</b>	<b>24,864</b>	<b>715</b>			
Interfund Transfers In	(12,736)	(10,703)	(3,673)	(7,030)			Projection is based on transfer schedule.
Interfund Transfers Out	9,850	8,691	522	8,168			Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>21,207</b>	<b>23,566</b>	<b>21,713</b>	<b>1,853</b>			
<b>Net Revenues less Expenses</b>	<b>2,182</b>	<b>(472)</b>	<b>1,237</b>	<b>1,708</b>			
<b>Additions/Deductions to Fund Balance</b>	<b>(2,487)</b>		<b>(2,423)</b>				
<b>Fund Balance at the Beginning of the Year</b>	<b>12,851</b>		<b>12,546</b>				
<b>Fund Balance at the End of the Year</b>	<b>12,546</b>		<b>11,359</b>				
Fund Balance as a Percentage of Revenues	53.64%		49.50%				
<b>Designated Operations, Service Departments, Clearing Funds</b>							
Enrollment Fees	107	113	99	(14)			
Sales and Services	288	174	216	43			
Other Revenue	2,337	2,046	1,917	(129)			
<b>Total Revenues</b>	<b>2,732</b>	<b>2,333</b>	<b>2,233</b>	<b>(100)</b>			
Personnel	1,144	1,011	966	45			
Service & Supplies & Capital Expense	1,226	1,312	2,234	(922)			
<b>Total Expenses</b>	<b>2,371</b>	<b>2,323</b>	<b>3,200</b>	<b>(877)</b>			
Interfund Transfers In	(343)	0	(16)	16			Projection is based on transfer schedule.
Interfund Transfers Out	299	1	6	(5)			Projection is based on transfer schedule.
<b>Total Expenses and Transfers</b>	<b>2,327</b>	<b>2,324</b>	<b>3,190</b>	<b>(866)</b>			
<b>Net Revenues less Expenses</b>	<b>405</b>	<b>9</b>	<b>(957)</b>	<b>(966)</b>			
<b>Additions/Deductions to Fund Balance</b>	<b>(420)</b>		<b>(348)</b>				
<b>Fund Balance at the Beginning of the Year</b>	<b>2,965</b>		<b>2,951</b>				
<b>Fund Balance at the End of the Year</b>	<b>2,951</b>		<b>1,646</b>				
Fund Balance as a Percentage of Revenues	108.01%		73.74%				

**Western Oregon University**  
**Transfers Schedule - Projected**

(Unaudited, non-GAAP, for management purposes only)

	E&G			Auxiliary			Des Ops - Serv Dept.	Plant fund		Endowment	Total
<b>Transfers In E&amp;G</b>	(a)			(b)			(b)			(c)	
<b>Actual</b>				237,322			2,638				239,960
<b>Upcoming</b>	831,735									8,893	840,628
<b>Transfers Out E&amp;G</b>	(a)			(d)	(e)	(f)		(g)	(h)	(c)	
<b>Actual</b>						53,777			2,698,042		2,751,819
<b>Upcoming</b>	831,735			3,298,158	150,000			175,000	801,958	4,804	5,261,655
<b>Transfers In AUX</b>	(d)	(e)	(f)				(i)	(j)			
<b>Actual</b>			53,777				3,336	167,612			224,725
<b>Upcoming</b>	3,298,158	150,000									3,448,158
<b>Transfers Out AUX</b>	(b)						(k)	(j)			
<b>Actual</b>	237,322						10,000				247,322
<b>Upcoming</b>								275,000			275,000
<b>Transfers In DO, SD</b>				(k)			(l)				
<b>Actual</b>				10,000			6,440				16,440
<b>Upcoming</b>											-
<b>Transfers Out DO, SD</b>	(b)			(i)							
<b>Actual</b>	2,638			3,336							5,974
<b>Upcoming</b>											-

Type	Description
(a)	HECC Specific Targeted Funding
(b)	Return of FY19 'loans' to cover cash deficits in Athletics, Conference Services, Sundry & Rainbow Dance
(c)	Endowment matches
(d)	Athletic operations support
(e)	Child Development Center support
(f)	Werner University Center Pacific Room remodel support
(g)	Small-Scale Energy Loan Program debt service
(h)	Purchase & remodel of Vick Building in Salem
(i)	Close out old library service index
(j)	Building & equipment replacement reserves for Housing, Dining, Parking, Health & Wellness Center, and the Werner University Center
(k)	Vending income sponsored scholarships
(l)	Close out grant

## **Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate: Teaching Interpreting**

The Division of Deaf Studies and Professional Studies proposes a graduate certificate in Interpreting Studies: Teaching Interpreting. The 18-credit program would be delivered online. A 2017 needs assessment found demand for advanced interpreting studies programs to train educators who teach at academic institutions in the Pacific Northwest and nation-wide. The graduate certificate in Interpreting Studies: Teaching supports existing faculty and soon-to-be faculty in advancing the quality of education for interpreters. At present, those who teach interpreting are largely those who do the task of interpreting well; however, that does not automatically translate to a qualified instructor. The proposed certificate would address this gap in pedagogical skill. In addition, the graduate certificate serves practicing interpreting professionals, who are required to maintain credentials by earning continuing education units.

The proposed graduate certificate in Teaching Interpreting joins other graduate certificate packages in Interpreting Studies that address the need for qualified interpreter educators nationwide. As is the case with the other Interpreting Studies graduate certificates, the proposed certificate may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.

The proposed certificate received Faculty Senate Approval on July 9, 2019 and the proposal is supported by the dean of the College of Education and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees accept the introduction of a new graduate certificate in Interpreting Studies: Teaching Interpreting as included in the docket material.



## Proposal for a New Academic Program

**Institution:** Western Oregon University

**College/School:** College of Education

**Department/Program Name:** Interpreting Studies

**Degree and Program Title:** Graduate Certificate in Teaching Interpreting

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
  - a. 16.1603 Sign Language Interpretation and Translation
  - b. **“16.1603 Sign Language Interpretation and Translation.** A program that prepares individuals to function as simultaneous interpreters of American Sign Language (ASL) and other sign language systems employed to assist the hearing impaired, both one-way and two-way. Includes instruction in American Sign Language (ASL), alternative sign languages, finger spelling, vocabulary and expressive nuances, oral and physical translation skills, cross-cultural communications, slang and colloquialisms, and technical interpretation.”
  - c. From: <http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=16.1603>
  - d. **“----- Sign Language Interpretation and Translation (Report under 16. 1603)”**
  - e. From: <http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=13>
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.
  - a. Based on the needs assessment conducted in 2017, there is a demonstrated demand for advanced interpreting studies programs. Interpreting professionals are required to maintain credentials by earning continuing education units. WOU's DSPPS will offer several graduate certificate packages for interpreters and interpreter educators. By offering a certificate program in Interpreting Studies: Teaching Interpreting, the division seeks to address the need for qualified interpreter educators nationwide.. Each certificate package may be applied to the MA in Interpreting Studies, if students wish to pursue a degree.
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

- Interpreting Studies: Teaching interpreting (18 credits)
  - INT 624 Teaching and Technology (1)
  - INT 640 Teaching Ethics and Professional Practice (3)
  - INT 650 Teaching Meaning Transfer (3)
  - INT 655 Assessment for Interpreter Educators (3)
  - INT 609 Practicum (2)
  - INT 675 Adult Education (3)
  - INT 665 Curriculum Development (3)
- Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
  - a. Online.
- d. Adequacy and quality of faculty delivering the program.
  - a. Certificate is designed to include courses that already exist and are taught as a part of existing degree programs (MAIS), thus increasing enrollment in those courses and not costing additional faculty FTE.
  - b. **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the

grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.

- c. **Ms. Amanda R. Smith**, MA, NIC-Master, CI/CT, Ed: k-12, SC:L, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

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

f.

Dr. Elisa Maroney	full-time, tenured professor
Amanda R. Smith	full-time, tenured professor

g. Other staff.

- a. N/A

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

- a. Online resources such as Moodle for curriculum delivery are currently used and supported at WOU.
- b. WOU’s Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items.

i. Anticipated start date.

- a. Winter 2020

**2. Relationship to Mission and Goals**

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

- a. “Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” This is the mission of WOU. This program aligns by engaging with pre-interpreting students much earlier in their educational journey, optimizing advising, growth, and appropriate career path choices. The institutional missions include the following that this program aligns with:
  - i. 1.1.3 Strengthen programs that support graduates’ career, professional, and graduate school preparedness
  - ii. 1.3.3 Support curricular innovation and accountability.
  - iii. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
  - iv. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
  - v. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

HECC identifies the following initiatives for the state of Oregon higher education industry:

1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
2. Public College and University Funding: supporting sustainable state funding linked to student success.
3. Pathways: simplifying and aligning student pathways from cradle to career.
4. Student Support: enhancing student success, safety, and completion.
5. College Affordability: limiting student costs for attending college in Oregon.
6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

Given the brief history of professional training of signed language interpreters at academic institutions (formally since the 1970s), there is a need to train the trainers. Those who teach are largely those who do the task of interpreting well, that does not automatically translate to a qualified instructor. This set of courses supports existing faculty and soon-to-be faculty in advancing the quality of education for interpreters.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;
    - a. Interpreter education and continuing professional development is sorely lacking in the pacific northwest, and the nation. This certificate will open doors for interpreters to advance their careers and perhaps entice them to seek the full master's degree after taking a few of our courses.
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
    - a. In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a Community Needs Assessment to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that the quantity and quality of interpreters in the state is significantly lacking. This lack of quantity and quality means that many interpreting jobs go unfilled resulting in Deaf/HH Oregonians unable to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews, to name a few of the impacts.
  - iii. address civic and cultural demands of citizenship.

### **3. Accreditation**

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
  - a. N/A. The Commission on Collegiate Interpreter Education (CCIE), the professional accrediting body for signed language interpreter education in the U.S., does not currently accredit advanced degrees, nor are there existing standards for this area. However, the design of this certificate and the degree program it is housed in, is based upon the values and standards that do exist for pre-service interpreting programs.
- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
  - a. The new program developed is mindful of not only CCIE standards but also current research done by faculty, graduate students and the field at large.
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

- a. WOU does house an ASL/English interpreting program that is accredited by the Commission on Collegiate Interpreter Education (CCIE). This program is the type of program in which graduates from the certificate program may work - so not a direct connection but related. Students enrolled in the certificate program may also do practica experiences with the existing undergraduate program.
- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
  - a. The degree in which this certificate is housed is not eligible for discipline specific accreditation because it is an advanced interpreting degree, they do not currently accredit at that level.

**4. Need**

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

	Graduate projections, first 6 years of the program				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Headcount	5	10	10	10	10
SCH generation	60	150	150	150	150
Certificate Completers	0	5	5	5	5
Once course per term F, W, Sp, Su; Five terms to complete;					

- b. Expected degrees/certificates produced over the next five years.
  - a. See above = 25 certificate completers over the next 5 years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
  - a. Part-time, working adults from across the country. Likely non-traditionally aged. Could have international participation as well.
- d. Evidence of market demand.
  - a. In 2015, a needs assessment survey was administered among certified and non-certified interpreters nationwide inquiring as to the interest in graduate education in interpreter. We had 59 respondents. Of those interested in graduate, 78% were interested in a doctoral degree and graduate certificate work.
  - b. Certified signed language interpreters are required to obtain continuing education units (CEUs). Academic, credit-bearing coursework is one of the most direct ways to get those CEUs as the national organization (Registry of Interpreters for

the Deaf) recognizes credits from an accredited institution without need for much other justification.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).
  - a. N/A
- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?
  - a. Successful candidates will continue their pursuits as signed language interpreters, serving as mentors and leaders in their communities - specifically as faculty in interpreter education programs in their local areas.

## **5. Outcomes and Quality Assessment**

- a. Expected learning outcomes of the program.
  - a. Students completing the Teaching Interpreting Certificate will:
    - i. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
  - a. Course final projects regarding philosophy statements and development of practices within their communities.
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.
  - a. Tenured and tenure-track faculty in the Interpreting Studies program have appointments in the division of Deaf Studies & Professional Studies, and are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

## **6. Program Integration and Collaboration**

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

- a. This certificate program is closely related to the Master of Arts in Interpreting Studies, specifically the advanced/teaching track. Faculty will continue to work together for effective and efficient instruction.
- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
  - a. There are no similar program in other Oregon institutions, nor anywhere west of Washington, D.C. and Florida.
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
  - a. No existing similar programs.
- d. Potential impacts on other programs.
  - a. Potential for students enrolling in the certificate to continue and pursue Master's degree.

**7. External Review**

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

N/A

*Revised May 2016*

**Instructions on Budget Outline form**

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**1. Whose viewpoint?**

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

**2. No additional resources needed?**

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

### **3. Additional resources needed?**

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2020-2021

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						

Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						

<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						
Other Expenses						
<b>Physical Facilities Subtotal</b>						

<b>GRAND TOTAL</b>						
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Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	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
<b>Personnel</b>						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring						
<b>Personnel Subtotal</b>						
<b>Other Resources</b>						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
<b>Other Resources Subtotal</b>						
<b>Physical Facilities</b>						
Construction						
Major Renovation						

Other Expenses						
<b>Physical Facilities Subtotal</b>						
<b>GRAND TOTAL</b>						

## **Academic and Student Affairs Committee (ASAC), Proposal for a new undergraduate certificate: Professional Writing**

The English Studies Department within the Division of Humanities proposes an undergraduate certificate in Professional Writing that will be available on WOU's Monmouth campus and at the developing WOU:Salem campus. The disciplinary foundations of the certificate lie in Professional and Technical Writing, a diverse field of practices which seeks to improve the quality of written communication between content creators, writers, and audiences. The curriculum requires four (4) classes (16 credit hours) in which students learn to compose and edit documents in multiple media at a professional level. The focus of the program will be on giving students a rich and wide-ranging experience in professional writing conventions, so that by the end of the certificate they will have experience with the foundations of professional writing practice, the visual design components of writing, professional editing, and real-world professional writing experience (e.g., grant-writing, workplace internship).

All courses will be taught in the Writing program within the English department. The certificate builds upon existing courses in Professional and Technical Writing. Students can either take the certificate without pursuing a full bachelor's degree at WOU, in which case they will be awarded the certificate as soon as they fulfill the certificate requirements, or as a part of their bachelor's degree, in which case the certificate will be awarded upon the student's graduation.

Writing is a vital workplace skill. In the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned was severely lacking among recent college graduates. This certificate will provide opportunities for WOU undergraduate students to hone their skills, and an avenue for adult learners to strengthen work-related skills.

The proposed certificate received Faculty Senate Approval on July 9, 2019 and the proposal is supported by the dean of the College of Liberal Arts & Science and provost. Upon approval by the WOU Board of Trustees the NWCCU will be notified of this change.

### **COMMITTEE RECOMMENDATION:**

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees accept the introduction of a new undergraduate certificate in Professional Writing as included in the docket material.



## Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Liberal Arts and Sciences

Department/Program Name: English

Degree and Program Title: Certificate in Professional Writing

1. Program Description
  - a. Proposed Classification of Instructional Programs (CIP) number.
  - b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

### **Proposed Program, Disciplinary Foundations and Connections**

The Professional Writing Certificate will be a program that requires students to take four classes (16 credit hours) in which they learn to compose and edit documents in multiple media at a professional level. All courses will be taught in the Writing program within the English department. The disciplinary foundations of the certificate lie in Professional and Technical Writing, a diverse field of practices which seeks to improve the quality of written communication between content creators, writers, and audiences. For several years now at WOU, classes in Professional and Technical Writing have been offered within the Writing program in the English Department.

### **Certificate as Independent or as Part of Bachelor's Degree Program (but not both)**

Students can either take the certificate without pursuing a full bachelor's degree at WOU, in which case they will be awarded the certificate as soon as they fulfill the certificate requirements, or as a part of their bachelor's degree, in which case the certificate will be awarded upon the student's graduation. However, it is important to provide a note on federal financial aid rules: if students pursue the certificate independent of a degree, they will not be eligible for federal financial aid. Similarly, if students pursue the certificate using federal financial aid while working toward a bachelor's degree but do not complete the bachelor's degree, they will not be granted the certificate (even if they have fulfilled all of the certificate's requirements).

### **Program Objectives**

1. Prepare students to compose and edit documents in multiple media at a professional level, skills which are necessary for success in a range of careers in the modern workplace.
2. Familiarize students with the theories and practices of professional writing.
3. Require students to use writing to engage with real-world challenges in the WOU community and beyond.

### **Programmatic Focus**

The focus of the program will be on giving students a rich and wide-ranging experience in professional writing conventions, so that by the end of the certificate they will have experience with the foundations of professional writing practice (WR300), the visual design components of writing (WR301 or WR401), professional editing (WR402), and real-world professional writing experience (WR409 or WR303 Grant Writing).

### **Certificate Offered**

The only offered certificate will be the Certificate in Professional Writing.

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

### **Required Courses (16 credit hours total; can be taken in any order)**

- **WR300** Technical and Workplace Writing (4 credits)
  - **WR301** Integrating Writing and Design (4 credits)  
OR **WR401** Writing Across Media (4 credits)
  - **WR402** Professional Editing (4 credits)
  - **WR409** Internship (for at least four credits)  
OR **WR303 Topics in Public and Professional Writing: Grant Writing** (4 credits)
- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

### **Program Delivery Location**

The three in-person courses of the certificate (WR300, WR301 or WR401, and WR402) have been and will be offered at the WOU Monmouth campus, and in the future one of them will be offered each quarter at WOU's Salem campus in hybrid form for the benefit of non-traditional students and working professionals. The fourth required course will be each student's choice: either an internship (WR409) arranged by the student and monitored by an internship supervisor and a Writing faculty member, or the Grant Writing course (WR303 Topics in Public and Professional Writing: Grant Writing, which will be taught online).

### **Course Scheduling**

The certificate is set up so that it will be possible for students to start it at the beginning of any quarter and complete it in one year (though they have the option of taking more time to complete the certificate). For the Salem campus, this will mean that students can complete the certificate by taking one of each of the hybrid courses per term for three terms at the Salem campus and taking either the online grant writing course or the internship during one of those quarters. The courses also have been and will be taught consistently at the Monmouth campus, and so the certificate will also be available to WOU students there. Due to the limitations of scheduling faculty, however, it may not be possible for students to acquire the certificate in one year without taking any courses at the Salem campus.

### **Course Technology**

The courses will all require the use of computer classrooms or laptops to accompany instruction for the in-person meetings. These requirements are already sufficiently covered in the places where these courses have been offered: ITC 003 on WOU's campus and the Salem campus classrooms.

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

All faculty members scheduled to teach classes have PhDs and have taken PhD coursework in Professional and Technical Writing and/or possess instructional experience in Professional and Technical Writing greater than three years in length.

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

Dr. Lars Soderlund, the organizer of WOU’s Professional and Technical Writing courses, is an Associate Professor at WOU, while Dr. Damian Koshnick is an incoming NTT assistant professor with a three-year contract that is liable for renewal at the end of those three years. Their teaching availability is more than sufficient to keep the certificate robust.

- g. Other staff.

N/A

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

The program will not require research or writing technology beyond what WOU already has available.

- i. Anticipated start date.

Fall 2020

## 2. Relationship to Mission and Goals

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

### **Support of Mission**

The certificate will support WOU’s mission of creating lasting opportunities for student success through transformative education and personalized support by providing a lasting skillset that students will use throughout their lives (professional writing is one of the most commonly requested skills from employers in a hybrid and online certification heretofore unavailable in the Willamette Valley).

### **Support of Vision and Values**

The certificate will familiarize students with the theories and practices of professional writing through the coursework it requires, and it will also require students to use writing to engage with real-world professional writing challenges in the WOU community and beyond, in keeping with WOU's Vision of increased public outreach (bullet 2) and of connecting students with communities through engagement in service and experiential learning (bullet 6). Students will contribute to their communities (Values bullet 4) most clearly in the form of either an internship or the online WR 303 Topics in Public and Professional Writing: Grant Writing course, which will prepare students to support the financial health of area institutions.

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

The primary way in which the certificate supports these goals is through providing the marketable skill of professional writing for students. Writing is a skill recognized as important in almost all professional fields, as evidenced by the frequency with which employers list writing as the most valuable skill that they would like to see from college graduates. In the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned as severely lacking among recent college graduates.

These data points suggest that if students graduate without sufficient skills in professional writing, they may be at risk of being underprepared for the job market. Students who graduate from an access institution like Western Oregon University may be especially at risk if they have taken a route to college that has not involved frequent writing practice, and this may be exacerbated if they do not happen to take upper-division courses in the new Gen Ed that have Writing as their high-impact practice. For these students, the Professional Writing Certificate will offer the opportunity to gain considerable experience with professional writing (and a certification) in a reasonable time frame.

The need for upper-division professional writing experience goes beyond WOU's Monmouth campus. With our expansion into Salem, the Professional Writing Certificate would enable working professionals and non-traditional students in the Salem area to sharpen their writing skills to increase their contributions to their workplace and to become more marketable as job applicants.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - i. improve educational attainment in the region and state;

This certificate will provide career-grounded coursework that provides an incentive for students to begin and continue with their college careers.

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

By offering the certificate to non-matriculated students, WOU would be supporting both professionals and would-be professionals with the ability to write professionally which is vital to both challenge and opportunity response.

- iii. address civic and cultural demands of citizenship.

The abilities to efficiently process information and to write clearly, qualities that this certificate engenders in its students, are key to being an informed and participating citizen.

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

N/A

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

N/A

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

N/A

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

N/A

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

NOTE: the certificate's courses also serve the English major, the Writing minor, various programs around campus that require professional writing courses, and some Gen Ed courses (WR 301 and WR 401, so far) and so do not represent a need beyond these courses or, necessarily, a visible enrollment beyond these populations.

- Year One (2020-2021): 30
- Year Two (2021-2022): 32
- Year Three (2022-2023): 34
- Year Four (2023-2024): 36
- Year Five (2024-2025): 38

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

Year One (2020-2021): 20

Year Two (2021-2022): 20

Year Three (2022-2023): 22

Year Four (2023-2024): 24

Year Five (2024-2025): 26

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

At first, the students who enroll and complete the certificate should primarily represent a body of students whose characteristics are in keeping with that of WOU's non-graduate student body, as those are the students who will be introduced to the program through their English major, Writing minor, Gen Ed coursework, or the requirements of another major that requires one of the courses in the certificate. However, if the Salem campus gains in popularity, then the number of both matriculated and non-matriculated non-traditional students could increase significantly.

- d. Evidence of market demand.

As mentioned above, in the most recent survey done by the National Association of Colleges and Employers' Center for Career Development and Talent Acquisition, 80% of employers indicated that written communication was a skill they highly valued in applicants. Similarly, the 2016 Workforce-Skills Preparedness Report by PayScale found that writing proficiency was the hard skill that managers most frequently mentioned was severely lacking among recent college graduates.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

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

Students who graduate with this certification should expect an increase in the attention that their career documents (resumes, etc.) garner from potential employers if they are pursuing a job that involves a large amount of professional writing. Additionally, employed students who are hoping to be promoted at their workplace should find the acquisition of a professional writing certificate to be an asset in the promotion process.

- 5. Outcomes and Quality Assessment
  - a. Expected learning outcomes of the program.

### **Learning Outcomes**

1. Compose in various professional writing genres, showing appropriate choices for documents' intended audiences, contexts, and purposes.
2. Demonstrate knowledge of visual style principles as they manifest in professional document design.

3. Demonstrate ability to write and edit documents for professional standards of clarity and concision, including arrangement of content, word choice, and situation-appropriate grammatical choices.
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Every three years, a selection of coursework of students who have completed the certificate will be assessed according to the learning outcomes.

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

As Western Oregon University is not primarily a research institution, no specific research in the area of professional and technical writing will be required of faculty teaching in the certificate. However, an indicator of success will be the changes that will be made to their courses over time in line with assessment data.

6. Program Integration and Collaboration
  - a. Closely related programs in this or other Oregon colleges and universities.

Oregon State University has a Certificate in Scientific, Technical, and Professional Communication.

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

The Oregon State certificate requires 30-31 credits and is more like a minor than the certificate WOU will offer. The Oregon State certificate offers students the opportunity to dive deeply into specific topics in technical and scientific communication, while the WOU certificate is much more focused on flexible professional writing in an employment context.

There are no other programs focused on professional writing at WOU, but eventually a collaboration with the Communications department could be possible, as some other institutions do attach programs like the proposed certificate to the Communications department (though many do not). At the moment, Communications at WOU focuses on verbal and physical communications, rhetoric, persuasion, communication and social justice, public relations, and other areas of study that do not have the technical and workplace writing focus of WOU's Professional and Technical Writing program in English.

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

N/A.

7. External Review

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

N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2020-2021

Program:

	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
<b>Personnel</b>						
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
<b>Other Resources</b>						
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
<b>Physical Facilities</b>						
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
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Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
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
<b>Other Resources</b>						
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
<b>Physical Facilities</b>						
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
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Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
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
<b>Other Resources</b>						
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
<b>Physical Facilities</b>						
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

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
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
<b>Other Resources</b>						
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
<b>Physical Facilities</b>						
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

## **EGTC, Report on Grants and Contracts**

Section 2.7 of the Board Statement on the Delegation of Authority extends authority over “grants and contracts for research, development, service, and training” to the University President. The Board Statement also requires a report to the Board for “initial contract[s] or grant award[s] that exceed...\$100,000.”

At its November 5, 2019 meeting, the Board’s Executive, Governance and Trusteeship Committee (EGTC) accepted a report enumerating the grants and contracts as described in the Board Statement on the Delegation of Authority.

The list of subject grants and contracts is attached.

It is anticipated that this acceptance of this report will be included on the full Board’s consent agenda.

### EGTC Recommendation

Consistent with the Board Statement of the Delegation of Authority, EGTC recommends acceptance of the attached grants and contracts report.

**WOU Current Active Awards Over \$100K- Fall 2019**

Title	Sponsor/ Prime Sponsor (original funding source)	Total Award Amount	Begin Date	End Date	Project Director	Grant Description
Post School Outcomes (PSO)	Oregon Department of Education (ODE)/U.S. Department of Education (USDE)	670,800.00	7/1/2017	12/30/2019	Dr. Sybille Guy	Assist Oregon Department of Education Office of Student Services in building infrastructure to capture and track Post School Outcome data from Oregon school districts.
Campus Against Sexual Assault (CASA)	U.S. Department of Justice (DOJ)	300,000.00	10/1/2016	12/31/2019	Tim Glascock	Provides activities and training to decrease occurrences of campus-based sexual assault, dating violence, and domestic abuse.
Childcare Capacity Building- Early Childhood Facilities (ECF)	Ford Family Foundation	219,702.60	10/1/2017	2/29/2020	Nathan Winegardner	Provide funds to child care programs to improve health and safety programs and help providers increase their quality ratings
Tribal Justice System Capacity Building T/TA Enhancing Tribal/State Collaborations	Tribal Law and Policy Institute (TLPI)/U.S. Bureau of Justice Assistance (BJA/DOJ)	251,329.00	10/1/2016	3/31/2020	Brian Kauffman	Provide national discussion forum on tribal law enforcement and training for the Alaska Public Safety Curriculum
Traffic Safety Education Project	OR Department of Transportation (ODOT)	620,000.00	7/1/2019	6/30/2020	Beverly West	Collaborates with ODOT to reduce the teen crash rate by maintaining a statewide system of certified driver education instructors
Oregon Prekindergarten (OPK) Extended Duration Pilot	ODE	212,249.00	9/17/2018	6/30/2020	Robin Lopez-Melton	Coordinate technical training and assistance to prekindergarten extended duration pilot program. Assess program and provide evolution of the program
Preschool Promise	ODE	122,985.00	9/1/2019	6/30/2020	Tammy Gardner	To enhance accessibility and quality of CDC pre-school program
Western Oregon University's Application for a TRIO-SSS Program	USDE	1,763,429.00	9/1/2015	8/31/2020	Marshall Habermann-Guthrie	To provide services to disadvantaged college students to increase their success rates in their enrolled programs and increase their transfer rates from 2 to 4-year institutions.
Suicide Prevention & Mental Health Promotion (SPMHP)	Substance Abuse and Mental Health Services (SAMHSA/DHHS)	305,979.00	9/30/2017	9/30/2020	Tim Glascock	Strengthen the WOU infrastructure by developing a comprehensive, collaborative, effective, and culturally inclusive approach to suicide prevention and mental health promotion on campus.
Rehabilitation Counseling with Deaf and Hard of Hearing Adults (RCDHHA)	USDE	750,000.00	1/2/2018	9/30/2020	Dr. Denise Thew-Hackett	To increase the number of personnel trained in providing vocational rehabilitation services to individuals who are deaf or hard of hearing.
Child Care Resource Referral/SPARK	ODE/Department of Health & Human Services (DHHS)	6,282,586.30	1/1/2018	9/30/2020	Tom Udell/Robin Lopez Melton	Conducts statewide delivery and dissemination of Oregon's Quality Rating and Improvement System for early childcare providers
Promoting Inclusion in Early Childhood Educators (PIECE)	USDE	1,002,632.00	10/1/2013	9/30/2020	Dr. Patricia Blasco	Promotes inclusion of underrepresented scholars pursuing a teaching license in early childhood education by providing financial support
Victims of Crime Act (VOCA)	OR Department of Justice/US DOJ	190,186.00	4/1/2018	9/30/2021	Dr. Aislinn Addington	Enhance WOU's ability to serve the needs of gender-based violence survivors in the campus community by having trained professionals on staff to conduct forensic exams.
National Center on DeafBlind Interpreting	USDE	2,000,000.00	1/3/2017	1/2/2022	Heather Holmes/C.M. Hall	To increase the numbers and improve the skills of manual, tactile, oral, and cued speech interpreters providing services to individuals who are deaf or hard-of-hearing and individuals who are deaf-blind.
Western Oregon University Upward Bound	USDE	1,395,266.00	9/1/2017	8/31/2022	Shondra Russell	To increase the success rates of low-income, first-generation college students, and veterans in their pursuit of postsecondary degrees.
Oregon DeafBlind Project	USDE	610,809.50	10/1/2018	9/30/2023	Dr. Carlie Rhoads	Provides technical assistance in Oregon for teachers and families with children who are both deaf and blind.
WOU Project Hive: Increasing Interpreter Capacity in Educational Settings	USDE	1,250,000.00	10/15/2018	9/30/2023	Dr. Elisa Maroney	To improve the quality and quantity of educational interpreters who are available to serve deaf and hard of hearing students.
Interdisciplinary Preparation in Adapted Physical Education & Special Education (IMPACT)	Oregon State University/USDE	500,000.00	1/1/2019	12/31/2023	Dr. Maria Peterson-Ahmad	Train WOU student scholars to provide high quality special education services
Rehabilitation and Mental Health Counseling (RMHC)	USDE	1,000,000.00	10/1/2019	9/30/2024	Dr. Denise Thew-Hackett	To increase the number of personnel trained in providing vocational rehabilitation services to individuals with disabilities, specifically increasing state vocational rehabilitation counselors.
<b>TOTAL</b>		<b>19,447,953.40</b>				