

Report of the President's Task Force on Article 15

Final Plan

December 2, 2020

Mission and Values

Preparing our students to succeed both within and beyond the workplace lies at the heart of the mission of a publicly funded regional comprehensive university. While conferring technical skills targeted toward specific career paths is a vital part of what we do, it also is essential to center the educational experience on the value of a liberal education as articulated by AAC&U, including such cross-cutting skills as critical thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving. Our General Education program speaks to our commitment to a liberal arts foundation for our undergraduate academic programs.

The important values of equity, inclusiveness, or democracy are best served by offering fully liberating educational experiences to all students, including those from underrepresented groups and/or those experiencing economic precarity. Inclusive excellence mitigates pervasive, lifetime inequities between students at “elite” institutions and students at access institutions while simultaneously meeting documented employer demand for multiple transferable attributes conferred by a liberal education (sometimes referred to, albeit erroneously, as “soft skills”). Indeed, these skills are as critical in preparing today’s students for the workplace of the future as any of the technical skills learned within specific career-focused programs. As such, it is vital to preserve liberal education as the core of the educational experience.

This perspective was eloquently expressed by the National Academy of Arts and Sciences in its 2013 report, *The Heart of the Matter: The Humanities and Sciences for a vibrant, competitive and secure nation*):

“At a time when economic anxiety is driving the public toward a narrow concept of education focused on short-term payoffs, it is imperative that colleges, universities, and their supporters make a clear and convincing case for the value of liberal arts education. This case needs to be made to every relevant audience: students, parents, governors and legislators, and the public at large. These audiences need to be reminded that the most successful Americans have typically benefited from such broad-based training, with early experiences often paying off in surprising ways; and that the ability to adapt and thrive in a world certain to keep changing is based not on instruction in the specific jobs of today but in the developing of long-term qualities of mind: inquisitiveness, perceptiveness, the ability to put a received idea to a new purpose, and the ability to share and build ideas with a diverse world of others.”

https://www.humanitiescommission.org/pdf/HSS_Report.pdf

As a publicly funded university, WOU contributes to the state’s achievement of its vision for higher education including goals related to “Economic and Community Impact.” Workforce development motivates state investment in public universities. It is also a primary interest for many of our students, disproportionately so for students from traditionally underrepresented groups (e.g., first generation, economically disadvantaged and/or under-represented minority). For most students, college promises great benefits but also poses the financial risks that come with debt and opportunity costs of attendance. To manage the unfamiliar space of higher education and mitigate risks, underrepresented students are disproportionately drawn to academic programs associated with career outcomes. To serve our region and the state, and to provide equitable educational resources to students from diverse

backgrounds, we prioritize investments in programs related to workforce development that are built on the foundation of a liberal education.

More than any other sector of higher education, public regional comprehensive universities admit and enroll a higher proportion of underrepresented, low-income, and first-generation students at a much higher rate than other types of universities. Regional comprehensive public universities are more effective in graduating these students than our larger counterparts. Western is no exception—over the years, we have committed ourselves to student success. Finally, regional comprehensive universities are often the cornerstone for cultural awareness in their respective communities. Through outreach programs such as the creative arts, these universities deeply enrich the communities and regions they serve.

Budget Background FY20: Why Article 15?

Our budget condition today is the result of two factors: the impact of COVID-19 and structural misalignment of our budget to enrollment. Since Fall 2011, WOU's enrollment has decreased over 25%, from 6,217 to 4,552 in Fall 2020. The enrollment decrease from Fall 2011 to Fall 2019 shows that enrollment decreased from 6,217 to 4,929, a decrease of 20%. The enrollment decreases from Fall 2011 to Fall 2019 account for 77% of the overall decrease while the decrease from Fall 2019 to Fall 2020 accounts for 23%. So, while COVID-19 clearly dampened enrollment, the larger factor has been a long-term decrease in enrollment over the past decade.

As we look back, we entered 2019-20 with an approved budget deficit of \$1.3M and took steps in the fall to address this planned shortfall. On October 15, 2019, I sent an all campus email that stated:

- The PUSF funding approved by the legislature was \$20 million below the amount requested by all public universities and needed to maintain current service levels.
- Although we will continue to model different scenarios to prepare to cover this shortfall, we can be certain that some budget tightening will be necessary.

This was followed on October 17, 2019 by a campus email that identified initial actions to be taken.

- ... we directed departments to apply a reduction of 4.5% to their S&S budgets.
- Additionally, beginning November 1, salary savings was moved to a central account. In effect, salaries from unfilled positions were held at the university level. If a position was filled, the prorated base funding was returned to the affected unit for the remainder of FY2019-20.

These one-time savings were applied to the FY2019-20 budget (FY20). And, as reported in an all campus email on February 20, 2020, "The net effect of these efforts is that we have identified \$1.9M in budget savings for FY2019-20."

In early April, we made additional adjustments to affect FY20 in which we:

- Eliminated vacant unclassified positions for a savings in salary and OPE of over \$300,000
- Eliminated vacant classified positions for a savings in salary and OPE of over \$350,000
- Nonrenewed selected unclassified positions for an estimated savings in salary and OPE of over \$350,000
- Laid off selected classified positions for an estimated savings in salary and OPE of over \$600,000
- Redirected funding for selected positions from E&G to other sources for an estimated savings of over \$100,000

Following the April 15, 2020 Board meeting, and in consideration of final spring enrollment, additional measures were explored. This round of budget work included updated assumptions around tuition, enrollment, PUSF funding, and consideration of funding related to COVID-19.

In early May additional steps were taken to address both FY20 and FY21. These actions were designed with an overarching goal of retaining as many employees as possible.

- With that in mind, we worked with our classified (SEIU) union, as well as the Oregon Employment Department's Workshare Program to leverage state and federal unemployment benefits
- On May 5, the University and SEIU signed a Letter of Agreement regarding a Leave Without Pay (LWOP) and furlough program. The LWOP plan designed to maximize access to federal and state unemployment benefits, as well as maintenance of the employee's health insurance.
- For nearly all 12-month unclassified employees, effective June 1, 2020 through July 31, 2020, the University implemented a 0.2 FTE furlough.
- Additionally, for senior administrators, an additional furlough of four (4) days will be taken between August 1, 2020 through June 30, 2021.
- President Fuller's salary was reduced to its 2017-18 level for FY2020-21.

Additionally, on May 7, 2020 I notified the faculty union (WOUFT) that program curtailment was imminent. This is in accord with Article 15 of the faculty CBA. WOUFT and members of my senior administrative team met on May 20 and June 1 to invite WOUFT to "discuss alternatives" to program curtailment. In June, the deans were directed to develop two budget scenarios that reduce personnel salaries by 10% and 17% respectively. In addition, all Cabinet members were directed to revisit their budgets for FY21 and develop 10% and 17% cut scenarios related to salary expenditures.

Budget Planning for FY21

The budget for FY21 is based on a number of assumptions including: a tuition increase of 4.55%, enrollment forecast of 2.5% decreased over fall 2019, and a decrease of 17% in Public University Support Fund (PUSF) over the biennium. Additionally, the FY21 budget approved by the Board included two scenarios that were based on assumptions about residential housing of 400 or 700 students. These scenarios were part of larger efforts related to re-opening plans for WOU in light of COVID-19.

Following lengthy discussion at the Finance and Administration Committee meeting on May 29 and the June 10 Board meeting, the Board approved the FY21 budget with these scenarios. The approved FY21 budget carried an expected E&G deficit of \$6.5M. However, the Board also directed the University to develop plans that would address the deficit and produce a fund balance that is consistent with our Board policy of having a 5% to 15% fund balance by the end of FY21.

Program evaluation

Criteria:

The Article 15 Task Force¹ (TF) examined programs from both a qualitative and quantitative framework. The TF evaluated programs from the vantage point of the university's strategic plan and mission, as well as the stated goal of improved educational outcomes for underrepresented, low-income, and first-generation college students.

- How is this program linked with the institution's strategic priorities and future directions?
- What is its relationship to the future success of other programs?
- Does the program support the goal of becoming a Hispanic Serving Institution?
- Where do underrepresented minority students enroll—what majors/programs?
- Does this program attract students to WOU?
- Do students major in this program?
- What curricular dependencies are present for this program?
- The trajectory of student credit hours, numbers of majors and number of degrees granted over recent years.
- Markets and students served by the program—are there growth opportunities?
- Efficiency measures were evaluated with respect to relative program size and scope
- What is the program's impact on the region and community?
- Average upper division course sizes in programs.
- Contributions to General Education, Honors, and Interdisciplinary Studies (IDS).

A list of resources used by the Task Force can be found in Appendix A.

¹ Task Force members include Chelle Batchelor (Dean, Library and Academic Innovation), Kathy Cassity (Dean, CALS), Mark Girod (Dean, COE), Ryan Hagemann (VP and General Counsel), Ana Karaman (VP Finance and Administration), Sue Monahan (Associate Provost for Program Development), Rob Winningham (Provost and VP for Academic Affairs), and Rex Fuller (President). Hillary Fouts (Dean of Graduate Studies and Research) joined the task force in late October.

NTT Reduction Recommendations from Deans' reports

The following table outlines changes in programs that result in efficiencies in utilization of NTT faculty for FY21 and FY22. As such, these changes do not invoke Article 15 as the personnel actions are non-renewals and not subject to Article 15 of the CBA. Nevertheless, these changes are included in this report to demonstrate changes in total instructional FTE. Some of the associated personnel actions have taken place while others have yet to be implemented.

| Program | Action | NTT FTE impact | Notes |
|----------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASL and ASL/English Interpreting | NTT reductions | 1.3 FTE | Raising caps in language classes and NTT load adjustments (12 to 15 hours) |
| Art | Efficiencies in scheduling | 3.0 FTE | Adjust workload efficiency of studio art faculty from 1.50 to 1.00 reducing the need for NTT faculty by 90 credits per year (2 FTE) and Elimination of elementary path through MAT |
| Community Health | NTT reductions | .60 FTE | Un-replaced retirement FTE and NTT load adjustments |
| Early Childhood Studies | NTT reductions | .70 FTE | NTT load adjustments and curricular efficiencies |
| Education | NTT reductions | .20 FTE | NTT load adjustments |
| Exercise Science | NTT reductions | 3.0 FTE | Reductions in physical education course offerings, NTT load adjustments, reductions in coordination re-assigned time, un-replaced retirement FTE |
| German/French Studies | Eliminate major/minor | Less than one NTT reduction | In progress |
| Math | No program changes; Mathematics assumes responsibility for teaching physics; additional efficiencies | 1.5 FTE | NTT load adjustments |
| Music | NTT Visiting Professor position, as per Dean and CAD plan | 3.0 FTE | NTT load adjustments |
| Sociology | NTT reductions | 1.0 FTE | NTT load adjustments after TT gradual retirement which have begun |
| Spanish | NTT reductions | 1.5 FTE | NTT load adjustments |
| Theater | NTT Visiting Professor position, as per Dean and CAD plan | 1.0 FTE | NTT load adjustments |

| Program | Action | NTT FTE impact | Notes |
|---------------------------------|----------------|-----------------------|----------------------------|
| Master of Arts in Teaching - GR | NTT reductions | .33 FTE | Curricular efficiencies |
| Special Education - GR | NTT reductions | .40 FTE | Un-replaced retirement FTE |
| InfoTech -GR | NTT reductions | .40 FTE | Un-replaced retirement FTE |

Program Curtailment

The following table outlines changes that do invoke Article 15. A number of these personnel actions were identified in the Dean's reports. Additional actions were identified by the Article 15 Task Force, Deans, and Divisions after the Deans' reports were submitted.

| Program | Action | Faculty FTE impact | Notes |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anthropology | Eliminate major/minor | 1.0 TT FTE | Low enrollment, few majors and degrees, going forward we should focus on Cultural anthropology to support Gen Ed and IDS |
| Chemistry | Eliminate specializations and focus on single major | 1.0 FTE | Reduction in number/frequency of upper division specialized courses required to complete the major |
| Criminal Justice | Eliminate Homeland Security & Preparedness minor/certificate | 1.0 TT FTE | Renew focus on social justice |
| Dance | No program changes; review curriculum to streamline curriculum | 1.66 FTE | Charge faculty to significantly tighten up delivery of program |
| Deaf Hard of Hearing Educator | Freeze program and review at later date | 1.63 FTE | NTT reductions after TT departure |
| Earth and Physical Sciences | Retain Environmental Studies and Geographic Information Science minors; Eliminate Earth Science major, Integrated Science major, Earth Resources minor, Earth System Science minor, Geology minor, Physics minor | 1.0 TT and 1.5 FTE NTT | Low enrollment over several years, retain Environmental Studies and Geographic Information Science minors; support General Education and move Physics to Math |
| English Studies | | 2.0 FTE | 1.0 FTE for first year writing and 1.0 to reflect enrollment changes in the university |
| Geography | Eliminate Geography major, Geography minor, Planning minor. | 1.0 TT FTE | Sustainability program is a high priority, interdisciplinary future direction for the university; Move to Sustainability focus |

| Program | Action | Faculty FTE impact | Notes |
|---------------------------------|-------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| History | Eliminate Asian concentration | 1.0 TT | Asian Studies courses are chronically under-enrolled. |
| Library | Curtail Library Instruction | About 1.33 FTE for contract changes and 1.0 FTE in staffing | Move six TT contracts from 12 months to 9 months; one FTE reduction in Instruction Librarian |
| Philosophy | Eliminate major | 2.0 FTE | Low enrollment over several years. Support Gen Ed, IDS, and Honors; retain Religious Studies specialty |
| Master's in Information Systems | Eliminate program | | Declining enrollment, exacerbated by decline in international students -- pivot to UG program in data analytics and math/econ |
| Master's in Music | Eliminate program | 1.0 FTE | Low enrollment and redeploy resources to support UG programs |

For example, the reductions noted in the second table above will eliminate about 13 FTE. The cost savings from these eliminations will ultimately depend on the faculty members who are laid off as each person is on a particular step in the salary schedule. For example, for every 10 positions on step 20, the salary savings in a full academic year would amount to \$712,245 compared to \$833,340 for step 30. This assumes that these positions are not replaced.

Retirement and Tenure Relinquishment

The university has developed a retirement incentive program. This idea was presented by WOUFT in its response to Article 15: “We recommend a variety of retirement incentives due to considerations of years of service, years to get to Medicare eligibility and potential impact to programs and students if a number of people decide to choose retirement from the same program or division.” The program features a lump sum payment of \$20,000 if the eligible employee retires effective March 31, 2021 (payable between April 1, 2021 and April 30, 2021); or \$10,000 if the eligible employee retires effective June 30, 2021. Eligible tenured faculty are determined by the applicable PERS/ORP retirement tier. (Appendix B)

Feedback Process

The November 12, 2020 draft plan was shared with the Western Oregon University Federation of Teachers (WOUFT) and the WOU Faculty Senate Executive Committee (FSEC) for review and comment to ascertain alternatives for consideration by the Article 15 Task Force. These reports were received on November 23, 2020 and shared with members of the Article 15 Task Force.

The Task Force met on Monday, November 30, 2020 and Tuesday, December 1, 2020 to consider final revisions to the plan. The budget conditions described on page 3 of this report necessitate a reduction to the University's faculty base salary budget that would be achieved through the combination of personnel actions detailed in the draft plan. In its final deliberations, the Article 15 Task Force sought to modify the plan based on WOUFT and Faculty Senate Executive Committee feedback while ensuring that the total savings to the University's faculty base salary budget would be realized to the greatest extent possible.

The following tables summarizes the final plan, including key changes, that are based on this feedback.

Recommendations from the Western Oregon University Federation of Teachers (WOUFT) and the WOU Faculty Senate Executive Committee (FSEC)

| WOUFT | Result |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| As a faculty retirement incentive, we recommend that all faculty retiring by the end of summer session 2021 be given a 6% salary incentive plus support for health insurance. Furthermore, faculty feel strongly that it would be a disincentive to retirement if WOU were to prohibit them from returning to WOU as a non-tenure track faculty member. | Faculty retirement incentive was in the draft plan. It has been modified to allow limited teaching after a period of 12 months |
| Some faculty members have indicated that they would be willing to volunteer for time- limited unpaid teaching load reductions to help with the university's financial shortfall | Not adopted – gradual retirement remains in CBA |
| Faculty Senate Executive Committee | |
| Preserve the French and German minor - it is essential for our diverse course offerings that we have more than one modern language on this campus | Accepted |
| Chemistry Department developed a counter proposal | Accepted |
| Earth and Physical Science Department developed a counter proposal | Accepted |
| Library and Academic Innovation Action points that would reduce the impacts of the draft plan: Allow TT librarians to stagger their off-contract terms to ensure more even coverage throughout the year | Accepted with amendment |
| Recommendation from the Faculty Senate Sustainability Taskforce and FSEC to create a committee to develop strategies and plans to address declining enrollment | To be developed in 2021 |

NTT Reduction Recommendations from Deans' reports

| Program | Action | NTT FTE impact | Notes |
|----------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| ASL and ASL/English Interpreting | NTT reductions | 1.3 FTE | Raising caps in language classes and NTT load adjustments (12 to 15 hours) * |
| Art | Efficiencies in scheduling | 3.0 FTE | Adjust workload efficiency of studio art faculty from 1.50 to 1.00 reducing the need for NTT faculty by 90 credits per year (2 FTE) * |
| Community Health | NTT reductions | .60 FTE | Un-replaced retirement FTE and NTT load adjustments * |
| Early Childhood Studies | NTT reductions | .70 FTE | NTT load adjustments and curricular efficiencies * |
| Education | NTT reductions | .20 FTE | NTT load adjustments * |
| English Studies | | 1.0 FTE | 1.0 FTE for first year writing and NTT changes reflect enrollment changes in the university * |
| Exercise Science | NTT reductions | 3.0 FTE | Reductions in physical education course offerings, NTT load adjustments, reductions in coordination re-assigned time, un-replaced retirement FTE * |
| German/French Studies | Retain minors | Less than one NTT reduction | To be reviewed in 2 years * |
| Math | No program changes; Mathematics assumes responsibility for teaching physics; additional efficiencies | 1.5 FTE | NTT load adjustments * |
| Music | NTT Visiting Professor position, as per Dean and CAD plan | 3.0 FTE | NTT load adjustments * |
| Sociology | NTT reductions | 1.0 FTE | NTT load adjustments after TT gradual retirement which have begun * |
| Spanish | NTT reductions | 1.0 FTE | Visiting position and NTT load adjustments * |

| Program | Action | Faculty FTE impact | Notes |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------|----------------------------|
| Theater | NTT Visiting Professor position, as per Dean and CAD plan | 1.0 FTE | NTT load adjustments * |
| Master of Arts in Teaching - GR | NTT reductions | .33 FTE | Curricular efficiencies |
| Special Education - GR | NTT reductions | .40 FTE | Un-replaced retirement FTE |
| InfoTech -GR | NTT reductions | .40 FTE | Un-replaced retirement FTE |
| *Additional NTT load adjustments may be needed to reflect student demand and program need | | | |

Program Curtailment

| Program | Action | Faculty FTE impact | Notes |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------|
| Anthropology | Eliminate major/minor | 1.0 TT FTE | Low enrollment, few majors and degrees, going forward we should focus on Cultural anthropology to support Gen Ed and IDS |
| Chemistry | Follow Department Recommendation to retain Forensic Chemistry and the Medicinal Chemistry & Pharmacology Concentration Programs Elimination of the Environmental Chemistry Concentration Program and the Environmental Chemistry Minor | 1.0 FTE | Reduction in number/frequency of upper division specialized courses required to complete the major |
| Criminal Justice | Eliminate Homeland Security & Preparedness minor/certificate | 1.0 TT FTE | Renew focus on social justice |
| Dance | No program changes; review curriculum to streamline curriculum | 1.66 NTT FTE | Charge faculty to significantly tighten up delivery of program |
| Deaf Hard of Hearing Educator | Freeze program and review at later date | 1.63 FTE | NTT reductions after TT departure |

| Program | Action | Faculty FTE impact | Notes |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Earth and Physical Sciences | <p>Follow Department Recommendation to retain Earth Science major, GIS and Environmental Studies minors. Retain Integrated Science Teacher Education major.</p> <p>Eliminate Earth Resources minor, Earth System Science minor, Geology minor, and Physics minor.</p> | 1.0 TT and 1.5 FTE NTT | <p>Low enrollment over several years, retain Environmental Studies and Geographic Information Science minors; support General Education and move Physics to Math.</p> <p>Recommend collaboration with sustainability program and review in 2 years with respect to upper division courses sizes.</p> |
| Geography | Eliminate Geography major, Geography minor, and Planning minor | 1.0 TT FTE | <p>Sustainability program is a high priority, interdisciplinary future direction for the university; Move to Sustainability focus</p> <p>Recommend collaboration with Earth Science and review in 2 years with respect to majors.</p> |
| History | Eliminate East Asian concentration. | 1.0 TT | East Asian concentration courses are chronically under-enrolled. |
| Library | Curtail Library Instruction and reduce selected services during summer months. | About 1.33 FTE for contract changes and 1.0 FTE in staffing | <p>Move six TT contracts from 12 months to 9 months; one FTE reduction in Instruction Librarian</p> <p>Academic Affairs will dedicate limited funding for Library faculty summer pay to ensure more even coverage throughout the year</p> |
| Philosophy | Eliminate major and minor. | 2.0 FTE | Low enrollment over several years. Support Gen Ed, IDS, and Honors; retain Religious Studies specialty |
| Master's in Information Systems | Eliminate program. | ~1.0 FTE | Declining enrollment, exacerbated by decline in international students -- pivot to UG program in data analytics and math/econ and redeploy resources to support UG programs |
| Master's in Music | Eliminate program. | ~1.0 FTE | Low enrollment and redeploy resources to support UG programs |

Retirement and Tenure Relinquishment

The university has developed a retirement incentive program. This idea was presented by WOUFT in its response to Article 15: “We recommend a variety of retirement incentives due to considerations of years of service, years to get to Medicare eligibility and potential impact to programs and students if a number of people decide to choose retirement from the same program or division.” The program features a lump sum payment of \$20,000 if the eligible employee retires effective March 31, 2021 (payable between April 1, 2021 and April 30, 2021); or \$10,000 if the eligible employee retires effective June 30, 2021. Eligible tenured faculty are determined by the applicable PERS/ORP retirement tier. In response to the comments from WOUFT, tenured faculty opting into this program may teach for WOU on a limited basis after a 12-month waiting period. (Appendix B)

Next Steps:

| | |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November 23, 2020 | Draft plan comments due from WOUFT, and Faculty Senate Executive Committee |
| December 2, 2020 | Final Plan distributed to Division Chairs and WOUFT as per Article 15. The President's final plan shall be given to affected divisions or units no later than one month prior to implementation . The Union shall be concurrently provided with a copy of the President's final plan. |
| Layoff process (to be completed no later than January 25, 2021) | <p>Article 15, Section 4. The factors to be considered in any layoff determination shall be considered sequentially.</p> <p>The first factor to be used in determining which faculty members are to be laid off shall be the needs of the program or division, including the need to preserve various areas of academic specialization and in consideration of the University's commitment to affirmative action goals. Each Division faculty shall provide recommendations to the Chairperson concerning areas to be preserved in protecting the academic integrity of the programs offered by the division as they relate to the Division, College and University. If the Chairperson does not agree with the division's faculty recommendations, he/she shall meet with the Division faculty to discuss the recommendations.</p> <p>The second factor shall be the kind of appointment: fixed term appointments shall be laid off before tenure-track and indefinite tenured appointments, tenure-track appointments shall be laid off before indefinite tenured appointments.</p> <p>The third factor shall be seniority; when the needs of the Division or program can be met by two or more members whose qualifications are substantially equal and whose performance are substantially equal, as revealed by performance evaluations (Article 8, Evaluations), members with the fewest number of quarters of continuous service shall be laid off first. The number of quarters of service to the division or program shall be calculated as described in Section 5 below.</p> |
| January 29, 2021 | Layoff notices transmitted – no later than January 29, 2021 |

Conclusion

The Article 15 Task Force utilized qualitative and quantitative criteria to reach its recommendations and conclusions. The work considered the original reports from the deans, the recommendations from WOUFT (Appendix C), the recommendations from the Faculty Senate Executive Committee (Appendix D), PowerPoint for panel discussion (Appendix E), feedback from three faculty panel discussions (Appendix F), the report from the faculty Sustainability Task Force (Appendix G), Article 15 of the CBA (Appendix H), WOUFT November 23, 2020 Response (Appendix I), and FSEC Response November 23, 2020 (Appendix J).

The work of the Article 15 Task Force was incredibly difficult, but we believe these changes will enable the university to continue to offer an appropriate array of undergraduate and graduate programs that serve the needs of Oregon. Furthermore, these budget cuts are part of a comprehensive approach to the university's budget reality—that is aligning our workforce to a campus enrollment of 4500 students.

Finally, we recognize that we may not have reduced faculty personnel expenses as much as we need to, given our enrollment and likely state funding decreases, but we did not want to cut too deeply. Moving forward, we will still need to engage in rigorous management of our instructional expenses. For example, we will need to be more mindful of other personnel expenses (OPE) that increase the cost of delivering courses when non-tenure track faculty are teaching less than 1.0 FTE, but are above .5 FTE. Quite simply, programs will need to work within allotted FTE to deliver their programs. Additionally, we may need to increase maximum courses sizes and increase our average courses sizes to a more sustainable number.

Appendix A: Intersection of core values, context and metrics

| Core Values | See also | Context | Notes on metrics and qualitative considerations |
|--------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Liberal Education | See also Program Sustainability | All undergraduate degrees at WOU are built on the foundation of a liberal education. Most importantly that happens through General Education, be it in our traditional Bachelor's programs, our Bachelor of Music program, our Honors Program our Bachelor of Applied Science programs. Where student interest makes it sustainable, we also offer undergraduate programs in liberal arts and sciences fields. Program elimination/curtailment decisions prioritized maintaining a diversity of disciplinary options for students in General Education, while preserving a more limited set of major options. | Scope, scale, and efficiency of contributions to General Education and Honors were examined. Scope = breadth of distinct offerings and GE/Honors areas served, scale = number of sections offered, efficiency = average section sizes |
| 2. Workforce Development | | As a public, regional, comprehensive university, WOU is charged with, and funded for, pursuing the state's vision for higher education as articulated by HECC. This includes goals related to "Economic and Community Impact." At the same time, our students are disproportionately drawn to areas of study that have direct connections to the workforce: e.g., Education, Business, Criminal Justice, among others. | Factors considered: Program connections to the workforce as evidenced by licensure, industry advisory groups, internship programs (qualitative/anecdotal). Student interest in programs as indicated by number of majors and new WOU applicants who express interest in the field. Growing employment opportunities (state and regional data). |
| 3. Equity for Diverse Students | See also Hispanic Serving Institution (H.S.I.) | WOU serves increasing numbers, and proportions of, "New Majority Students" (Ross, 2016): first-generation college students, students from underrepresented minority groups, and economically disadvantaged students. Providing equitable opportunities to these students -- a robust general education experience, equitably-resourced degree programs -- is vital. | Fall 2019 data on majors and graduates, breaking out URM, First Gen and Pell Eligible Students |

| Core Values | See also | Context | Notes on metrics and qualitative considerations |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Program Sustainability | See also Equity for Students | Misalignment of faculty resources and student enrollments produces programs that are over-resourced (e.g., smaller programs with excess faculty) and under-resourced (e.g., larger programs whose faculty are stretched). That produces educational experiences that are inequitable across students. Programs that are not sustainable may nonetheless retain a disciplinary presence at WOU through faculty contributions, possibly reduced, to General Education, Honors and other interdisciplinary programs. | We assessed alignment of resources and students using a variety of measures: Current # of majors/minors/graduates, recent history of majors/minors/graduates (2016-2019), longer term history of majors/minors/graduates (2011-2019), with emphasis placed on majors and graduates. We examined faculty instructional productivity (SCH/FTE), faculty advising productivity (Majors/FTE), average class size in upper division courses (excluding ICF, MUP, MUEN), and curricular variants that create an obligation to offer courses to unsustainable numbers of students. |
| 5. Attending to Curricular Interdependencies: General Education, Honors, Teacher Education, Interdisciplinary Studies, service to other programs | See Liberal Education; See Service to other academic programs | When programs provide service to other academic programs, we see that reflected in course sizes and student credit hours, even in otherwise small programs. Service to other academic programs at the upper division level (e.g., Economics serves Business, Gerontology serves Psychology, Mathematics serves Teacher Education and Computer Science) can create sustainable degree programs even when the number of majors is small. In cases where service is primarily at the lower-division, it may not be sufficient to allow for continuation of a degree program in the field offering the service. Faculty who serve interdisciplinary studies students as advisors and on the IDS Advisory Board bring specific expertise and contributions to WOU's mission to provide liberal education and degree completion options for students. | We worked with Deans to assess the needs for service and strategies for ensuring continuation. We examined upper division course sizes, along with curricular requirements, to identify programs who service at the upper division level allows for continuation of the major. |

| Core Values | See also | Context | Notes on metrics and qualitative considerations |
|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 6. Proactive Management of WOU's Future | | Future directions have emerged from WOU's Strategic Plan and its intersection with the needs of our students, region and state. WOU's success hinges on our ability to proactively manage our path forward. Key elements include: | These are strategic choices |
| Professional and career-focused opportunities | See Workforce Development | Allied health fields represent areas for job growth in Oregon, and an opportunity for WOU to better serve students and the state. Development of a health sciences portfolio synergizes with a range of existing and emerging WOU programs, strengthening the university as a whole. | |
| Hispanic Serving Institution (H.S.I.) | | The changing demographics of Oregon and our region is moving WOU towards qualifying as an Hispanic Serving Institution (H.S.I.). WOU seeks to go beyond being an institution that <i>enrolls</i> the requisite percent of Hispanic students, truly serve our Hispanic students with relevant and culturally competent programs and services. | |
| Sustainable Creative Arts | | WOU is distinguished by hands-on learning in creative arts degree programs in four distinct fields: Art, Theatre, Music and Dance. | |
| The value of Interdisciplinary programs, generally | See also Attending to Curricular Interdependencies | While most academics strongly identify with their disciplines, almost all contemporary problems require interdisciplinary approaches. Interdisciplinary programs provide students the opportunity to engage and synthesize across two or more disciplines and provide opportunities for faculty to showcase the value of their disciplines, including at times when we cannot support specialized major. | |

**Western Oregon University
Faculty Tenure Relinquishment & Retirement Window Program**

Dated: December 1, 2020

- 1. Purpose.** Western Oregon University ("WOU") is offering this one-time Faculty Tenure Relinquishment & Retirement Window Program (the "Program") to respond to interest in retirement and tenure relinquishment incentives and to address budgetary goals.
- 2. Eligibility.** WOU faculty who meet the following criteria are eligible to participate in the Program:
 - a) Continuously employed by WOU in a benefits-eligible position since the 2015-16 academic year;
 - b) Hold indefinite tenure at WOU;
 - c) Have a full-time faculty appointment for 2020-21 academic year;
 - d) Not employed in a grant-funded position (employees in grant-funded positions are not eligible for the Program); and
 - e) Currently eligible for retirement under the applicable PERS/ORP retirement tier, which generally are as follows:

PERS

- Tier 1 – age 58 or 30 years of service in qualifying position.
- Tier 2 – age 60 or 30 years of service in qualifying position.
- Tier 3 – age 65 or age 58 with 30 years of service.

ORP

- All Tiers – age 58 ("normal retirement age") or 30 years of service in qualifying position.

- 3. Benefits.** In exchange for an eligible employee's execution, non-revocation, and compliance with the Tenure Relinquishment & Retirement Window Program Agreement, the form of which is attached as Appendix 1, the eligible employee will receive the following payment, less applicable withholding, depending on the date on which the eligible employee decides to retire from WOU: \$20,000 if the eligible employee retires effective March 30, 2021 (payable between April 1, 2021 and April 30, 2021); or \$10,000 if the eligible employee retires effective June 30, 2021 (payable between July 1, 2021 and July 31, 2021). The payments made under the Program are not "salary" for PERS benefit and contribution purposes as provided under ORS 238.005(26)(c) or "compensation" for ORP benefit and contribution purposes as provided under Section 1.7 of the January 1, 2015, Optional Retirement Plan.
- 4. Procedure.** Eligible employees electing to participate in the Program must agree to retire, relinquish tenure, and terminate employment from WOU effective on one of two dates: March 30, 2021 or

June 30, 2021. Eligible employees electing to participate in the Program must continue active service with WOU through the effective date on which the eligible employee decides to retire. Any employee terminated for Cause before the effective date of their retirement will forfeit all benefits under the Program. As used herein, "Cause" means any termination for violation of the policies or procedures of WOU or for other performance or conduct which is detrimental to the best interests of WOU.

Employees participating in the Program are not be eligible for subsequent participation in the Gradual Retirement Program described at Appendix I of the collective bargaining agreement between WOU and the Western Oregon University Federation of Teachers ("WOUFT"). Employees participating in the Program are not eligible for subsequent employment with WOU, including 1039 or 600-hour appointments, until twelve (12) months after the effective date of their retirement and tenure relinquishment (e.g., March 31, 2022 or June 30, 2022). Any employee participating in the Program, after the applicable twelve-month period described above, may, in WOU's sole discretion and based on program or University need, return to teach at WOU so long as the employment contract is 0.49 FTE or less in any and all terms in which the employee teaches and is paid at applicable non-tenure track faculty rates memorialized in the collective bargaining agreement between WOU and WOUFT.

Employees must sign and submit a Tenure Relinquishment & Retirement Window Program Agreement, which includes a release of claims, by the following dates, depending on when the eligible employee decides to retire: March 1, 2021 if the eligible employee is retiring effective March 30, 2021 and June 1, 2021 if the eligible employee is retiring effective June 30, 2021. Eligible employees must comply with and not revoke such agreement in order to be eligible for the Program. Employees cannot change their retirement date once they have submitted their signed Retirement Window Program Agreement and such agreement has become effective in accordance with its terms. **The signed Retirement Window Program Agreement must be submitted to Human Resources no later than the applicable date as enumerated, depending on the effective date of the eligible employee's retirement.**

Participation in the Program is voluntary. Eligible employees who do not choose to participate in the Program or who revoke or violate the terms of the Tenure Relinquishment & Retirement Window Program Agreement will not receive the benefits provided under the Program.

| Decision Date | Retirement/Relinquishment Date | Before Tax Payment |
|---------------|--------------------------------|--------------------|
| March 1, 2021 | March 31, 2021 | \$20,000 |
| June 1, 2021 | June 30, 2021 | \$10,000 |

- 5. Payment in the Event of Death.** In the event of an eligible employee's death after his/her Retirement Window Program Agreement has become effective but before any and all payments have been made under Section 3 above, any remaining payment(s) will be paid to the eligible employee's estate in a lump sum within 60 days from the date of death.

6. Miscellaneous.

- a) Administration. WOU has the exclusive right, power and authority, in its sole and absolute discretion, to administer and interpret, amend, and terminate this Program.
- b) Exemption from Code Sections 409A and 457. In the context of payment of benefits under the Program, "retire," "terminate employment," and similar terms mean "separation from service" as defined and interpreted in Treasury Regulation Section 1.409A-1(h). The benefits under the Program are intended to be exempt from the requirements of Sections 409A and 457 of the Internal Revenue Code by reason of being made under a "window program" within the meaning of Treasury Regulation Section 1.409A-1(b)(9)(vi) and Proposed Treasury Regulation Section 1.457-11(d)(3), or as "short-term deferrals" within the meaning of Treasury Regulation Section 1.409A-1(b)(4). All provisions of the Program shall be interpreted in a manner consistent with preserving these exemptions.
- c) Governing Law. This Program shall be governed by and enforced in accordance with the laws of the State of Oregon, without regard to principles of conflict of laws.
- d) No Assignment. Except as expressly provided herein with respect to death benefits, no eligible employee shall have the right to alienate, anticipate, commute, pledge, encumber, or assign any benefit under the terms of this Program.
- e) Responsibility for Evaluation of Tax Consequences. Participants in the Program have sole responsibility for evaluation of any tax issues arising from or related to the Program. WOU takes no responsibility for any tax consequences to participants and makes no representation regarding the tax treatment of participant's benefits under the Program. It is recommended that employees consult with their own financial planner and/or attorney regarding impact of the Program.
- f) Unfunded Obligations. The amounts to be paid to participants under this Program are unfunded obligations of WOU. WOU is not required to segregate any monies or other assets from its general funds with respect to such benefits.
- g) Withholding. WOU shall have the right to deduct from any amounts otherwise payable under this Program any federal, state, local or other applicable taxes required to be withheld.

THIS DOCUMENT IS THE SOLE AUTHORITATIVE DOCUMENT DESCRIBING THE EARLY RETIREMENT WINDOW PROGRAM AND CONTROLS OVER ANY INCONSISTENT STATEMENT MADE IN ANY OTHER ORAL OR WRITTEN COMMUNICATION REGARDING THIS PROGRAM.

Western Oregon University Federation of Teachers (WOUFT) Alternatives to Program or Discipline Curtailment

While we realize Article 15 calls for faculty involvement after your final plan is developed, we would like to suggest that instead of program or discipline curtailment as afforded the university under Article 15 of the collective bargaining agreement, the faculty be given an opportunity to offer up efficiencies and ideas for budget reductions regarding their own programs. We feel this should be systematically conducted at the department-division-college level with clear goals and timelines for deliverables.

Once provided with specific financial targets, which might include different levels of cuts that reflect various reduction models (e.g., 10%, 15%, 20%), and provided the time, WOU’s faculty can come up with a wide variety of approaches to accomplish this task. Given the diversity of our programs, one size does not fit all at WOU, and there are many scheduling / FTE efficiencies that could be gained if the faculty are provided the opportunity to organize, discuss, plan, and implement reductions.

Furthermore, WOUFT feels this discussion could begin almost immediately at the department-division level, with guidance from each respective Dean. The faculty do understand and appreciate the challenges our university is faced with and would like the opportunity to join with the administration as we move *Forward Together*.

Additional Alternatives:

Additional suggestions for alternatives to cuts to programs and disciplines include many that came to the WOUFT Executive Council via surveys we’ve conducted.

Ideas Related to Faculty and Programs:

1. We recommend a variety of retirement incentives due to considerations of years of service, years to get to Medicare eligibility and potential impact to programs and students if a number of people decide to choose retirement from the same program or division. Examples include:

| AGE | DATE | WHAT | HEALTH BENEFITS |
|-------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------|
| Turning 65 2020-2021 | Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020 | 6% added to base for final year (2019-20) | Yes, until Medicare kicks in |
| 62 - 64 in 2020-21 | Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020 | No | Yes, full health care until Medicare eligible |
| Below 62 in 2020-21 | Declare by a specific date (e.g., July 31 st , 2020) Retirement begins fall 2020 | No | 75 % until Medicare eligible |

2. Change the date to apply for gradual retirement to July 31st along with the possibility of extending the years in gradual retirement
3. Freeze all hiring
4. Delay the transition to Canvas
5. Move faculty with administrative roles / titles to teaching only
6. If feasible / practicable, reduce tuition remissions

Ideas Not Related to Faculty and Programs:

WOUFT encourages WOU to consider other parts of your budget first, before enacting any cuts to programs and disciplines. This isn't a suggestion we make lightly, but given the important role that student tuition dollars play in generating revenue, we feel this is an important consideration.

1. Reduce expenditures on athletics, including moving out of NCAA Division II sports
2. Continue to look for efficiencies in non-instructional office budgets and personnel assignments
3. Reduce the number of campus sponsored events
4. Use additional monies from the fund balance

FSEC Response to the Deans' Reports

Faculty Senate Executive Committee (FSEC) appreciated the opportunity to read the Deans' reports and were heartened to see how many programs are profitable and necessary on our campus. We were glad to see that the budget demands can be met through efficiencies rather than program cuts, and wish to emphasize that none of the three Deans' reports recommends making dramatic elimination of programs. Indeed, the reports clearly articulate that eliminating programs will only worsen the university's financial standing and ability to meet the needs of WOU students.

In particular, FSEC would like to see any report from the president take the following steps:

I. Endorsement of Specific Dean Recommendations

FSEC supports the 10% efficiencies outlined by the Deans in their reports; these plans, in general, have low human cost. We support pursuing these efficiencies over eliminating faculty positions. In particular, we support recommendations that:

- Adjust workload equivalency so that they are equitable and aligned with the CBA, per Dean Cassity's suggestion of "right sizing" the Business faculty teaching load to mirror the teaching loads of other faculty across campus.
- Propose the elimination of unsustainable programs; however, all eliminations should be brought before the Faculty Senate, per our bylaws (Article 3, section 3.6.3 and Article 7, section 3).
- Adjust course releases only when those releases are deemed inequitable.
- Draw on efficiencies found in courses offered between programs, such as suggested in Dean Girod's report on page 3.
- Eliminate course releases that have already served their purpose, such as the start up course release for the Organizational Leadership program.

At this time, we do not support the following actions:

- We strongly oppose artificially reducing individual NTT faculty members' FTE by a small amount to make them ineligible for benefits.
- We do not support cutting TT or NTT faculty in the Library. Instead, we would support Dean Batchelor's alternative proposal of making library faculty contracts 10 month instead of 12 months. The library, and library faculty, provides essential support services to the entire WOU campus throughout the calendar year.
- We do not support enacting the additional reduction strategies outlined on page 4 of Dean Girod's report.
- We do not support removing course release support from positions that require that support to complete extra labor that exceeds a faculty member's contract.

II. Embrace Shared Governance

Our greatest concern is that these recommendations will be jettisoned in favor of cuts to programs and faculty in line with previously established administrative priorities, including the realignment of academic units to support administration-driven initiatives.

Our campus culture has been further harmed by the Article 15 process thus far. The optimistic among us find it hard to calm our angry colleagues because we have no tangible counter-evidence with which we can assure them that the university administration has their best interests at heart. When the rubric was created to cut programs and without faculty consultation or awareness, all faculty began to fear for their jobs, and this has bred stress and defensiveness. This has been magnified by the stonewalling our schedulers have experienced when they have reached out to institutional research staff to gain enrollment data. It has also exacerbated previous feelings of confusion and anger at other top-down administrative decisions such as the 30-60-90 framework, the hiring of a labor expert to deal with union negotiations, and the rejected national Provost search.

Further evidence of harm is evident when calls for reduction are centered on faculty and staff positions, but no consideration is given to cutting administrative positions. There is clear evidence of administrative growth at WOU over the last five years. Indeed, faculty asked several pointed questions during the last special meeting of the faculty senate about specific cuts at the administrative level, and they were not given clear answers.

Even claims about the university's dire financial situation are difficult for our constituents to believe given the previous revelations about the university's "budget ratholes" that provided an inaccurately poor depiction of the institution's finances. Most of us are not financial experts, but once we learned from Jay Kenton, a consultant brought in by the current administration, that our incomes had already been negatively impacted by administrative malfeasance, we vowed to remain vigilant the next time we were told that the university was incapable of affording to pay us fairly.

Our goal in mentioning these issues is not to air old grievances but to make clear why shared governance has lately been so tense, and faculty so concerned.

Many of us remain hopeful, and believe that now is the time for collaboration in governance. We are ready for an alternative to the pugnacious relationship that has been established with the university administration, and believe that the difficult work of governance should not solely be the burden of administration. Yes, our administrators have the power to make these decisions without consulting faculty, but that attitude is antithetical to shared governance. The emphasis here is on *shared*, on discussing with all stakeholders and sharing in the hard work of making these tough decisions (a value that is seen in the recent campus climate survey results). Our

recommendations in the next section are aimed at helping to address the animosity between faculty and administrators by uniting them in this work.

III. Clearly Distinguish between Article 15 and Long-term Changes

Section 1 of Article 15 clearly and explicitly separates faculty layoffs from program curtailment and retrenchment activities:

It is understood that in a viable and complex University offering an array of professional programs, it may be necessary to adjust staff and programs. Historically, these adjustments have been accomplished by attrition and by not renewing appointments in specific programs, units, or divisions. The provisions of this Article and accompanying procedures do not apply to this historical practice.

The modification of programs generated solely by changes in curricula or in the educational programs or mission of the University is accomplished through usual curricular mechanisms and the provisions of this Article likewise do not apply.

Notwithstanding this, there has been lasting confusion over which parts of our ongoing budget process is related to Article 15 and which parts are longer-term budgetary or program adjustments unrelated to Article 15.

This confusion may stem from section 2 of Article 15, which mentions program curtailment and retrenchment as possible *reasons for enacting* layoffs.

Layoff will take place only after the University finds that one of the following bona fide conditions exists or is imminent: A. demonstrable financial exigency; B. program or discipline curtailment; C. retrenchment.

FSEC strongly recommends that any report from the president relating to Article 15 clearly and explicitly separates actions that are taken under the auspices of Article 15 (e.g. faculty layoffs) and recommended actions which are longer-term budgetary realignments (e.g. the elimination of programs) and which will need to go through the “usual curricular mechanisms” mentioned in Article 15 such as Faculty Senate and its committees, as well as the usual methods by which faculty, department heads, division chairs, and administration work together to approve significant changes to WOU’s program offerings and curriculum in a way that supports student success. As previously mentioned, program eliminations fall fully under the bylaws of the Faculty Senate (Article 3, section 3.6.3 and Article 7, section 3).

Separating these two types of actions will show good faith on the behalf of administration and will go a long way toward assuaging faculty concerns (whether founded or unfounded) that administration is attempting to use Article 15 as a means to radically change the direction of the university.

IV. Establish a Collaborative Process for Long-term Changes

FSEC understands the necessity of addressing any budgetary deficits facing WOU and to plan ahead for anticipated changes in state funding. Most of the recommendations from the Deans under the 10% model do not, in fact, require the invocation of Article 15; however, we know that the future is uncertain, and it is possible that these cuts alone will not fully address the problems facing WOU. It is for that reason, that we recommend establishing a collaborative process for long-term changes. First, this will also allow for the correction of a major flaw in the process thus far, the lack of intentional faculty involvement. Most of the best innovations to come to this campus have been driven by faculty involvement—for example, changes to BA/BS requirements and the revitalization of the general education program. Reimagining the landscape of WOU under the guise of Article 15 without compassionately and collaboratively including faculty is misguided.

Second, this will allow WOU's stakeholders to continue to plan for short-term and long-term changes using data based on information about state funding and student enrollment. Information from the recent Ways and Means Second Special Meeting of 2020 suggests that the 17% model may be unneeded, so making dramatic changes to the integrity of our academic programs and the committed faculty that have dedicated their careers to them will likely permanently damage the ecosystem—to use Dean Cassity's term—irrevocably.

While the Deans' reports present a clear way forward for short-term budget changes in response to Article 15, FSEC urges the Task Force to keep in mind the essential differences between short- and long-term budget adjustments. For long-term budget adjustments (things that fall under the 17% models), FSEC strongly recommends a faculty-led review using existing campus processes such as Faculty Senate and its various committees, the program reviews submitted on a semi-annual basis by academic programs, and in general taking a deeper look at individual units, longer-term trends, and potential new programs.

To accomplish this work, we would sincerely encourage the Task Force to consider implementing phases to this process, much like best practices in assessment encourage:

- We recommend beginning AY 20-21 by implementing the changes under the 10% model.
- Beginning AY 20-21 create a Sustainability Task Force that has equitable faculty representation from each division along with some administrators.
- Each year, the Task Force should assess the changes already made, gather new data, and recommend additional changes—again, these are basic assessment best practices.
- This can continue until WOU's budget has stabilized.

All faculty understand that President Fuller has the authority to make these decisions unilaterally, but we would caution against continuing down this path ignoring the many

reasonable objections voiced by faculty. Similar processes pursued by other universities fractured the campus, creating a hostile battle between faculty and administrators, that we would not like to see recreated on the WOU campus (see [this article](#) from the Chronicle). The objections of our faculty are not uneducated; they are grounded in deep concern for the future of this campus and our students, and they are also, regrettably, grounded in distrust of our administrators. The recent Campus Climate Survey shows how much faculty want to be included and want better, more transparent communication. Meaningfully modifying the process will work to repair the harm that has already been done and, in our opinion, lead to a stronger WOU. Our motto is “forward together” after all. Right now, we are not moving forward together.

As Dean Cassity writes in her report: “I would suggest that in the future, in lieu of “rank-and-yank” style program prioritization, the university engage in an ongoing process of program analysis that emphasizes the health of the university as an ecosystem, analyzes programmatic value alongside cost/revenue considerations, and encourages the development positive action plans with requisite institutional support” (4). That is what we are proposing here by suggesting a collaborative process for any long-term restructuring or reimagining of programs. We would also implore administrators to not engage in this work without meaningfully and intentionally including faculty from the origins and throughout the process.

Again, FSEC does truly appreciate being involved in this process, but that decision was reactive not proactive. It was done in response to faculty complaints at a special meeting of the faculty senate instead of involving faculty from the very beginning. The current climate on our campus would be different, and faculty in general would be much more supportive of Administration’s cost-saving efforts, had faculty been at the table while creating the rubric or had been truly included in this Task Force and if efforts to balance the budget had started from a truly collaborative place through WOU’s existing shared governance institutions such as Faculty Senate.

FSEC looks forward to meeting with the Task Force to further discuss the Deans’ reports and next steps, and to seeing and responding to the draft of the President’s plan. We hope that by working together, we can meet the needs of the university without furthering hostility between faculty, administrators, and staff at WOU.

Budget Update

FSEEC Panel

August 24, September 2 and 10

Concerns about Shared Governance

- In May, we were told by HECC and the governor's office to plan for an immediate \$4.4M cut in funding for fiscal year (July 1, 2020-June 30, 2021) and we immediately began a number of actions across all employee groups to balance the budget, as directed by the BOTs.
- We had two WOUFT meetings (May 20 and June 1) to get additional input and ideas to help manage the budget crisis.
- After the June BOT meeting we learned that the Joint Ways and Means Committee intended to keep our state funding flat for this fiscal year (this was finalized during the special legislative session on August 10), which allowed us to extend the Article 15 timeline and increase faculty participation.
- After the July 14, Special Faculty Senate meeting, we shared the deans' plans with the Faculty Senate Executive Committee (FSEC) and they began reviewing the plans and working on a report to the Article 15 Taskforce.

Concerns about Shared Governance

- While we were able to extend the timeline for a final plan from August 15 to October 16, there is still an imminent threat to our fiscal solvency because of our structural deficit and the highly probable state funding cuts beginning July 1, 2021.
- On August 4th, we had a productive meeting with the Article 15 Taskforce and FSEC, when the idea for these panels was suggested.
 - August 24
 - September 1
 - September 10
- At the August 4th meeting, a proposal was also made to convene a Faculty Senate Sustainability Taskforce after September 15 and that body could make recommendations to and meet with the Article 15 Taskforce. This allow for a more iterative response to various points in time when we will get more information about our budget (e.g. final Fall 2020 enrollment, staff FTE reductions, and FY22 and FY23 state funding).



FY 2019-20 Overview

Together we SUCCEED

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

| | As of April 30, 2020 Management Report | As of 7/23/20 | Difference |
|--------------------------------------------------------|---------------------------------------------------|----------------------|--------------------|
| Student Fees & Tuition (net of remissions) | \$34,781,892 | \$34,935,394 | \$153,502 |
| Government Resources & Allocations | \$27,512,295 | \$27,516,295 | \$4,000 |
| Gift Grants and Contracts | \$611,849 | \$738,498 | \$126,649 |
| Other Revenue | \$4,242,953 | \$3,735,890 | (\$507,063) |
| Total Revenues | \$67,148,989 | \$66,926,077 | (\$222,913) |
| Personnel * | \$62,217,644 | \$59,828,355 | \$2,389,289 |
| Service & Supplies | \$6,664,805 | \$7,809,390 | (\$1,144,585) |
| Capital Expense | \$306,634 | \$109,647 | \$196,987 |
| Total Expenses | \$69,189,084 | \$67,747,392 | \$1,441,691 |
| Net Transfers | \$3,059,697 | \$3,099,681 | (\$39,985) |
| Total Expenses and Transfers | \$72,248,780 | \$70,847,074 | \$1,401,706 |
| Operating Net Revenues less Expenses | (\$5,099,791) | (\$3,920,997) | \$1,178,794 |
| * Reflects \$1.8M of CARES institutional reimbursement | | | |

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

| | As of April 30, 2020 Management Report | As of 7/23/20 | Difference |
|--------------------------------------------------|---------------------------------------------------|----------------------|--------------------|
| Other Activities | | | |
| Investment in Salem Building | (\$2,698,042) | (\$2,698,042) | \$0 |
| Retirement Window Payment | (\$782,798) | (\$782,798) | \$0 |
| Other | (\$87,863) | (\$87,863) | \$0 |
| Total Other Activities | (\$3,568,703) | (\$3,568,703) | \$0 |
| | | | |
| Total Net Revenues less Expenses | (\$8,668,494) | (\$7,489,700) | \$1,178,794 |
| | | | |
| Fund Balance at the Beginning of the Year | \$12,955,720 | \$12,955,720 | |
| Fund Balance at the End of the Year | \$4,287,227 | \$5,466,020 | |
| | | | |
| Fund Balance as a Percentage of Revenues | 6.38% | 8.17% | |
| | | | |

FY2020-21 Overview

Building the FY2020-21 Budget

Board Directives:

- The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees approve the FY21 Preliminary Budget as presented in the docket, with instruction to present an Adjusted FY21 Budget at the November 2020 Board of Trustees meeting that results in a positive projected ending FY21 **fund balance** as approved by the Board of Trustees. June 2020

Western Oregon University
FY21 Adopted Budget w/ Varying Levels of State Funding

| | | Education & General Fund | | | |
|------------------------------------|-------------------------|----------------------------------|--------------------------------|-----------------------------------|--|
| | FY20 Adjusted Budget | Adopted (17% Cut) FY21 Budget | 10% Cut to State Allocation | Full (0% Cut) State Allocation | |
| Revenues | | | | | |
| Enrollment Fees | \$36,819,522 | \$35,950,000 | \$35,950,000 | \$35,950,000 | |
| Government Resources & Allocations | \$27,512,295 | \$24,533,727 | \$26,580,998 | \$28,967,290 | |
| Gift Grants and Contracts | \$850,000 | \$750,000 | \$750,000 | \$750,000 | |
| Investment | \$3,659,000 | \$3,000,000 | \$3,000,000 | \$3,000,000 | |
| Sales & Services | \$450,000 | \$500,000 | \$500,000 | \$500,000 | |
| Other Revenues | \$100,000 | \$100,000 | \$100,000 | \$100,000 | |
| Total Revenues | \$69,390,817 | \$64,833,727 | \$66,880,998 | \$69,267,290 | |
| Expenses | | | | | |
| Personnel | \$59,239,913 | \$60,186,055 | \$60,186,055 | \$60,186,055 | |
| Services & Supplies | \$7,640,016 | \$7,525,889 | \$7,525,889 | \$7,525,889 | |
| Capital Outlay | \$202,691 | \$209,691 | \$209,691 | \$209,691 | |
| Total Expenses | \$67,082,620 | \$67,921,635 | \$67,921,635 | \$67,921,635 | |
| Net Transfers | \$3,619,069 | \$3,424,329 | \$3,424,329 | \$3,424,329 | |
| Net | (\$1,310,872) | (\$6,512,237) | (\$4,464,966) | (\$2,078,674) | |



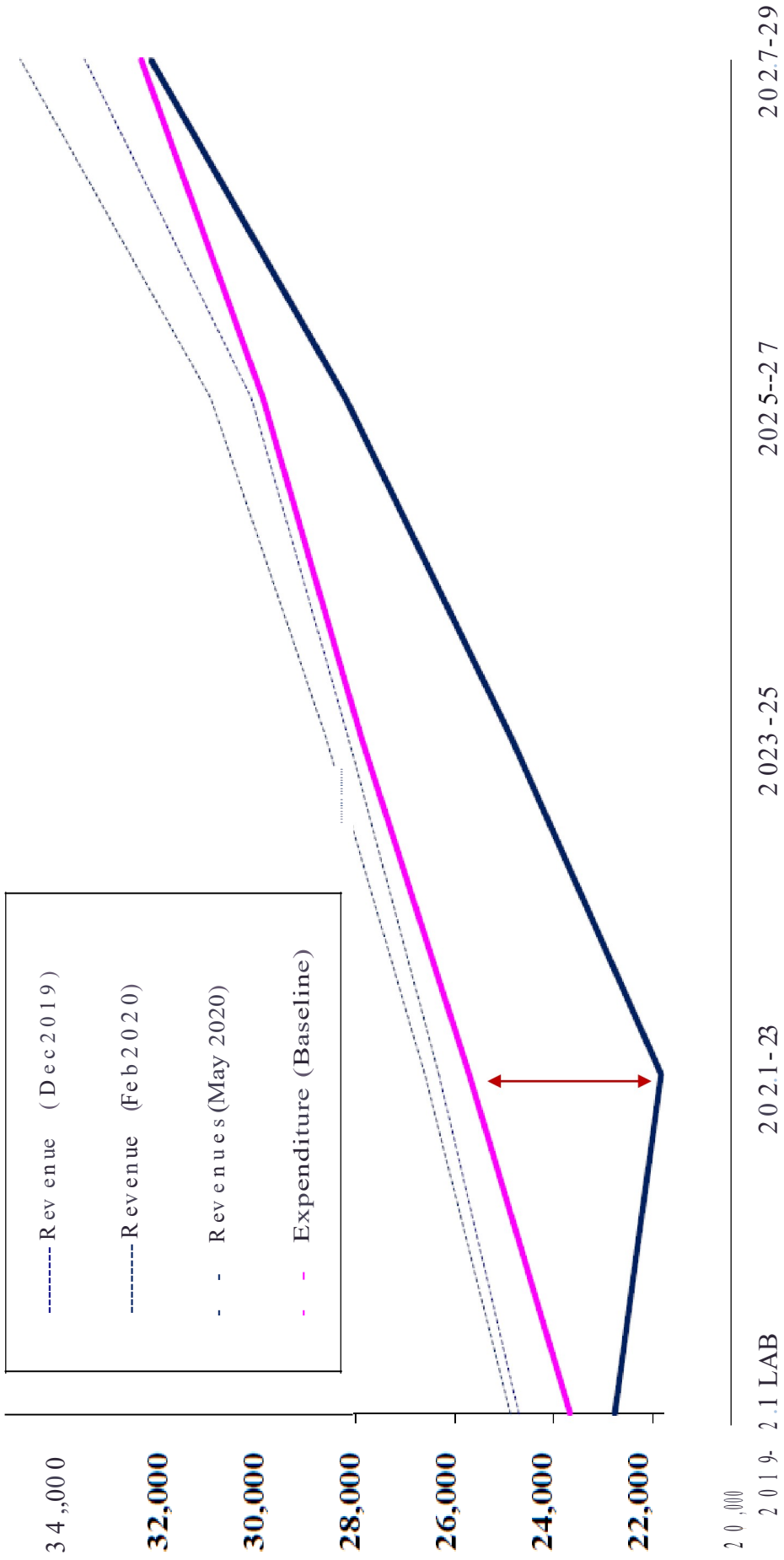
FY 2021-23 and FY2023-25

Together we SUCCEED



Long Term Budget

May 2020 Revenue Forecast.



20,000

2019-20 LAB

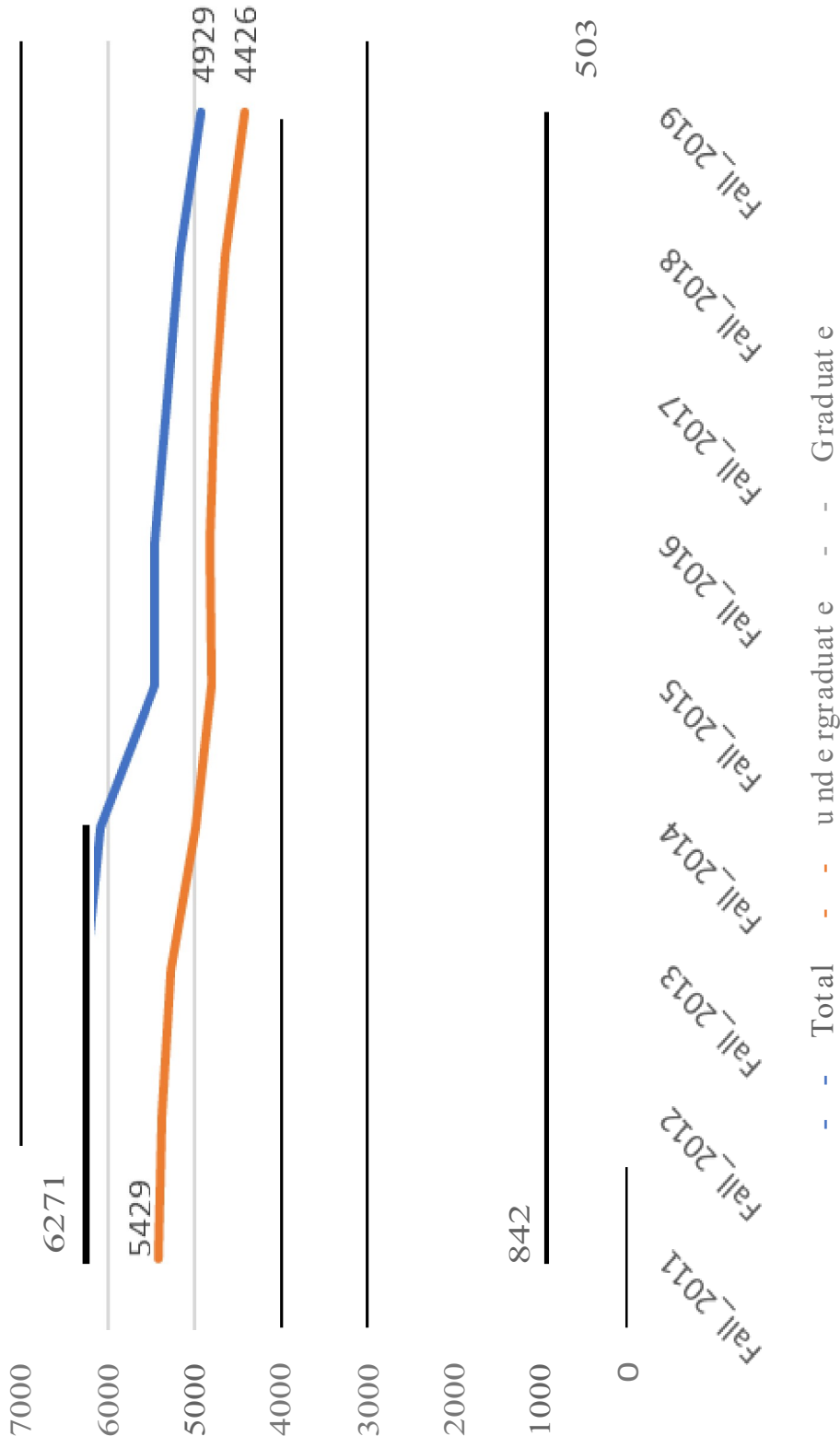
2021-22

2023-24

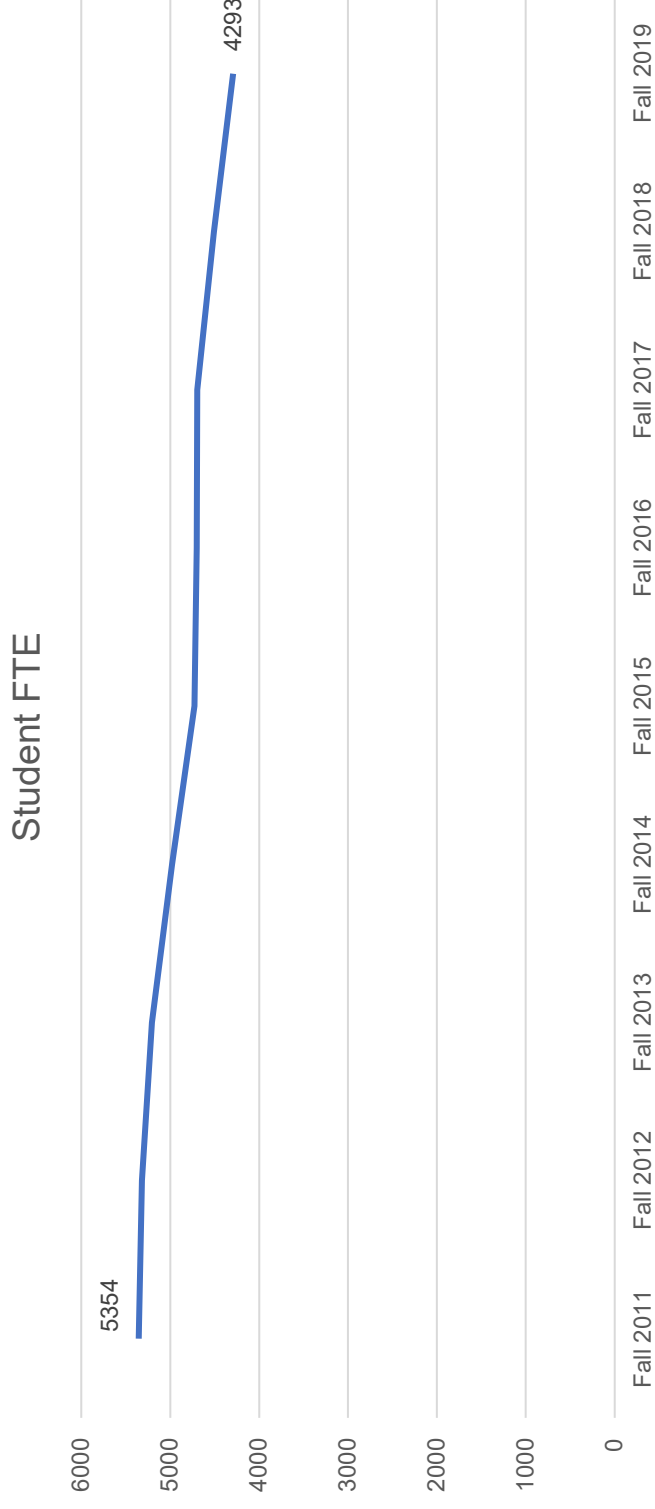
2025-26

2027-28

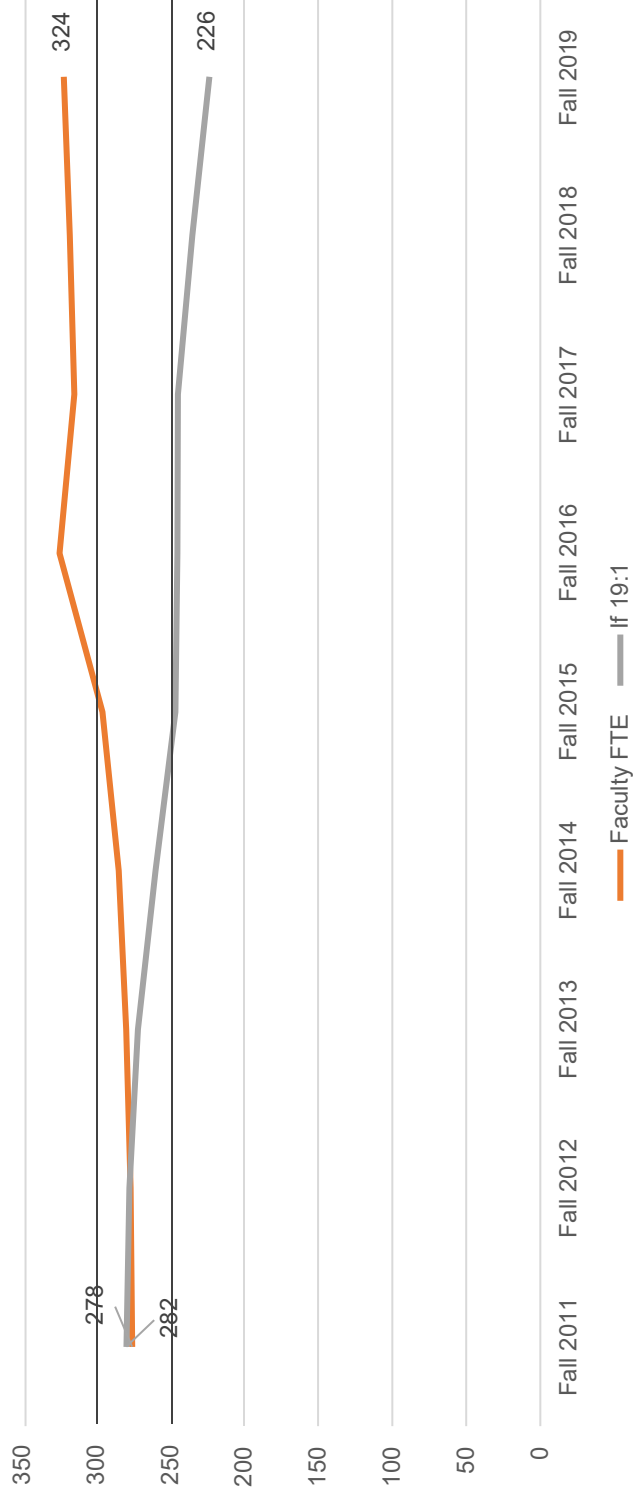
WOU Enrollment (HC)



Enrollment FTE



Faculty FTE



Student to Faculty Ratio

| | Student-to-faculty ratio | Student FTE | Faculty FTE | If 19:1 |
|---------------------------------------|--------------------------|-------------|-------------|---------|
| Fall 2011 | 19 to 1 | 5354 | 278 | 282 |
| Fall 2012 | 19 to 1 | 5319 | 279 | 280 |
| Fall 2013 | 18 to 1 | 5206 | 282 | 274 |
| Fall 2014 | 17 to 1 | 4979 | 287 | 262 |
| Fall 2015 | 14 to 1 | 4726 | 298 | 249 |
| Fall 2016 | 14 to 1 | 4701 | 327 | 247 |
| Fall 2017 | 15 to 1 | 4695 | 317 | 247 |
| Fall 2018 | 14 to 1 | 4509 | 320 | 237 |
| Fall 2019 | 13 to 1 | 4293 | 324 | 226 |
| Source: Institutional Research Office | | | | |

Western Oregon University FY21 Enrollment Status Update

As of August 18, 2020 M-report:

Undergraduate FTEs are at 3389, which is 6% below budget (3600 FTEs)

Graduate FTEs are at 217, which is 13% below budget (250 FTEs)

Western Oregon University FY21 Adopted Budget w/ Varying Levels of Enrollment

| | FY20 Adjusted Budget | FY21 Budget (2.5% Enrollment Decline) | FY21 Budget (5% Enrollment Decline) | FY21 Budget (7.5% Enrollment Decline) | FY21 Budget (10% Enrollment Decline) |
|------------------------------------|----------------------|---------------------------------------|-------------------------------------|---------------------------------------|--------------------------------------|
| Revenues | | | | | |
| Enrollment Fees | 36,819,522 | 35,950,000 | 34,950,000 | 33,975,000 | 32,990,000 |
| Government Resources & Allocations | 27,512,295 | 28,967,289 | 28,967,289 | 28,967,289 | 28,967,289 |
| Gift Grants and Contracts | 850,000 | 750,000 | 750,000 | 750,000 | 750,000 |
| Investment | 3,659,000 | 3,000,000 | 3,000,000 | 3,000,000 | 3,000,000 |
| Sales & Services | 450,000 | 500,000 | 500,000 | 500,000 | 500,000 |
| Other Revenues | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 |
| Total Revenues | 69,390,817 | 69,267,289 | 68,267,289 | 67,292,289 | 66,307,289 |
| Expenses | | | | | |
| Personnel | 59,239,913 | 60,186,054 | 60,186,054 | 60,186,054 | 60,186,054 |
| Services & Supplies | 7,640,016 | 7,525,889 | 7,525,889 | 7,525,889 | 7,525,889 |
| Capital Outlay | 202,691 | 209,691 | 209,691 | 209,691 | 209,691 |
| Total Expenses | 67,082,620 | 67,921,634 | 67,921,634 | 67,921,634 | 67,921,634 |
| Net Transfers | 3,619,069 | 3,424,329 | 3,424,329 | 3,424,329 | 3,424,329 |
| Net Budget | (1,310,872) | (2,078,674) | (3,078,674) | (4,053,674) | (5,038,674) |

FY2021-22

- Early intelligence
- 10% to 30% cuts in PSUF
 - 10% → \$2.9M
 - 20% → \$5.8M
 - 30% → \$8.7M

Questions and Comments

Panel Discussion: Article 15
August 24, 2020, 2-3pm

President Rex Fuller addressed the concerns about shared governance and then shared an overview of the current university budget situation as context for the discussion.

- A one-time infusion from the state (CARES Act funding) changed the balancing process so that the 2020-2021 academic year funding remains flat. The administration had initially planned for a potential 17% cut going into the year, but they were able to add \$4.5 million. WOU has already made some adjustments and will continue to look at efficiencies. Looking ahead, we have both a suppression (from having to close campus) and a recession coming. The 2021-2023 biennium projection shows a significant gap in funding that will be available from the State (\$29 million is our state budget; so we will lose anywhere from \$2.9-to-\$8.7 million depending on cuts from 10% to 30%; we are expecting a 20% reduction, a budget shortfall of \$5.8 million). For that biennium, we need to be looking at additional tightening. All Oregon universities are expecting a shortfall (collectively, \$4.5 billion).
- As for enrollment, we have been experiencing a 10-year decline. At our peak in 2011, our student FTE to faculty FTE ratio was 19:1 and we now have a 13:1 ratio. Student FTE has decreased while Faculty FTE has increased (we had 278 faculty in 2011 and now have 324). For FY21, undergraduate enrollment is 6% below budget (a budget shortfall of ~\$3.7 million).

The following questions were raised:

How faculty will be involved in planning, how do we ensure that faculty participation is meaningful?

- Rex: We have adapted; this panel, and the sustainability task force; union and task force will be looking at plans that have been developed thus far; we now have early intelligence to plan for cuts, so we need to develop a plan with different cut scenarios. Report by end of October would be used by Presidential Task Force. Up to this point have been looking at Deans' plans, which FSEC has also seen.

Would faculty see the plan created by the new sustainability task force?

- Rex: There will be many iterations of the plan that will be available for comment along the way.

Request for length of time increased at these panels.

Is there a slide that shows increase in Admin FTE?

- Rex: Did not include in this presentation. The presentation was meant to highlight reasons for invoking Article 15. The scenario has changed but does include cuts at various levels.
- Rob: We have eliminated 8.5 positions. We added 5, so total 3.5 reduction in Academic Affairs.
- Ana Karaman (in chat): In the past year, finance and administration cut 12 positions, which saved us \$1.2 million.

What does sustainability mean in this context?

- Rex: It goes back to strategic plan and the need for a model that leads to sustainability for the university. This means matching our ability to secure funding from the state, meeting enrollment/tuition, being affordable, and obtaining external resources (e.g., grants, foundation money). For departments, it means developing categories of interest (e.g., student demand, majors/minors). These are similar to what was in the rubric, although Deans did not use the rubric in their reports.

Are you committed to maintaining a liberal arts campus?

- Rex: I would refer you to the Heart of the Matter in my [first speech to WOU](#); we are still committed to being a regional university that offers liberal arts education and allows students to pursue degrees that offer real opportunities.

Question regarding data sources: Institutional Research page has been updated but there seem to be some discrepancies in dates used for data. Different time periods are used for different analyses. It would be important to use same time periods moving forward to get a better handle on the data that are used.

- Rex: Part of this is due to need for IR office to continue to build. 2011 is the peak year, so it is often used to determine what led to that peak and the decline that followed.

With the task force coming up with different cut scenarios, do you know what you are looking at regarding percentages for the 1, 2, 3, 4 million cut scenarios?

- Ana Karaman (posted in chat): Per June BOT approved budget, total faculty salary and OPE is \$26M. \$1m is 3.8%, \$2m is 7.7%, \$3M is 11.5%, and \$4M is 15.4%

In terms of enrollment and admissions, how much has changed since 2011?

- Rex: There have been a number of changes (remissions policy, Western Undergraduate Exchange Program, new markets). States that drive our enrollment are OR, WA, CA, HI, and AK. We are trying to grow markets in TX. In terms of spending, will have to look up numbers, but no significant changes in staffing at Admissions. Our efforts with transfers and WOU Salem are new efforts to open up new markets.

What is driving decline in enrollment more than what we see at other universities in OR?

- Rex: A number of issues, such as student preference (e.g., STEM programs), the new campus in Bend, community attributes that draw students (e.g., Monmouth vs. Bend). Biggest drivers are increased competition and decreased HS graduation rate.

Question about Business Department right sizing that was mentioned in FSEC response to Dean reports. What led to this?

- Kathy Cassidy: We need to look at this more carefully, but it is important that we are CBA compliant and look at efficiencies. Deans' planning scenarios are not final; the Deans wrote them to Rex as part of the preliminary planning that needs to happen.

Will there be an opportunity for faculty to see relevant data related to Deans' reports? Will we have the same data you are looking at in order to make decisions?

- Rex: One major data source has been added to Institutional Research website that includes Student Credit Hours, Majors, and Minors (i.e., headcount data and FTE data). These are on the IR website. We are also looking at other data and need IR to verify data in order to move forward. Some data are already there, other data we will get to you.

Do major/minor data include double majors? Faculty have seen discrepancies in the IR data after looking up students in Degree Tracks.

- Rex: This may be related to students not declaring even though they are majoring. This is an issue, and we will need to defer to Dr. Shaheed on this; please send questions in email to forward along.

Is there a holistic vision for the university? What about programs that have a lot of FTE in Gen Ed but few majors? What about the Hispanic Serving Institution?

- Rex: WOU has not been static for the last 15 years. We have had a dynamic process. For example, we have had to carefully look at TT positions, and may be worse off if we had not. Resources have needed to be reallocated.
- Rob: Also want to say that a sustainability task force would be effective, and it is important for us to think of a vision and faculty should contribute to this. Would also welcome a rubric (or something like that) that would contain some of those ideas for WOU.

Should we have an enrollment task force on campus?

- Rex: I believe a strategic enrollment plan was created with faculty. Student retention and graduation is also important as part of student success model.
- Rob (shared screen) – Strategic Enrollment Management Plan Committee existed, maybe we can build on that.

Why did the newly ratified CBA not include retirement incentives?

- Rex: Retirement could not be agreed upon by both sides to make the CBA.

Regarding WOU Salem : Are we generating new markets or are they WOU students?

- Rex: Both – our numbers are exceeding the business plan. The individuals with some college but no degree are seen as a potential new market. We are tracking ahead of where we thought we'd be with WOU Salem.
- Rob: Difficult to tell with new programs, but we did have a 340% increase in student hours S19-S20.

Are we advertising both WOU and WOU Salem?

- Rex: We do advertise WOU generally. We rely on a lot of word-of-mouth as well. When we look at cut scenarios, we need to look at impact on enrollment (e.g., reducing Admissions staff).

Article 15 notes - September 1, 2020

Leigh: Welcome and thanks for participating.

Pres Fuller: Shared a budget update created for the FSEC panel. Update showed concerns over shared governance and how administration has responded by extending plan timeline to October and holding these panels and a follow-up committee at the request of FSEC; budget updates for FY20-21; longer-term revenue and budget forecasts through to 2027-2029; WOU's historical enrolment figures; planning for FY 2021-2022.

Questions:

Bojan - Thanks to Ana Karaman, Camarie, and Gabe for talking about this information with me.

Clarification: Does the 3.92 million deficit in the management report include transfers?

Ana - Yes

Bojan - State of Oregon is below the average nationally. This means we get less per year than places elsewhere, so Oregon is stuck on income tax which makes funding hard. Question for Ana. We transferred 990k to the plant fund as a temporary transfer for the physical sciences building. Was that money transferred back?

Ana - Board authorized this transfer a year ago. It was transferred back and reported to the Board at that time. The transfer was a bridge of several months.

Rex - That project was underbid so we had to increase the amount we spent to meet the instructional needs of the science faculty. When that happens, you cannot get additional funding from the state but we have to

Bojan - Is the projected 20% cut for each biennium or each year?

Rex - For the biennium. We took the most recent annual budget as most people think in years not bienniums.

Bojan - Following up on FTE and enrollment comment, can I ask about the workload for business faculty? Looking at faculty FTE and enrollment trends, 2011 was a high point after the last recession. Historically, going back to the early 2000s we are not in that bad of a place but we do need to have programs on campus that will drive student enrollment and generate revenues. I think business is one of those programs. I did a cost-benefit analysis on moving business faculty to meeting the CBA (27 to 36 credits) and believe that would increase costs. We would have to cut NTTs, which would directly impact our NTTs who are highly productive and affect the composition of the division which has fewer full-time faculty. Changing that credit load would impact our ability to hire new faculty. It is typical at our competitor institutions for business faculty loads to be at or below 27 credit hours.

Ethan - WRT the discrepancy between revenues and faculty FTE costs, do we have comparable figures for administrative staff from 2011-2019?

Rex - The IR website (<https://wou.edu/institutionalresearch/>) has dashboards which tracks expenditures by employee group, including teaching VS non-teaching faculty. It's important to remember that we have added new administrative functions since moving out of the OUS system as well.

Rob - I have kept track of staff positions that have been cut VS those that have been added in the past three years. [can this list be shared?] We have reduced overall over 3.5 FTE at higher level positions in the last several years by eliminating or combining positions.

Leanne - In the IR dashboards, Faculty FTE appear to be calculated as 1 for full-time and 1/3 for part-time. How do we define those terms, which IPEDs says is defined by the institution? I was also looking at numbers of faculty FTE and noticed a large increase between 2014 and 2016. There is a report for 2012-2018 and another for 2019, but there's a lot of noise in the data between 14/15 and 15/16, in particular between 2015-2016 we went from [some number??] of part to full time faculty to a number 50 higher. Is it possible that those are not new hires but people being reassigned from part to full? In the same two years, we also go from 0 to 109 people without faculty status being calculated in these totals. It does seem we've added 22 TT faculty lines between 2012 and 2019 so it does appear to have gone up. Is there clarity on that?

Rex - In terms of TT/NTT, it's 36 credit hours VS 45. I would have to defer this question to Dr Shahid. The general trend, that we have a decline in enrollment and an increase in faculty expenditures.

Leanne - It might be good for these questions to be a question for the task force. It would also be good for them to examine what the ratio is of NTT instruction time and TT instruction time. Can you clarify how long the sustainability task force will have to complete its work?

Rex - It's still under some discussion but I think by the end of October. We need a workload study. There is a national study which identifies average levels of load by discipline, but it would be interesting to know what WOU's loads look like.

Erin - We have a large number of faculty whose loads are split up with administrative tasks (e.g. Gen Ed group, division chairs). How does that play into things like faculty lines? For instance, I teach 1/3 and I do administration 2/3. I think rather than administrative bloat we have faculty who are taking on administrative roles. From a GenEd standpoint, it's important to have people available to each in economic drivers but we also need to be able to support a robust and diverse general education program, which will include opportunities for students coming out of programs that don't necessarily bring in a lot of money.

Rex - FTE refers to instruction. Typically, if a line is half-instructional, it will appear as a half-FTE. If someone is teaching half in Gen Ed and half in chemistry, that doesn't impact their FTE because they are still teaching at full time.

Rob - There are a lot of points in the system where there probably is error/noise. Shahid has assured us that we have been doing reporting IPEDs data consistently since 2012 even though we shifted having OUS report it to having us report it. There is also a metric showing consistency. We have worked very

hard to reduce course releases in the last few years, and I'm not sure if or how that is reflected in the data. We have been working on a faculty workload project for quite some time.

Jen – Will the budget problems we're having impact our ability to pursue HSI status?

Rex - I don't think a budget excludes our mission as an HSI, although it might accelerate some of it. The HSI mission is very driven by a look at what's going to happen in Oregon demographics and K-12 population over the next ten years. Our Willamette Promise population is much more diverse than our current college population, which is a trend that is only going to increase.

Breann Flesch - We hear a lot about FTE and instructional effort across the board, but I have the unique experience of working in different academic units and I have taught 36 units the entire time I was here. But the workload is not the same. I went from 8 advisees to 54. I went from avg of 10 per class to avg of over 20. How much of that workload study is going to be an input to the sustainability task force? I think that's worth thinking about and looking at. Just because business faculty teach less classes, I wonder if workload is actually higher because of higher class sizes (etc.)

Rex - The data is instructional effort, which is one of three areas of responsibility. I've been at campuses where faculty fill out an annual form describing their workload in the coming academic year. We need to get closer of having a better sense of what our efforts are.

Bojan - We are actually lean, administratively, compared to other institutions.

Ana - Looking at financial..., we also have divisions for institutional support. There is a spreadsheet including all support offices if anyone is interested in seeing that data. We are fairly lean.

Ethan - We're attempting to decrease expenditures to meet this budget situation. Another way to the gap would be raise revenues. I haven't heard any discussion about that. What kind of strategies are we engaging in to increase revenues?

Rex - One big initiative is trying to increase retention by improving pathways to graduate, e.g. from community colleges. We have applied baccalaureate programs, for instance. WOU:Salem is a major market for that. We've extended the Western undergraduate exchange tuition rate to Texas, which has a surplus of high school graduates compared to higher ed capacity. We have also worked to increase state funding through lobbying at the state capital. We continue to work on the enrollment strategy, but it doesn't appear to be enough by itself.

Rob - In addition to HSI and the enrollment efforts, health sciences has been something where we have tried to work on this. For example, the DPT, which faculty voted to have a moratorium on. The data shows that \$4 million dollars of revenue would come in from that program, but there has been resistance to that which is frustrating. Up until this year, we've had a 5% increase in retention rate, which is another way to increase revenue.

Bojan - Is that a senate problem?

Rob - The senate resolution doesn't really stop us from moving forward on the program, but we are deferential to the faculty opinion to respect shared governance. We have tried to get the law blocking ups from offering this program revoked but it was caught up in the republican walk-out. There still seems to be good support in Ways and Means, so we are hopefully that it is moving forward. [There is a

high demand, OUS cascades and OIT have these but the demand is regionally focused as we need to have clinical sites students can access. There are also other opportunities. A Faculty advisory group heard about an opportunity for OT, and that would net \$3.5 million and there is currently no meeting of that need.]

Rex - ORS 352(?) defines TRU universities and limits them to the master's degree, so DPT requires us to change legislation. An OT program would not require legislation for us to offer it, since it is a Master's program.

Rob - As long as we don't have something like the walkout last session, I am confident we can have that language changed in the next legislative session.

Bojan - When people want to go back to school, we need to have programs they will want to go to. To grow revenues we need to be able to provide those programs.

Erin - When we think about how we grow, part of GE is to track data. We have some amazing programs with a ton of majors and those programs unfortunately lack capacity to contribute a lot to GE. We need to be really creative to continue offering a robust GE experience, especially since that cross-disciplinary experience is really useful to students. I think we need to remember that programs struggling to attract majors still contribute to the university in other ways.

Ethan - Thinking of the economy, we need to think about how to position ourselves in the future. Such as improving online course delivery. We had a strong online course presence and responded well, but we need to keep pushing on that. I think we might also look into beyond additional programs is offering short-term education outcomes (such as certificates) that would be attractive to working adults who are looking for additional support. Similarly, offering certificates to groups in the areas who need support right now. For example, K12 has had serious trouble meeting online education needs and I think we can help those groups provide those services while potentially increasing our revenues.

Stewart - A few comments and a question. I have heard from education faculty that marketing has told them they do not want to market education programs. I think it's great to develop new programs but I want to make sure we don't forget about existing programs which are not being leveraged as well as they could be. There is also an ongoing faculty senate group looking at the development of certificates. As a question, can you clarify why OPE isn't counted toward budget savings when it comes to salaries?

Rex - Regarding OPE, I made decision for those 10%/18% numbers to be around salary. There were two choices, OPE + Salary VS salary. I chose salary since that is the way I always think about these lines. The target numbers were adjusted appropriately, so the target itself would have been the same either way. I had a direct conversation with marketing to make sure that they are not disregarding education. Legislators often use STEM as an example of high-demand programs. I think about number of opportunities when I come to high-demand, and K12 is definitely a high-demand sector due to likely retirements. We need to make sure that we are offering a diverse, robust program. I've also been impressed by the number of certificates offered and look forward to new opportunities that can be enhanced/created by our experiences in the last few weeks.

Rob - I had also heard the comment about marketing and am very willing to spend discretionary budgets on targeted marketing. I have met with division chairs in COE and talked about this, as investing a small amount can highly increase enrollments in niche areas like this. We have done a good job on

certificates/new programs. We weren't able to offer standalone certificates due to reporting required by the Dept of Education, which may have changed. Mark Girod has done a great job of bringing us opportunities around this kind of thing.

Leanne - The vision for growing WOU and making it sustainable is great. A lot of faculty feel that we have been left out of that vision, or that we do not have buy-in. I think conversations around the Hanover report with faculty might cut down on some of the intransigence in some conversations. I hope we can all work towards this vision together.

Bojan - Hoping that immigration policies change, Indian, Bangladeshi, and Chinese markets are enormous and have a big appetite for STEM programs. If we keep those markets in mind then we can develop programs to meet those needs when international students are more able to come to the US.

Rex - It's been encouraging to end this on a "looking to the future" note. the Hanover report is probably not well-publicized and are areas of opportunity, such as STEM and international market. Our programs are likely to be of interest to both domestic, local, and international students due to diversity/robust programs etc.

Leigh: Thank you all for your time again. If you have other questions or comments, feel free to send them to me or pass them along to your division's rep for the next meeting.

Panel meeting 9.10.2020

Attending: Melanie Landon-Hays, Chelle Batchelor, Leigh Graziano, Erin Baumgartner, Keven Mallkewitz, Rob Winninham, David Janoviak, Chehalis Strapp, Patricia Flatt, Tad Shannon, Marie LeJeune, Ana Karaman, Mark Girod, Kathy Cassity, Brianna McFadden, Amanda Smith, Rex Fuller

Leigh: Thank us for volunteering, while most of us are off contract. Extended the time, begin with a short presentation and then open up to a larger discussion. Turn over to President Fuller.

Rex: Thanked us for joining. Especially as people are suffering through losses throughout the state. Hope everyone is safe...these are the most trying times I've experienced in my lifetime. Thoughts and prayers are with everyone. With any luck, we'll have some control and get to an environmental sense.

Slide 1. In May, the HECC and governor's office told us to plan for an immediate cut that led to the declaration we needed to invoke article 15. We met with the union twice, first on May 20th and June 11. Purpose is to discuss alternatives to program curtailment. At the June board meeting, the joint ways and means committee issued a set of principles and there was good news about flat funding for FY 21. That was a significant change since the board meeting took place and an adjustment was made. After the July 14th special faculty meeting, we met with FSEC and shared Dean's plans and we had an opportunity to respond. Thanked Leigh for leadership on that and we were able to with a task force which includes dean's, we were able to have a significant conversation with ...

Slide 2. Outlined steps that have delayed and lengthened the process for deliberation and designed response.

Slide 3. Key changes to FY20---key change is the 1.8 M of CARES reimbursement. Board delineation, we knew firsthand what it was like and thanked us for the quick pivot. Nutshell of that is they were able to assign 1.8 million dollars of personnel cost to this one-time infusion and that changed our ending fund balance here.

Slide 4. Impact. Important to see why we aren't using reserves---you see that we started using some of our reserves. We used and reduced our fund balance from 12 to 5.4 million. That puts us at an 8% balance and our board policy is 5 to 10% which is our desired target. We did utilize 7.5 million of reserve which is why we went from 12.9

Slide 5. Building the 20-21 budget. By November we need a set of solutions to balance the budget by the end of FY 21 in concert with board policy mentioned---5-15% fund reserve and an ideal target of 12%. This motion was debated extensively by the finance and administrative committee and they reaffirmed this directive moving forward

Slide 6. FY21 ADOPTED BUDGET. State of affairs in June. Flat funding was recommended and the far right column with the increase of 4.4 million that we are now 2 million. Effect of flat funding versus the 17% cut scenario. In that sense we have an infusion of funds for one year. One-year grant from the state and we now get to have more time to plan carefully. All part and parcel of our conversation today.

Slide 7. Long term budget. Update in September, revenue forecast in mid-September. This shows the revenue forecast going to December 19. In both cases, Oregon was in real good shape, revenues exceeding expenditures. We could think in terms of expansion of higher ed and then COVID happened and the gap is shown in that red line in that bright pink color and navy blue color with 4.4 billion dollars. This will be updated after the September forecast and all estimates are that we will continue this gap. Ben Cannon has met with us and what people are saying we can expect 17-20% cuts, Ben Cannon is saying we should expect much higher numbers, 30% cuts for the 21-23 biennium. 20% cut is 3 million and 30% is 9 million.

Slide 8. WOU Enrollment. Complicating that is our own enrollment at WOU. In earlier panels, people have noted that the peak is anomaly not normal, 2011-2012 is a peak and that is true for all universities in Oregon. This shows both UG and graduate enrollments.

Slide 9. FTE. Convert earlier graphs to FTE you see a similar pattern in decline and 20% decline that you've heard many of us talk about in regard to enrollment patterns experienced at WOU.

Slide 10. Faculty FTE. NTTs and TT lines. Equates to a full-time equivalent load for a TT faculty member teaching 36 hours in an academic year. Orange-ish line is the actual FTE numbers. Rose to 324. Relatively stable over the years. Gray bar is if we had a 19 to 1 student to faculty ratio what would have been what we needed...226. In Fall of 2019, we had 324 FTE and then we would have needed 226. The numbers that support that are in the next slide.

Slide 11. Student to faculty ratio. Enrollment has fallen faster than instructional FTE. # of students to # of faculty. Reflected in classes where you see the overtime number in some classes. All of these ratios are 1 number, quite a bit of variation across the university. These are the data that drive ===what if we held steady at 19 to 1, how many faculty would we have needed? These numbers are provided by Dr. Shahid and reflect the data that we report through IPEDS.

Slide 12. FY21 enrollment. UG FTE is 6% below budget and graduate FTE is 217 which is 13% below budget. Today's numbers show we are now about down 9% and graduates are down about 3 % on FTE. Down about 7% FTE. Much of that is complicated by COVID as you all know, we made a reopening decision that we are opening mostly remote and those are in the science labs and creative.

Slide 13. Adopted budget w/ varying levels of enrollment. 3-million-dollar loss. Our revenues are falling short as we begin the fiscal year. We go from a starting budget deficit of 2.2 million and if we were 10% that would put us at 5 million. We're working very hard to try to get students to return and to take full loads. We are getting the students who are enrolled, enrolling in loads the same as last year.

Slide 14. Early intelligence. Ben Cannon---30% rather than 10. Back in 2008, higher ed took a disproportionate share of cuts but back then, we thought we could raise tuition to offset the decline in state funding, double digit increases across the nation. Universities don't have much elasticity left to offset cuts. On top of that we're playing a game where we set tuition in April and have a budget cut that comes mid-cycle. 80% of expenses are personnel. VPs are planning for 10 and 17% cut scenarios. This process is a book with two chapters. Classified and unclassified positions and work around faculty positions is governed by article 15. With that we are ready for questions. Turn it back to Leigh. Will pull slides down to allow for more interaction.

Leigh: Immediate questions related to the presentation material before we move into a larger discussion.

David: There are a lot of unanswered questions moving forward with the budget, we don't know if it will be a 10, 20 or 30% cut, curtailment, program elimination cuts. What is your target given all of those uncertainties.

Rex: Planning target we gave deans were in the range of million dollars in program curtailment and that was built after June. When we think of where things end up, we are in a better spot with enrollment declines, we could be in that range of 6 million dollars and we are still looking at options. What we will have to do is build scenarios into it, if things are this bad, we'll go this far and if things are good, we'll go this far and the challenge is that we have to start now and it requires a full year to give notice for any tenure track positions, the change in our funding from the state enhances our ability to do thoughtful planning for this year. Planning documents by the end of the year, right size based on what we know at that moment. By the end of Fall, we will know the fall census and have more certainty and then the legislative process won't begin until January and then we can go forward with that process. I hope that's responsive to your question.

Melanie: Salem campus and Salem budget.

Rex: purchase price is 2.7 million, engaged in remodeling. It will be a place where we offer courses related to the new Salem effort. WE have seen enrollment in key programs there. Degree compilation options at the UG level. The enrollment numbers are tracking ahead of where we planned, and the location will be one that is available for further expansion in the COVID and post COVID world. Revenue estimates are all in. WOU has two locations and all enrollment estimates include both of those. I think all of that data is in the slides I shared, and I'll defer to Ana to see if there's anything she would like to share.

Ana: So, you saw on one of the slides, we pulled it out, because it's one time it has all the typical expenses and additional 3.5 million. That includes 2.7 we pulled it out to show it as a one-time expense, as we look to forecast, this won't happen and we go to that account. 2.7 purchase, when we purchased, we also started a revolving line of credit for 5 million we thought that if we need to tap into money, we have this line. We had lots of discussion with the finance committee about that.

Rob: Add perspective from academic standpoint. Exceeded our expectations in terms of enrollment. 340% increase in enrollment...exceeded our average classroom capacity last year...talking about reducing expenses. We want to increase revenue, given that we are in a recession now and giving them a flexible schedule and it will take some time...

Chehalis: Increase in enrollment, new student enrollment or shifts from Monmouth campus to Salem campus.

Rob: Some new enrollment in org leadership for example. We've surveyed students and asked why they came, and the convenience of being in Salem, WOU Salem

Leigh: What is the student FTE that equals the 340% increase? Org leadership is working populations.

Rex: We are targeting primarily a working population, for new enrollment that doesn't fit a 1 to 1 ratio. That is data we could run. I would say as Rob said is that students are a mix of new students. Mix of students taking courses because they can get the class there, as well as new enrollments. We know that there are 500,000 people in Oregon who started college and didn't finish.

Rob: We talk a lot about organizational leadership, other programs have seen an increase, org leadership, the Rehab and counseling is up 29% and interpreting studies is up 19%.

Leigh: Marie has asked if you could speak to how decisions are made to be held in Salem and how we allocate resources to advertise these Salem offerings?

Rex: General announcement...we've done some additional advertising in relocating to our permanent home in the Vick building, personal context and directors and Rob and I have met with leaders. State government, etc. and we've met saying we have programs available in Salem, there are advising efforts, the actual budget related to advertising, what advertising do we need to promote that new location. As to which programs are located there, I'll defer to the Provost, a lot of that is driven by faculty interest. Discussions and opening sections can be located there as well.

Mary: mic keeps cutting out for me.

Rob: in terms of programs offered there, Sue has worked with deans and division chairs and there is the opportunity to move into Salem. We can offer far more classes. We want

Rex: Working with the chair of OCOP to talk about an LOA for that space. They have provided 60,000 dollars for remodeling their space in that building. The advantage of them being there is that most of their work is around theprocess. The advantage of them being there during the sessions and they would relocate to community colleges. AT this point, only OCOP is seen as a tenant of that building. We had some conversations with projects related to Apple, there are possibilities but no decisions being made.

Amanda: are we looking to cut 100 positions or the equivalent of 100 FTE. Or how does that relate to the million or 4-million-dollar amount. These can represent lots of things; can you relate those for me.

Rex: The plans I asked the deans to work on is salary, not OPE. Going forward, those are the same numbers I asked the VPs to identify, those numbers were picked at the time as that was the intelligence we had from the governor's office. The numbers we've worked on were related to salaries and not OPE, base salaries, that includes salaries we have in the budget, TT and NTT positions, part time and full time. So, when I use that 19 to 1, it was simply for expository reasons, if we had maintained that ratio, that's what we would be. We aren't looking for a razor. We've seen enrollment declines that see a need to align our instructional resources with our current reality.

Mary: Thank you so much for providing us with this information ...TT is 36 hours and NTT is 46 hours. We've had lines not replaced and lines moved and so over time there's been a shift in TT faculty and see what those shifts have been over time. I think we've been right sizing for a while, see the shift from TT to NTT. Why just look at salaries? Benefits are related to what is in the contract, looking just at salaries? Why not look at the overall picture and not just salaries?

Rex: Reason I asked for salaries as someone who has worked in higher ed for a while, a position A, TT faculty member looks at steps in contract. When you look up salaries, you look up salaries, it's salaries rather than salaries and benefits. We can look at position alignment. We could have easily done the arithmetic based on OPE. There are fixed costs like healthcare but there are places that move the number around. We have been very careful about filling vacant lines, all the years I've been here and perhaps even before, and despite all those decisions around numbers. You might think about these efforts to make micro adjustments to be less than we need to fully balance the alignment of instructional resources which is why I invoked article 15, we can't do the gradual process anymore. We're doing both of those things with this particular exercise at this stage. Position accounts in various departments may have changed in the last five years, so the data that DR. Shahid provides his total instructional effort over a time period.

Mark: Going to the issue that we were just talking about which is salary versus salary + OPE, when we were looking at 17%, 17% cut in salary is a 22% cut when you figure in OPE, you are

really cutting 22% and telling people it's 17% and the problem is the disconnect between what is actually being cut. I understand that using salary is easier to calculate because healthcare is fixed for everybody when other costs are not. There are two sets of numbers and it causes a lot of confusion, so the implication is there are extra cuts being snuck in and people I talked to were quite suspicious and just using salary is underestimating the actual cuts being made.

Rex: The 10 and 17% figures converted to a dollar figure. Same process given to VPs. IN the end, we control positions and salaries and we don't control OPE. We don't have influence on that with the legislative process.

Rob: 10 and 17% plans on the staff side. Not faculty. Similar approach---we had targets for 10 and 17% salary reductions across campus.

David: I don't know if this is so much a question as a series of comments. I love the idea of a sustainability task force. I think this is long overdue. I think it should be in place for a long time and should have representation from all divisions. We've spent the last 5-6 years waving the word sustainability around like a chastising figure, but we weren't provided with data or expectations for what that term means in relation to our department, division, etc. Some departments felt we were sustainability but learned that we were losing money for the university, so when Dean Cassity provided us with her LAS cost analysis spreadsheet and whether or not we were generating profit or costing. It was a wakeup call and surprise to us, the two questions that went through my mind were 1) why weren't we provided this data earlier and 2) how do we fix this? If we were told how we could be sustainable by profitable departments, we could achieve those goals. Response from CA who has seen this has been to roll up their sleeves and find solutions. Those discussions have begun and are really valuable. I'm concerned as a division chair, is it too late for that? Will we be cut and relegated, based on rubrics and reports that scare us in CA. The Hanover report and I look at that series of bubbles and graphs that break us down into where we have low market and high market demand and it feels very utilitarian, I guess what I'm asking is will we be able to contribute to balance in this process? And secondly, is the Hanover report a major factor in making these decisions?

Rex: First of all, epiphany of having conversation with Article 15 and FSEC is both groups were thinking about this, my understanding in progress we were making on that, roughly, to your point, longer term one can imagine that topic embedded into the UBAC process, a long term sustainability question is I agree with you on that...another reason why we need to have evidence and data...the Hanover Report was an effort to look at future and the horizon and alignment with majors in UG programs so it is seen as an audit of our current programs, so at this point, we're still having dialogue about where we can make adjustments in our program array that would lead to some degree of efficiency and structural alignment, That's the whole point of these conversations is to look at alternatives,. There may be places where we say that we no longer need a major. Might lead to a reduction in total FTE in that unit. Aligning instructional FTE with programs you are responsible for. The crux of the conversation is that. The deans were charged with giving me a first effort into what that would look like. FSEC

responded to those, filling in this dialogue process. As I pointed out, these conversations and work down with the sustainability task force might.

Rob: I want to add a little to that if I may, I'm appreciative that we have been able to add additional time to the timeline. Now we're looking at the end of October. Work has already started. Give credit to college deans who have already cut 1 million dollars. We call efficiency, these are NTT jobs. That work has been done and will continue to be done outside of Article 15. It's been very difficult. Ana would point out to you more than a dozen people she has laid off in the last 6 months. We've laid off quite a few people in academic affairs. We've reduced 3.5 FTE in academic affairs the last two years. Mark and Kathy looked at profitability of programs. When we do something new, we try to factor in a 40% overhead, if it doesn't, we look at that to do that. Mark did that. He didn't think it would be publicly discussed like this and gave us a metric that would be comparable across all programs. WE found that all programs were quote unquote profitable. That can't be the case if we are losing several million dollars a year because we have some baseline infrastructure we have to put in place and that is more expensive than if we add more programs. 40% was an assumption made...

Keven: Business, student to faculty ratio higher than the campus mean. One question, three parts about workload: worked at Adidas for 15 years and went through 6 restructurings, key and central was analyzing the precision descriptions and workload of people being affected. It would seem that since every WOU faculty member has a rewritten description that details what they do, it seems these would need to be examined in looking at curtailment, how is that not being done? How does additional teaching in business save money? If that teaching increase is implemented, what will the FTE look like for TT business faculty?

Rob: We don't have position descriptions for faculty. Built into the CBA.

Keven: not true. I should have a position description.

Rob: I've never seen that policy and don't know anything about that description.

Keven: Judy is the implementer of that. The fact that we don't know that is a huge problem.

Rob: position description for faculty is baked into CBA. TT faculty teach 36 credits, that's in the CBA, somehow business got a special deal you taught less even though other programs. I've averaged almost 40 students in each class I've taught. Business isn't special in that regard. We have to follow the CBA. If we want to change the CBA, that can be done through the bargaining process.

Keven: answer to first question, we don't have position descriptions.

Rex: more than likely we have job ads that tie to people being hired, those would be in business specializing in marketing versus finance. That would lead to a decision to lead to FTE and discipline specific areas, that would be a piece of the conversation we are engaged in right

now. You are referring to the recommendation in the dean report, aligning load with 36 credits, when we think in terms of actual felt load, load of faculty ---size of classroom, number of courses, number of preps, all of those are factors of real load. We have in CBA a nominal load of 36 credits per term. In economics, we saw student enrollment that was not different, well above 30 per class. All of those are factors in individualized factors. Driven at department level, division chair, I would say that there would be a way to do this---decisions around program curtailment, such as suppose we decided not to offer a major in accounting, that would identify places in your group where we would look to reduce instructional offerings, we should not need upper division accounting courses. IF we made that decision, that is an example of aligning instructional resources in program curtailment.

Chehalis: Ideas or plans to incentivize early retirement...

Keven: We don't need to answer the questions that were asked. How will the proposal save money?

Rob: If all TT business faculty taught the CBA defined load, we'd reduce NTT FTE by 45 credits per year. That's where the savings would be.

Keven: It doesn't say, service and research part of the FTE, who does that, where does that go, where is that paid for?

Rob: You have service load, the TT faculty in your load don't do advising. You have service and scholarship expectations. Business faculty are not special here.

Keven: Your answer doesn't address how savings for us...it changes my research, service, and outside compensation changes.

Rob: 45 credits saved ...

Keven: 10 years I've taught 27 credits. What will change next year.

Rob: Plan deans submitted will have you teach 36 credits, like the rest of faculty, what will be my expectation?

Kathy: Same as everyone else Keven. Service and research as stated in the CBA.

Keven: We're not interested in hiring faculty in business or faculty diversity in business, strategic plan is not a strategic plan...

Rex: you're talking about a proposal that needs to be vetted; second time you've been on the panel and raised these concerns. In my experience as a dean of a business school that when someone has a nominal load of 36, that reduction in teaching means there is more effort put into the other categories and they have higher research and service expectations. Should we go

forward with that idea, we would raise your composition of courses in a given term and that will change your work balance among the three pillars if you will, teaching at a full 36 hours, so in effect, by having a reduction all these years, the expectation should be that you should have done more in service and research than your peers. I mean, in some cases I've experienced if one department has a lot of majors, why might you give them a slightly lower teaching load, have them do additional advising beyond the norm to offset the teaching load. Balanced with research and service expectations. I really think this is the reason why we are having these conversations. I'd like to move on to other questions.

Chehalis: How we might incentivize early retirement?

Rex: No other agreements that we have reached...in an earlier panel, in my conversations with leadership of the union, back on the 20th and 11th. One response was that we should consider this, that was suggested by the union. We were in the midst of bargaining at that time, there were proposals and there was no agreement on adding that at the time.

Mark P: There was no agreement because the administration stopped negotiating, the admin proposed one, the union gave a counter and the administration pulled the plug. We were mystified about why we stopped talking about it when incentivizing early retirements would save money, the administration just gave up.

Rex: We gave one proposal back...

Mark P: One counter and pulled up and gave up the discussion. It could have borne fruit, so we didn't talk any further. Anyway...

Mary: I'd like to see data. With the task force, are some of the data you are using to make decisions, are we moving forward as faculty. I'm seeing large data sets, not the subtle details. Will we have access to that moving forward?

Mark P: Two things I hear from a lot of faculty I've talked to for the last several months. One is, this enrollment issue has been exacerbated by COVID, but the enrollment is a long-term pattern, most faculty view sustaining enrollment as the task of the administration. The faculty are here to teach the classes, teach the students who are here, the administration's job is to get them here. We heard that we're doing this and this, statewide trends and national trends, our enrollment is going down faster than other universities and the administration is treating it like it's the weather and we've spent all this time on this budget crisis and worked on a project to increase enrollment, Faculty are being punished for the administration don't get students here.

Erin: I've been following the live chat with incoming students and the SOAR workgroup. I appreciate that we're already frustrated with enrollment and those folks are working so hard and are going above and beyond. I feel the need to speak up on their behalf.

Rob: I think that Mark, at one point, you say all the things were' doing, and we're not paying attention to this. We are doing this: have the types of programs and ability to attract students. You can't say we need to get people here and say programs don't matter. We just had a large grant renewed to do that and had an additional grant to support Latinx students and we're ...need to create new programs that meet the market and ...

Leigh: Mindful of time, Amanda let me sneak you in.

Amanda: I think I'm hearing an either / or. Admin has to bring people in or new things need to be flexible. And one of the things that struck me in that most recent exchange. Programs that are successful and do good work, we feel abandoned and are told you're fine. How do we partner existing as well as seeing resources provided to new programs that are not off the ground, but need support? How do we have those conversations where existing programs still get the resources they need and it's not on the faculty to do all of those things. I'm not dismissing our admissions and advising folks. It feels like, yeah, go do that, but there isn't a lot of external support for that. There has to be a medium in what I'm saying.

Leigh: Final words...

Rex: Thank you for taking time especially in these very challenging days. The number of comments...it's all of that, new students and higher retention rates and how do we get resources aligned with those efforts. We have to look at the balance of our academic programs for our mission as a regional comprehensive university. That's why we included the possibilities for enhancements as well, not just program curtailment, alignment, with our forecast and are sustainable.

Leigh: Exec is currently vetting the call for the sustainability task force. We are hoping to get that out next week and want to get people to hit the ground running. Please feel free to send concerns to your chairs and deans. I hope everyone stays safe and well. See you all in the near future.

WOU FACULTY SENATE SUSTAINABILITY TASKFORCE

RESPONSE TO ARTICLE 15 TASKFORCE WITH RECOMMENDATIONS

I. Introduction and Summary

The members of the Faculty Sustainability Taskforce (FST) wish to first express our gratitude to the WOU Administration for the opportunity to respond to the invoking of Article 15. In what follows, we provide our response and request that our recommendations be taken into consideration prior to implementation of any further action.

The FST acknowledges that a variety of factors, both in and outside of our control, have contributed to a fiscal situation that requires immediate remediation to ensure the long-term health of our institution. Administration has granted an opportunity for faculty to provide input on proposed solutions by requesting that this taskforce develop separate models to reduce faculty salary and OPE by specified amounts. It is our assessment that providing thoughtful, specific, and carefully-considered strategies aimed at meeting certain budget reduction amounts (e.g., \$1M, \$2M, etc.) is impossible within the timeline provided to this taskforce (see Section V. for more information). However, we submit that, as originally conceived, the charge of this taskforce was, more broadly, to serve as a conduit for faculty input on the Article 15 process, rather than to specify how the budget should be reduced by targeted amounts. To this broader charge, we remain faithful. Accordingly, we provide several recommendations on how to proceed from here. In the short-term, we request that the Deans' reports, which are detailed, thoughtful, and well-developed, be further refined in consultation with program leadership (e.g., Division Chairs). Revised reports should then be forwarded on to Administration for consideration. Additionally, we provide several recommendations regarding the development of new policies, practices, guidelines, etc., aimed at promoting institutional sustainability over the long-term.

II. Taskforce Charge

The FST was convened to provide an opportunity for additional faculty input to the Article 15 Taskforce. Membership of the FST includes representatives from academic divisions, academic programs, and ex-officio members serving in various capacities (see Appendix A). The charge given to the FST was to provide separate models to reduce faculty salary and OPE by \$1M, \$2M, \$3M and \$4M. These varying planning levels of cuts are to allow the university to better respond to increasingly volatile and uncertain factors that may impact institutional health, such as declining enrollment and state funding. The timeline to do this work is short, with a final report due to the university president by October 28, 2020.

III. Summary of Review Process and Data Utilized

Per the request of the Faculty Senate President, the FST was convened at the beginning of Fall Term 2020, meeting weekly during the month of October. The taskforce is led by a chair and co-chair, who have coordinated members' efforts to review and analyze the available data (described below) in the interest of producing the requested report.

The following materials and data were made available by administration for review by the taskforce:

- Notes from Summer 2020 Article 15 panel discussions;
- July 2020 budget reduction scenarios and proposals from Divisions/Departments in the College of Education (COE) and the College of Liberal Arts and Sciences (CLAS), in addition to similar documents from the Library;
- Proposed CLAS budget-reduction suggestions from Dean Cassity (July 15, 2020);
- Proposed COE budget-reduction suggestions from Dean Girod (July 22, 2020);
- Various budget document summaries including Institutional Research (IR) Data on program-specific student credit hour production (SCH), revenues-expenses, enrollment trends, student census of majors, General Education enrollments and faculty salaries, amongst others.

IV. Key Factors Informing Taskforce Assessment

The FST recognized the following in making their assessment:

- a. There is a projected budget shortfall in the next fiscal year that requires immediate action, planning, and mitigation.
- b. University enrollment has steadily decreased over the past 10 years.
- c. The campus, state, and nation are currently engaged in an ongoing pandemic and public health crisis that is impacting (and will continue to impact) University operations, enrollment, and revenues.

V. Taskforce Assessment

After utilizing the information available and recognizing the factors listed above, the taskforce made the following assessment:

- a. For the reasons described below, the taskforce should not provide separate models to reduce faculty salary and OPE by \$1M, \$2M, \$3M and \$4M, as originally requested.
- b. The timeline given for the FST to address its charge was insufficient. The Faculty Senate does not typically engage in budget management, few members of the Faculty Senate and/or the FST have the specialized knowledge required to effectively manage and/or make recommendations regarding the budget of a large organization, the members of the FST do not have the requisite information or understanding of context to make informed decisions for areas other than their own divisions, departments, and programs, and, moreover, it would be inappropriate for faculty to make such decisions under such a short timeframe and without a much more thorough process of familiarization with departments and programs across campus. The University, like other large organizations, is a complex and dynamic system of interrelated programs, offices, and units, and it is impossible to predict all possible implications of any proposed cuts without thorough consideration of the existing relationships between these units. Given the above, it is unreasonable to expect a well-informed recommendation regarding specific budget cuts within 3.5 weeks.
- c. Considering the complexity of the task, a lack of requisite knowledge and expertise, and the short timeline, any recommendations of specific cuts from the FST may have unintended consequences and would likely generate disagreement, conflict, and animosity among faculty, staff, and administration. This would undermine the development and maintenance of a collegial and collaborative academic community, which is central to the health of all institutions of higher education.
- d. Deans and Division Chairs have already presented budget reduction scenarios. The FST believes these to be thoughtfully developed and endorses much of what is recommended in these reports. The reports represent an excellent starting point that, with some revision, should receive the full consideration of administration when developing a final plan.

VI. Taskforce Recommendations

The FST recommends the following:

- a. The Library, CLAS, and COE deans should openly review their proposed reduction plans with Divisions and Departments in their respective areas, and work as a collaborative team to revise and submit a cohesive, agreed upon faculty salary + OPE reduction plan. These systematic discussions should involve consultation between the Deans, Division Chairs, and if needed, Department Heads and other faculty as needed. We encourage the Deans to solicit feedback from divisional leadership, and then to submit any final recommendations to administration for review. If needed, the timeline for submission of any recommendations should be extended to accommodate these discussions.
- b. Any proposed cuts should be reviewed with respect to their impact on not only major and minor academic programs, but also the General Education program. Final decisions regarding cuts should be balanced in their impact on these programs.
- c. Short-term budget reduction decisions should be guided by the values of our institution and the faculty thereof. We are a liberal arts university that values a diverse set of offerings for our General Education program, and we assert that having a robust choice of majors is important to our student body. We serve many students who need an alternative path to degree completion through our Interdisciplinary Studies program, a large and strong program that, it should be noted, includes faculty from many different fields. We proudly serve many first-in-family students and our systems and programs should continue to be supportive. We are also striving to be an Hispanic Serving Institution, so we should consider the diversity of our faculty and work to increase representation.

Additionally, in the interest of ensuring the long-term sustainability of any actions and the future health of the institution, we make the following recommendations:

- d. Augment existing and/or establish assessment-, program-, and curriculum-relevant protocols with formalized, clear, and consistent processes for potential program development, review, and reduction that includes adequate timelines to properly evaluate academic program outcomes in the context of any proposed developments, alterations, reductions, or elimination (See Appendix B for curriculum-specific recommendations).
- e. Create an automated system of regular academic program IR data collection and reporting that provides annual success metrics such that Division Chairs and Department Heads can proactively devise strategies to advance productivity and revenue streams, aligned with well-articulated institutional goals in this regard.

- f. Develop a collaborative, proactive incentive system for improving academic program success metrics such as SCH/Faculty FTE ratios, numbers of majors, General Education course enrollments, etc. Productivity through contributions to research and service should also be included.
- g. Establish high-priority task forces, constituted by faculty, staff, and administration, that are charged with (1) developing strategies aimed at ameliorating the declining trends in enrollment at WOU and (2) developing strategies aimed at economizing class scheduling, maximizing course SCH/Faculty FTE packing ratios, and other activities that increase efficiency and decrease the need for program reduction.
- h. Finally, all recommendations regarding the development of new policies, procedures, etc., should be extended to not only tenure-track faculty, but also non-tenure-track faculty and staff, where appropriate. We are a community of professionals, serving in various capacities, and any action that benefits one group should also benefit other groups as well.

VII. Action items

The tasks at hand, as listed above, can be divided into action items delineated based on the timeline required for planning and implementation:

- a. Short-Term Immediate Action Item
 - i. Finalize budget reduction strategies for academic program costs, as stated by the President. This should begin with Dean/Division Chair consultation regarding relevant proposed reductions, potential modification of college-level reduction recommendation reports, and resubmission of said reports to administration. Administration should take any revised recommendations into consideration for inclusion in the administrative budget plan presented to the WOU Board in December.
- b. Longer-Term Action Items
 - i. Convene working groups to address recruitment and retention issues in the interest of addressing declining enrollment trends, as well as to address existing inefficiencies in program delivery.
 - ii. Optimize strategies for IR data collection, analysis, dissemination, and utilization by academic program areas.
 - iii. Develop and establish and/or augment existing formalized processes for program development, review, management and reduction. In particular, the institution needs to develop a clear, data-driven process grounded in principles of shared governance by which program “sunsetting” may be engaged, as needed.

Appendix A

| Taskforce Membership | |
|-----------------------------|--------------------------|
| Erin Baumgartner | General Education |
| Laurie Burton | Curriculum Committee |
| David Janovick | CAD |
| Steve Taylor | NSM |
| Mark Perlman | HUM |
| Elizabeth Brookbank | LIB |
| Shaun Huston | SS |
| Ethan McMahan | BS |
| Bojan Ilievski | BUS |
| Breeann Flesch | CS |
| Terry Gingerich | CJ |
| Chung-Fan Ni | Deaf Studies |
| Ken Carano | Education |
| Jeff Armstrong | HEXS |
| Ex Officio Members | |
| Mike Baltzley | Data Support |
| Hilary Holman-Kidd | Data Support |
| Melanie Landon-Hayes | FSEC and Grad Studies |
| Annika Joy Thompson | Admin/Scheduling/Support |

Appendix B

Curriculum Recommendations for Taskforce

To maintain a current and vibrant set of curriculum offerings to best serve WOU and Oregon students, and to guide development of new programs in high-growth or emerging fields, we recommend a campus wide approach and support for both focus on, and efficiencies in program and course offerings. In parallel with a regular process to evaluate program efficacy at the student outcome and the financial levels, faculty should be provided information about emerging fields, suggested curriculum development ideas from reports such as the Hanover Market Opportunity Scan (1) and the Stamats New Academic Program Analysis (2), and should be provided support for the time needed to develop new programs to attract student interest and to develop new pathways to enhance student degree completion.

A uniform and consistent curriculum development process with equal support opportunities for all faculty should be defined, disseminated, and used throughout campus. Such a process should be used to support existing programs as well as to support development of new programs and pathways. We would like to see a method provided for existing programs to request resources and reinforcements for ideas that will strengthen current offerings. We also believe that acknowledging areas of success is an important part of this process. We note that a uniform process to support curriculum development does not yet exist at WOU. For new revenue streams, the Hanover and Stamats reports show areas where WOU can grow and focus to attract new student interest and these and evolving ideas should be supported. The current ad hoc process does not afford equal opportunities for faculty in all areas to participate in the development of new programs. Report recommendations, development opportunities and other relevant information can be disseminated to faculty through existing Faculty Senate committees, such as Curriculum for undergraduate programs and Graduate Studies for graduate programs.

The deans' report and enrollment numbers identify a lag in graduate enrollment in key areas; Contemporary Music, M.M., Criminal Justice, M.A., Elementary Mathematics Specialist (K-8), M.S.Ed., Management & Information Systems, M.S. and Organizational Leadership, M.A., and this, along with the recent shuttering of the eMAT program, despite an incoming cohort of close to 20 graduate students, reflects a systemic issue in support for and marketing of existing graduate programs. The process for both supporting existing programs and building new programs has been particularly uneven in our graduate offerings with differential tuition approaches, and other special deals. We hope the hire of the new Dean of Graduate Studies and Research will result in increased numbers for previously vibrant graduate programs, and increased work with faculty to support existing programs and to develop new and attractive graduate programs and program pathways, certificates and specializations, including programs that are natural graduate level next steps for existing WOU undergraduate programs, pathways that are designed to help encourage current WOU students see WOU as a viable graduate school opportunity.

1. Market Opportunity Scan, Undergraduate Bachelor's Programs, Hanover
2. New Academic Program Analysis: Potential Graduate Programs, Stamats

Appendix H

COLLECTIVE BARGAINING AGREEMENT

Between

**WESTERN OREGON UNIVERSITY
FEDERATION OF TEACHERS**

**Local 2278,
AFT, AFL-CIO**

And

WESTERN OREGON UNIVERSITY

July 1, 2017 through June 30, 2020

(2018-2020 Re-opener)

back pay to accompany an order of reinstatement.

The arbitrator shall have no authority to make any decision limiting or interfering in any way with the powers, duties, and responsibilities of the University and the Board which have not been expressly limited by this Agreement.

Section 7. Arbitrator's Decision. The arbitrator derives authority wholly and exclusively from the express terms of this Agreement. The decision of the arbitrator shall be final and binding upon the parties as to the issues submitted, provided that either party may appeal the decision on the basis of repugnance to law, jurisdiction, or that the arbitrator exceeded authority granted by this Agreement.

The decision of the arbitrator shall be issued within thirty (30) calendar days of the close of the hearing unless the parties have agreed to additional time.

The decision of the arbitrator shall be in writing and shall set forth findings of fact, reasoning, and conclusions on the issue submitted and which shall include a clear statement as to the prevailing party.

Section 8. Costs. All fees and expenses of the arbitrator shall be borne by the party not prevailing in the arbitration. Where an award clearly finds each party culpable, costs will be shared equally. Each party shall bear the cost of preparing and presenting its own case. Expenses of witnesses, if any, shall be borne by the party calling the witness. The cost of any transcripts required by the arbitrator shall be divided equally between the parties and each party shall be furnished a copy thereof. If either party wishes a transcript of the hearing, it may have one made at its own expense, but shall provide the arbitrator and the other party a copy at no charge.

ARTICLE 15: LAYOFF

Section 1. It is understood that in a viable and complex University offering an array of professional programs, it may be necessary to adjust staff and programs. Historically, these adjustments have been accomplished by attrition and by not renewing appointments in specific programs, units, or divisions. The provisions of this Article and accompanying procedures do not apply to this historical practice.

The modification of programs generated solely by changes in curricula or in the educational programs or mission of the University is accomplished through usual curricular mechanisms and the provisions of this Article likewise do not apply.

Section 2. Layoff will take place only after the University finds that one of the following bona fide conditions exists or is imminent:

- A. demonstrable financial exigency;
- B. program or discipline curtailment;
- C. retrenchment.

The magnitude of the layoff shall be commensurate with the condition necessitating such layoff (OAR 580-021-0315 et seq.).

Section 3. After a declaration is made that one of the conditions described in Section 2 exists or is imminent, the President will meet with two (2) members of the Union to discuss alternatives. Following the meeting the President shall present a plan to implement the conditions described in Section 2 to the Union. The plan will include proposed reductions to divisions and programs. The Union will have an opportunity to review and make comments on the President's plan and to suggest alternatives. The President will consider the suggested comments of the Union before preparation of the final plan. The President's final plan shall be given to affected divisions or units no later than one month prior to implementation. The Union shall be concurrently provided with a copy of the President's final plan.

Section 4. The factors to be considered in any layoff determination shall be considered sequentially. Should consideration of any factor in sequence result in identification of a candidate for layoff, the remaining factor(s) need not be considered.

The first factor to be used in determining which faculty members are to be laid off shall be the needs of the program or division, including the need to preserve various areas of academic specialization and in consideration of the University's commitment to affirmative action goals. Each Division faculty shall provide recommendations to the Chairperson concerning areas to be preserved in protecting the academic integrity of the programs offered by the division as they relate to the Division, College and University. If the Chairperson does not agree with the division's faculty recommendations he/she shall meet with the Division faculty to discuss the recommendations.

The second factor shall be the kind of appointment: fixed term appointments shall be laid off before tenure-track and indefinite tenured appointments, tenure-track appointments shall be laid off before indefinite tenured appointments.

The third factor shall be seniority; when the needs of the Division or program can be met by two or more members whose qualifications are substantially equal and whose performance are substantially equal, as revealed by performance evaluations (Article 8, Evaluations), members with the fewest number of quarters of continuous service shall be laid off first. The number of quarters of service to the division or program shall be calculated as described in Section 5 below.

Section 5. Before the length of service to the Division, discipline, or program is determined, all faculty members who have transferred into a Division or program where a layoff is to occur will have time in their former division or program included in the calculation. When two members being considered for layoff have the same length of service, the individual first appointed to the Division or program shall have seniority. The date of appointment shall be taken as the date of the letter which first appointed the individual as a member of the Division or program. Upon request by the Union, the University agrees to provide the Union with a list containing the date of original appointment to the Division, discipline, or program.

Section 6. If a tenured faculty member is laid off under the provisions of this Article, the

University will endeavor to find suitable alternative employment within the institution or, if such is not found, shall make reasonable efforts to assist the member in finding suitable employment elsewhere.

Section 7. If a position becomes vacant in the program or Division from which a member has been laid off and the position is to be filled, a member who is fully qualified to fill the vacant position shall be offered reemployment by certified mail. Offers of reinstatement shall be made in inverse order of layoff. The faculty member will have thirty (30) days from the date the offer is sent in which to accept the offer. If no acceptance is received in writing within the thirty (30) day period, the faculty member will be deemed to have declined the offer and the institution will thereafter have no further obligation to the member. It is the responsibility of the faculty member to keep the institution apprised of their current mailing address. When circumstances warrant, the University and the Union may agree to shorten or waive the thirty (30) day period required by this section.

Faculty members recalled from layoff will be credited with their original date of appointment, less the layoff period, for purposes of determining years of service, and will be reinstated with all rights and privileges accumulated prior to layoff unless such rights or privileges have been impaired by actions of the member while laid off.

Persons who have not been reemployed as of June 15 of the year following two full academic years after layoff shall be deemed to have been given timely notice and their employment will have been terminated as of that June 15 date.

Section 8. Members on layoff status will be treated as if on leave without pay for purposes of eligibility for enrolling at any institution of the former Oregon University System at the staff fee.

Section 9. The University shall not use salary rates to differentiate among non-tenure track faculty for purposes of staffing.

ARTICLE 16: SALARY

Section 1. Retirement Plan Contributions.

Bargaining unit faculty members shall be eligible to participate in the Public Employees Retirement System (PERS), the Oregon Public Service Retirement Plan (OPSRP), the Optional Retirement Plan (ORP), the Tax-Deferred Investment 403(b) Plan (TDI), and the Oregon Savings Growth Plan as set forth by Oregon law.

A. Public Employees Retirement System Individual Account Program (IAP). For work performed on and after January 1, 2004, Western Oregon University shall pay on behalf of members of the Public Employees Retirement System (PERS) the statutorily required employee contribution to the Individual Account Program under ORS 238A.330 and pursuant to ORS 238A.335, or under ORS 238.315 if the member elected assistance under ORS 243.920.

1. The full amount of the members' required contributions paid by WOU to PERS



**The Western Oregon University Federation of Teachers (WOUFT; AFT Local 2278)
Response to the Article 15 Draft Plan - Submitted 23 November 2020**

Below, please find the WOUFT Executive Council's response to the Article 15 draft plan (dated 12 November 2020). Your careful consideration is appreciated and we remain available to answer any questions.

Introduction/Overview

The Article 15 draft plan, released late on Thursday, November 12th is very troubling. The opening section describes WOU's mission and values, but elements of the plan appear to undermine the very values and "qualities of mind" that WOU espouses as commitments. We believe that any approach to realigning WOU's finances with our institutional mission must keep the interests of students at its center. The draft plan explains WOU's financial position as the result of the pandemic as well as a pattern of declining enrollment that has worsened since 2015, necessitating the downsizing of faculty and staff. Yet just over a year ago, when Trustee approval was sought and granted for a \$1 million dollar endowment and nearly \$3 million for a building purchase in Salem, WOU's financial picture was presented in a much more positive light.

We are not persuaded that the financial situation at WOU requires many of the drastic and permanently damaging curricular actions that are identified in the plan. We are concerned that the issue of declining enrollment needs the urgent and immediate attention of the university and Board of Trustees. Though 2010 was the high-water mark for WOU enrollment and one might have expected some regression to the mean, the enrollment decline has been allowed to proceed unabated for too many years, and WOU still lacks an effective plan to grow enrollment. We are, however, convinced that the faculty we represent are capable of innovating and are enthusiastic about creating new ways of meeting WOU's financial challenges.

We hope that the administration will be responsive to faculty initiatives and ideas for growing enrollment and strengthening student retention while also carefully considering what WOUFT proposes here. As we see it, the biggest obstacle facing WOU at this moment is the steep decline in trust and morale among students, faculty, and staff, and overwhelming lack of confidence in the leadership appointed to move us forward. Acceptance and implementation of the recommendations offered by WOUFT in this response would be a significant first step in restoring the morale and earning back the trust of WOU faculty.

The sections below include:

- I. a description of Article 15 process shortcomings and unrealistic timelines
- II. a list of recommended interim measures that address our financial challenges, and
- III. plans for savings incentives and opportunities.

I. Process Shortcomings and Unrealistic Timelines

The WOUFT Executive Council recognizes that WOU faces significant financial challenges. However, we strongly object to the proposed elimination of majors and upper division course offerings that unnecessarily limit student learning and career pathways. The proposed plan appears to indicate a broader change in WOU that has not been sufficiently discussed with campus stakeholders.

The Article 15 draft plan has employed an opaque process not defined in the draft document nor evident through the external data sources provided, with only perfunctory opportunities for stakeholder involvement.

The WOUFT Executive Council highlights three primary concerns about the Article 15 process:

1. An undisclosed and unvetted apparent change in the “future direction” of WOU
2. Inadequate opportunities and unrealistic timelines for stakeholder input
3. Failure to provide clearly-defined metrics and reliable and for data analysis

Prior to discussing each of these concerns in some detail, we note that President Fuller, in a letter sent to the faculty by email on July 1, 2020, cited Dickeson’s *Prioritizing*

Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance (2010) as a primary resource to guide program prioritization at WOU. We find Dickeson’s study of program prioritization to be a good model, yet it was not applied at WOU.

For reference, Dickeson’s recommended review process (pp. 67-70) is below:

| Dickeson’s Recommendations | WOU’s Process |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Announce criteria in advance | Not implemented by the Article 15 Taskforce |
| Decide what relative weights should be given to the criteria | Not transparently implemented by the Article 15 Taskforce |
| Involve program faculty and staff in designing additional data formats to fit the criteria | Not implemented by the Article 15 Taskforce |
| Provide data to support the criteria | Not consistently implemented by the Article 15 Taskforce; so far, reports from multiple faculty who have worked with the data, including those on the Faculty Senate Sustainability Taskforce indicate that data sets are incomplete, have significant anomalies, and wrongly categorized data |
| Note that data do not substitute for sound judgments; have a methodology | Not implemented by the Article 15 Taskforce |

Communication

Data from the Campus Climate Survey presented in Spring 2020 provided early indications that there were pervasive concerns about communication, transparency, and information sharing on campus. In contrast, Dickeson (p. 35) notes “Reform of this type requires extraordinary communication.” Dickeson states:

“The campus should clarify both the design of the program prioritization process and who will manage it. Questions will abound, and rumors will circulate. Participants need to know where to get straight answers, and they will need to feel that answers are consistently given. The institution **should publish a timetable for the process, which balances the urgency of the task with the reasonableness of the time constraints of its participants”** (p. 91, emphasis added).

WOU’s timetable included deadlines that prevented stakeholders from having time for proper analysis and consideration. WOUFT’s Executive Council finds that the university’s communication during the Article 15 process fell far short of “extraordinary,” causing precisely the issues about which Dickeson warns.

Unilateral Change in the “Future Direction” of WOU

Dickeson writes, “The unifying force for stakeholders—the flag around which all should rally—is the mission of the institution” (p. 36). We note the draft report’s top-line reference to “strategic priorities and future directions.” The draft plan provides compelling evidence that WOU’s “future direction” is being shaped without input from the incoming president or other critical stakeholder groups.

There has been no inclusive campus discussion, during or immediately prior to the initiation of the Article 15 process, of any changes to WOU’s strategic priorities or mission. The current Article 15 process exhibits the hallmarks of a unilateral decision to remake WOU and university program offerings without significant input from all campus stakeholders, in opposition to WOU’s stated value of shared governance and in violation of the Faculty Senate’s important role in managing the curriculum. Further, we are concerned that WOU students will receive something less than “a personalized experience in a comprehensive, mid-sized public university” as stated on p. 3 of the WOU Strategic Plan.

The proposed cuts would leave WOU with a program structure which would no longer be accurately described as “comprehensive.” Moreover, the suggested cuts are

diametrically opposed to what we proudly have been telling students for many years, that

"WOU is a public liberal arts university, a place that infuses the benefits of liberal education into the learning of every student. Whatever area of specialty you choose, building your education on a strong liberal arts foundation will help you develop a range of attributes that employers seek and communities need."
(from <https://wou.edu/las/value-of-a-liberal-arts-education/>)

Stakeholder reports in response to Article 15 reiterate this message. The three reports from the College Deans (COE, LAS, and Library), Faculty Senate Executive Committee (FSEC), and the Sustainability Taskforce all emphasize the need to maintain the present mission of WOU, and as such do not suggest that a change of mission is necessary nor desirable. Though the Deans' reports were not made available to the campus community at large, the Faculty Senate Executive Committee was given the opportunity to view them and respond.

The FSEC response to the Deans' reports notes that they "were heartened to see how many programs are profitable and necessary on our campus. We were glad to see that the budget demands can be met through efficiencies rather than program cuts, and **wish to emphasize that none of the three Deans' reports recommends making dramatic elimination of programs.** Indeed, the reports clearly articulate that eliminating programs will only worsen the university's financial standing and ability to meet the needs of WOU students" (p. 1, emphasis added).

Subsequently, the FSEC report, which called for more faculty input, was met by the administration's agreement to form a narrowly focused Faculty Senate Sustainability Taskforce. This group, which included representatives from all divisions on campus, met in the Fall and reiterated the need to follow the recommendations of the Deans' reports, emphasizing a commitment to the **current** mission of Western Oregon University. The WOU Faculty Senate Sustainability Taskforce report maintains, "We are a liberal arts university that values a diverse set of offerings for our General Education program, and we assert that having a robust choice of majors is important to our student body" (p. 4).

The WOUFT Executive Council emphatically reiterates these same recommendations. We are a liberal arts university with many course offerings that enhance and support various programs. We have a history of strong interdisciplinary values. A cut to one program can result in harm to many programs, damaging the overall mission of Western Oregon University and the educational experience of the students we serve.

Inadequate Opportunities and Unrealistic Timelines for Stakeholder Input

Upon being informed of the invocation of Article 15 in May, faculty demanded that the Faculty Senate be included in the process during a special meeting held in June. As a result, the Faculty Senate Executive Committee was given the opportunity to respond to the Deans' reports. In August and September, faculty panels convened in order to discuss the FSEC response to the Deans' reports (notably, faculty on these panels were not given access to the Deans' reports, only the FSEC response to the Deans' reports). The Faculty Senate Executive Committee pushed for the formation of the Faculty Senate Sustainability Taskforce. This request was eventually granted in September. Then, in October, the Faculty Senate Sustainability Taskforce had three weeks to meet and respond, which was insufficient to enable them to do their work properly. This lack of adequate time is highlighted in their report.

According to Dickeson, the national standard for the process of making such deep and broad cuts is 1-3 years, often aligned with accreditation and always with substantial faculty and other stakeholder input. WOU's Article 15 process has been entirely inconsistent with this national standard. Dickeson cautions,

“I believe that academic program prioritization must be seen as an extraordinary process requiring a suspension of ordinary behaviors. The institution's future is at stake. If meaningful faculty involvement is desired, then accommodation of the time to participate fully should be made.” (p. 108).

Additionally, as underscored above, the administration apparently did not plan for faculty input, which was only granted after repeated requests from faculty, including the body charged with oversight of WOU curriculum - the Faculty Senate.

Further, these processes should be transparent and inclusive. Dickeson states,

“The price of open communication is that some information can be embarrassing or misleading. If, for example, a program is recommended for discontinuance at one level, word spreads to the program constituents, including students enrolled in the program, who react as though the decision were final. I have seen students withdraw from the institution, operating on the misassumption that the program was to be cut. The alternative— to conduct the prioritization process in secret—is unacceptable. Meeting behind closed doors breeds suspicion. Resolution of this dilemma will require patience and understanding from all campus stakeholders.” (p. 110-111)

WOU's failure to apply these principles led to precisely the kinds of undesirable effects predicted by Dickeson. A detailed outline of the timeline under which such significant decisions were expected to be made is provided below:

- *May 7:* President Fuller notifies the campus of “imminent” program curtailment and invokes Article 15
- *May 21:* WOUFT representatives meet with President Fuller to discuss Article 15, to ask questions and to get more information. President Fuller suggests the magnitude of cuts is \$4,000,000 for Academic Affairs
- *May 29:* Results of the Campus Climate Survey are presented
- *June 1:* WOUFT meets with President a Fuller a second time and presents alternative ideas for budget efficiencies and salary savings, including a retirement incentive we believed would attract volunteers
- *June 18:* Rubric for program prioritization designed by administration is shared with the Faculty Senate President; the Faculty Senate Executive Council pushes for this to be shared with all Faculty
- *July 1:* Rubric for program prioritization is shared with the entire faculty
- *July 15:* Deans submit reports for program efficiencies and cuts, all three emphasize that they did not use the rubric that was created by the administration
- *July 20:* while most faculty members are off contract, FSEC is notified by President Fuller that FSEC can be a part of the process, more than twelve weeks after he declared that “program or discipline curtailment” is imminent
- *July 23:* FSEC receives the Deans’ reports

- *August 3:* WOUFT becomes aware of the Retrenchment Plan Taskforce; it is noteworthy that President Fuller did not cite retrenchment in his invocation of Article 15 to WOUFT but referred to program elimination as “a version of retrenchment.”
- *August 7:* President Fuller shares the retrenchment taskforce side letter that includes a suggested timeline for retrenchment
- *Late August to early September:* Faculty senate panel discussions are convened to discuss the FSEC response to the Deans’ reports
- *September 18:* Campus call is put out for service on the Faculty Senate Sustainability Taskforce (FST), noting that the FST’s report would be due in less than six weeks’ time; the FST is able to constitute quickly and convened in early October, but is left with less than four weeks to complete its task
- *October 8:* President Fuller announces his retirement
- *October 27:* Faculty Senate Sustainability Taskforce presents their report to the Faculty Senate
- *November 12:* President Fuller sends his draft Article 15 Program Curtailment Plan to WOUFT and FSEC, indicating that he requires these bodies to provide final feedback by November 23rd, giving campus stakeholders only 6 working days to analyze and respond
- *November 15:* Provost Winningham releases the plan to students in an email announcement
- *November 16:* President Fuller sends the Draft Plan to the entire campus
- *November 18:* Board of Trustees meets to discuss Article 15 plan
- *November 20:* WOUFT receives data requested to help inform our response
- *November 23:* Reports from WOUFT and FSEC are due to President Fuller
- Tellingly, President Fuller notes that he intends to implement the Final Plan “on or around November 30” which means that he will need only one week to assess and consider the recommendations of the Senate and Union before initiating faculty layoffs and eliminating academic programs.

As outlined, this seven-month process indicates a stakeholder input timeline which itself renders any meaningful program curtailment review virtually impossible. It is also antithetical to recommendations made by Dickeson. The shortcomings of the process

have been exacerbated by the ongoing global pandemic, with few people on campus and communication largely limited to email and virtual meetings.

The Faculty Senate Sustainability Taskforce (FST) came to a similar conclusion about the rushed proceedings. The FST report states

“... it would be inappropriate for faculty to make such decisions under such a short timeframe and without a much more thorough process of familiarization with departments and programs across campus. The University, like other large organizations, is a complex and dynamic system of interrelated programs, offices, and units, and it is impossible to predict all possible implications of any proposed cuts without thorough consideration of the existing relationships between these units. Given the above, it is unreasonable to expect a well-informed recommendation regarding specific budget cuts within 3.5 weeks....It is our assessment that providing thoughtful, specific, and carefully-considered strategies aimed at meeting certain budget reduction amounts (e.g., \$1M, \$2M, etc.) is impossible within the timeline provided to this taskforce...” (p. 3).

Failure to Provide Reliable Data and Clearly Defined Metrics for Data Analysis

Program prioritization committees should be representative of the campus, and include administration, faculty, staff, and students. Data and metrics to be used should be thoroughly vetted and agreed upon **prior** to being used. Dickeson states,

“Several campuses with which I have worked on this process have taken shortcuts ... Campuses that undertook the full analysis instead came away from the process convinced they had made stronger decisions more consonant with their ongoing strategies. **But whatever criteria are chosen should be clearly identified in advance and communicated consistently throughout the process.**” (p. 68, emphasis added)

As is evident from our timeline, the administration’s rubric for program prioritization was not shared with the entire campus until July 1st. This controversial rubric was never discussed with the campus or revised based on departmental feedback regarding data errors. Inaccurate calculations of FTE were used to develop conclusions about program costs and revenue generation.

The administration also cited the use of *The Hanover Report* (2018) to inform their cuts. It is important to note that Dickeson cautions against the overuse of national data:

“For several reasons, care must be taken in relying too heavily on national demand data. Many students change their minds about choice of academic major after a term or two of college. They are exposed to academic programs and choices in college they simply did not know existed when they were in high school completing the surveys on which the national data are based. Too, there is a faddishness about academic major choice that is disquieting. The longer one looks at trend lines, the more peaks and valleys in demand curves one can observe” (p. 72).

Though the results of *The Hanover Report* were provided to WOU administration in August 2018, and later shared on the Institutional Research (IR) Dashboard, they were not widely shared in campus discussions. Rather, the results were simply made available without interpretation or context. It is frustrating to us that the report was used to inform proposed cuts, but gave no call to action to begin the work of studying the report results when the work needed to be done to strengthen programs and shape professional paths for students. It was not until Spring 2020 that plans for imminent program curtailments were announced.

Consequently, without prior discussions about program priorities before the invocation of Article 15 in May, there was no possibility of developing a shared understanding of criteria for program prioritization, nor was there any discussion with stakeholders as to what was working at WOU and could be enhanced. Once the Faculty Senate Taskforce was given the opportunity to respond, they recommended that WOU

“Augment existing and/or establish assessment-, program-, and curriculum-relevant protocols with formalized, clear, and consistent processes for potential program development, review, and reduction that includes adequate timelines to properly evaluate academic program outcomes in the context of any proposed developments, alterations, reductions, or elimination” (p. 4).

The WOUFT Executive Council concurred with the FST's conclusions and lamented the lack of clear metrics for making informed judgements.

Because there was no prior discussion of program priorities, there was no shared understanding of metrics for program evaluation, and because the process was opaque and disjointed, there are a number of presumably unintended consequences to the interconnected course offerings in programs at Western Oregon University. One example is the drastic cuts to several programs, including Philosophy, Anthropology, Geography and Earth Science. These are integral parts of the General Education requirements for Foundations: Critical Thinking and Integrating Knowledge: Science, Technology and Society. Eliminating faculty in these areas will have a disproportional and negative impact.

Furthermore, the faculty were assured by the President and Provost in the *WOUWay v.5* Handout, announced at the beginning of the General Education Reform process, that "No tenured or tenure track faculty will lose their jobs as a result of Gen Ed. Reform" (p. 3). The General Education revisions recommended by the General Education Taskforce were based on this assurance. The proposed Article 15 program and faculty cuts are clearly in opposition to this promise.

Dickeson offers the following important advice:

"Several campuses with which I have worked on this process have taken shortcuts. Due to the press of financial or other exigencies, and occasionally because insufficient data were available, they have evaluated programs using as few as three of the criteria (typically demand, cost, and quality). And although that approach no doubt met their immediate needs, a comprehensive review might have yielded richer information and presumably better-justified decisions. Campuses that undertook the full analysis instead came away from the process convinced they had made stronger decisions more consonant with their ongoing strategies. **But whatever criteria are chosen should be clearly identified in advance and communicated consistently throughout the process.**" (pg. 68, emphasis added)

“Judgments about programs **should be made in ascending order of institutional responsibility**. That is, rankings of programs, based on the data, should be made first by department or division heads and then on three ascending levels: first by directors or deans, then by vice presidents, and finally by the president whose recommendations go to the board of trustees for final approval. The levels and titles vary, of course, by campus. In institutions, directors typically rank programs and then send recommendations to the provost and president, who act as a unified level of review prior to board action.” (p. 100, emphasis added).

A careful analysis of the timeline alongside other shared concerns demonstrates that both of these major suggestions were ignored. Namely, shortcuts were taken and final suggested cuts came from the top, disregarding many of the suggestions from division chairs, Deans, the Faculty Senate Executive Committee and the Faculty Senate Sustainability Taskforce. These two concerns are illustrated clearly in the administration's approval of two replacement hires during the 2019-2020 academic year in two programs (Chemistry and Earth and Physical Sciences) that are now targeted for curtailment in their draft plan. These cuts seem especially ill-advised given that these national searches for faculty involved considerable financial expenditures and significant time investments.

These administrative decisions to first approve these important and necessary investments, and then eliminate positions in the very same programs, amplify our concerns about the credibility of the claim that program curtailments are necessary and illustrate the unnecessary havoc created by the rush to implement Article 15 cuts. This is especially puzzling given the clear directions for how to enact a “humane” program curtailment process as outlined by Dickeson, warning against shortcuts and top-down decisions.

The suggested cuts in the “Report of the President’s Taskforce on Article 15,” shared on November 12, 2020, do not follow the best practices that are suggested in program curtailment and do not follow a clear set of metrics shared with all stakeholders in advance of the process. These omissions in process have caused us to question

whether the President's Taskforce holds an as yet unshared and undebated vision of the "future direction" of WOU.

II. Interim Measures

In recognition of WOU's current financial challenges, the WOUFT Executive Council endorses implementation of the Faculty Senate Sustainability Taskforce recommendations, which largely embrace the recommendations in the Deans' report. Unlike the Article 15 draft plan, these recommendations do not eliminate or curtail programs, nor do they remove tenure-track / tenured faculty. The Sustainability Taskforce's recommended measures would immediately help to remedy WOU's financial situation.

Another significant concern we have with the implementation of the current program prioritization plan is the administration's insistence on a timeline that appears to intentionally limit faculty input, undermining shared governance. We strongly recommend extending the timeline to give faculty governance groups such as the Faculty Senate Sustainability Taskforce a minimum of one calendar year to follow and implement the strategies articulated in Dickeson (2010), as detailed above, and to pursue collaborative efforts to address WOU's enrollment problems. In doing so, the amended timeline should include check-in points that coincide with anticipated federal and state funding and Public University Support Fund (PUSF) allocation announcements.¹ This information about actual dollars reaching our campus would then be reflected in WOU revenue data releases, rather than inexact WOU budget projections.

As part of the Sustainability Taskforce's consideration of program prioritization following a revised timeline, and under the auspices of shared governance, WOU would provide

¹ The President's plan continues to operate under the assumption of a 17% decrease in the Public University Support Fund over the biennium. The Public University Support Fund (PUSF) for 2019-21, which provides funding to all seven universities, was passed by both the House and Senate at \$837 million, an increase of \$100 million over the budget approved in the 2017 Session. The most recent state Economic Forecast indicates better than expected tax revenue, highlights the unprecedented size of state reserves, and predicts economic recovery as early as 2023.

information about metrics used in the November 12th Article 15 draft plan, including, but not limited to:

- 1) overall dollar amount that needs to be saved;
- 2) additional data deemed necessary to inform decision-making in a timely way;
- 3) rater - reliability, and other relevant training.

In conjunction with adjusting the timeline, we recommend limiting the workload of certain committees, as Dickeson recommends, for part of the 2020-2021 and all of the 2021-2022 academic years, in order to create the conditions necessary for a unified focus on sustainability. Dickeson asks,

“If meaningful faculty involvement is desired, then accommodation of the time to participate fully should be made. Could the plethora of campus committees and the inordinate number of committee meetings be suspended for a period of time, and that time better devoted to prioritization? Could some part of the prioritization take place primarily in the fall (springtime on campus is not a season usually conducive to judicious decisions) or between terms? Could release time be reallocated from current purposes to this purpose?” (p. 108).

Research into prioritization processes on other campuses reflects a complex, broad, and participatory approach that has not been followed at WOU.

The WOUFT Executive Council is also concerned about sharing sacrifices made under the auspices of program prioritization. According to Dickeson (p. 105),

“Administrative officers, by contrast, will use the argument that they “already gave” when donations were sought for the cause. This argument is usually not convincing, however true it might be. The specter of a process to right the listing institutional ship, with only half the people on board doing their share to help, is not politically acceptable at most campuses. If we are truly a community, the argument goes, then we need to undergo this analysis as a community.”

Thus far, the draft plan includes mostly token salary reductions for senior administrators (i.e., four (4) furlough days) and the reduction of the president's salary to the 2017-18 level for FY2020-21. In short, we do not see the sort of proportional sacrifices being offered by the administration that have already been exacted on classified staff and that are proposed for faculty in the draft plan.

To rectify this, we recommend evaluating upper administrative positions for balance and the type of expertise needed for WOU to thrive. For example, the recent move by administration to increase the number of legal counsel positions from 1 to 3 should be reconsidered. Additional upper administration positions, especially those created in recent years, should be considered for elimination as part of proportionally "right-sizing" the administration. Rather, WOU should employ a recruitment and retention specialist and/or marketing expert with successful track records in higher education institutions that serve similar student populations, to generate a sorely-needed increase in enrollment. All of these measures are of critical importance during a time of declining enrollment.

In addition to preserving undergraduate programs currently offered at WOU, along with the faculty dedicated to supporting them, we should continue exploring new program offerings that have real potential to increase enrollment and that will attract the diverse students we strive to serve. These new programs must clearly align with WOU's Mission, Vision, Values, and Purpose.

An example would be to develop "Professional Interpreting and Translation" graduate programs in ASL and Spanish. Another would be to partner with public agencies, not-for-profits, and media producers to develop high impact application and internship experiences that generate additional tuition revenue with minimal instructional/oversight costs to the university.

Another alternative to program curtailment -- one which has been successfully implemented at WOU in the past -- could entail deployment of some faculty in recruitment, marketing and outreach efforts. This is a better approach than eliminating programs altogether, particularly when those programs are necessary to building the "long-term qualities of mind" which the administration alludes to in the introduction to the

Article 15 draft plan. This would also be in line with Dickeson's recommendations to use faculty for alternative purposes rather than eliminating them.

III. Savings Incentives and Opportunities

Retirements

Retirements among faculty at the top of the salary schedule would certainly ease the fiscal shortfall at WOU.² Earlier in the year, WOUFT surveyed faculty as to whether they might consider retiring if given sufficient incentives. Roughly 20 faculty members indicated such an interest. WOUFT presented a proposal in bargaining as well as in our initial response to the invocation of Article 15. We do not believe that the draft retirement agreement proposed by the university will be effective. Faculty reported that the incentives offered previously were insufficient to allow them to consider this option.

Furthermore, faculty feel strongly that it would be a disincentive to retirement if WOU were to prohibit them from returning to WOU as a non-tenure track faculty member. If retired faculty members were to return to teach where needed for a limited number of classes at non-tenure-track pay steps, the cost savings would be considerable. Such faculty members would also be available as a resource to WOU, able to step in to teach in emergency situations, such as an instructor suddenly needing to take FMLA leave.

A frequently mentioned disincentive to retirement among faculty below the age of 65 is the need for health insurance coverage through the Medicare eligibility age. WOU has claimed they could not offer health coverage to retirees. However, WOUFT inquired with the chief administrator of PEBB and was informed that it is indeed possible for WOU to extend health coverage to retired faculty - it may be rarely done in higher education, but it is regularly done in K-12. If WOU were to continue to offer PEBB coverage for faculty

² For example, for each faculty member who retires near the upper end of the salary schedule, say \$95,000, who is replaced by a new faculty at the lower end, say \$55,000, there is a savings of approximately \$40,000 in the first year of the new faculty members' employment, alone. Twenty such retirements would yield more than \$800,000 in savings even with all positions replaced, excluding the costs of the retirement incentives and position recruitments (faculty on lower steps have lower retirement contributions.)

between ages 62 and 65, there would be a significant number of WOU faculty who would feel more secure about retiring.

Proposal - Faculty Retirement Incentive Program

As a faculty retirement incentive, we recommend that all faculty retiring by the end of summer session 2021 be given a 6% salary incentive plus support for health insurance. Those faculty aged 64 receive full health insurance funding until they turn 65 and are eligible for Medicare. Those aged 63 - 64 get 85% of funding until Medicare eligible. Those aged 60-62 at retirement get 75% health insurance funding for three years.

WOUFT Executive Council would welcome the opportunity to engage with administration in discussions of retirement incentives.

Voluntary Reduced Load

Some faculty members have indicated that they would be willing to volunteer for time-limited unpaid teaching load reductions to help with the university's financial shortfall. However, it is important to note that some faculty have indicated that they would agree to this type of arrangement only if they could preserve faculty positions in their own program(s) or academic units, while others have not made this stipulation; flexibility should be afforded faculty who are willing to make this sacrifice. Typically, faculty who are at higher salary steps are more financially secure, and therefore might be able to afford such voluntary reductions.³ Faculty included such offers in their 10% & 17% reduction plans in Spring term, when they thought doing so might save NTT colleagues in their areas from FTE reductions or layoff.

Faculty might also agree to a workload reduction and teach their normal instructional load if the reduction were to relieve them of all service and scholarly duties while the reduction was in effect. In addition, some faculty might even volunteer to take an entire term off without pay (i.e., a form of unpaid sabbatical so as to not impact years of service), if their circumstances allow it and the university committed to covering all benefits at the same rate (as when employed at 1.0 FTE) during that period.

³ For instance, a faculty member at step 34 making \$88,959, taking one unpaid four-credit course reduction in a year, would represent a savings of about \$5931 in salary.

Because the financial burden for faculty at lower salary steps is correspondingly more onerous, we feel strongly that these options must be voluntary and also confidential to ensure that those at lower steps who cannot afford to lose the income are not pressured or penalized in any way for not doing so.

Conclusion / Summary:

The WOUFT Executive Council is cognizant of the significant financial challenges currently facing WOU, and offers the following conclusions and recommendations.

I. Process Shortcomings and Unrealistic Timeline

- Invoking Article 15 was not necessary.
- The administration's handling of WOU's financial challenges has weakened already strained relationships with students, staff, and faculty.
- Program prioritization has not followed processes and procedures recommended in a source (Dickeson, 2010) cited by the administration.
- Problems with incomplete or inaccurate data increased the likelihood that proposed cuts will lead to harmful and unintended consequences.

II. Interim Measures

- Recognizing that savings are necessary, WOU should implement the recommendations of the Faculty Senate Sustainability Taskforce (FST).
- The FST (or Senate, at large), along with other stakeholders, should be given a minimum of 12 months to examine the need for program prioritization.
 - The process should follow recommendations in Dickeson (2010).
 - The timeline should be adjusted to accommodate external funding decisions that impact WOU's actual revenue rather than imprecise budget projections.
- Administrative cuts (that represent authentic shared sacrifice and / or reorganization to address areas such as student recruitment where investment is needed) should be enacted.
- Deploy some faculty in recruitment, marketing and outreach efforts.

III. Savings Incentives and Opportunities

- Offer meaningful retirement incentives with the potential to create significant cost savings.
- Allow voluntary, temporary, unpaid load reductions to yield additional savings without negatively impacting students and their degree programs.

Respectfully Submitted,

***The Western Oregon University Federation of Teachers (WOUFT; AFT Local 2278)
Executive Council***

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Faculty Senate Executive Committee Response to Article 15 Draft

Introduction

The Faculty Senate Executive Committee (FSEC) appreciates the opportunity to review and comment on the Article 15 Task Force Draft Plan.

One of the charges of the Faculty Senate is to “create, maintain, and project a curriculum and environment conducive to the full and free development of learning, teaching, and research.” As such, our response will predominantly focus on the curricular impacts to the proposed plan.

Faculty Senate also serves as the main vehicle to provide representation for faculty opinions. As such, we will also provide detailed testimony on the specific concerns of each division and department on campus. These concerns are summarized in the body of the document, and provided in full as appendices where appropriate.

Finally, FSEC would encourage WOU administration to measure its draft plan, the article 15 process, and any future efforts to restructure or curtail programs against the university’s Board-approved 2017-2023 “Forward Together” strategic plan. In particular, the strategic plan’s core values of “accessibility, accountability, and collaboration” are fundamental to ensuring the long-term viability of WOU as a liberal arts institution dedicated to providing students with transformative coursework, personalized support, and an affordable higher education.

Like WOU’s administrators, staff, and students, WOU faculty and the Faculty Senate Executive Committee care deeply about the health of Western Oregon University. We conclude our report by offering suggestions to ensure the continued sustainability and success of WOU beyond the actions listed in President Fuller’s draft plan.

Broad Curriculum Implications for the University

The items in this section represent concerns that appear in many of the responses we received from academic units, and which will have an effect on the curriculum at large.

Interdisciplinary Programs

In spite of numerous references throughout the Article 15 draft that programs identified for curtailment can lose their program but still have coursework that supports General Education, Honors, and/or Interdisciplinary Studies, these interdisciplinary programs have all expressed considerable concern over the validity of those claims.

Both Honors (Appendix A) and General Education (Appendix B) express concerns that proposed staffing and scheduling changes may impact the ability of divisions to dedicate FTE to Honors courses or FYS. Both Honors and Gen Ed specifically note that many academic programs identified for curtailment are major contributors to the diverse coursework in these important cross-curricular programs.

Questions about Data and Conclusions

Many divisions and departments requested to see the actual data used by the Article 15 Task Force to render their recommendations for program and budget reductions and eliminations.

WOU faculty understand that enrollment is down, faculty FTE is up, and our budget is in deficit. However, faculty want to understand the ranking of metrics by administration and how each division measures against *those* metrics.

For example, does the HSI criteria outweigh the program attractiveness criteria? Having access to this information would allow divisions to collaborate on creative, effective solutions to WOU's deficit and long-term sustainability, as well as giving programs a clear sense of the key criteria they should strive to meet.

In particular, we kindly request that the Article 15 Taskforce share:

1. All Article 15 Task Force data / metrics / statistical analyses used to render the recommendations, assembled in table and/or figure format, and arranged by Department within Division, as specified in the proposed budget reduction report.
2. The data request includes all of the above metrics in item 1 above, and statistical analyses, reviewed and explicitly utilized by the following Article 15 Task Force members in rendering their decision (not just the Dean of LAS in her recommendation), including the following administrative members: Chelle Batchelor (Dean, Library and Academic Innovation), Kathy Cassity (Dean, CLAS), Mark Girod (Dean, COE), Ryan Hagemann (VP and General Counsel), Ana Karaman (VP Finance and Administration), Sue Monahan (Associate Provost for Program Development), Rob Winningham (Provost and VP for Academic Affairs), Rex Fuller (President), and Hillary Fouts (Dean of Graduate Studies and Research).
3. An explanation of the results of the data analysis presented in item 2 above, and how the individual department Article 15 decisions were derived, including the threshold metrics, scoring rubric and criteria used to develop the proposed plan for Article 15.

Having this information would help divisions understand the recommendations made in the Draft plan, but it would also help divisions manage themselves effectively and would help us all have a clear sense of what our shared priorities should be so that programs can revise and maintain their curriculum accordingly.

Retention and Student Success

Any cuts that are made will not be effective in the long term if student enrollment continues to drop and we are not able to retain the students that enroll. Without making meaningful long term

changes (See The Future of WOU below), the proposals in the Article 15 draft will start saving us money in 2022 but could also cost us money in the long term by exacerbating the current enrollment and retention issues as students decide to pursue an education elsewhere. We are particularly concerned about the assertion that “Additionally, we may need to increase maximum courses sizes and increase our average courses sizes to a more sustainable number.” Many years of education research shows that this is likely to reduce both retention and student success.

Our Mission as a Liberal Arts Institution

In the draft plan, President Fuller re-affirms that “it is vital to preserve liberal [arts] education as the core of the educational experience” (page 2). If this is truly a part of our mission and a value that we espouse, we must financially support departments that allow us to retain the ability to offer a liberal arts education. Without seeing the metrics used to make these decisions, it is difficult to ascertain the factors that went into determining the relative “value added” of each department and faculty position, however we urge you to not to discount the value of contributing to this mission. We additionally question the metrics that are used to determine a department is “underperforming.” Due to the interdisciplinary nature of our programs, a division’s productivity and overall contribution to campus can not be solely measured by the number of majors or minors they graduate.

Reducing Our Diverse Course Offerings

Given the work of UDIAC and The WOU Strategic Plan, which specifically states as a value, “Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression,” we are concerned that some of the proposed cuts seem to target and reduce our diverse course offerings.

In particular, the Article 15 draft would eliminate the German and French studies major/minor, leaving us a university that offers only Spanish as a foreign language, and eliminating the Asian Studies concentration from History. Both history and education express specific concerns about that. Education notes that, “the increasing focus on East Asian immigrants in Oregon that are becoming a part of the state’s standards (especially, the forthcoming Ethnic Studies standards). That also applies to cuts in geography and anthropology, as students coming into the program aren’t going to have as much background of the Pacific Rim as is necessary in the state’s social science standards.” History also argues for “the importance of the study of East Asia for students in Oregon who live and work on the Pacific Rim.” They also imagine “the revitalization of political, diplomatic, and economic relations with China and Japan in a new U.S. administration that will encourage international students from those nations to study in Oregon and at Western. This revitalization of relations will also provide a renewed context for Western Oregon University students to study the history of East Asia.” While we understand the need to be mindful of under-enrolled courses, we don’t see how losing some of our most diverse courses helps us meet our strategic mission or the goals of the UDIAC committee.

The authors of *Culturally Sustaining Pedagogies*, Drs. Django Paris and H. Samy Alim, argue that universities need “to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization.” In particular, this means maintaining “the lifeways of communities who have been and continue to be damaged and erased through schooling.” Reducing our language and diverse historical offerings runs counter to this maintenance. In fact, a commitment to culturally sustaining pedagogies is typically a characteristic of HSIs, which WOU is striving to become.

Division-Specific Concerns & Alternatives

This section of the FSEC response features an executive summary of the key points, concerns, and alternatives offered by the different academic units. Some divisions submitted extensive counterproposals and some individual departments, that seem uniquely impacted, also issued their own responses. The full responses of each division/department are appended in full and deserve careful attention.

Behavioral Science (Appendix C)

Although the Article 15 Plan does not propose any changes (e.g., reductions) to the programs offered by the Behavioral Sciences Division, certain programs within our division are interdisciplinary in nature. Two minors and one major both include coursework from departments directly impacted by Article 15 actions. Our primary concern is:

- Potentially reducing or limiting course options for these programs

Business and Economics (Appendix D)

Although Article 15 doesn't include cuts to the Business and Economics Division at this time, we have concerns about how the proposed cuts will impact two particular academic units: library and mathematics.

Moving six TT Library faculty from 12 month to 9 month contracts raises questions about:

- The support faculty will have doing research in the summer (the only time some faculty have for this activity)
- Instructional support for those teaching over the summer
- A salary reduction to library faculty that is not experienced by faculty elsewhere (except for those faculty laid off, of course)

**see the library response for an alternative proposal that could help mitigate these concerns.*

The FTE reductions in math with the new responsibility of teaching physics may have a damaging ripple effect that threatens:

- The start of the new Economics and Mathematics major
- A new multidisciplinary major in Sports Studies (title TBD)

Computer Science

The Computer Science Division identity is based on the fact that we are housed in a liberal arts institution - we are not part of an engineering school. We educate the whole student and don't just train them in computing. The division has grave concerns about the impact of cuts on general education liberal arts offerings. We are concerned that these cuts undermine our identity as a liberal arts institution. We are also worried about the capacity of the math department both as a partner in our combined major and as the provider of a key sequence for computer science majors. Having two sequences of MTH231/MTH232/MTH354 each year is critical for keeping our students on track to graduation.

Creative Arts (Appendix E)

The Music Department echoes the concerns of the Computer Science Division, particularly that the cuts to several LAS courses will both limit student experience and reduce breadth within majors. In particular, the Article 15 cuts target many of the courses that emphasize cultural diversity, which runs contrary to the work we've done as an institution surrounding diversity and inclusion. This same point is taken up by the History Department and the Modern Languages Department.

As an alternative to the proposed cuts, tenured faculty within our department would be willing to look at salary reductions to preserve critical adjunct positions.

Deaf Studies and Professional Studies

As an alternative to proposed cuts Deaf and Professional Studies suggests looking at:

- Revenue-generating tools
- Grant funding
- Efforts of recruitment and retention

To maintain financial stability, consider:

- Systematic and standardized data collection and program evaluation methods for each academic and service unit
- Sharing these reports among the campus community

Education and Leadership (Appendix F)

As one of the largest majors at Western Oregon University, the Division of Education and Leadership relies on robust undergraduate course offerings for all future teaching endorsements across programs at WOU. By cutting courses and eliminating faculty within programs that factor heavily into the General Education offerings, the Article 15 draft effectively proposes to eliminate the options for possible teaching degrees.

With nearly 1,000 education majors on WOU's campus, the ripple effects of these cuts stack up very quickly and could delay graduation or entry into future cohorts for students, seriously diminishing the quality of our licensure offerings, which is a MAJOR draw point for Western Oregon University overall.

Furthermore, it is important to note that any argument made about course substitutions as a possibility for education majors, is incorrect. Per the accrediting agency (CAEP), there are very

specific courses that students must take to be licensed and those courses cannot be substituted. Current course offerings within LAS programs have been carefully articulated over the years to build a robust foundation for teacher education; eliminating courses will have severe consequences.

Humanities (Appendix G)

Within the Humanities Division, the proposed cuts in the Article 15 draft disproportionately impacts some departments--namely, Modern Languages and Philosophy. Both are departments that are foundational to a liberal arts education, something that WOU prides itself on.

Modern Languages

The Article 15 draft recommendation guts Modern Languages, stripping away almost all remaining opportunities for non-English language study at WOU with the elimination of the German major, both French and German minors, and 1.5 FTE from Spanish faculty. In the last year, Modern Languages revitalized Spanish by proposing new certificates that will boost enrollment (per the guidance they were given by an MLA external reviewer and national standards). We are requesting:

- More time to assess the effectiveness of these very recent program changes
- Not to cut more than 1 FTE in the department (they have already lost two tenure track lines and two NTT positions in the recent past)
- Preserve the French and German minor - it is essential for our diverse course offerings that we have more than one modern language on this campus

Philosophy

The Philosophy Department questions, as other divisions have, the data used to make this decision. Measuring the worth of this department by the number of majors misconstrues the intentional interdisciplinary mission of this department. Many philosophy courses connect with other majors and programs (see Appendix G for list). This, again, speaks to a concern we raise at the beginning of this report about endangering the interdisciplinary nature of our programs at WOU. As they note, "If the planned cuts to philosophy are enacted, many of these interdisciplinary courses will have to be dropped from the catalog due to insufficient numbers of faculty to teach all of them. Other programs that depend on philosophy will be forced to change their requirements due to loss of philosophy and religious studies classes."

In addition, we caution against such severe curtailment to this program because it will dramatically reduce the offerings of courses focused on critical thinking, in contraindication of a major goal of the Gen Ed.

Library (Appendix H)

President Fuller's draft report cuts one NTT instruction librarian and reduces six 11-month TT faculty to 9-month positions.

Regarding instruction, the Library Division notes that:

- The instruction program has increased year-to-year for the last three academic years.

- The instruction program reaches students in the crucial First Year Writing and First Year Seminar programs.
- Library instruction increases retention, per several peer reviewed studies.
- First Year Writing instruction is mainly taught by the eliminated NTT faculty member.
- Library instruction and thus retention will be negatively impacted by the draft plan.
- Dean Batchellor's plan recommended against cutting a librarian.

Regarding moving 11-month library faculty to 9-month positions, the division notes:

- The availability of library programs will be reduced throughout the year
- Services will be limited to essentials, rather than innovation and improvement.
- The reduction will leave some programs without crucial instruction during summer term.

The Business Division's response also points out that faculty members rely on librarians being present during summer term to assist them with research and instruction.

Action points that would reduce the impacts of the draft plan:

- Retain all three instruction librarians
- Consider 10-month contracts for TT librarians, OR
- Allow TT librarians to stagger their off-contract terms to ensure more even coverage throughout the year

Natural Science and Mathematics (Appendix I)

Our division has requested, similar to other divisions, the data and metrics/rubrics used to make the proposed cut decisions. We note that in addition to supporting our own programs, the NSM Division provides a large number of courses for General Education, Mathematics service courses, and COE Education support courses at WOU. For example, we support Integrated Teacher Science Education majors, Elementary Middle Science Teacher Education majors, and subject-specific STEM Teacher Education majors. NSM is working to maintain these courses while making personnel, upper-division, and some program cuts in our division. We also wish to note that it is possible to provide several of the majors and minors in NSM based on the remaining curriculum and faculty in a cost-neutral way. We do this by maximizing overlap with General Education courses, consolidating upper-division courses, and being strategic about course caps and numbers of sections offered each term. Every student we graduate from NSM brings in more money for the university in the SSCM model. NSM also has majors that are maintained jointly between NSM departments and departments in other divisions. For example, Math-Economics and Math-Computer Science. Although we are prepared to make cuts to faculty FTE, note that cuts to NSM FTE will have ripple effects in many areas of curriculum, across divisions and across colleges.

Chemistry

Proposed budget cuts would reduce Chemistry major enrollment from 46 to 11 and have such a negative impact on our program that the remaining single major would likely not be viable. The Chemistry Department has developed a counter proposal (Appendix I), that proposes to meet the goals of the budget reduction through the elimination of the Environmental Chemistry

concentration, the B.S. in Natural Science, and restructuring of the remaining three concentrations. Overall, our counter proposal will:

- Meet the 1.0 FTE reduction + OPE associated with one position
- Eliminate 48 contact hours of low enrollment course FTE
- Retain 96% of Chemistry major student enrollment
- Preserve the Chemistry concentrations that have the most URM enrollment
- Maintain healthcare-related pre-professional concentration
- Retain unique programming that attracts new students

Earth and Physical Science

The current proposal does not take into consideration that the Earth Science major is a unique program in Oregon and is a draw to WOU for STEM majors, especially first-generation students. The Earth and Physical Science Department has developed a counter proposal (Appendix I) that proposes to meet the goals of the budget reduction. Overall, our counter proposal will:

- Meet the 1.0 TT and 1.5 NTT FTE reduction
- Reduce and streamline low-enrolled upper division course work to eliminate FTE
- Retain the Earth Science Major, GIS Minor, and Environmental Studies Minor Student Enrollment
- Preserve a STEM major that is well funded in the current SSCM model, can be run for a net gain economically, and is aligned with workforce needs in Oregon and Nationwide.
- Retain Unique Programming among undergraduate PUI/HSI universities in Oregon
- Maintain connections with a group of well-positioned WOU Earth Science Alumni that are developing endowed scholarships and career mentoring for underrepresented and first-generation students

Social Science (Appendix J)

The Social Science Division is extremely concerned about the process that was used to identify program cuts. The draft plan does not meaningfully incorporate principles of shared governance, nor indicate a consideration of the interconnectedness of the suggested program cuts. In brief, we are concerned that:

- The “shared sacrifice” is actually being borne by only a small selection of divisions and departments, and students.
 - The Social Science division already lost one Anthropology TT line and two History TT lines prior to the Article 15 proposed cuts.
- Program cuts are being made according to the number of students in a program, but divisions that are not losing tenured faculty have received significant funding and dedicated WOU resources over numerous years to grow and market their programs. Counterintuitively, when the Social Science division requested similar service, the response repeatedly was that we did not have majors in the “top 5 programs”.
- The interdependence of programs is not being taken into consideration, and the ramifications of the cuts will have long-lasting and detrimental effects across the university. Social Science division courses are highly integrated into a wide array of programs across the university.
 - The Sustainability program is a high priority according to the Article 15 draft plan. The Social Science division agrees that eliminating the geography major can help

- add to the marketability of the Sustainability program, but cutting a TT faculty member will make it impossible to successfully deliver the Sustainability program.
- Cutting a TT Geography faculty will trigger an urgent need for new leadership for both General Education (GE) and Interdisciplinary Studies (IDS) since the coordinator for IDS and the incoming director of GE are both Geography faculty. Regardless of which faculty is ultimately cut, the remaining faculty will be unable to continue with the commitments to GE and IDS.
 - With a new US administration, revitalization of political, diplomatic, and economic relations with China and Japan is imminent, and the East Asia concentration in History will encourage international students from those countries to come to WOU as well as expand opportunities for WOU students in an emerging field.
 - The elimination of the Anthropology major is not connected with an identified “teach-out plan.” Cutting tenured faculty may make it more difficult for some students to complete their degrees.

The Future of WOU: The Need for Real Change

The need to invoke Article 15 speaks to some systemic problems at WOU that require proactive changes NOW to avoid needing to make additional, harmful cuts in the future. Although these recommendations don't fall under the purview of Article 15, we offer them in the spirit of collaboration and hope that we can work together to implement some of them this year. We believe they would help the university grow its student FTE and increase available funding, allowing WOU to grow and develop into a sustainable public university offering affordable, high quality education to all potential students, especially first-generation and underserved students.

Recruitment & Enrollment

Right-sizing the university and the budget is only part of the problem facing WOU. Our enrollment has been steadily declining for years. We need innovative ideas to bring in students. What we are currently doing in terms of recruitment and marketing is clearly not working since we are not seeing a return on the number of students choosing Western. We do understand the paired importance of student retention, and we see clear ways this is being addressed and how faculty can contribute to the solutions. The Faculty Senate Sustainability Taskforce recommended in their final report that our administration needs to “establish high-priority task forces, constituted by faculty, staff, and administration, that are charged with (1) developing strategies aimed at ameliorating the declining trends in enrollment at WOU.”

Furthermore, we need actual marketing data on our student population and why they are not choosing to come to WOU. We need marketing data about what is making students go elsewhere (cost, geography, available programs, etc.). Having this information would allow our campus community to make data-driven decisions about how to grow as a university to attract students.

We really appreciate the creative ways that we are trying to recruit students now under the constraints of COVID-19. And, we know that the deep drop in enrollment community colleges

are experiencing will likely impact us for the next few years, in terms of transfer students. But, our enrollment has been declining for years because of low state-wide graduation rates and declining numbers of high school graduates. It does seem like we need to get creative about innovative ways to market to students and to discover what would bring students to WOU. A high-priority taskforce, like the Sustainability Taskforce suggested, composed of faculty, staff, and students could be a venue for us to brainstorm together new ideas for attracting students to our campus.

The work of the Ad Hoc Committee on Certificates may also suggest new and highly marketable programs which would attract not only traditional students but older students who already have a career and are looking to learn a specific set of skills for professional development purposes. These certificates could give WOU a new demographic group to focus on while also being attractive to traditional undergraduates. Making certificates available online or at WOU Salem could also improve the university's finances—as OSU's e-Campus enrollment has shown, online education is attractive to students, especially during the pandemic. The library's Academic Innovation unit, with its expertise in instruction design and delivery, will likely be an important asset in maximizing the impact of online instruction of certificates and other programs.

Program Assessment and Data Reports

It points to a major problem with our campus culture that many programs were hearing *for the first time*, as a consequence of invoking Article 15 and the findings of the Deans in their reports, that there was a problem, and they were given no opportunity to make changes before requiring curtailment and layoffs.

Furthermore, it is deeply concerning that the draft of the Article 15 plan foreshadows further cuts and layoffs: “we may not have reduced faculty personnel expenses as much as we need to, given our enrollment and likely state funding decreases” (10). However, this perspective underscores what has been wrong with this process from the beginning; it failed to meaningfully involve faculty, staff, and students.

Instead, we need to become proactive as a community and implement mechanisms now that will empower academic units to have the resources and agency they need to make data-driven, sustainable decisions. This would let academic programs begin working this academic year to think about ways to more efficiently and creatively deliver their curriculum. It also gives them a chance to make meaningful changes before facing more cuts and layoffs. We strongly endorse the recommendations of the Sustainability Taskforce:

- Augment existing and/or establish assessment-, program-, and curriculum-relevant protocols with formalized, clear, and consistent processes for potential program development, review, and reduction that includes adequate timelines to properly evaluate academic program outcomes in the context of any proposed developments, alterations, reductions, or elimination.
- Create an automated system of regular academic program IR data collection and reporting that provides **annual** success metrics such that Division Chairs and

Department Heads can proactively devise strategies to advance productivity and revenue streams, aligned with well-articulated institutional goals in this regard.

- Develop a collaborative, proactive incentive system for improving academic program success metrics such as SCH/Faculty FTE ratios, numbers of majors, General Education course enrollments, etc. Productivity through contributions to research and service should also be included.
- Establish a consistent and accurate data analysis methodology that allows for equitable data analysis across divisions and colleges, based on shared goals and outcomes for success that lead to sound judgments about courses and programs.

Like we mentioned in our earlier introduction section, implementing something like this is important so that divisions have the information they need to be solvent.

Commit to ALL faculty (Tenured, Tenure-Track, and Non-Tenure-Track)

Together with staff, NTT faculty have borne the brunt of eliminations and reductions made to date in the effort to balance the current year budget. They will endure additional cuts as a result of the recommendations in the draft Article 15 plan.

NTT faculty receive no consideration of their extensive contributions to WOU's success and community. While TT faculty receive a year's notice before layoff, NTT faculty are simply released as "nonrenewals," potentially with very little notice. Although this is permissible according to WOU's CBA, it highlights the lack of consideration NTT faculty receive for their important work to keep WOU running through teaching important classes, serving on committees, and otherwise supporting WOU students.

Of course, an argument for the fair treatment of and commitment to all WOU faculty cannot be made without recognizing that WOU staff—who also play roles of key importance in the university's ability to function and serve its students—have received even less consideration. Many have already been laid off, some at the beginning of the COVID-19 pandemic in spring of 2020. The notice received by staff is even less in some cases than that received by NTT faculty.

In addition to the short notice received by NTT faculty, the language towards the end of the Article 15 draft about personnel expenses concerns FSEC deeply. It implies unethical practices of reducing NTT FTE so that the university does not have to pay OPE such as healthcare benefits: "we will need to be more mindful of other personnel expenses (OPE) that increase the cost of delivering courses when non-tenure track faculty are teaching less than 1.0 FTE, but are above 0.5 FTE" (10).

These two points are representative of a growing trend nationwide where universities take advantage of NTT faculty, graduate student workers, staff and other relatively low-paid groups by working to actively disenfranchise them of the benefits they should rightfully receive for their work. It is disheartening to think that WOU might begin to follow these trends—knowingly or not—as doing so would work directly against the values of "integrity and ethical transparency" core to its 2017-2023 strategic plan.

We strongly endorse the recommendation of the Sustainability Taskforce that “all recommendations regarding the development of new policies, procedures, etc., should be extended to not only tenure-track faculty, but also non-tenure-track faculty and staff, where appropriate. We are a community of professionals, serving in various capacities, and any action that benefits one group should also benefit other groups as well.”

Additionally, we strongly recommend that WOU administrators not make decisions or take actions that will minimize university expenses by artificially reducing NTT workload below levels where they will receive OPE-related benefits such as health insurance—especially crucial during an ongoing global pandemic. Although there is an absolute and essential need to balance WOU’s budget in the long term, that need cannot be met by unethical practices unless WOU is to abandon its commitment to its own strategic plan—and its essential character as a university and place of employment.

Genuine Commitment to Transparent Communication

WOU’s 2017-2023 strategic plan, “Forward *Together*,” makes this argument very compellingly, especially in its section on accountability, which notes the importance of “teamwork and transparency in budgeting, decision-making and the stewardship of resources.” The strategic plan also highlights the necessity of creating a “transparent, evidence-based budget model that supports institutional priorities” and promoting a culture of “evidence-based decision-making and accountability.”

As the university’s strategic plan makes clear, WOU’s success depends on establishing processes which include *all* stakeholders *meaningfully* from the very beginning, and which are fundamentally open and transparent. Funneling information and a failure to transparently provide data on which decisions are made results in miscommunication, frustration, and a fundamental failure of operating “in a manner that supports the university’s values and continuous improvement,” another point of importance in the strategic plan.

For example, one concern that emerges from some of the language in the Article 15 draft plan is a potential shift to our university mission. On page 7, the draft plan makes reference to the “future interdisciplinary direction of the university.” Many universities go through crises that prompt them to reconsider their identity as an institution and their mission. Unilateral decisions to change the university’s direction work directly against WOU’s own strategic plan, with a lack of transparent communication and “cooperative exploration, problem solving, and teamwork” that create a perception amongst faculty, student, and staff stakeholders that there is a lack of accountability.

The need for clear and transparent communication isn’t new and has been consistently raised by faculty, staff, and students at WOU, as seen in:

- WOU’s 2017-2023 strategic plan
- The joint Faculty Senate, Staff Senate, and Administrative “fifth friday” meetings during the 2018-2019 academic year

- Numerous comments on the recent campus climate survey
- Faculty division responses to President Fuller's Article 15 draft plan
- The frustration over the inability of faculty and staff to provide direct testimony to the WOU Board of Trustees (although we understand the need for COVID protocols)
- Student confusion and fear over the Article 15 process, as evidenced on both official WOU student group social media accounts and by private communications from individual students
- Student and parent concerns over WOU's delay in providing a plan for addressing COVID-19 over the summer of 2019
- WOU's YDSA student group's statement in October of 2020 about the harm caused by layoffs and the Article 15 process

The Spring 2021 Shared Governance Summit will provide an important place to begin developing transparent communication systems that serve WOU Admin, faculty, staff, and students alike, and empower them to make sensible, data-driven decisions about the sustainability, improvement, and potential elimination of the university's processes or offerings.

If WOU is to meet its strategic goals for the next three years, and survive beyond them, all WOU stakeholders need to make a genuine commitment to transparency and accountability in truth, rather than in theory.

Managed Program Adaptation

I don't think any of us are happy that we have landed in a place where program curtailment is needed. The suggestions we've made here at the end of our report are aimed at a process of managed program adaptation rather than program curtailment. It would involve equipping divisions and programs with the resources they need to self evaluate and take corrective action before being cut. The goal is for division stakeholders to be given the metrics and thresholds they need to meet and an opportunity to collaboratively work together (and with administration) to find solutions in a creative, thoughtful manner. This is why it is so important that divisions be given the metrics or the ranked priorities from the Article 15 Taskforce to help us know what our shared goals and thresholds should be.

In particular, we imagine that this process would involve:

1. Providing departments and divisions with explicit actual metrics that speak to their productivity and deficiencies as well as any goals, targets, or thresholds they need to meet
2. Providing faculty an opportunity to come up with solutions, cost savings, or provide alternatives and share those with administrators for consideration
3. Meeting with administration, where faculty are unable to adequately address the deficiency, to discuss other solutions prior to curtailment or eliminations

FSEC and all WOU faculty understand the need to carefully monitor our budget and plan for the future. However, the way to do that effectively is to create a system that allows faculty—experts

in their curricula—to be the primary drivers in assessing, improving, and maintaining high quality programs. This is the core function of Faculty Senate, and it is essential for the university's success that this process also be followed in brainstorming solutions to financial shortfalls and working in partnership with administrators—who are experts in financial management and administrative aspects of WOU's functioning—rather than the use of a top-down system which appears to pit faculty against WOU's administrative team.

Conclusion

FSEC deeply appreciates the opportunity to respond to President Fuller's draft plan and to provide a venue for faculty to express their thoughts, concerns, and some alternatives to the proposed cuts it makes. As the draft plan notes, there are real dangers to the university if we cut too deeply.

As WOU's strategic plan makes clear, our best chance at surviving and thriving as an institution is through collaboration and creative thinking. FSEC would welcome an opportunity to speak directly with the Article 15 Taskforce about the faculty responses and suggestions herein, and the harm that the draft plan's proposed cuts will do to the university's long-term sustainability.

We hope that we can work together to implement the suggestions and counter-proposals made by the divisions, who know their own programs best. One thing the Article 15 process has made clear is that, although faculty and administration may not always see eye to eye, we are *all* concerned about the future of WOU and acting with the best of intentions to help the university and its students thrive.

Appendix A

This statement is submitted on behalf of WOU's Honors Committee, Honors Director, and Honors students.

We are greatly concerned about the impact of the President's proposed budget plan on the sustainability of the Honors Program. If the proposed cuts are implemented, academic units may find it difficult to dedicate FTE to Honors instruction, threatening the annual honors schedule. Many divisions will experience increased staffing and scheduling strain due to faculty eliminations. The proposals in Philosophy and Creative Arts specifically may have significant impacts on the Honors Ethics or Honors Creative Arts requirements in the future. Geography faculty have taught for decades in the Honors Program, also, and are highly valuable contributors to its success.

Interdisciplinary programs such as Honors succeed because WOU faculty are more than the sum of their parts. Weakening one unit has butterfly effect consequences on other units. We implore the administration to seek other ways to remedy this temporary budget crisis.

Appendix B

Recommendations from General Education

Enrollment data indicates that students are largely coming to WOU for career-oriented pathways. General Education appears to be the primary and optimal pathway by which students may gain the Liberal Arts education identified in our mission and values. The General Education program wishes to emphasize the importance of retaining disciplinary capacity in areas in which majors may be curtailed so that we can continue to offer a broad array of classes to our students in the various requirements.

Many departments have engaged in thoughtful and creative explorations of how they can help students meet General Education Learning Outcomes outside of the strictures of discipline-based requirements and this innovation should be allowed and encouraged to continue.

One of the primary drivers for innovation is the incorporation of the First Year Seminars. First Year Seminar sections are currently tied more to individual faculty members than to programs. An unintended consequence of reductions in Faculty FTE may be a loss in FYS offerings. We hope that the WOU administration will consider how to support and incentivize FYS development in the face of personnel cuts that could limit the flexibility of offerings in many departments. FYS development can also be an opportunity for faculty who may feel displaced by the elimination of a program and could find meaningful work in development of FYS themes and topics. We also recommend that the Deans prioritize FYS offerings, leaving them last on the list of potential course cancellations when looking at program FTE reductions each term.

As some requirements are more broadly available than others, we also would like to suggest a careful exploration of how to ensure all requirements remain available to students. The following categories are currently the most limited in availability:

- Foundations: Critical Thinking
- Foundations: Health Promotion
- Integrating Knowledge: Science, Technology and Society

In several areas, the proposed reduction of majors comes in areas of vital interest to General Education. We note that Philosophy, Anthropology, Geography and Earth Science, all programs with proposed major reduction, are active in offering Integrating Knowledge coursework. Philosophy and Earth Science also represent significant and popular components of Foundations: Critical Thinking. The General Education program benefits from all of these efforts.

We recommend considering the full availability of options in each General Education requirement, not just in an individual course, when making determinations about course scheduling and course cancellations. We also encourage remaining majors to balance General Education course cancellations or limitations with majors-level adjustments.

Appendix C

Behavioral Science Division

Our minor in Educational Psychology and minor in Forensic Psychology do include courses from other departments that will be directly impacted by Article 15 actions (e.g., Early Childhood Education; Anthropology; Philosophy). Our Gerontology major includes an important elective, The Aging Society, offered by Sociology. These actions may therefore indirectly impact our programs by potentially reducing or limiting course options for these programs. However, without detailed information about how departments will respond to the proposed reductions, which courses will be eliminated or offered less frequently, etc. we are unable to speak to the specific effects of these actions.

Appendix D

Business and Economics

The six TT Library faculty will be moved from 12 month to 9 month contracts, which we assume means they will not be available to assist faculty with research and teaching from June 16 to September 15. For many of the faculty, summer is the only time during the year they can devote themselves to their research, and they need to be supported. For those that teach during the summer, this reduction means that the person they have worked with during the regular academic year and is familiar with their needs will not be able to help. The same is true for faculty that use the summer to prepare for courses during the regular academic year. This will also mean a salary reduction of 25% while nearly all other TT faculty at WOU will have 0% reductions (except those that are terminated).

The FTE reduction in Mathematics and their added responsibility for teaching physics may threaten the start of the new Economics and Mathematics major. It could also derail efforts to create a new multidisciplinary major in sports studies (title TBD), which would involve faculty from Business, Communication Studies, Economics, Information Systems, Mathematics and other areas.

Appendix E

Music Department, CAD

The music department believes that proposed in the Article 15 draft will have a number of negative impacts. Regarding curriculum, several LAS courses that will be cut provide meaningful student experience and generate income for WOU. Additionally, meaningful courses within the major will also be eliminated. One of the strongest parts of the curriculum that will be lost are courses that emphasize cultural diversity. These cuts will also negatively impact faculty service as cuts to positions will result in fewer faculty to serve on committees. As an alternative to the proposed cuts, tenured faculty within this department are willing to look at salary reductions in order to save critical adjunct positions.

Appendix F

Education and Leadership

The Article 15 draft proposes eliminating two middle/high school STEM teaching degrees: Integrated Science and Chemistry. Cutting these make no sense given what they are required to take. This is not the time in Oregon to be reducing access to STEM teacher licensure. There are five chemistry teachers candidates in the pipeline right now after only two years since the approval of this option.

- <https://www.opb.org/news/article/oregon-student-success-act-applications-districts-funds-teachers>.
- Teacher Shortage Areas, Report, US Department of Education, <https://tsa.ed.gov/#/reports>)
- [Oregon's Teacher Shortage is Getting Worse](#)

Chemistry Teacher Ed:

- Chemistry Teacher Ed (TE) and Chemistry major core courses share 11 Chemistry courses plus MTH 251,252.
- The difference between a Chemistry major and a Chemistry TE major is that Chem TE does not take CH 313, 461 and 462.

Integrated Science Teacher Ed:

- Integrated Science takes the 200 series in BI, CH, ES and PH. Those courses are all remaining and each of these 12 courses is also part of General Education.
- Integrated Science majors take upper division courses - one each from BI , CH and ES. Those will still exist although ES will have fewer choices.
- Problem area : 300 level meteorology, oceanography and astronomy.

Elementary Middle Science Teacher Ed:

- Losing the Earth Sciences major impacts the elementary / middle science teacher education major. These students often take the 300 level meteorology, oceanography and astronomy courses that would no longer exist.
- This shrinks the number of upper division options for elementary /middle science.

Social Studies Education

We are also concerned about the cuts to geography and how that will impact what courses we are able to schedule for our pre-education students, as those courses are critical for social science majors. Currently, secondary social science majors need a minimum of 8 credits of upper division geography and many students wish to pursue geography as their 'focus area' within social science (20-21 credits, most at the UD level). Currently geography is the second largest focus area within social sciences (after history). History and geography focus areas most closely align to the NCSS (National Council of Social Studies) national standards for preparing future social studies teachers. As an additional note, social studies is generally the largest

secondary major area on our campus (depending on the catalog year, social studies and language arts are very large majors and each have over 80 majors in the pipeline).

Losing the focus on East Asian studies in the history department is a blow to both future Oregon secondary social studies teachers and elementary teachers, because of the increasing focus on East Asian immigrants in Oregon that are becoming a part of the state's standards (especially, the forthcoming Ethnic Studies standards). That also applies to cuts in geography and anthropology, as students coming into the program aren't going to have as much background of the Pacific Rim as is necessary in the state's social science standards.

Furthermore, it is important to note that any argument that we can make about course substitutions is incorrect. Per our accreditation agency, we have very specific courses that students must take to be licensed and we cannot just substitute those classes.

Cuts to NTT Budgets and Impact on ED Majors

We have a general concern regarding the frequency in which courses are offered, even when a program/major is not cut. With deep cuts in NTTs, some departments may not be able to offer required courses on a regular basis, which will cause delays in students' progress through a program (especially when there are prerequisites). This will affect students' ability to take full time coursework, which will cause issues with financial aid and eventually delay their graduation. For example, GS 325 has increased its cap to 26 students for winter and already has a full section and a full wait list. With nearly 1000 education majors on WOU's campus, the ripple effects of these cuts stack up very quickly and could delay graduation or entry into cohort's for students.

Appendix G

Humanities Division

Modern languages

As a department, we pride ourselves with having responded with hard work and creativity to our enrollment challenges a long time ago. It is with these challenges in mind that we have revised and updated our curriculum, developed several new certificates and engaged in the promotion of our programs. Therefore, we wish the administration would give us (and programs like ours) a reasonable and more professional amount of time to test and improve the efficacy of our efforts, as opposed to simply eliminating our German major, both our French and German minors, and 1.5 FTEs from our Spanish faculty.

We are particularly appalled by the suggestion to cut 1.5 FTE from our Spanish faculty and an indeterminate number for German and French studies. We can accept the need to reduce our faculty, but preventing one or more of our remaining NTT faculty from having a full teaching load (0.5 FTE) seems inappropriate to us, to say the least, and it will severely limit our ability to teach all of our classes and programs. We strongly recommend not to cut more than 1.0 FTE in the department, as we have already lost two tenure track lines and two NTT positions in the recent past. We also recommend keeping our French and German minors, as we consider it scandalous for any national university to only have academic programs of one modern language other than English.

Philosophy

We appreciate the opportunity to submit a response to the proposed curtailment of the Department of Philosophy and Religious Studies outlined in the curtailment document:

- Eliminate the major
- Eliminate fully half of the faculty members in the department: 2 out of 4 FTE positions

Reason Cited Offered for Curtailment: “Low enrollment over several years”

We want to begin by saying that we recognize the severity of the fiscal crisis that our university is currently facing, and that we want to do what is best for our university. Hence, we think it is fair that we should shoulder a proportionate share of the burden as determined by accurate and relevant data. However, we would like to point out the budget cut plan for our department proposes the highest share of cuts of any department at WOU – fully 50% of our faculty and elimination of our major. That is a disproportionate cut.

We would like for you to consider the data-driven reasons offered below for believing that we have been asked to shoulder a disproportionate share of the burden, and that rather than our department constituting an unjustifiable drain on university resources, we actually contribute significantly to the mission of our university. Finally, in light of this data, we request that the cuts to our faculty FTE be lessened such that they are more in keeping with what has been asked of other departments and, if possible, that our major—which we could continue at no greater cost with three continuing FTE—be spared.

Our arguments to counter these proposed cuts are as follows:

THE CUTS ARE BASED ON FLAWED OR MISLEADING DATA

The draft proposal document cites "low enrollment over several years" as the reason for Philosophy's disproportionate curtailment. But enrollment data received from the dean's office shows that philosophy faculty have had the highest student levels of almost any faculty on campus for many, many years. The new Gen Ed made those numbers decline last year, but this term they improved. The data shows that the recent decline in numbers of majors is proportionate to the decline in numbers of students enrolling in the university at large.

An examination of each individual faculty member's Student Credit Hour (SCH) load compared to other departments is necessary for acquiring a fuller understanding of what the enrollment numbers indicate. We did an analysis of 2018-19 data (the most recent year on which we were given detailed data), and it showed **that the faculty in Philosophy and Religious Studies had an average of 800 SCH per capita, which is actually the highest level of any of the departments in LAS.** (compared to, for example, Communication at 635, Business 612, Math 594, History 385, Political Science 380).

This high SCH level is even more remarkable in that one of our four faculty, Mark Perlman, was teaching at only 0.75 FTE, due to a 0.25 FTE administrative reassignment to allow his service on the PEBB board. Had Dr. Perlman been teaching at the usual 1.0 FTE our numbers of students would have been even higher.

So while Philosophy has a low number of majors, we actually teach more students than most other departments, some of which are planned to have no cuts at all. To cut positions from such a program makes no financial sense. ([See table, which shows the Average SCH per faculty member by LAS department - 2018-19](#) data revised version omitting individuals with single courses: some departments omitted due to numerous small enrollment faculty, like music).

BY SCH (high to low)

| | | |
|--------------|------------|-----------------------------|
| PHIL | 800 | |
| Gen Sci | 782 | (omitting low load faculty) |
| CS | 750 | (omitting low load faculty) |
| PSYCH | 677 | (omitting low load faculty) |
| ENGL WR LING | 665 | (omitting low load faculty) |
| ECON | 642 | |
| COMM | 635 | (omitting low load faculty) |
| BIO | 614 | |
| MATH | 594 | |
| SOC | 571 | (omitting low load faculty) |
| CJ | 563 | (omitting low load faculty) |
| ANTHRO | 520 | |
| ART | 515 | |
| GEOG Sust | 457 | |
| DANCE | 397 | |
| HIST | 385 | |
| POLISCI | 380 | (omitting low load faculty) |
| MOD LANG | 357 | (omitting low load faculty) |
| CHEM | 354 | |
| THEATER | 330 | (omitting low load faculty) |
| BUS | 312 | (omitting low load faculty) |
| GERONT | 204 | |

BY DEPT (alphabetical)

| | | |
|--------------|------------|-----------------------------|
| ANTHRO | 520 | |
| ART | 515 | |
| BIO | 614 | |
| BUS | 312 | (omitting low load faculty) |
| CHEM | 354 | |
| CJ | 563 | (omitting low load faculty) |
| COMM | 635 | (omitting low load faculty) |
| CS | 750 | (omitting low load faculty) |
| DANCE | 397 | |
| ECON | 642 | |
| ENGL WR LING | 665 | (omitting low load faculty) |
| Gen Sci | 782 | (omitting low load faculty) |
| GEOG Sust | 457 | |
| GERONT | 204 | |
| HIST | 385 | |
| MATH | 594 | |
| MOD LANG | 357 | (omitting low load faculty) |
| PHIL | 800 | |
| POLISCI | 380 | (omitting low load faculty) |
| PSYCH | 677 | (omitting low load faculty) |
| SOC | 571 | (omitting low load faculty) |
| THEATER | 330 | (omitting low load faculty) |

A CUTBACK IN COURSES IN CRITICAL THINKING

The suggested curtailment to our department will dramatically reduce the offerings of courses focused on critical thinking, in contravention of a major goal of the Gen Ed. Contrary to the goal of supporting the GenEd, these cuts will necessitate the elimination of some Gen Ed classes, in addition to many other courses taken not just by philosophy majors, but by students across the university.

Philosophy & Religious Studies Courses Serving General Education: 14 courses in 5 Categories

| Foundations | First Year Seminars, 2020-21 | Exploring Knowledge | | Integrating Knowledge |
|-------------------------------------------|----------------------------------------|--------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------|
| Critical Thinking | | Social, Historic, and Civic Perspectives | Literary and Aesthetic Perspectives | Science, Technology, and Society |
| PHL100: Critical Thinking: Informal Logic | FYS107: Logic, Language, and Alice | PHL101: Introduction to Philosophy: Knowledge and Reality | PHL282: Philosophy of Art | PHL252: Medical Ethics |
| PHL103: Introduction to Logic | FYS107: Sacred Spaces in Secular Times | PHL102: Introduction to Philosophy: Personal Morality and Social Justice | | PHL255: Environmental Ethics |
| | | PHL251: Ethics | | |
| | | PHL283: Philosophy of Religion | | |
| | | R201: Introduction to the World's Religions: Eastern | | |
| | | R202: Introduction to World Religions | | |
| | | R204: Introduction to the World's Religions: Western | | |

Note that we submitted two First-Year Seminars which were selected, and are being taught this year.

THE CLAIM OF LOW ENROLLMENT:

The claim in the budget cut draft plan that Philosophy has had “low enrollment over several years” is inaccurate and misleading. Before Fall 2019, **our enrollment numbers declined only at a rate roughly proportionate to the overall decline in numbers of students enrolling in the university at large.** Then in one year, 2019-2020, our SCH numbers declined dramatically, and this was an **expected effect driven by the adoption and implementation of the new GedEd requirements, which eliminated a required course in either philosophy or religious studies.**

We made the necessary adjustments to our course offerings so that they would accommodate the new Gen Ed, and did so in a timely fashion so that our courses populated each of the main categories on day one of the new Gen Ed roll out. We now have 12 courses from our department in the new Gen Ed. While our numbers are rebounding this term, we expect this to take some time.

THE GENERAL EDUCATION REVISION PROMISE:

Our department’s drop enrollment last year was anticipated in advance, as a clearly foreseeable consequence of the structure of the new Gen Ed. This possible effect was the reason behind the commitment made in 2018 by the President and Provost that the change to a new Gen Ed would not result in faculty losing their jobs. This statement was clearly made at that time by the President and Provost, quoted below from “the WOU Way Handout”:

“Enabling Constraints (President’s and Provost’s Directives):

- No tenured or tenure-track faculty will lose their jobs as a result of Gen Ed reform.

- Tenured/tenure-track faculty will be creatively deployed and fully utilized to support Gen Ed and their academic programs.”

The Gen Ed taskforce and committee designed and implemented the new Gen Ed curriculum in the manner they did against the background assumption that this commitment would be honored. The decision-making on revisions predicted on this promise. **The President has now proposed that two people in our department will indeed lose their jobs (half of our department). This clearly breaks the promise that the President and Provost made to the entire faculty at the beginning of the GenEd revision process.**

Moreover, the cuts seem to have singled out philosophy for especially harsh fallout from the Gen Ed revision – first dropping the LACC requirement, and now eliminating the major and half the department’s faculty.

INTERDISCIPLINARY FOCUS OF OUR DEPARTMENT

Measuring the worth of our department by the number of our majors misconstrues the intentional interdisciplinary mission of our department – a mission which the proposed budget cut plan both ignores and severely endangers. Many of our courses connect with other majors and programs, as follows:

| Subject | Course Number | Student Areas Served |
|-------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Philosophy of Law | PHL 380 | Serves the interests of students in Pre-Law and Criminal Justice |
| Environmental Ethics | PHL 255 | Serves the interests of students in Environmental Studies |
| Medical Ethics | PHL 252 | Serves the interests of any students studying to enter the medical fields, including any and all of the Pre-Professional Studies of the Health Sciences |
| Ethics and Applied Ethics | PHL 102 PHL 251 | Serves the interests of students in business, Public Policy, and many others |
| Philosophy of Arts | PHL 282 | Serves the interests of students in Art and Design |
| Philosophy of Music | PHL 382 | Serves the interests of students in Music and Dance |
| Philosophy of Science | PHL 370 | Serves the interests of any area of study within the sciences |
| Philosophy and Film special topics course | PHL 398 | Serves the interests of students in the Film Studies program |

| | | |
|-------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Happiness course | PHL 320 | Serves the interests of students in Psychology and Gerontology |
| Philosophy of Mind | PHL 263 | Serves the interests of students in Psychology |
| Logic courses | PHL 103 PHL 399 | Serves the interests of students in Computer Science and Math, as well as interdisciplinary studies |
| Social and Political Philosophy | PHL 350 | Serves the interests of students in Sociology, Political Science, and other areas in Social Science |
| Philosophy of Religion and Introductory Religious Studies courses | PHL 283 R 100 R 201 R 204 | Serves the interests of students in Pre-Nursing, Anthropology, History, Gerontology, and College of Education, as well as many others |

A number of these courses count as electives in other majors, though we do not have a list of all of these instances. Our courses also align with many of the GELOs of Gen Ed (see attached table).

If the planned cuts to philosophy are enacted, **many of these interdisciplinary courses will have to be dropped from the catalog** due to insufficient numbers of faculty to teach all of them. Other programs depending on philosophy will be forced to change their requirements due to loss of philosophy and religious studies classes.

FOCUSING ON NUMBERS OF MAJORS MISSES OUR INTERDISCIPLINARY MISSION

The administration's focus on numbers of majors will inevitably fail to acknowledge the main interdisciplinary mission of our department. While we offer a major and a minor in philosophy, maximizing these numbers has never been our focus. This is both because only a small segment of students is well suited to majoring in philosophy, but also because career paths from a philosophy major are not as direct or predetermined as is the case with many other majors, and with pre-professional studies. We understand the emphasis placed on career-oriented education and earning opportunities, and while it is well-documented that philosophy majors tend to end up being highly successful, earning higher incomes than many other disciplines¹, that has never been our primary concern.

We are concerned with enriching the lives of our students in a different way, with helping our students to create lives for themselves that are meaningful and worth living, and a society where

¹ See PayScale, "Highest Paying Bachelor Degrees by Salary Potential," College /salary Report: 2017- 2018, in Philosophy: Asking Questions—Seeking Answer, by Stephen Stich and Ton Donaldson, pp. 347- 348.

their carefully and critically chosen beliefs and values can flourish, whatever their chosen majors or employment aspirations.

Hence, we have focused on serving the entire university with a wide array of courses that intersect with, and enrich the study of, other majors and areas of study (as described in the list above). Given this, if one were to focus solely our number of majors and minors one might easily overlook our main strength. We are convinced, as are our students, that our dedication to serving this role has made a valuable, substantive, contribution to the educational mission of our university over the course of many years.

LARGER ISSUES:

Philosophy students learn how to fend off dogmatism and expand their conception of what is possible. Philosophy teaches people how to think, and think critically, and to create and analyze arguments. These are skills that are vitally important not only for most occupations, but also for simply being good citizens. In today's world, at a time when many people are being swayed by disinformation, conspiracy theories, and logical fallacies masquerading as arguments, philosophy is more important than ever. To cut philosophy from a university is to undermine the mission of the university. To cut half the program would cripple our ability to serve this larger function. If the university is really dedicated to improving critical thinking skills in WOU students, then philosophy should be supported and emphasized, not cut.

LOOKING FORWARD: POSSIBLE MEANS TO INCREASING COURSE OFFERINGS THAT SERVE A WIDER STUDENT AUDIENCE

The Department of Philosophy and Religious Studies has made significant changes last year, taking into account suggestions from our external program reviewer, who had mostly excellent comments about the department. We changed all our four classes from 3-credit to 4-credit levels to better align with courses and time-blocks across campus.

We are certainly willing to make additions to our already broad interdisciplinary course offerings, and we would be happy to add courses or create new courses not specific to the Philosophy major or minor program, such as:

- **Additional Gen Ed courses** in various categories, especially Integrating Knowledge - Social/Historic in which we do not yet have a course.
- **More First Year Seminars**, particularly in the quantitative category (which tends to have an insufficient number of offerings). We have in mind a critical thinking course on logical fallacies: *Using informal logic to navigate and understand the modern political and media environment.*
- **More Honors courses and colloquia**
- **Develop certificates in Ethics and in Comparative Religion** (most of this work has already been completed).
- Post-COVID, we can commit to continuing to offer some coursework through **alternative delivery modalities** (hybrid, online).

Our department faculty are also willing to assume part-time administrative roles (perhaps even division chair someday) as needed to augment our teaching responsibilities.

Our department could reluctantly manage to keep things going with three faculty instead of the current four, but going down to two would drastically reduce our ability to adequately serve WOU students.

CONCLUSION:

The proposed budget cuts to philosophy are based on the claim that we have had “low enrollment over several years”, but this is mistaken, as we have for most of the past two decades taught among the highest levels of student credit hours per faculty member in LAS. (This is demonstrated by the data provided by the LAS dean.)

The proposed cuts will also cause serious and lasting damage to the interdisciplinary focus that our department has had for many years, as well as harming the increased emphasis on interdisciplinary education at WOU. The cuts also break the administration’s commitment that the new GenEd would not result in faculty job losses. For all of these reasons, the proposed budget cuts are unjustified and unwise.

Moreover, there are many opportunities for more philosophy classes to be added to interdisciplinary areas and for at least one of our faculty to serve in part-time administrative roles.

It would be a step backwards for WOU to eliminate its Philosophy major and eliminate half of the Philosophy Department. We have shown above that it is not justified by the numbers, that it is not in keeping with the GenEd promise made by the president and provost, and it would be a departure from the mission of WOU to be a liberal arts comprehensive university.

Philosophy & Religious Studies Courses in General Education: GELO Alignments

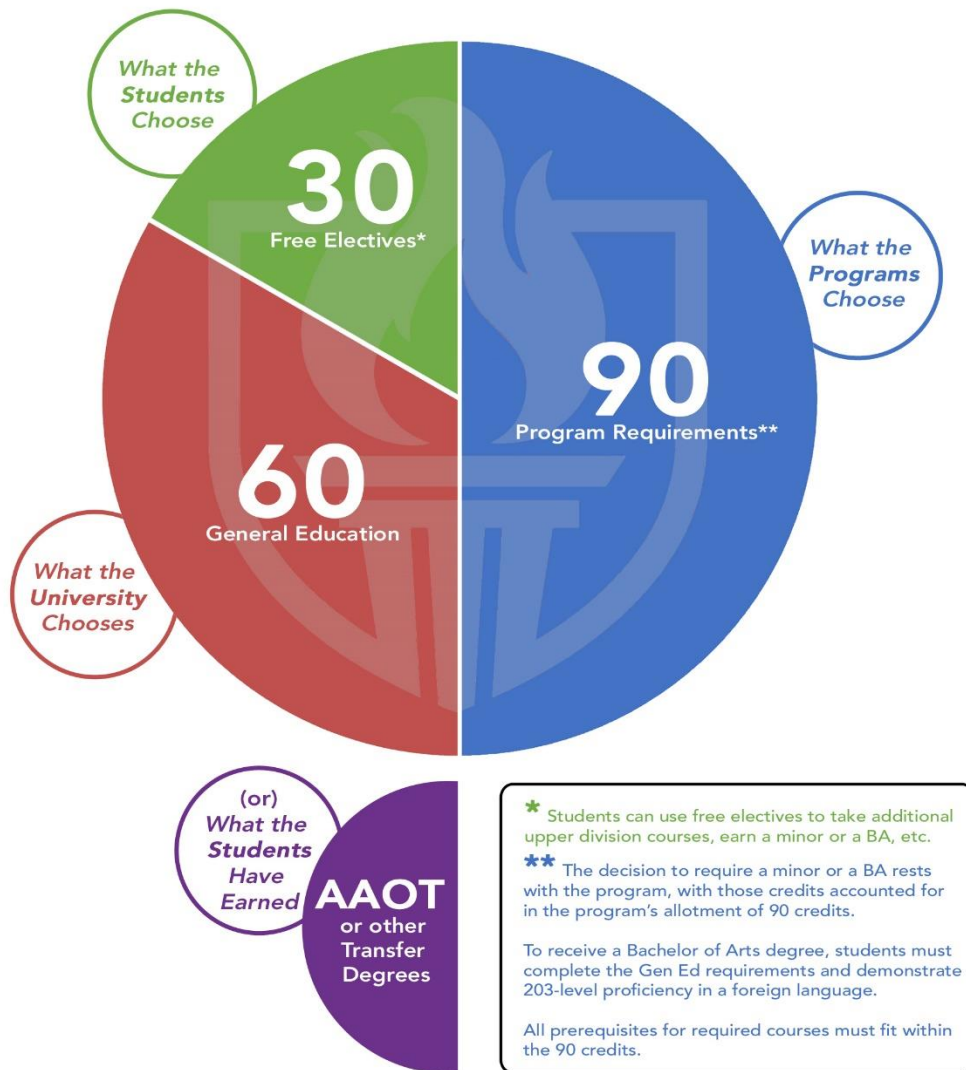
| Category | Sub-Category | Course | General Education Learning Outcome (GELO) Alignment |
|--------------------------------|-------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundations | Critical Thinking | | |
| | | PHL100: Critical Thinking: Informal Logic | <p>Students will be able to evaluate arguments, and recognize and explain errors in reasoning, including the logical fallacies, and examine linguistic techniques used in statements and arguments.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Students will be able to recognize and articulate problems in their own positions and arguments as well as those of others</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Students will be able to compose coherent and well-reasoned arguments demonstrating research skills, and the ability to evaluate essays, studies, and statistical data. They will be able to analyze various arguments, including analogical and scientific ones as well as addressing counterarguments to their position. They will be able to analyze specific arguments for consistency and credibility, as well as construct and defend arguments in support of or in opposition to particular propositions</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Students will be able to use critical thinking skills to distinguish real science from pseudo-science, and find the flaws in various kinds of conspiracy theories and other flawed types of reasoning.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2:</p> |
| | | PHL103: Introduction to Logic | <p>Formulate valid and sound arguments.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Translate arguments into logical notation of propositional and predicate logic, and be able to use formal tools to determine validity of arguments.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Be able perform basic proofs in propositional logic.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2:</p> |
| First Year Seminars 2020-21 | | | |
| | | FYS107: Logic, Language, and Alice | <p>Apply methods of reading and analyzing text for interpretation and comprehension Practice finding, evaluating, and using credible information Appropriately select and responsibly use technology Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning</p> <p>Aligns to: General Education Program Outcome 1 General Education Learning Outcome (GELO) 1: Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems</p> <p>Aligns to: General Education Program Outcome 4 General Education Learning Outcome (GELO) 4: Use appropriate and relevant content to develop ideas and demonstrate use of language to convey meaning in written form</p> |

| | | | |
|---------------------|------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | FYS107: Sacred Spaces in Secular Times | <p>Apply methods of reading and analyzing text for interpretation and comprehension Practice finding, evaluating, and using credible information Appropriately select and responsibly use technology Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning</p> <p>Aligns to: General Education Program Outcome 1 General Education Learning Outcome (GELO) 1: Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems</p> <p>Aligns to: General Education Program Outcome 4 General Education Learning Outcome (GELO) 4: Use appropriate and relevant content to develop ideas and demonstrate use of language to convey meaning in written form</p> |
| Exploring Knowledge | | | |
| | Social, Historic, and Civic Perspectives | | |
| | | PHL101: Introduction to Philosophy: Knowledge and Reality | <p>Demonstrate in-depth knowledge of some of the main theories in epistemology and metaphysics.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Understand arguments from various perspectives on various metaphysical and epistemological issues.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Explain and critically assess various arguments in metaphysics and epistemology</p> <p>Aligns to: General Education Learning Outcome (GELO) 2</p> |
| | | PHL102: Introduction to Philosophy: Personal Morality and Social Justice | <p>Students will demonstrate in-depth knowledge of the main ethical theories.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Students will be able to understand arguments from various perspectives on various ethical problems cases, and construct arguments from various ethical perspectives, and clearly explain those arguments.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Students will be able to apply those ethical theories to various practical ethical problems, and construct arguments in favor of the view they would argue is correct.</p> <p>Aligns to: General Education Learning Outcome (GELO) 3</p> |
| | | PHL251: Ethics | <p>Demonstrate in-depth knowledge of the main ethical theories.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Understand arguments from various perspectives on various ethical issues</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Explain and critically assess various ethical arguments, including their own views.</p> <p>Aligns to: General Education Learning Outcome (GELO) 2</p> |
| | | PHL283: Philosophy of Religion | <p>Demonstrate in-depth knowledge of the main philosophical theories regarding religion and/or the existence of God (or gods).</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Be able to explain and construct arguments in favor and against philosophical views regarding religion, and of their own views on religion.</p> <p>Aligns to:</p> |

| | | | |
|-----------------------|-------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>General Education Learning Outcome (GELO) 1: Be able to apply those general theories to address various specific questions regarding religion.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1</p> |
| | | R201: Introduction to the World's Religions: Eastern | <p>To become familiar with the Asian religious traditions in order to foster tolerance and understanding in society.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1</p> |
| | | R202: Introduction to World Religions | UOs available, but no GELOs yet. |
| | | R204: Introduction to the World's Religions: Western | <p>To become familiar with the Abrahamic religious traditions in order to foster tolerance and understanding in society.</p> <p>Aligns to: General Education Learning Outcome (GELO) 1:</p> |
| | Literary and Aesthetic Perspectives | | |
| | | PHL282: Philosophy of Art | <p>Demonstrate in-depth knowledge of the main philosophical theories of the nature of art (broadly construed to include visual art, music, theater, film, dance, etc.); Philosophy Program Outcome 3</p> <p>Aligns to: General Education Learning Outcome (GELO) 1: Be able to explain and construct arguments in favor and against philosophical views regarding art, including their own views. ; Philosophy Program Outcome 2</p> <p>Aligns to: General Education Learning Outcome (GELO) 2: Be able to apply those general theories to address various specific questions regarding art; Philosophy Program Outcome 1</p> <p>Aligns to: General Education Learning Outcome (GELO) 2</p> |
| Integrating Knowledge | | | |
| | Science, Technology, and Society | | |
| | | PHL252: Medical Ethics | UOs available, but no GELOs yet. |
| | | PHL255: Environmental Ethics | UOs available, but no GELOs yet. |

Appendix K

The WOU Way: A New Curricular Framework



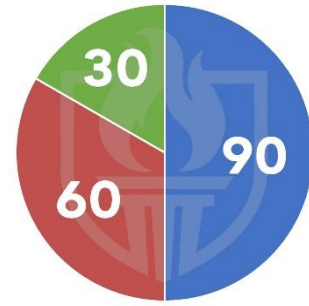
The WOU Way...

- Is deeply rooted in our educational traditions *reimagined* for a new era
- Distinguishes us from other universities in Oregon
- Positions us to be the *university of choice* for transfer degree holders
- Jumpstarts curricular innovation and interdisciplinary collaboration
- Mitigates undue financial burden on our students
- Strengthens WOU's fiscal sustainability

The WOU Way

empowers our students to:

- ✓ Choose from over 60 programs in relevant fields
- ✓ Pursue a minor, or a second major
- ✓ Complete an internship or practicum
- ✓ Study abroad
- ✓ Obtain a career-related certificate or endorsement
- ✓ Engage in independent or collaborative research
- ✓ Explore elective coursework in the liberal arts tradition
- ✓ Change their major if they choose
- ✓ Pursue language proficiency and/ or a Bachelor of Arts degree



Moving *Forward Together* with the Strategic Plan...

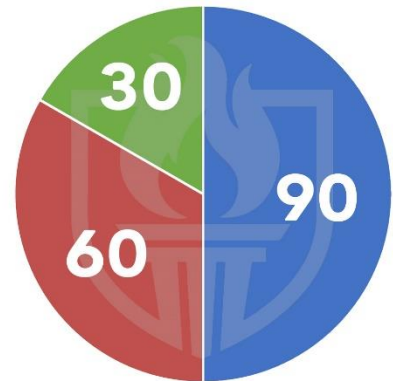
Implementation of this new curricular framework enables the Faculty (and Academic Affairs) to:

- Re-envision General Education
- Refresh/ refine programs and majors
- Address faculty workload/ distribution imbalances
- Strengthen Community College partnerships to bolster enrollments
and...
- Move forward with purposeful long-term Academic Strategic Planning

Re-envisioning General Education at WOU

Enabling Constraints (President's and Provost's Directives):

- No tenured or tenure-track faculty will lose their jobs as a result of Gen Ed reform.
- Tenured/tenure-track faculty will be creatively deployed and fully utilized to support Gen Ed and their academic programs.
- Gen Ed can account for up to **60** quarter credit hours.
- Majors and minors **cannot** require specific general education courses, but general education courses **can** count toward program requirements.
- The Gen Ed will serve **both** BA and BS students of WOU's 4 year programs. Students seeking a BA will complete the Gen Ed requirements **plus** demonstrate 203-level proficiency in a foreign language.



Rationale: Why Are We Doing This?

- Our students and their needs are evolving.
- As an access institution, we must provide affordable and attainable degree paths.
- Time to degree completion matters: less than 10% of WOU undergrad students graduate with **189** or fewer credits (2013).
- A liberal education requires a broad yet integrative general education, and is the responsibility of WOU's faculty as a whole.
- The specifics of academic programs are the purview of faculty; however, the overall structure of an undergraduate degree must be accommodated in 180 credits.
- Self-contained 90-credit majors facilitate development of disciplinary knowledge and skills while allowing integration of transfer degree holders and those changing majors.
- A liberal education also requires freedom for students to make choices.
- WOU students deserve a purposeful and coherent educational experience.
- The Strategic Plan directs us to.

Re-envisioning General Education at WOU

Expected Timeline:

- April/ May** *Faculty Senate collects nominations for participation on the Gen Ed Task Force*
- Early May** *President and Provost establish Gen Ed Task Force (to include divisional representation and Faculty Senate Exec committee representation, if practicable)*
- May 18-19** *Paul Hanstedt campus visit — including all-campus ‘town hall’ meetings*
- May 18-19** *Gen Ed Task Force works with Paul to complete pre-planning for summer work*
- May 23** *Faculty Senate presentation on process for Gen Ed re-envisioning*
- Summer** *Gen Ed Task Force engages in Gen Ed re-envisioning*
- October** *Town Hall sessions (2) held to review proposed Gen Ed and provide feedback*
- November** *Town Hall sessions (2) held to review proposed Gen Ed and provide feedback*
- December 31** *Curriculum proposal into system, Faculty Senate curriculum process commences*

Appendix H

Library

The library faculty recognize that the financial state of the university necessitates cuts, and acknowledge that the library and library faculty must share in this burden. However, the actions proposed in President Fuller's draft plan will have an impact on library services and operations that will be felt far beyond the library faculty division.

These impacts will be felt most keenly through the curtailment of the library instruction program and eliminating a NTT librarian position, but also in *all* the library's services and operations due to the reduction of six library TT faculty appointments from 11-month to 9-month positions. It is also worth noting that neither of these actions were recommended in the plan from the library dean.

Library Instruction: Essential to Retention and Student Success

The second sentence of the president's Article 15 Draft Plan says that information literacy (the ability to find, understand, and use information) is one of several "cross-cutting skills" essential to WOU's success as a liberal arts university. Library faculty strongly agree with this statement, the truth of which can also be observed in increasing numbers of instruction sessions offered over the past three academic years.

Despite recognizing the importance of information literacy, President Fuller's draft plan proposes curtailing the library instruction program, and laying off one instruction librarian. However, the actions proposed in President Fuller's plan will limit the library's ability to adequately meet instruction needs across the campus not only in the area of information literacy, mentioned as essential in the draft plan itself, but in two of the university's four undergraduate learning outcomes (ULOs). Curtailing library instruction will also reduce the library faculty's ability to reach students during their first year at WOU, crucial moments to increasing retention and thus graduation rates.

Librarians have education, training, and professional experience in information literacy, and it is at the core of many library interactions with students, from the reference desk to answering questions online. However, the only place information literacy is intentionally and comprehensively taught is in library instruction sessions.

Library faculty led instruction also teaches key components of Inquiry and Analysis, one of WOU's undergraduate learning outcomes. The rubric for Inquiry and Analysis includes topic selection, how to synthesize existing knowledge, and how to analyze sources. Source selection and use are also part of the Written Communication ULO. All of these topics, as well, are cornerstones of library instruction.

By attending instruction classes, students learn how to conduct academic research for traditional research papers. More importantly, they learn how to think about, understand, and

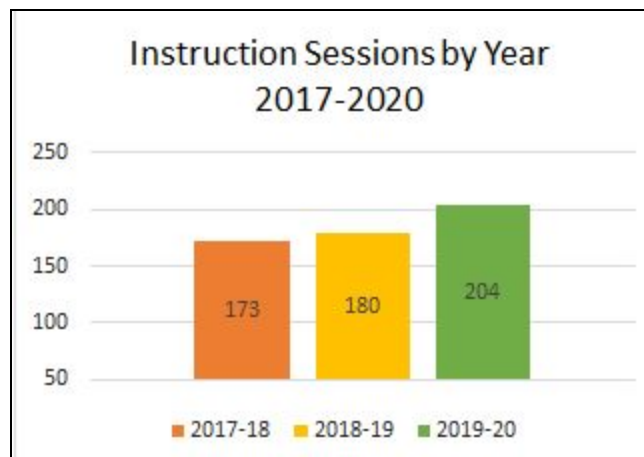
assess information - whether in the context of a college classroom or their daily lives. Understanding information is essential to student success at WOU, and will help them graduate as informed citizens and lifelong learners.

Studies show the value of instruction and reference. A single visit to the reference desk or attending a single library instruction session increased student retention by up to 12% at one small public university (Krieb, 2018, <https://doi.org/10.18438/eblip29402>). Other studies have shown that *any* use of library services can increase the chance an individual student is retained by between 4 and 9 times (Murray, Ireland, and Hackathorn, 2016, <https://doi.org/10.5860/crl.77.5.631>).

Because of the proven benefits of instruction and reference, curtailing the library's instruction program works directly against WOU's goal of increasing its retention rates. It's important to state that this impact will be felt *across all divisions*, especially as many of the library's instruction sessions are for cross-curricular programs like First Year Writing and the First Year Seminars.

The First Year Seminars (FYS), part of the new General Education program, are the first place that WOU has ever codified information literacy in the learning outcomes/expectations for a specific course or set of courses. This means that a librarian's participation in FYS courses is essential.

During FY 2019-2020, when FYS courses were first offered, the library saw a 13% increase in instruction sessions requested and offered. During FY 2020-2021, the library's participation in the FYS program continues to grow. Indeed, data from the library instruction unit's annual report shows that instruction sessions taught have grown year to year during the past three academic years:



Many instruction sessions, as mentioned, are aimed at first year students, and play a large role in preparing them for success in future classes regardless of their major. The chart below shows the number of sessions taught during FY 2019-2020, nearly half of the total of all sessions that year:

| Subject | Instruction Sessions |
|--------------------|----------------------|
| First Year Writing | 50 |
| First Year Seminar | 37 |

Additionally, the 50 instruction sessions taught for First Year Writing are taught mainly by the NTT librarian whose position will be eliminated. This will further reduce the effectiveness of library instruction especially in the short term. These are all reasons why the library dean's plan suggested against cutting any faculty positions from the library division.

Cutting faculty from the library's instruction program, and otherwise curtailing library instruction, will almost certainly have a negative effect on student retention. It will especially and disproportionately affect freshman students enrolled in crucial first-year courses. At a time when WOU is already worried about losing students, taking actions that will further reduce retention rates is a huge risk.

The Impact of Library Faculty Position Reductions

The other part of President Fuller's draft plan that directly affects the library is his proposal to reduce the six tenure track library faculty positions to 9-month contracts.

Although the impact on individual library areas is less here than with an outright cut, this proposal will reduce effectiveness for the library as a whole. That is because this is not a surgical cut, but one across all areas. It will require the library to rebuild itself and its services, and these changes will necessarily impact all units across campus, which will negatively affect faculty, students, and staff in their ability to teach, learn, and work at WOU.

Currently, TT library faculty are on 11-month contracts, and work throughout the year, from July through June. This proposed change means that there will only be two NTT librarians working in the library in the months of July, August, and September each year. It is neither reasonable nor possible for these two librarians to take on the work of six of their colleagues during summer months, so many services simply will no longer be available during the summer.

Although it is true that library instruction and many other aspects of library operations are most active during fall, winter, and spring terms, the summer term also has classes taught at WOU. This change will have a disproportionate impact on WOU's graduate programs, many of which start cohorts and finish thesis work during summer months. Many WOU faculty use summer months to research and write, and would have limited access to library faculty as a result of this position reduction.

Not only instruction and reference will be impacted by this change, however. Many major library projects that require faculty work are also better handled during summer months, when there are fewer students and faculty on campus and fewer other demands on librarian time.

Additionally, reductions to service will be inevitable throughout the year, rather than just during summer months, as TT library faculty will need to rebalance their annual workloads to an amount that can be completed in 9 months, rather than a year. Some impacts of this change are likely year-round reductions to:

- Collection maintenance
- Copyright education
- Scholarly communication
- Instruction (beyond the impact of the NTT position elimination)
- Development of new library initiatives
- Library website design and maintenance
- The creation and maintenance of online educational materials
- Uploading unique archival materials, student work, and faculty work to our digital repositories
- Technical support for Academic Excellence Showcase and PURE Insights
- Reference desk hours

There are sure to be others not listed here, as well.

Efforts to integrate the Academic Innovation (AI) unit with more traditional aspects of library operations will also be affected. The impending switch to Canvas from Moodle, as well as reductions and eliminations to other faculty divisions across campus, will make the role of AI even more important in the near future. Although the plan makes no direct cuts to AI, its actions will reduce the ability of library faculty to work with AI staff in an integrated, holistic way.

Proposed Alternative

The suggestion in the library dean's plan to move TT faculty to 10-month positions, rather than 9-month positions, would reduce all of these impacts somewhat. Another option that may help would be to stagger the 9-month contracts, so that not all faculty take their off-contract months during July, August, and September. While these alternatives may reduce some impacts, they will not change the fact that some services provided by the library will be either reduced or made completely unsustainable after TT faculty move to a shorter work year. Eliminating librarian positions should be avoided if at all possible, as doing so will have a significant negative impact on retention of students who will no longer receive instruction from a librarian.

Appendix I

Chemistry Department's Counter Proposal to Article 15 Draft Budget Cuts

Proposal Highlights

- Meets 1.0 FTE Reduction + OPE associated with one position
- Eliminates 48 contact hours of low enrollment course FTE
- Retains 96% of Chemistry Major Student Enrollment
- Preserves Chemistry Concentrations that have the most URM enrollment
- Maintains Healthcare-Related Pre Professional Concentration
- Retains Unique Programming that Attracts New Students

Program Summary

The WOU Chemistry department is one of four departments that make up the Division of Natural Sciences and Mathematics (NSM) at Western Oregon University. As of the spring term of 2020, major enrollment in Chemistry included 46 students, which constituted 18% of the total NSM Majors (Fig. 1A) and 1.0% of the total undergraduate population at WOU. Table 1 shows a comparison of WOU's most popular majors with the chemistry majors. With 46 students enrolled in Chemistry majors in Spring 2020, Chemistry is currently a robust major on WOU's campus. The Chemistry Department also provides substantial course support for students majoring in Biology (CH221-222-223; CH334-335-336-337-338; CH450-451). Course enrollment for the 200-level chemistry courses is well above standard course enrollment averaging 52 students/class. The organic chemistry course is also well attended with an average of 37 students/course.

Table 1: Major Enrollment at WOU During Spring 2020

| Major | Enrolled | Percent |
|------------------|----------|---------|
| Pre-Education | 585 | 13.2 |
| Business | 388 | 8.8 |
| Psychology | 339 | 7.7 |
| Criminal Justice | 318 | 7.2 |
| Biology | 146 | 3.3 |
| Computer Science | 137 | 3.1 |
| Chemistry | 46 | 1 |

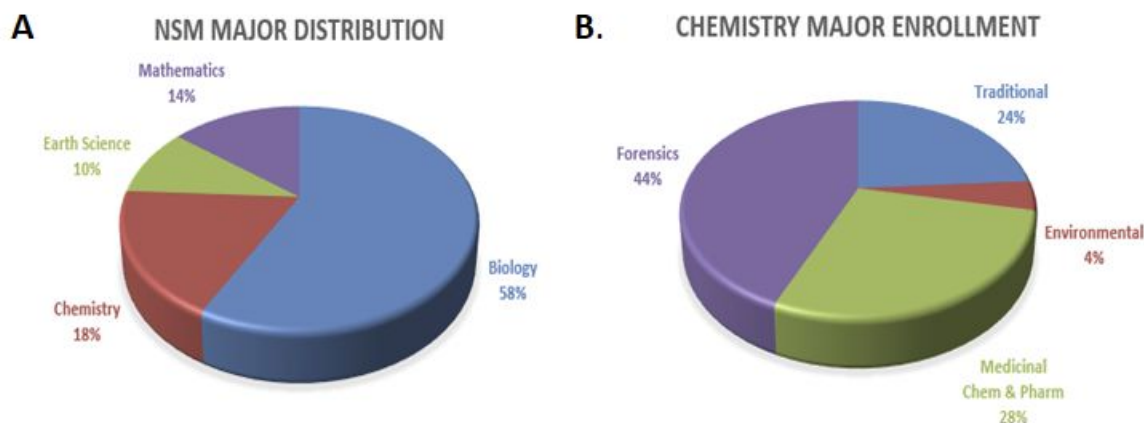


Figure 1: Distribution of Chemistry Majors in Spring of 2020. (A) Depicts the distribution of majors within the Natural Sciences and Mathematics Division (NSM). Chemistry Majors constituted 18% of the overall NSM Majors. (B) Depicts the distribution of Chemistry Majors within the Chemistry Concentration Programs.

Of the Chemistry Majors, 61% are female, which is consistent with gender representation overall at WOU. In Spring 2020, 11 of the 46 Chemistry majors self-reported as underrepresented minority (URM) status (23.9%) compared with the University average of 26.1%. This is a fantastic average given that the nationwide demographics of a 200-level general chemistry course is 52% female and only 10.1% URM ([Harris, R.B. et al. 2020](#)). It is also important to note that the majority of URM Chemistry Majors at WOU (82%) are enrolled in the Forensic Chemistry or the Medicinal Chemistry & Pharmacology

Concentrations. ***Thus, the chemistry program has a strong track record for attracting URM students to our unique program offerings and aligns strongly with the mission of the university to become a Hispanic Serving Institution (HSI).*** We also serve a robust transfer student population which constitutes 29.3% of our majors and a strong percentage (22%) of our majors are freshmen, indicating that student interest in our program is solid.

The WOU Chemistry department currently offers four major options that lead to a Bachelor of Science degree in Chemistry. These include the Traditional Chemistry Concentration, The Environmental Chemistry Concentration, The Forensic Chemistry Concentration, and The Medicinal Chemistry & Pharmacology Concentration. Figure 1B shows the distribution of students within these different degree options during the Spring term 2020. The Forensic Chemistry Concentration program is the most popular degree option with 44% of the majors in this option followed by the Medicinal Chemistry & Pharmacology Concentration (28%) and the Traditional Concentration (24%). Furthermore, we have 25 students enrolled within the concentration minors.

Currently the administration is asking that the Chemistry Department cut 1.0 FTE and to eliminate specializations and focus on a single major. What this does not take into consideration is that the specializations offered toward support of pre-professional careers are more attractive for maintaining and growing student enrollment. Loss of this programming would result in a significant loss of student enrollment, especially the population or URM student enrollment within our department. Currently, 72% of WOU's chemistry majors are enrolled in either the Forensic Chemistry or the Medicinal Chemistry & Pharmacology concentration programs, as indicated in Table 2 and Figure 1. Most of these students have chosen to attend WOU due to these unique major offerings and would not stay without these opportunities (see student testimonials, below).

Table 2: Student Enrollment and Retention By Chemistry Concentration

| Comparison Factor | Majors Enrolled (% and ratio) | Current Draft Plan | Chemistry Counter Proposal |
|--------------------------------------------------------------|-------------------------------|--------------------|----------------------------|
| Chemistry Core Curriculum | N/A | ✓ | ✓ |
| Traditional Chemistry Concentration | 24% (12/46) | ✓ | ✓ |
| Forensic Chemistry Concentration | 44% (20/46) | ✗ | ✓ |
| Medicinal Chemistry & Pharmacology Concentration | 28% (13/46) | ✗ | ✓ |
| Environmental Chemistry Concentration | 4% (2/46) | ✗ | ✗ |
| B.S. Natural Science | 0% (0/46) | ✗ | ✗ |
| Total Predicted Major Retention (% and real student numbers) | | 24% (11 students) | 96% (44 students) |

✓ = retained

✗ = eliminated

In addition, elimination of this programming would substantially impact our ability to offer the concentration minors as well, which currently serves an additional 25 students. If Chemistry only retains the Traditional Chemistry concentration program, the program will be reduced from ~46 majors to ~11 majors (or 3-4 students in each class year) (Table 2). This would be unsustainable for enrollment in major-level upper division core course offerings, which are currently supported by all of the chemistry concentrations.

Thus, Chemistry is proposing to reach the 1.0 FTE reductions through the elimination of both the Environmental Chemistry Concentration and the B.S. in Natural Science Degree, as both of these concentrations are struggling to attract students and contain a number of low enrolled coursework. This aligns with the administration's plan. However, instead of eliminating the Forensic Chemistry and the Medicinal Chemistry & Pharmacology concentrations, we propose to restructure this curriculum so that we can meet budget reductions without losing these unique and well populated degree pathways. The restructuring detailed below will enable continued offering of the Traditional Chemistry, Forensic Chemistry, and Medicinal Chemistry & Pharmacology Concentrations and retain 96% of current student

enrollment. Whereas, the administration's proposal would reduce program enrollment by a striking 76%, making the remaining single major offering unsustainable, as well (Table 3).

Table 3: Predicted Course Enrollment Due to Plan Implementation

| Comparison Factor | Current 5-Yr Average Enrollment | Administration Draft Plan | Chemistry Counter Proposal |
|------------------------------------------------------------|---------------------------------|----------------------------|----------------------------------------------|
| Chemistry Core Courses | | | |
| CH221-222-223 General Chemistry (12) | 52 | 20% reduction | Maintain Current Levels |
| CH334-335-336-337-338 Organic Chemistry (12) | 37 | 20% reduction | Maintain Current Levels |
| CH312 Quantitative Analysis (4) | 13 | 76% reduction | Maintain Current Levels |
| CH313 Instrumental Analysis (4) | 13 | 76% reduction | Maintain Current Levels |
| CH350 Chemical Literature (1) | 12 | 76% reduction | Maintain Current Levels |
| CH407 Seminar (1) <i>Capstone</i> | 7 | 76% reduction | Maintain Current Levels |
| CH450 Biochemistry I (3) | 24 | 76% reduction | Maintain Current Levels |
| CH461 Experimental Chemistry I (3) <i>Capstone</i> | 15 | 76% reduction | Maintain Current Levels |
| CH462 Experimental Chemmistry II (3) <i>Capstone</i> | 15 | 76% reduction | Maintain Current Levels |
| Traditional Chemistry Concentration | | | |
| CH440-441-442 Physical Chemistry (12) | 5 | Maintain Current Levels | Maintain Current Levels |
| CH463 Experimental Chemsitry III (3) | 5 | Maintain Current Levels | Maintain Current Levels |
| 6-8 credits of Electives (what electives to keep?) | | | |
| Forensic Chemistry Concentration | | | |
| CH 161 Fundamentals of Photography for Forensic Science | 12 | Eliminate | Maintain Current Levels |
| CH320 Intro to Forensic Science | 14 | 76% reduction | Expected to Double (shift to alternating yr) |
| CH340 Elementary Physical Chemistry | 11 | Eliminate | Maintain Current Levels |
| CH345 Introduction to Toxicology | 21 | 76% reduction | Maintain Current Levels |
| CH420 Forensic Lab Techniques and Documentation | 8 | Eliminate | Maintain Current Levels |
| Medicinal Chemistry and Pharmacology Concentration | | | |
| CH247 Foundations of Integrative Medicine (Formerly CH347) | 11 | Increase (shift to Gen Ed) | Expected to Double (shift to Gen Ed) |
| CH322 Medicinal Chemistry and Pharmacology | 11 | Eliminate | Maintain Current Levels |
| CH340 Elementary Physical Chemistry | 11 | Eliminate | Maintain Current Levels |
| CH345 Introduction to Toxicology | 21 | 76% reduction | Maintain Current Levels |

In the restructuring process proposed by the Chemistry Department, all of the same low-enrollment courses that would be eliminated in the Administration's Proposal will still be eliminated with the exception of CH420 & CH430 (Table 4). In this proposal, CH420 & CH430 have been shifted to alternating year scheduling and carry reduced contact hours leading to reduced FTE. In addition, many of the course offerings that are currently offered by NTT faculty will either be eliminated or reassigned to TT faculty. Where possible, course sections will be combined to increase enrollment caps, or shifted to being offered in an alternating year format to boost enrollment. Course adoption into the General Education framework will also be used to help bolster student enrollment. Through our proposal, we can significantly reduce FTE to meet the required reductions, without the need to eliminate either the Forensic Chemistry or the Medicinal Chemistry & Pharmacology concentration programs.

Table 4: Proposed Low Enrollment Course Elimination*

| Course | Faculty Contact Hours | Administration Draft Plan | Chemistry Counter Proposal |
|--------------------------------------------------|-----------------------|---------------------------|----------------------------|
| CH310 Environmental Geology (3) | 3 | ✓ | ✓ |
| CH354 Computational Chemistry (3) | 3 | ✓ | ✓ |
| CH360 Nuclear Chemistry (3) | 3 | ✓ | ✓ |
| CH361 Energy, Resources, and the Environment (3) | 3 | ✓ | ✓ |
| CH371 Environmental Chemistry (3) | 3 | ✓ | ✓ |
| CH411 Inorganic Chemistry (4) | 6 | ✓ | ✓ |
| CH412 Inorganic Chemistry of the Environment (4) | 6 | ✓ | ✓ |
| CH420 Forensic Lab Tech & Doc (4) | 6 | ✓ | Reduce to 4 contact hrs |
| CH430 Applications of Forensic Science (2) | 4 | ✓ | Reduce to 3 contact hrs |
| CH431 Applications of Forensic Science (2) | 4 | ✓ | ✓ |
| CH432 Applications of Forensic Science (2) | 4 | ✓ | ✓ |
| CH445 Toxicology Lab (3) | 5 | ✓ | ✓ |
| CH452 Biochemistry Lab (3) | 5 | ✓ | ✓ |
| Total Faculty Contact Hours Saved | | 55 | 48 |

*Low enrollment averaging below 10 students/class

The reductions proposed herein will have the added benefit of retaining student chemistry enrollment at WOU, whereas the proposed administrative budget cuts will result in significant loss of students at WOU.

Summary of Proposed Changes:

- (1) **Elimination** of the Environmental Chemistry Concentration Program and the Environmental Chemistry Minor will eliminate the need for the following courses and result in an **annual savings of 6.5 contact hours:**
- CH310 Environmental Geology (3 credits/3 contact hours) – alternating years (*savings: 1.5 contact hrs/yr*)
 - CH361 Energy, Resources, and the Environment (3) – alternating years (*savings: 1.5 contact hrs/yr*)
 - CH371 Environmental Chemistry (3)* – alternating years (*savings: 1.5 contact hrs/yr*)
 - CH412 Inorganic Chemistry of the Environment (4) – alternating years (*savings: 2 contact hrs/yr*)
- (2) **Restructuring** of Traditional, Medicinal Chemistry & Pharmacology and the Forensic Chemistry Concentration Programs will result in an **annual savings of 15 contact hours + increase in tuition in specialized lab offerings so that 1 credit = 1 faculty contact hour**
- Cut CH445 Toxicology Lab (3 credits/5 contact hours) – alternating years (*savings: 2.5 contact hrs/yr*)
 - Cut CH452 Biochemistry Lab (3 credits/5 contact hours) – alternating years (*savings: 2.5 contact hrs/yr*)
 - Cut CH431 Application of Forensic Science (2 credits/4 contact hours) – annual (*savings: 4 contact hrs/yr*)
 - Cut CH432 Application of Forensic Science (2 credits/4 contact hours) – annual (*savings: 4 contact hrs/yr*)
 - Cut CH354 Computational Chemistry (3 credits/3 contact hours) - alternating year format; Content would be merged with current CH461 offering as appropriate (*savings: 1.5 contact hrs/yr*)
 - Create a CH320L section instead and offer CH320/CH320L in an alternating year format (*Maintains current FTE for the course, but will increase enrollment and give students more opportunity to make up lab work lost in cutting CH431 and CH432*)
 - Reduce CH420 contact hours from 6 to 4 hours and retain credit load. The class would shift from the current 4 credits/6 contact hours to 4 credits/4 contact hours – continue to offer in alternating year format. (*savings: 1.0 contact hrs/yr; have increased tuition compensation for contact hours to 1:1 instead of 2:3*)
 - Reduce CH430 from 4 to 3 credits and shift to alternating year format. (*Saves 2.5 contact hrs/yr; retains student experience in lab from an expert in the field*)
 - Increase credit load for CH161 from 2 credits to 4 credits. Currently the course is 2 credits/4 contact hours. We propose changing it to 4 credits/4 contact hours and keep offering it in alternating year format. (*have increased tuition compensation for real contact hours to 1:1 instead of 1:2*)
 - CH461 reduce contact hours from 4 to 3 hrs and increase credits from 2 to 3. The class would shift from its current status as 2 credits/4 contact hours to 3 credits/3 contact hours and shift to offering annually to avoid student graduation bottleneck. (*Increase in contact hours of 1hr/yr; have increased tuition compensation for contact hours to 1:1 instead of 1:2*)
 - CH462 reduce contact hours from 4 to 3 hrs and increase credits from 2 to 3. The class would shift from its current status as 2 credits/4 contact hours to 3 credits/3 contact hours and shift to

offering annually to avoid student graduation bottleneck. *(Increase in contact hours of 1hr/yr; have increased tuition compensation for contact hours to 1:1 instead of 1:2)*

- Convert CH347 Integrative Medicinal Science from a 3 credit/3 contact hour alternating year course that is specialized for the Medicinal Chemistry & Pharmacology Major, to CH247 Foundations of Integrative Medicine (4 credit/4 contact hour) alternating year course that will be offered as part of the Gen Ed Curriculum (*Foundational Knowledge: Health Promotion*) These changes will increase general student interest and enrollment, in addition to current student enrollment from the Medicinal Chemistry & Pharmacology Major. *(Increase in contact hours of 0.5 hr/yr; results in net savings by having increased tuition dollars due to increased student enrollment.*

(3) **Restructuring** of General Education Courses will result in an **annual savings of 25 - 32 contact hours**:

- Reduce participation of all chemistry faculty in FYS courses from 3 offerings/yr to 1 or 2 offering/yr *(savings: 4-8 contact hrs/yr)*
- Reduce fall offerings of CH103 from 2 lecture sections capped at 24 to 1 lecture section capped at 48 and reduce to one offering per year *(savings: 10 contact hrs/yr)*
- Shift CH221 prerequisite back to include CH104 Chemistry and the Environment and stop offering the CH150. Data analysis has shown no significant improvement in student success in the CH200 series when CH150 is used as a prerequisite over CH104. CH104 also has the added benefit of being an approved offering in the General Education courses. We will also limit offerings of this course to the fall term. *(savings: 6 contact hrs/yr; should also raise enrollment for CH104 as students normally enrolled in CH150 will now choose this option)*
- Offer CH105 and CH106 in alternating year format opposite one another *(savings: 5 contact hrs/yr without altering the student demand for the coursework as these are fairly low enrolled options)*
- Potentially combine two sections of CH222L to one section, reducing overall offerings from 3 lab sections to 2 lab sections during winter term, depending on enrollment retention from fall term CH221 **OR** potentially combining two sections of CH223L into one section during fall term, depending on student retention from CH222 spring term offering, using ghost section to fill by student demand for the course. *(potential savings: 3-6 contact hrs/yr)*
- Add CH365 to core chemistry curriculum so that all majors will need to take it. This will bolster low enrollment in this newer and highly relevant course offering within our department. We will continue offering this course in alternating year format and would expect enrollment to be between 24 - 30 students after the first cycle, when new majors having this requirement would be enrolled.

Overall the proposed cuts would result in an annual savings of 46.5 - 53.5 faculty contact hours meeting the required 1.0 FTE reduction that is being required of the Chemistry Department without having to significantly dismantle our major concentration program offerings. We have developed a two year program schedule that reflects our alternating coursework, with the proposed changes, to demonstrate that we can save 92 contact hours/2 year cycle compared with the 2019-20 AY (Appendix 1). Within this reduction plan, a total of eleven upper division chemistry courses that have a history of low enrollment will be eliminated from program requirements (Table 4), four courses will be shifted to alternating year format, three courses will be restructured to have reduced contact hours, and specialized lab coursework will be modified such that 1 credit = 1 contact hour. These changes will not significantly impact the rigor in our programming, with the exception of the number of hours students are physically in the laboratory (Appendix 2). Some of this experiential learning can be offset by having students substitute coursework in other departments, particularly biology. We also plan to increase undergraduate research experiences for chemistry majors that contribute to faculty scholarship and promote student hands-on learning opportunities. Additionally we will continue to work with local industry partners to sponsor internships that provide students with real world experience and skill sets.

In addition, restructuring will also streamline our programming such that the core courses will all be taught every year, while concentration programming will all be taught in an alternating year format. This will alleviate a current bottleneck experienced by many of our majors that push them into a 5th year or make it extremely difficult for transfer students to enter the program. Thus, it should be possible for chemistry majors to complete the chemistry program within a 4 year period or in a 2 year period for transfer students. This is expected to help increase student recruitment and retention. ***We believe that these changes will save a substantial amount of money and faculty contact hours, without adversely affecting our student's ability to enter the workforce or be accepted into professional and graduate programs following graduation.***

In closing, both the Forensic Chemistry and the Medicinal Chemistry & Pharmacology Concentration Programs are unique offerings in Oregon that attract students to attend WOU over other universities. Dissolving these concentration programs would reduce our major numbers by roughly 76% and would have a severely negative impact on chemistry enrollment and the university as a whole. Our proposed changes would meet the FTE reductions without the significant detrimental impact on student enrollment should these programs actually be eliminated. Furthermore, this proposal would also modestly increase tuition revenue for the chemistry program and align better with the real faculty contact hours required to teach the coursework.

Student Testimonials from Current and Former Students

Forensic Concentration Majors:

Current Students:



"The sole reason I chose to attend Western Oregon University was because they offered a major in Forensic Chemistry. The information and techniques I have learned through these classes have given me many opportunities to know what to expect when I enter into a forensic science career. Only having a General Chemistry degree would not make nearly the same impact on my career endeavors as this degree will have. Additionally, the fact that they have a professor who has worked in the field of forensics, teaching us and giving us valuable knowledge and know-how for this career field, has been extremely beneficial.

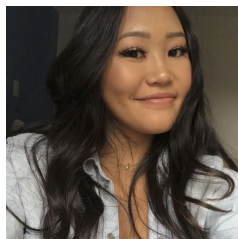
This is why Western Oregon University's forensic chemistry program is so valuable to me and countless other students."

Michelle Armstrong

"The Forensic chemistry concentration program at WOU has given me the basis for pursuing becoming a forensic laboratory technician and prospective career at the Portland Crime Lab. Through these forensic science classes I have gained connections in my prospective field that have helped me begin my Honors Thesis along with means to potential internships in the future. The opportunity to talk to real people in this field and how real agencies operate has been invaluable. I have never been a strong communicator but this small program has allowed for closer relationships with our professors, which has strengthened these skills and allowed for a more personalized learning experience."

Simone Horton

Recent Graduates:



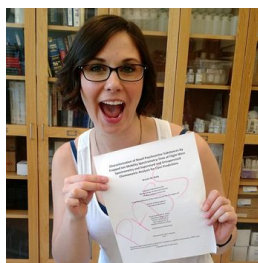
"My name is Haylie Shinsato. I am a WOU alumni that graduated with a B.S. in chemistry with a minor in forensic science. I am writing to express my appreciation and share the impact that the WOU forensic science concentration program had on shaping my education and career goals. I recently obtained a Master of Science degree in forensic science and have an internship in an analytical chemistry lab. The hands-on forensic courses that were offered at WOU persuaded me to further my education and pursue a career in the forensic science field. The chemistry department and concentration programs at WOU have helped me to establish a solid scientific foundation that has led to greater opportunities. I am eternally grateful for the time I had at WOU and hope that the forensic concentration program can continue to inspire future students."

Haylie Shinsato



"When I was in high school and narrowing down the universities I wanted to apply to, Western Oregon was my number one choice. This was specifically because of the Forensic Chemistry program and the promise of hands-on learning and direct attention from professors due to small class sizes. I chose to leave California and pay partial out of state tuition fees solely because of this program and the classes it offers. I am now twenty-six and a forensic toxicologist for the state of New Mexico and have been for three years. Because of the knowledge I gained from the program, I've been given more opportunities than others at work to travel for conferences and am currently being considered for a promotion to the highest level of analytical chemist. I was more prepared to deal with specific aspects of my job such as courtroom testimony and the importance of the chain of custody than most of my coworkers since most of them do not have forensic specific education. At work we are told we 'touch the lives of every New Mexican' and I wouldn't be able to do such important work without Western's Forensic Chemistry Program."

Dominique Aubrey



"My name is Kristin Kelly and I graduated in May of 2015 with a B.S. in Forensic Chemistry from Western Oregon University. I started at WOU in 2010 as a non-traditional pre-nursing student; early on I realized how much I loved chemistry as a subject and by the end of my first year I changed my major. Although I found a passion for chemistry in my first year, I had always been interested in forensic science. The Forensic Chemistry program at WOU is unique and extremely valuable. The program provided me with valuable networking from guest professors; one of those professors, gave me an internship with the Oregon State Police Forensic Services. An internship opportunity that many other students from large universities have missed out on. When I left WOU, I moved to West Virginia and obtained my PhD in applied analytical chemistry from West Virginia University. My research focus? Forensic drug chemistry. The forensic chemistry options for graduate school are limited and many students I entered graduate school with were rejected from these focused research groups because they did not have the necessary background to specialize in forensic chemistry. I firmly believe that if I was not able to specialize as an undergraduate, I too would have been rejected from the forensic chemistry graduate research groups. As an interesting fact, my PhD mentor wrote many of the books that I was taught from at WOU for the forensic science focused classes. In a nutshell, I learned from my PhD mentor far longer than she knew, but only because the professors at WOU did their research and taught us state-of-the-art materials from well-known

forensic scientists. The Forensic Chemistry major at WOU is invaluable to the community and unique to WOU. The program allowed me to specialize my studies as an undergraduate and gave me a “leg up” when it was time to choose a research pathway. I would ask, President Fuller, that you do your research before cutting this program. I ask that you look at other neighboring universities for a program similar to the Forensic Chemistry program at WOU. I assure you, you won’t find one. Do not let this program die- you are providing students an opportunity to explore their passion early in their education. Please, continue giving students the opportunities that I was provided. You can provide more students these opportunities by deciding to keep the Forensic Chemistry program at WOU.”

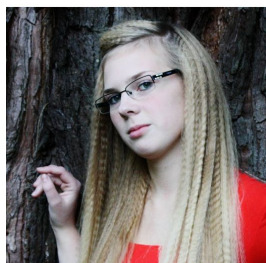
Kristin Kelly

Medicinal Chemistry & Pharmacology Concentration Majors:

Current Students:

“I am currently a senior in the Medicinal Chemistry program at WOU and, having taken the MCAT last summer, I am currently in the application process for medical school. I can give testimony that having the opportunity to study pharmacology, prior to graduate school, has given me an advantage over other students in my position. This opportunity has not only helped me succeed in taking standardized tests but also in understanding the basics of medicine itself. Having already taken just about all the classes in the requirement, I have been able to see the strengths of this course when comparing what I’ve learned, to what peers of mine are currently learning in both PA and medical school.”

Joseph Blansett



“My name is Sadie Cochenour, and I am in the Medicinal Chemistry and Pharmacology program here at WOU. I believe this program is an asset to my future as an aspiring doctor due to its in-depth course requirements. The biology, chemistry, and pharmacological processes learned from this program allow students like me to develop a strong foundation for many career paths. After completing these pharmacology courses, I will have an advantage in medical school.”

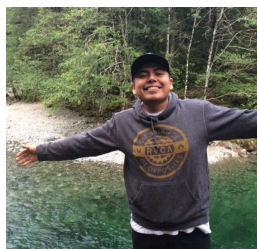
Sadie Cochenour

Recent Graduates:



“My name is D-Dré Wright. I am a WOU alumni who minored in medicinal chemistry and pharmacology. I am writing to express my sincere gratitude and appreciation for WOU’s medicinal chemistry program. It was a fun yet challenging program that not only further developed my academic potential, but also my life skill set which I use everyday. It has especially been helpful with my current job as a lab assistant. My long term career goal is to become a physician and I am certain the medicinal chemistry program will play a vital role in preparing me for the rigors of medical school and working as a physician.”

D-Dré Wright (Class of 2020)



“My name is Obed Lopez and I graduated from WOU in 2017 from the Medicinal Chemistry program. I've recently been made aware that this program is in danger of being cut from the University's catalog. This program was instrumental in my success as an Analytical Chemist for my current job of 3 years. I started working for Precision Analytical, an Analytical laboratory emphasizing hormone testing, with a term left in school. During my interview, the diverse courses in both Chemistry and Biology provided by this program made me an ideal candidate for my position. The great balance of General Chemistry, Analytical Chemistry, Alternative Medicine practices, and the well rounded biology courses make this program ideal for providing students with the necessary skills and edge when going into the workforce. I hope this testimonial aids in providing insight on how this specific program aided me in transitioning from a student to a successful chemist.”

Obed Lopez

Appendix 1: Proposed Two Year Schedule of Chemistry Classes.

The proposed course schedule and reduction of FTE is based on the course load taught during the 2019-20 AY and covers two academic calendar years as many of our courses are offered in an alternating year format. Thus, to fully understand the impact of structural changes, both years needed to be modeled. In the 2019-20 AY, a total of 217 faculty contact hours were taught during the regular 9 month academic calendar.

The proposed restructuring will reduce this to 169 faculty contact hours during the 2021-22 AY, and 173 faculty contact hours during the 2022-23 AY. This is a savings of 92 contact hours/2yrs or an average of 46 credit hours/yr. Of the proposed hours, 26 and 28 hours will need to come from NTT hours for each respective year.

Fall 2021 Proposed Schedule

| STATUS A,I,N | CRN | SUBJ | CRS | TITLE | Delivery Method H,D,I | CAMPUS | GRADE MODE | INSTRUCT OR APPROVAL | CREDITS LOW-HIGH | Change Credits to: | DISPLAY ONLINE | MAX CAP | WL CAP | |
|-----------------|-------|------|------|------------------------------|-----------------------------|--------|---------------|----------------------------|---------------------|-----------------------|-------------------|---------|--------|-----------|
| A | 30705 | CH | 103 | ALLIED HEALTH CHEMISTRY | D | 0 | A | | 5 | | Y | 48 | 0 | Mary (4) |
| A | 30706 | CH | 103L | LAB: ALLIED HEALTH CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 24 | Mary (2) |
| | | CH | 103L | LAB: ALLIED HEALTH CHEMISTRY | | | | | | | | 24 | 24 | NTT (2) |
| A | 30413 | CH | 104 | Chem & Environ | D | 0 | A | | 4 | | Y | 24 | 0 | Patty (3) |
| A | 30708 | CH | 104L | Lab: Chem and Environ | D | 0 | L | | 0 | | Y | 24 | 4 | Patty (2) |
| A | 30414 | CH | 161 | Foren Photog | D | 0 | A | | 4 | | Y | 30 | 4 | Pete (4) |
| A | 30415 | CH | 223 | GENERAL CHEMISTRY | D | 0 | A | | 4 | | Y | 48 | 0 | Feier (4) |
| A | 30416 | CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Feier (3) |
| A | 30417 | CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Pete (3) |
| A | 30418 | CH | 221 | GENERAL CHEMISTRY | D | 0 | A | | 5 | | Y | 72 | 0 | Feier (4) |
| A | 30419 | CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| A | 30420 | CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| A | 30709 | CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Pete (3) |
| A | 30853 | CH | 365 | Material Chemistry | | | | | 3 | | | | | Feier (3) |
| A | 30421 | CH | 334 | ORGANIC CHEMISTRY | D | 0 | A | | 3 | | Y | 48 | 4 | Mary (3) |
| A | 30422 | CH | 450 | Biochem I | | | | | 3 | | | | | Patty (3) |
| | | CH | 461 | EXPERIMENTAL CHEMISTRY | D | 0 | A | | 3 | | Y | 24 | 4 | Pete (3) |

Fall 2022 Proposed Schedule

| SUBJ | CRS | TITLE | Delivery Method H,D,I | CAMPUS | GRADE MODE | INSTRUCT OR APPROVAL | CREDITS LOW-HIGH | Change Credits to: | DISPLAY ONLINE | MAX CAP | WL CAP | |
|------|------|---------------------------|--------------------------|--------|------------|----------------------|------------------|--------------------|----------------|---------|--------|-----------|
| CH | 104 | Chem & Environ | D | 0 | A | | 4 | | Y | 24 | 0 | Patty (3) |
| CH | 104L | Lab: Chem and Environ | D | 0 | L | | 0 | | Y | 24 | 4 | Patty (2) |
| CH | 223 | GENERAL CHEMISTRY | D | 0 | A | | 5 | | Y | 48 | 0 | Pete (4) |
| CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 221 | GENERAL CHEMISTRY | D | 0 | A | | 5 | | Y | 72 | 0 | Pete (4) |
| CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Feier (3) |
| CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Feier (3) |
| CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Pete (3) |
| CH | 320 | Intro to Forensic Science | | | | | 4 | | | 24 | | Mary (3) |
| CH | 320L | Intro to Forensic Lab | | | | | 0 | | | 24 | | Mary (3) |
| CH | 334 | ORGANIC CHEMISTRY | D | 0 | A | | 3 | | Y | 48 | 4 | Mary (3) |
| CH | 440 | Physical Chemistry | | | | | 3 | | | 24 | | Feier (3) |
| CH | 450 | Biochem I | | | | | 3 | | | | | Patty (3) |
| CH | 461 | EXPERIMENTAL CHEMISTRY | D | 0 | A | | 3 | | Y | 24 | 4 | Pete (3) |

Winter 2023 Proposed Schedule

| SUBJ | CRS | TITLE | Delivery Method H,D,I | CAMPUS | GRADE MODE | INSTRUCT OR APPROVAL | CREDITS LOW-HIGH | Change Credits to: | DISPLAY ONLINE | MAX CAP | WL CAP | |
|------|------|------------------------|--------------------------|--------|------------|----------------------|------------------|--------------------|----------------|---------|--------|-----------|
| CH | 106 | Scient. Advanc Med | D | 0 | A | | 4 | | Y | 24 | 0 | Patty (3) |
| CH | 106L | Scient. Advanc Med | D | 0 | L | | 0 | | Y | 24 | 4 | Patty (2) |
| CH | 221 | GENERAL CHEMISTRY | D | 0 | A | | 4 | | Y | 48 | 0 | Pete (4) |
| CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 221L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Pete (3) |
| CH | 222 | GENERAL CHEMISTRY | D | 0 | A | | 4 | | Y | 72 | 0 | Feier (4) |
| CH | 222L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Feier (3) |
| CH | 222L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Feier (3) |
| CH | 222L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 312 | Quantitative Analysis | | | | | 4 | | | | | Pete (3) |
| CH | 312L | Quant Lab | | | | | 0 | | | | | Pete (3) |
| CH | 335 | ORGANIC CHEMISTRY | D | 0 | A | | 3 | | Y | 48 | 4 | Mary (3) |
| CH | 337 | Organic Chem Lab | | | | | 2 | | | 24 | | Mary (3) |
| CH | 337 | Organic Chem Lab | | | | | | | | 24 | | Mary (3) |
| CH | 350 | Chem Lit | | | | | 1 | | | | | Patty (1) |
| CH | 430 | Apps of Forensic Sci | | | | | 3 | | | | | NTT (3) |
| CH | 441 | Physical Chemistry | | | | | 3 | | | 12 | | Feier (3) |
| CH | 451 | Biochem II | | | | | 3 | | | | | Patty (3) |
| CH | 462 | EXPERIMENTAL CHEMISTRY | D | 0 | A | | 3 | | Y | 24 | 4 | Mary (3) |
| FYS | 207 | Stressed Out | | | | | 4 | | | | 4 | Patty (4) |

Spring 2023 Proposed Schedule

| SUBJ | CRS | TITLE | Delivery Method H,D,I | CAMPUS | GRADE MODE | INSTRUCT OR APPROVAL | CREDITS LOW-HIGH | Change Credits to: | DISPLAY ONLINE | MAX CAP | WL CAP | |
|------|------|------------------------------|--------------------------|--------|------------|----------------------|---------------------|--------------------|----------------|---------|--------|-----------|
| CH | 103 | ALLIED HEALTH CHEMISTRY | D | 0 | A | | 5 | | Y | 48 | 0 | Patty (4) |
| CH | 103L | LAB: ALLIED HEALTH CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 24 | Patty (2) |
| CH | 103L | LAB: ALLIED HEALTH CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 24 | NTT (2) |
| CH | 222 | GENERAL CHEMISTRY | D | 0 | A | | 4 | | Y | 48 | 0 | Pete (4) |
| CH | 222L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 222L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Pete (3) |
| CH | 223 | GENERAL CHEMISTRY | D | 0 | A | | 5 | | Y | 72 | 0 | Feier (4) |
| CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | NTT (3) |
| CH | 223L | LAB: GENERAL CHEMISTRY | D | 0 | L | | 0 | | Y | 24 | 4 | Ghost? |
| CH | 313 | Instrumental Anal | | | | | 4 | | | | | Pete (3) |
| CH | 313L | Instrum Lab | | | | | 0 | | | | | Pete (3) |
| CH | 335 | ORGANIC CHEMISTRY | D | 0 | A | | 3 | | Y | 48 | 4 | Mary (3) |
| CH | 338 | Organic Chem Lab | | | | | 2 | | | 24 | | Mary (6) |
| CH | 338 | Organic Chem Lab | | | | | | | | 24 | | Mary (6) |
| CH | 345 | Intro to Toxicology | D | 0 | A | | 3 | | Y | 24 | 0 | Patty (3) |
| CH | 340 | Elementary Pchem | | | | | 4 | | | | | Feier (3) |
| CH | 340L | Pchem Lab | D | 0 | A | | 3 | | Y | 24 | 4 | Feier (3) |
| CH | 407 | Seminar | | | | | 1 | | | | | Feier (1) |
| CH | 420 | Forensic Lab Tech & Doc | | | | | 4 | | | 12 | | Patty (4) |

Appendix 2: Comparison of Current Chemistry Programming With Proposed Changes

The following table compares our current Chemistry Concentrations with the proposed changes and how the Chemistry Department will address curricular losses within current programs.

| Current Core Curriculum for All Pathways | Article 15 Proposed Changes | Impact Mitigation |
|----------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CH221 General Chemistry (5) | CH221 General Chemistry (5) | |
| CH222 General Chemistry (5) | CH222 General Chemistry (5) | |
| CH223 General Chemistry (5) | CH223 General Chemistry (5) | |
| CH312 Qualitative Analysis (4) | CH312 Qualitative Analysis (4) | |
| CH313 Instrumental Analysis (4) | CH313 Instrumental Analysis (4) | |
| CH334 Organic Chemistry (3) | CH334 Organic Chemistry (3) | |
| CH335 Organic Chemistry (3) | CH335 Organic Chemistry (3) | |
| CH336 Organic Chemistry (3) | CH336 Organic Chemistry (3) | |
| CH337 Organic Chemistry Lab I (1) | CH337 Organic Chemistry Lab I (1) | |
| CH338 Organic Chemistry Lab II (2) | CH338 Organic Chemistry Lab II (2) | |
| CH350 Chemical Literature (1) - 2 contact hours | CH350 Chemical Literature (1) - 1 contact hours | provide additional online resources to provide background and save class time for discussions and review of material |
| CH407 Seminar (1) - 2 contact hours | CH407 Seminar (1) - 1 contact hours | |
| CH450 Biochemistry I (3) | CH450 Biochemistry I (3) | |
| CH461 Experimental Chemistry (2) - 4 contact hours | CH461 Experimental Chemistry (3) - 3 contact hours | Lab time will be reduced and credit load increased to represent 1:1 credit to contact hour ratio |
| CH462 Experimental Chemistry (2) - 4 contact hours | CH462 Experimental Chemistry (3) - 3 contact hours | |
| MTH251 Calculus I (4) | MTH251 Calculus I (4) | |
| MTH252 Calculus II (4) | MTH252 Calculus II (4) | |
| | CH365 Materials Chemistry (3) | Currently this is an elective course recently added by one of our newest faculty and is an incredible foundation for all of our major programs; Including it in our core will make it more sustainable and will also help to replace some of the lost content within our emphasis degrees. |
| | (52 Credits) | Total Credits |
| | | 11 Majors |
| Traditional Emphasis Pathway | Article 15 Proposed Changes | Impact Mitigation |
| CH 354 Computational Chemistry Credits: 3 | CH 354 Computational Chemistry Credits: 3 (Cut) | class suffers from consistent low enrollment; some content from this course will be shifted to CH461 to compensate for loss |
| CH 440 Physical Chemistry I Credits: 3 | CH 440 Physical Chemistry I Credits: 3 | |
| CH 441 Physical Chemistry II Credits: 3 | CH 441 Physical Chemistry II Credits: 3 | |
| CH 442 Physical Chemistry III Credits: 3 | CH 442 Physical Chemistry III Credits: 3 | |
| CH 463 Experimental Chemistry Credits: 2 | CH 463 Experimental Chemistry Credits: 2 | |
| MTH 254 Multivariate Calculus Credits: 4 | MTH 254 Multivariate Calculus Credits: 4 | |
| PH 211 General Physics with Calculus Credits: 4 | PH 211 General Physics with Calculus Credits: 4 | |
| PH 212 General Physics with Calculus Credits: 4 | PH 212 General Physics with Calculus Credits: 4 | |
| PH 213 General Physics with Calculus Credits: 4 | PH 213 General Physics with Calculus Credits: 4 | |
| Upper Division Elective Credits (6 - 8) | Upper Division Elective Credits (6 - 8) | |
| (36 - 38 Credits) | (33 - 35 Credits) | |
| Total Credits: 88 - 90 | Total Credits: 87 - 89 | Overall course and credit load is almost the same |

| | | 20 Majors |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Impact Mitigation |
| Forensic Chemistry Emphasis Pathway | Article 15 Proposed Changes | |
| BI 211 Principles of Biology: Cells and Genetics Credits: 4 | BI 211 Principles of Biology: Cells and Genetics Credits: 4 | |
| BI 314 Introductory Genetics Credits: 4 | BI 314 Introductory Genetics Credits: 4 | |
| CH 161 Fundamentals of Photography for Forensic Science Credits: 2 / 4 | CH 161 Fundamentals of Photography for Forensic Science Credits: 4 / 4 contact hours | Change in credit load will create a 1:1 credit load to contact hour ratio for this discipline specific course The course will be switched from every year to alternating year format, and a lab will be added to help replace the loss of CH430-431-432 lower enrolled courses. We expect this course to have near full enrollment, while also providing foundational lab experiences in Forensics to support the emphasis and the minor pathways |
| CH 320 Introduction to Forensic Science Credits: 3 | CH 320 Introduction to Forensic Science Credits: 4 with a CH320L | |
| CH 340 Elementary Physical Chemistry Credits: 4 | CH 340 Elementary Physical Chemistry Credits: 4 | |
| CH 409 Practicum Credits: 1-9 Credits: 1 | CH 409 Practicum Credits: 1-9 Credits: 1 | |
| CH 420 Forensic Laboratory Techniques and Documentation Credits: 4 / 6 | CH 420 Forensic Laboratory Techniques and Documentation Credits: 4 / 4 contact hours | Still provides valuable hands-on practical applications, but will have reduced contact hour load, to maximize FTE. |
| CH 430 Applications of Forensic Science Credits: (2 cred/4 contact) | CH 430 Applications of Forensic Science Credits: (3 cred/3 contact) | These courses will be reduced or cut from the program as they are FTE intensive, saving 9 contact hours per year. This is a loss for hands-on experience, but some of which will be made up by the new CH320L |
| CH 431 Applications of Forensic Science Credits: 2 CUT | | |
| CH 432 Applications of Forensic Science Credits: 2 CUT | | |
| CJ 321 Principles of Forensic Investigations Credits: 4 | CJ 321 Principles of Forensic Investigations Credits: 4 | |
| COM 327 Communication in the Legal Field Credits: 4 | COM 327 Communication in the Legal Field Credits: 4 | |
| MTH 243 Introduction to Probability and Statistics Credits: 4 | MTH 243 Introduction to Probability and Statistics Credits: 4 | |
| PH201-202-203 (12) OR PH211-212-213 (12) | PH201-202-203 (12) OR PH211-212-213 (12) | |
| CJ219 OR PHL251 OR PHL255 OR HE485 (4) | CJ219 OR PHL251 OR PHL255 OR HE485 (4) | |
| CH445 OR CH452 (3) | CH445 OR CH452 (3) CUT | This cut saves significant FTE (5 hrs/year), we will recommend that students take BI426 in the electives section as an alternative lab option with significant molecular experience |
| Elective Credits: 5 - 8 | Elective Credits: 5 - 8 | |
| BI 315 Cell Biology Credits: 4 | BI 315 Cell Biology Credits: 4 | |
| BI 331 General Microbiology Credits: 4 | BI 331 General Microbiology Credits: 4 | |
| BI 426 Genes and Development Credits: 4 | BI 426 Genes and Development Credits: 4 | Will recommend in place of cut upper division lab classes |
| CH 322 Medicinal Chemistry and Pharmacology Credits: 4 | CH 322 Medicinal Chemistry and Pharmacology Credits: 4 | |
| CH 345 Introduction to Toxicology Credits: 3 | CH 345 Introduction to Toxicology Credits: 3 | |
| CH 370 Selected Topics in Chemistry Credits: 1-3 | CH 370 Selected Topics in Chemistry Credits: 1-3 | |
| CH 401 Research Credits: 1-3 | CH 401 Research Credits: 1-3 | |
| CH 445 Toxicology Laboratory Techniques Credits: 3 | CH 445 Toxicology Laboratory Techniques Credits: 3 CUT | |
| CH 452 Biochemistry Lab Credits: 3 | CH 452 Biochemistry Lab Credits: 3 CUT | |
| CJ 213 Introduction to Criminal Justice Credits: 4 | CJ 213 Introduction to Criminal Justice Credits: 4 | |
| CJ 322 Forensic Anthropology Credits: 4 | CJ 322 Forensic Anthropology Credits: 4 | |
| or ANTH 322 Forensic Anthropology Credits: 4 | or ANTH 322 Forensic Anthropology Credits: 4 | |
| CJ 328 Forensic Osteology Credits: 4 | CJ 328 Forensic Osteology Credits: 4 | |
| CJ 333 Forensic DNA Analysis Credits: 4 | CJ 333 Forensic DNA Analysis Credits: 4 | |
| CJ 341 Introduction to GIS Credits: 4 | CJ 341 Introduction to GIS Credits: 4 | |
| CJ 342 Strategic Crime Analysis with GIS Credits: 4 | CJ 342 Strategic Crime Analysis with GIS Credits: 4 | |
| ES 341 Geographic Information Systems I Credits: 4 | ES 341 Geographic Information Systems I Credits: 4 | |
| (64 - 67 Credits) | (61 - 64 Credits) | |
| Total Credits: 116 - 119 | Total Credits: 113 - 116 | Minimal loss of credits or experience |

| | | 13 Majors | | |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Impact Mitigation | | |
| Medicinal Chemistry & Pharmacology Emphasis Pathway | Article 15 Proposed Changes | | | |
| BI 211 Principles of Biology: Cells and Genetics Credits: 4 | BI 211 Principles of Biology: Cells and Genetics Credits: 4 | | | |
| BI 212 Principles of Biology: Evolution, Diversity, and Ecology Credits: 4 | BI 212 Principles of Biology: Evolution, Diversity, and Ecology Credits: 4 | | | |
| BI 213 Principles of Biology: Structure and Function Credits: 4 | BI 213 Principles of Biology: Structure and Function Credits: 4 | | | |
| BI 314 Introductory Genetics Credits: 4 | BI 314 Introductory Genetics Credits: 4 | | | |
| BI 315 Cell Biology Credits: 4 | BI 315 Cell Biology Credits: 4 | | | |
| BI 331 General Microbiology Credits: 4 | BI 331 General Microbiology Credits: 4 | | | |
| CH 322 Medicinal Chemistry and Pharmacology Credits: 4 | CH 322 Medicinal Chemistry and Pharmacology Credits: 4 | | | |
| CH 340 Elementary Physical Chemistry Credits: 4 | CH 340 Elementary Physical Chemistry Credits: 4 | | | |
| CH 347 Integrative Medicinal Science Credits: 3 | CH 347 Foundations of Integrative Medicine Credits: 4 | | | Reducing course standing to CH247 will enable the class to be taught without prerequisites and can be added into the Gen Ed curriculum to bolster enrollment; Content learning will have more science background provided and will focus on quantitative literacy and reasoning. CH345 has been added to the Gen Ed curriculum and has seen great success (22/24 seats filled). We expect similar results with CH247. |
| CH 451 Biochemistry II Credits: 3 | CH 451 Biochemistry II Credits: 3 | | | |
| MTH 243 Introduction to Probability and Statistics Credits: 4 | MTH 243 Introduction to Probability and Statistics Credits: 4 | | | |
| PH201-202-203 (12) OR PH211-212-213 (12) | PH201-202-203 (12) OR PH211-212-213 (12) | | | |
| Elective Credits: 9 - 12 | Elective Credits: 10 - 12 | | | |
| BI 334 Advanced Human Anatomy and Physiology Credits: 4 | BI 334 Advanced Human Anatomy and Physiology Credits: 4 | | | |
| BI 335 Advanced Human Anatomy and Physiology Credits: 4 | BI 335 Advanced Human Anatomy and Physiology Credits: 4 | | | |
| BI 336 Advanced Human Anatomy and Physiology Credits: 4 | BI 336 Advanced Human Anatomy and Physiology Credits: 4 | | | |
| BI 426 Genes and Development Credits: 4 | BI 426 Genes and Development Credits: 4 | | | |
| BI 432 Immunology Credits: 4 | BI 432 Immunology Credits: 4 | | | |
| BI 437 Neurobiology Credits: 4 | BI 437 Neurobiology Credits: 4 | | | |
| CH 345 Introduction to Toxicology Credits: 3 | CH 345 Introduction to Toxicology Credits: 3 | | | |
| CH 445 Toxicology Laboratory Techniques Credits: 3 (CUT) | | | | |
| CH 452 Biochemistry Lab Credits: 3 (CUT) | | | | |
| | | | | |
| | | | | |
| (Credits: 63 - 66) | (Credits: 65 - 67) | | | |
| Total Credits: 115 - 118 | Total Credits: 119 - 121 | | | equivalent of adding one extra 4 credit course. |

**RESPONSE TO ARTICLE 15 TASK FORCE DRAFT PLAN
EARTH AND PHYSICAL SCIENCE PROGRAM CURTAILMENT
Division of Natural Sciences and Mathematics**

**Alternative Proposal to Program Curtailment and Cost-Saving Strategies
November 19, 2020**

Executive Summary:

It is our understanding that the Article 15 Task Force has put forth a proposal for program curtailment in the Earth and Physical Science Department (EPS), including transfer of the Physics curriculum to the Mathematics department, elimination of the Earth Science major, elimination of all program minors except for Geographic Information Science, gain primary ownership of the Environmental Studies minor, reduce NTT FTE by 1.5, and reduce TT FTE by 1.0.

We recognize that the proposed reductions are part of an institutional strategy to realign the WOU budget and that the primary goal is for faculty salary savings in light of long-term enrollment trends and COVID-related response to state budget forecasts in higher education. EPS fully understands the current negative financial trajectory of WOU and need for budget realignment for long-term institutional sustainability. EPS faculty are dedicated advocates for WOU students, active team players, and participate in leadership service roles across campus. **We stand ready to work with the administration to realign program priorities, economize with budget reduction strategies, and strengthen productivity measures including upper-division course enrollments, supporting General Education, and strategic development of new revenue streams.**

Based on analysis of the institutional metrics that are currently under review by the Article 15 Task Force, we believe that the WOU Earth Science program has a demonstrated track record of success and is directly aligned with the stated strategic goals including: student success aligned with employment outcomes and cross-cutting skills, workforce development, and liberal education. We also believe that from a revenue and productivity standpoint, EPS is comparable to others of similar size on campus that are currently not under scrutiny for major elimination by the Task Force. As such we offer the following actions, strategies, and proposed modifications to the Article 15 Task Force recommendations.

Proposed / Amended Actions to the Article 15 Draft Plan:

- Reduce EPS NTT FTE by 1.5 and EPS TT FTE by 1.0 as stipulated in the Draft Article 15 Task Force Report
- Eliminate minors specified in the Draft Article 15 Task Force Report, including Earth System Science, Earth Resources, and Geology
- Retain Geographic Information Science and Environmental Studies minors as indicated in the Draft Article 15 Task Force Report
- Retain the Earth Science major with significant streamlining of course offerings to tighten up delivery of the program, maximize upper division course enrollments, and minimize staffing inefficiencies under the guidance of WOU Administration
- Continue high-quality support of the General Education curriculum as discussed in the Draft Article 15 Task Force Report
- Realign Physics curriculum as suggested in the Draft Article 15 Task Force Report
- Assist COE in evaluating the plan for the Integrated Science education major, based on recommendations in the Draft Article 15 Task Force Report

The faculty in the Earth Science Program are committed to help Western Oregon University solve the budget crisis and recommend a series of proactive alternative strategies.

We will implement the following strategies to increase the average number of students in upper-division Earth Science course, while also reducing our reliance on NTT instructors in our highly enrolled ES 100 General Education courses.

- Offer upper-division Earth Science courses on an alternating year basis to maximize enrollments. Evaluate enrollment trends and eliminate courses from the program that have perpetually low enrollment numbers even if they are offered on an alternating year basis.
- Streamline existing degree pathways in Earth Science to increase efficiency by strategically reducing the total number of classes required, add interdisciplinary electives from existing WOU courses, and make selected upper-division core courses electives rather than required, so students have greater choices and more flexibility.
- Make sure that the design of the degree and plan for course offerings allow a path for students to complete their degrees in four years (two years for transfer students).
- Continue our strong commitment to the General Education curriculum at WOU. To improve scheduling efficiency and maximize enrollments, we will purposefully update existing Earth Science courses for inclusion in the General Education curriculum and will target specific areas that need more course pathways for students to complete their Gen Ed requirements in a timely manner.

If given the opportunity, **we are highly confident that we can work together to fix the recently identified economic shortfalls.** We are committed to improving the financial outlook of the Earth and Physical Science Department, deliver the Earth Science major with greater economic efficiency, and implement strategies to improve the overall budget situation at WOU. With these strategies, we know we can make the Earth Science program even more profitable for the University.

Justifications for Retaining the Earth Science Major at WOU

| | |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COST AND SCHEDULING EFFICIENCY: | The Earth Science major is cost neutral to revenue positive, including existing revenue streams from state SCCM funding for STEM disciplines, SCH production, grants and contracts. |
| ACCESS AND STUDENT SUCCESS: | The Earth Science major is the only geoscience undergraduate degree program among the regional PUI / HSI universities in the state of Oregon. |
| STEM GRADUATION PATHWAY: | Exploratory/interdisciplinary design of the Earth Science major provides accessible on-ramp to STEM disciplines for typical WOU students (first-generation, under-represented, and lower income) who otherwise are not fully prepared for direct entry into other STEM majors. |
| WORKFORCE DEVELOPMENT: | The Earth Science major is aligned with workforce development and natural resource careers leading to professional licensure. U.S. Bureau of Labor Statistics project job growth in geosciences at 5% for the next 10 years (greater than average) with projected addition of 130,000 unfilled positions and need for trained geoscientists. |
| ACTIVE ALUMNI BASE AND SCHOLARSHIP CAMPAIGN: | A group of well-positioned WOU Earth Science Alumni are developing a program-specific alumni association with the express goals of fund-raising focused on endowed scholarships for under-represented and first-generation students and career mentoring programs for Earth Science graduates. |

Discussion: The following is a summary of justifications and supporting statements regarding the Proposed Amendments to the Article 15 Draft Plan, presented above.

1. The Earth and Physical Science Department has been an economically viable producer for Western Oregon University for decades.

According to recently released University data, **the Earth Science program nets over \$340,000 annually** (Table 1). In addition, program faculty have successfully been awarded over \$1.1M in grants and contracts over the past 20 years. The minimal deficit identified in the LAS revenue report (~\$6000; Table 1) could easily be rectified with small tweaks to the existing schedule. Compared to similar programs, we are **more economically sustainable and could be even more so if given the opportunity to increase scheduling efficiencies and streamline the Earth Science major** as discussed above. Furthermore, complete elimination of Earth Science, which is the least expensive STEM major at WOU, **will cause direct financial harm to the University** with the annual loss of over \$77,000 in SCCM Revenue from the state, as well as loss of tuition revenue.

TABLE 1: Graduation data, financial data and career information for NSM Departments.

| DEPT. | Graduation Data | | | | Financial Data | | | | | Career Information |
|-------|--------------------|------------------|---------------------|-------------------|----------------|--------------|------------------|-----------------------------|-----------------------|----------------------------------------------------------|
| | 4-yr total (15-19) | 4-yr avg (15-19) | 15-yr total (04-19) | 15-yr avg (04-19) | SCH | SCCM Revenue | Profit/Loss w/OH | Net Income Gross- (Sal+OPE) | Net inst support/ SCH | U.S. Bureau of Labor Statistics Job Outlooks (2019-2029) |
| BIOL | 99 | 24.8 | 365 | 24.3 | 9853 | \$231,000 | (\$123,340) | \$477,596 | 48.47 | plus 5% (Faster than average) |
| CHEM | 35 | 8.8 | 91 | 6.1 | 3686 | \$88,000 | (\$402,060) | (\$75,603) | -20.51 | plus 5% (Faster than average) |
| EPS | 26 | 6.5 | 92 | 6.1 | 6408 | \$77,000 | (\$6,048) | \$341,360 | 53.27 | plus 5% (Faster than average) |
| MTH | 29 | 7.3 | 124 | 8.3 | 9837 | \$121,000 | \$76,999 | \$600,534 | 61.05 | plus 33% (Much faster than average) |

The administration has indicated their desire to attain a student to faculty ratio of 19:1 at WOU. Because the EPS Department is one of the most efficient units at WOU in terms of scheduling, **we already exceed this ratio**. Over the past two academic years (2018-2020), **the average Student to Faculty Ratio for the EPS Department was 21.3 to 1**. This value would have been even higher, but it includes impacts to scheduling caused by the complete overhaul of the General Education curriculum that was implemented in Fall 2019, and the catastrophic impacts of Covid in Spring 2020.

2. Eliminating the Earth Science major at WOU will cause direct harm to first-generation and underrepresented students in the state of Oregon.

The Earth Science major at Western Oregon University is the **only** geoscience major offered among the other regional universities (EOU, SOU, and OIT). If this program is eliminated, the only opportunity left for Oregonians to earn bachelor’s degrees in a geoscience field will be at the much larger, PhD granting, research universities. We know firsthand that many students choose WOU because of the diversity of majors and desire to attend at a smaller, more accessible regional university like WOU. **Eliminating the Earth Science major at WOU will strip away the only opportunity in the state for first-generation college students who are interested in Earth Science and attracted to Western because of its small size and personalized approach.**

As the most affordable option in the state, eliminating this major would limit opportunities for those who cannot afford to attend the more expensive, graduate-level, research focused universities in the state. The program attracts many first-generation undergraduate college students, a significant number of women, and other

students from underrepresented populations. Moreover, WOU is the only Hispanic-serving institution in the state that currently offers a 4-year degree in Earth Science/Geoscience. **Eliminating the Earth Science major is a disservice to citizens of the state and future Oregonians who would thrive at WOU because of the personalized educational approach we offer and our undergraduate focus.**

The Earth Science faculty pride ourselves on the way that we nurture our students to achieve their college degrees at WOU. We have very high graduation rates in terms of students who are declared Earth Science majors and those who successfully earn their degree from WOU. **Student success and graduation is our first priority.** Because of its more accessible exploratory design, the Earth Science major at WOU often serves as an alternative on-ramp for students to find their pathway to the STEM disciplines and geoscience profession.

3. Workforce Development: National Trends and Geoscience Career Opportunities

There is no question that there is a growing demand for geoscience graduates nationally. According to U.S. Bureau of Labor Statistics (Table 1): **“Employment of geoscientists is projected to grow 5 percent, which is faster than the average for all occupations, over the next decade.”** Further, based on an analysis by the American Geosciences Institute, there is projected to be a **deficit in the geoscience workforce** of approximately 130,000 full-time geoscientists by 2029. With the elimination of the Earth Science major at WOU, this problem will be further exacerbated in the state of Oregon, which has a growing need for trained geoscientists in the areas of natural resources management, geospatial technology, hazards mitigation, climate change, and hydrology. The Earth Science major at WOU can help to back fill this deficit in trained geoscientists in the coming decade.

The WOU Earth Science major is one of the few on campus with the training that provides a direct pathway to begin state licensure in a degree-qualifying profession. Completion of the Earth Science degree qualifies graduates to begin the Professional Geologist licensure process, parallel to that of Professional Engineers, and sit for nationally recognized ASBOG Fundamental Geology exam. Successful exam completion and work experience allows alumni to become professionally licensed geologists in Oregon, with reciprocity recognized in 32 other states across the U.S. We have a **100% passing rate among our alumni** who have taken the ASBOG Fundamental Exam, and have subsequently proceeded into the professional licensure process.

4. We have a proud group of alumni who are dedicated to the Earth Science Program at Western Oregon University.

The Earth Science program has a spirited group of alumni who are actively engaged in organizing the **WOU Earth Science Alumni Association**. This has been in the works for the past 1-2 years, with a core group of Earth Science graduates, faculty, and Jeremy Doucette-Hardy from the WOU Foundation leading the charge. The core group, serving as the inaugural steering committee, has been meeting since September, and are actively organizing with the goals of advancement of the WOU Earth Science program, student mentoring/job placement, and a fundraising campaign to establish an endowed scholarship fund and support student research.

The alumni team is working with the WOU Foundation and is dedicated to giving back to WOU Earth Science and to support the future success of up-and-coming students going forward. Our 20-plus year record of alumni employment in the geoscience profession with corporate and government employers includes Apple Maps, Central Geotech, Chesapeake Energy, Gannett-Fleming, GeoPacific Engineering, Hi-Tech Rockfall, HydroScience Engineers, National Park Service, Or. Dept. of Geology and Mineral Industries, Or. Dept. of Transportation, Or. Dept. of Revenue, Quantum Geospatial, United States Navy, and Weyerhaeuser; along with a bevy of graduates who are employed as science teachers in the K-12 education system.

APPENDIX – EARTH SCIENCE PROGRAM LETTERS OF SUPPORT

(Updated Nov. 19, 2020)



Oregon

Kate Brown, Governor

Department of Environmental Quality

Northwest Region
700 NE Multnomah Street, Suite 600
Portland, OR 97232
(503) 229-5263
FAX (503) 229-6945
TTY 711

November 20, 2020

Dr. Rob Winningham, Provost
Western Oregon University
Monmouth, Oregon 97361
Subject: WOU Earth Science Program

cc: Dr. Kathy Cassity, Dean LAS

Dear Dr. Winningham:

The Oregon Department of Environmental Quality employs many individuals trained in the Earth Sciences, notably as geologists and engineers, but including other related areas of expertise. Many of these staff received their undergraduate and/or graduate training in the Oregon University System and are critical to DEQ's core mission of protecting public health and the environment.

It is my understanding that the Earth Science program at Western Oregon University (WOU) is under program review for realignment and possible curtailment. I would like to take this opportunity to express my strong support for WOU's Earth Science program and the greater geologic profession in the State of Oregon.

It is essential that our students (and future professionals) have a good understanding of the natural and geologic processes that impact our State. Strong undergraduate Earth Science programs, such as that provided at WOU, are needed to ensure that Oregon has an adequately educated population to deal with future environmental issues. Whether students pursue a professional career in Earth Science, or simply use their liberal arts education for personal growth, having a population well educated in geology will benefit Oregon through better public policy development.

I strongly support WOU's Earth Science program and encourage the university to continue investing in the teaching of the earth sciences, which is of critical importance. There has never been a more important time to educate both students and the public at large about our Earth environment. Oregon can, and should, lead the way.

Respectfully;

Daniel Hafley, RG, Senior Project Manager
Northwest Regional Cleanup Program
Oregon DEQ

Oregon Chapter
Association of Environmental and Engineering Geologists (AEG)

November 19, 2020



Kathy Cassity, Dean, College of Liberal Arts and Sciences
cassityk@mail.wou.edu

Rob Winningham, Provost, VP for Academic Affairs
winninr@wou.edu

Rex Fuller, President
rfuller@wou.edu

Dear Kathy, Rob, and Rex,

As the Board of the Oregon Chapter of the National Association of Environmental and Engineering Geologists (AEG), we are writing in support of the Department of Earth and Physical Science at Western Oregon University. AEG is an all-volunteer provisional development organization founded in 1957 to support practicing geologists. Our members are professional geologists who work on projects here in Oregon that reduce industrial contamination in the environment and mitigate natural geologic hazards to the public from earthquakes, landslides, volcanoes, and rockfall, to name a few. In addition to supporting our practicing members, we have a strong focus on promoting continued education in the earth sciences, since quality geologic education is critical for professional certification. Any major construction project in the State of Oregon has one or more geologists working on it and their presence is often required by State laws. Practicing geology as a career in Oregon, Washington, Idaho, and California requires professional licensure. This requires (at a minimum) an undergraduate degree in earth sciences, passing a rigorous national exam, and working under a licensed geologist to establish competency. Thus, the continued availability of quality geoscience education in Oregon is key to maintaining a pool of future geoscientists to cleanup waste, mitigate a landslide, or build a road. Over the past decades, we have regularly interacted with students and professors from WOU at regular meetings and our annual Student Night and have been routinely impressed by their knowledge and professionalism.

We understand that WOU is considering changes to the Earth Science major that appears to present significant challenges to AEG's goal of applying geology for the public good. Based on the education requirements for professional licensure currently set by the Oregon State Board of Geologist Examiners, elimination of the Earth Science major will negatively affect student options in pursuing a lifetime career in the geosciences. This is true even if WOU maintains some general education courses, such as a GIS minor and an Environmental Studies minor. It will also undermine AEG's goal of supporting geoscience professionals dedicated to protecting human health and welfare. As a local school, the WOU Earth Science program educates students in Oregon geology, so that they understand the regional geology and are ready to apply this knowledge on graduation. Eliminating the WOU Earth Science program would negatively affect the local geoscience community's ability to protect human health and welfare by reducing the number of available and qualified individuals who are entering the local geology job market. Furthermore, because WOU is the only 4-year, primarily undergraduate institution in Oregon

Oregon Chapter
Association of Environmental and Engineering Geologists (AEG)



that provides a geoscience degree, this reduction will impact the number of affordable STEM field options for underrepresented students interested in pursuing a geoscience career.

As mentioned previously, the Oregon Chapter of AEG has enjoyed over a decade of collaboration with the Earth Science Department at WOU. AEG holds an annual student night competition where students prepare research on a poster and presents this to AEG professional geologists in informal, one-on-one, question and answer conversations. We give out about \$4,000 in awards to encourage and support students' efforts. The students showcase their talents and professionals create relationships with prospective employees. WOU has regularly attended our student night and the quality of research and presentations has been excellent.

The Oregon Chapter encourages WOU consider reinvesting in the Earth Science program. The work geologists do in society to keep people safe is paramount. For example, geologists are involved in our preparations for the Cascadia Subduction Event, proactively identifying potential weak points in the highway system. Geologists will be involved in the response to the Labor Day mega fires that devastated communities throughout the state this summer, helping roads safely reopen and helping to mitigate the increased risk of debris flows as homeowners rebuild. While COVID-19 has forced budget cuts and economizing throughout the higher education landscape, Oregon's need for geoscience professionals remains unchanged.

While we understand that many universities are making difficult budget decisions, on behalf of our members, we hope WOU will continue offering a B.S. in Earth Science and support the growth of professional geologists in Oregon. Our AEG Chapter is eager to continue assisting the Earth Science Department in preparing students for a lifelong career in geology in Oregon.

Respectfully,

The Board of the Oregon Chapter of AEG.

Mike Marshall, RG, CEG,
Chair

Nancy Calhoun,
Vice Chair

Aine Mines, RG, CEG, PE,
Treasurer

Bryon Free, GIT,
Secretary

Ben George, RG, CEG, PE,
Past Chair

College of Liberal Arts and Sciences
Department of Geology Scott F. Burns

Post Office Box 751 503-725-3389 tel
Portland, Oregon 97207-0751 503-725-3025 fax
burnss@pdx.edu

November 19, 2020

President, Provost and Dean
Western Oregon University
Monmouth, Oregon 97361

Dear Senior Administrators of WOU:

It has come to my attention that you are discussing cutting the geology program at WOU because of the budget problems our state is having. I would strongly recommend to you to try everything possible to keep the program in tact. I know your program well – your new facilities, your wonderful teaching faculty, and the university as a whole. I am a sixth generation Oregon and graduated from Beaverton High – I applied and was admitted your OCE back in 1965 – almost went there, but ended up at Stanford. I just finished my 50th year of teaching – the last 30 here in Oregon and before that, Switzerland, New Zealand, Washington, Colorado and Louisiana. I have been chair of geology and president of the faculty senate at three different universities, associate dean, national and international president of geology societies. I know the landscape of geology at the universities in the Pacific Northwest really well. I am still on the State Board of Geology Examiners in Oregon.

We need more geologists in Oregon. Their degree is much stronger than a degree in environmental sciences (which you are proposing) because geologists can be registered. In Oregon we only have 4 geology programs (Oregon, OSU, PSU and WOU). No private universities have a geology program. In our neighboring state of Washington which believes in geology, not only does one find a geology program at the two big universities (U of W and WSU) , but all of the regional universities (WWU, CWU, EWU) have strong geology programs and 8 of the small liberal arts colleges have geology programs. That means that Washington has 13 geology programs and Oregon has four but about to become only 3. I ask why do you want to cut a strong program with strong teaching focus and great facilities in a state were we need more geologists. From WOU, some geology students

have excelled! The state geologist for the BLM, Tim Barnes, did his MS degree with me at PSU after completing his BS at WOU! There are many others.

I am asking that you look twice at cutting a wonderful program that provides students who do not want to go to one of the three large universities but have strong, individual attention in a geology program at WOU. I strongly support keeping the program in tact! When you have something that is good, why get rid of it.

If you have any questions, please contact me for details at 503-725-3389 or burnss@pdx.edu.

Dr. Scott Burns
Emeritus Professor of Geology, PSU

WOU Earth Science Letter of Support

1 message

Pirot, Rachel <Rachel.Pirot@weyerhaeuser.com>

Thu, Nov 19, 2020 at 3:07 PM

To: "cassityk@mail.wou.edu" <cassityk@mail.wou.edu>, "winninr@wou.edu" <winninr@wou.edu>, "rfuller@wou.edu" <rfuller@wou.edu>

Cc: Steve Taylor <taylorst@wou.edu>, Jeff Templeton <templej@wou.edu>

Dear Kathy, Rob, and Rex,

My name is Rachel Pirot and I am a graduate of the WOU Earth Science Program. I am also a founding member of the WOU Earth Science Alumni Association. I am writing today to express my support of the WOU Earth Science program and to urge you to reconsider the proposal to eliminate such an important and vital program from your curriculum. Growing up, my family remained below the poverty line my entire childhood and I joined the military in order to have a pathway to pay for college. I finished a 4-year service commitment with the Air Force where I obtained a military-specific Associates degree. I was admitted to WOU as a nontraditional student. I became an Earth Science Major after discussions with the department head at the time convinced me of the viability of Geology as a profession. I was personally very career oriented and, after sacrificing so much to get to college, wanted to be sure of choosing a path that would lead directly to a future career. After completing my undergraduate program, with the support and connections of the Earth Science Professors within the department, I applied to several Master's programs and eventually completed a Master's degree in Geology at Portland State under Dr. Scott Burns. I have spent the last 12 years working as a Licensed Geologist in Oregon and Washington. I attribute my successful career to the solid foundation I built as a student in the WOU Earth Science Major.

In Washington, Oregon, and California, along with many other states across the US, the profession of geology requires a license in order to practice or work as a geologist. In order to get a license, a candidate needs to qualify for and pass a rigorous exam called the ASBOG exam. This exam requires candidates to provide documentation showing they have taken a significant number of geology specific credits to even qualify them to sit for the exam. Oregon faces a shortage of qualified geologists, especially those geologists who go on to become engineering geologists like myself. Geologists are employed at all levels of government, (city, county, parks departments, Oregon Department of Geology and Mineral Industries, ODOT, National Forests, Oregon Department of Forestry and Bureau of Land Management to name a few) and in private industry (consulting, environmental advocacy groups, private industry). To work as a professional geologist in almost all of these fields requires licensure which hinges on passing the ASBOG exam.

The WOU Earth Science Major is an interdisciplinary program which ensures that their graduates have the necessary credits in order to qualify them to apply for this professional exam. This is an important first step to becoming a professional geologist. In this way, the WOU Earth Science program directly sets students up for a career pipeline and ensures that they meet the necessary requirements to be successful. Faculty members in the department are personally invested in the career potential and success of their students and work diligently to ensure students are aware of and prepared for the myriad of career options within the geosciences. WOU is the only 4-year, primarily undergraduate institution in Oregon that provides a geoscience degree. The WOU Earth Science department is unique in their advocacy of professional registration for their graduates. This is evidenced by the longstanding role Dr. Steve Taylor has played with the Oregon Board of Geological Examiners, who administer the ASBOG exam. Given the critical need for licensed geologists in the Pacific Northwest, the WOU Earth Science program plays a key role in the state through their development of qualified candidates and the direct support at the state level of the Oregon Board of Geologist Examiners. I, myself am a Certified Engineering Geologist. Dr. Steve Taylor administered my exam.

In addition to licensure readiness, the WOU Earth Science department promotes professional career development by taking students on field trips to explore applied geology jobs and works to expose students to professional groups. I personally took fieldtrips to a landfill as part of my undergrad curriculum. Dr. Taylor also almost always brings his students up to Portland for the AEG student night. This promotion of career paths and connectivity to outside and professional groups makes WOU unique from similar undergraduate programs in Eugene and Corvallis.

I understand that WOU considers “workforce development” and “equity for diverse students” to be core values, and that the University is working toward becoming an “Hispanic Serving Institution”. I think that is a relevant and commendable focus. As a woman in a STEM career, and a non-traditional student, I am happy to see such an emphasis on diversity. I myself minored in Spanish language and that background has served me well both personally and professionally. There is a growing concern and strong emphasis within STEM fields, and the geology profession specifically, regarding recruiting and retaining people from diverse backgrounds into the profession. As WOU is working towards qualifying as an Hispanic Serving Institution, retention of a viable career path in Earth Science would place WOU in a unique position to support a science career pathway for students who often struggle with equity and access, especially when it comes to STEM careers. If the major is eliminated, you would eliminate an important STEM pathway at WOU, with a track record for positive career outcomes, for students who are already under-represented in the sciences.

The small class sizes and lack of a Master’s program for Earth Science at WOU means that all students in the program benefit from direct interaction with professors and lots of institutional support. It would be a great place to grow a more diverse student base for the Earth Science professional careers. This would be a real opportunity missed for the school, and the profession, if the Earth Science program is cut. My upper division classes were small and my teachers were personally invested in my success.

The Earth Science program does a good job of providing connections to the workforce by exposing students to a variety of career and networking opportunities with professionals. WOU Earth Science Majors participate in the annual “AEG Student Poster Night” hosted by the Association of Environmental and Engineering Geologists in Portland. I am an AEG member as are several of my fellow WOU Earth Science alums. The Earth Science Department also invites past students back to present to current students about career opportunities in the geosciences. I personally have given several talks to students on campus regarding my personal career track and professional experience as a WOU Earth Science graduate.

The Earth Science Major has a long history at WOU and I am so proud to be a graduate. Please retain the Earth Science program so that other students will have the same opportunity to embark on successful geo-careers, as I did. The WOU Earth Science program is such a great and supportive foundational program and I credit them with launching my career. I urge you to reverse course and retain this vital and influential program.

Respectfully,

Rachel Pirot, LEG, CEG

Engineering Geologist

Weyerhaeuser Company

503.949.6843 (cell)

November 19, 2020

Rex Fuller, President
Western Oregon University
345 Monmouth Ave. N.
Monmouth OR 97361

Dear Dr. Fuller,

My name is Ryan Stanley. I am a Software Engineer at Apple Inc., a 2010 graduate of the WOU Earth Science program, and a member of the WOU Earth Science Alumni Association. I am writing this letter in response to the Article 15 proposals, and in support of the Earth Science major at Western Oregon University.

As an Earth Science program alumnus and professional, I can attest to the importance of the WOU Earth Science major. Elimination of the Earth Science program would be detrimental to the university and the community that it serves. The program and its professors were instrumental in my training and preparation for the professional world. I would not be where I am today, working at one of the most valuable companies, were it not for the Earth Science program and its superbly effective professors.

The Earth Science program provides students with core STEM skills and prepares them for the professional workforce. Students are trained in software and techniques that set them apart from similar programs at larger universities. As an undergraduate under the mentorship of Dr. Steve Taylor, I was awarded a competitive, research-based \$5000 grant from the NASA Space Grant Consortium, beating many STEM applicants from larger area universities. During my time at WOU, myself and other Earth Science majors won regional poster competitions held by neighboring universities. The courses and extra-curricular activities I participated in also set me up to receive a competitive Research Assistantship scholarship for my graduate program. The effectiveness and importance of the Earth Science program cannot be overstated.

I respectfully urge you to reconsider your proposal for the Earth Science program. We have a strong community of active alumni representing an array of professional organizations, and we're excited to give back to WOU and the Earth Science program.

Sincerely,
Ryan Stanley

Western Oregon University Earth Science Gratitude and Appreciation

1 message

Kyle Warren <kylew@centralgeotech.com>

Thu, Nov 19, 2020 at 2:38 PM

To: winnir@wou.edu

Cc: taylors@wou.edu, Jeff Templeton <templej@wou.edu>, Kyle Warren <kwarren1095@gmail.com>

Dr. Winningham,

I attended WOU from 2014-2018 and graduated with a Bachelor's Degree in Earth Science. I am writing to express my sincere appreciation and gratitude towards the WOU Earth Science Program and Faculty.

With my Earth Science Education and under the guidance of the faculty, I was able to start my professional career within 6-months of graduation. I am currently a Staff Geologist for Central Geotechnical Services, a Service Disabled Veteran Owned Business in the Portland area. I passed the National Association State Board of Geologist (ASBOG) Fundamentals of Geology (FG) test in Spring of 2019, and am currently a Geologist in Training, working towards becoming a Registered Geologist. Currently, I am on track to become one of the only Certified Engineering Geologists in the state of Oregon under the age of 30.

My time in the professional sector has exposed me to a number of other earth scientists who have come from many different universities across the country. Talking with my peers about other earth science programs has opened my eyes to how fortunate I am to have receive my earth science degree from WOU. Without the hands-on guidance and field-oriented curriculum provided by the faculty, I would not have been adequately prepared for my career after graduation. Without the tight-knit community of the Earth Science department, I would not have fostered relationships with other students and professionals across the discipline, which has helped many other graduates find their footing in this daunting job market.

Recently, I've been in contact with other graduates from the class of 2018 who attained degrees in Business, Criminal Justice, Communications, and Education; all of who have lost their professional jobs because of COVID-19. Thanks to my Earth Science degree from WOU, my position with a as an earth scientist has allowed me to continue my full time employment. Being an engineering firm that works with natural systems, we are considered an essential business, necessary for the safety and well-being of the public. Because of my Earth Science Education, I have been able to support both my family and community in these uncertain times.

I will forever be grateful to the WOU Earth Science Faculty for preparing me for the work force. Dr. Templeton, Dr. Taylor, and Dr. Meyers, have all excelled in their guidance and mentorship.

I, along with countless other graduates, implore WOU to do whatever is necessary to keep the Earth Sciences program at the University. The program has been fundamental to my success as a professional and beyond, and I hope to see it do the same for many others in the years to come.

Sincerely,

Kyle Warren

A Proud WOU Earth Science Graduate



Kyle Warren

Staff Geologist

Anchorage, Alaska | Portland, Oregon

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Email: kylew@centralgeotech.com

Web: www.centralgeotech.com

A Service-Disabled Veteran-Owned Small Business

Earth Sciences Degree Program

Michelle Flury <flury5695@gmail.com>

Tue, Nov 17, 2020 at 11:42 AM

To: rfuller@mail.wou.edu, winnir@mail.wou.edu, cassityk@mail.wou.edu, mcdonoughe@mail.wou.edu,
Board@mail.wou.edu

Cc: templej@mail.wou.edu, taylor@mail.wou.edu

Dear WOU President, Deans and Professors:

I am writing to you as a parent of an Earth Sciences major. My son is a sophomore in this degree track and also a WOU track athlete. He is very proud of both of those things.

Two years ago when he was deciding where he wanted to go to school, he did all the tours of major universities and he applied to many large Div 1 schools and was accepted academically. He chose Western Oregon because he liked the feel and the fit of the school and Earth Science Department. He has wanted to be a Geologist since he was in Junior High. When he did the tour of the campus he met with Steve Taylor and instantly knew this where he wanted to go to college. He turned down many other opportunities because he knew this was the best fit for him. A small campus that would allow him more individual access to professors and the opportunity to be a track athlete for WOU.

I know you are feeling the financial strain and burden that we as individuals also are. It has not been easy for any of us to go through this COVID-19 crisis. I am begging you though to please not make any decisions based on what is occurring now. I know that the numbers are not what you want to see on your financials and the spreadsheets have the wrong dollar signs, but enrollment will come back. The students will return. Please don't cut STEM classes and degrees. There is already a shortage of these types of degrees. Please keep the Earth Sciences degree program running.

You would lose a paying student as well as WOU athlete if he is forced to transfer out. With it he would take his tuition and room and board. That would just be another hit to you as a university as far as income. Have you tried other solutions? Could you partner with OSU for shared degree classes that would allow him to take classes as well as remain at WOU and be a valuable student and athlete. He really wants to stay with the students and professors that he has developed a good relationship with.

I understand that this is just a business decision to you but this is my son's life and future you are destroying if you decide to stop this degree program. Think of all the future students you will lose out on if you start dumping STEM classes and degrees. I know that all the major colleges are having the same issues. I just read how much this is impacting PCC. Just don't start dropping majors. The economy will return and so will the students.

Not that I can afford it, as I am a single/widow mom struggling to pay for my son's schooling now, but if it meant that he could continue here as an Earth Science major then I would be will to pay more for his classes. That is a sacrifice I am willing to make and I hope that as a university that you would be willing meet me halfway and make some sacrifices also.

What would it take for you to keep the Earth Sciences degree program? Let me know and maybe something could be done. I would be willing to help out in any way possible. I work for a major national engineering firm in Portland. We hire geologists and they are getting harder to find. We need programs like yours to keep the younger generation pursuing opportunities in this field. Maybe reaching out to some private firms and seeing if they would be willing to donate financial support during this time to keep degree programs afloat would be a short term solution to this issue. I don't have the answers, but I know cutting degree programs is not the solution. Doing that would cause WOU to lose out on future student enrollments.

Please don't cancel the Earth Sciences program. It is a vital program and provides many assets to the community and future world issues.

If you would like to contact me please feel free to do so. Thank you for taking the time to consider what I have said.

Have a great day and a wonderful Thanksgiving.

Michelle Flury
503-816-1222 (cell)
flury5695@gmail.com

Current Health Impacting Academic Performance

1 message

Faith Pardini-Adams <fpardiniadams16@mail.wou.edu>

Tue, Nov 17, 2020 at 9:27 AM

To: Jeff Myers <myersj@mail.wou.edu>, Jeff Templeton <templej@mail.wou.edu>

Good morning Dr. Myers and Dr. Templeton,

This past week has been a whirlwind of emotions and outrage on my end, and I know I share that with all of my peers, and not just those in earth science. I have prepared statements and consulted the WOU Student Judiciary Board and Senate members as to how I can construct the most impactful arguments to secure our department and not let the school erase us. The student Judiciary Board has voted to condemn the university faculty who have made the decision to cut our program. My involvement with the Earth Science program has been the most rewarding and impactful experience of my life, and I owe it all to you and the other Earth Science faculty and staff. It's about more than academic support, it's about community and compassion and the accessibility of knowledge for all in our department. I was discouraged from studying environmental science at University of Portland because I was a woman in poverty, and they thought I would be much better suited in education. Since my first moment in your office in 2018, Dr. Templeton, I have received nothing but support and encouragement from everyone in earth science to strive for my dreams. My voice is hoarse from all the screaming I've done in my car and my eyes are red and swollen from the tears I've shed from learning this news. I can't imagine where I would be in my life if not here in this program. I was suicidal and depressed studying education, my future dull and my outlook dim. It all changed when I took a geology course here and my passion and vigor was reignited as I knew in my heart that this was the path I am meant to walk.

Now that I got that out of my system, I tested positive for COVID-19 (even though I have done nothing but go work wearing proper PPE and social distancing and staying home doing coursework) and my symptoms are progressing rapidly. My engagement in class will be down as a result of this. I'm going to try to be my normal self but this virus is having more of a chokehold on me than I would have ever anticipated. My apologies if I am down and out for the next week or so.

Thank you both for everything you have done for me and this program. Your support means more than you could ever know.

My best,

Faith

Appendix J

Social Science

The Social Science Division faculty objects strenuously to the Article 15 draft plan including the elimination of three 1.0 FTE tenured faculty in the Social Science Division. The process by which the plan was formulated does not incorporate many essential principles that are enshrined in shared governance, the Northwest Commission on Colleges and Universities (NWCCU) guidelines, and best practices for retrenchment in Higher Education. We recognize there are financial challenges at this time, and we are ready and willing to engage in a shared process of taking the difficult, but collaborative, steps to respond and to prepare WOU for a future of financial stability.

First, the WOU Administration has stated numerous times that efforts to address the financial situation at WOU requires “shared sacrifice”. However, as the plan demonstrates, the sacrifice is being borne by only a small portion of the university. Several divisions are not being required to “sacrifice” tenured faculty. In addition, divisions that are not losing tenured faculty have received significant funding and dedicated WOU resources over numerous years to grow and market their programs. When the Social Science Division requested similar service, the response time and again was that we did not have majors in the “top 5 programs”. It seems backwards to on one hand not provide resources and marketing, while on the other to then punish these programs for low enrollment by laying off faculty who are necessary to sustain and grow these programs. In addition, noting in Appendix A that programs were analyzed based on the number of students who were interested in attending WOU because the program becomes a self-reinforcing negative process. If students are not made aware that a program exists, does that mean the program is a failure, or instead the marketing and admissions process? Clearly the WOU Administration has emphasized the path of the university in certain directions and not in others. This may be their prerogative, but they should not then state there is “shared sacrifice.”

Second, shared governance and the role of faculty to define the curriculum of the university is being subverted. Eliminating programs means the elimination of curriculum. The WOU administration has publicly stated that faculty have had numerous instances in which they could provide “feedback”; however, there is no indication that any of this feedback has had an impact on changing the overall plan. At the same time, the criteria for the plan itself have been kept vague, almost to the point of appearing purposively so. When the Sustainability Taskforce requested the data, they were sent data that were not compiled to indicate how they were used, how they were weighted, and even whether they were used. Rather, the criteria used in the plan for assessing programs contains broad categories and “metrics and qualitative considerations” without data, such as “Workforce Development” and under metrics “state and regional data”. What data were used? What were the results for each program? How were the data weighted? In addition, how was the data assessed regarding the programs that provide courses and service to other programs at WOU, including General Education? Were the assurances that were given in writing by the WOU administration that no faculty would be laid off due to the

shifts to General Education and promises that the elimination of minors would have no negative consequences, weighted proportionally in assessing a program's impact?

Third, the downside of proceeding with such haste and without shared governance, and not following the norms of deliberateness and transparency, may produce negative consequences. The voices of staff, faculty and students are being silenced, and that will have consequences on the future of the university. The Board of Trustees has been informed of the overwhelming Vote of No Confidence but did not include the vote as a topic in their most recent meeting. Do they not care? Are they aware of the vote? Why are the voices of staff and faculty being excluded? Numerous students in the Social Science Division have reached out to faculty in distress, already greatly concerned about their programs or their friends' programs being eliminated. The larger consequences will be on WOU's reputation in the wider public and for future students' interest or lack thereof in attending WOU.

Fourth, the administrators who formulated the plan are making cuts to programs and curriculum without consulting the faculty whose scholarly and pedagogical expertise designed that program. And the administrators who made the plan did not take into account the interdependence and interconnectedness of programs across campus. When faculty members propose any curricular change, they are required to consult with other programs to make sure such a change will not adversely affect that program. If enacted, the plan will lead to devastating consequences for students. The interdependence between the Social Science Division and the College of Education provides one vital example. There are 134 Social Science courses in the Social Science Middle Level/High School Teaching Preparation Major; 86 Social Science courses in the Elementary/Middle Preparation Major; 10 Social Science courses in the Early Childhood Education Major; 4 in the Education Studies Major; and 8 in the Early Childhood Education/Elementary Teaching Major.

Fifth, the "teach-out plan" and "teach-out agreement" process is missing from the plan. According to the NWCCU, there are very clear guidelines that a university must follow to ensure that students currently enrolled in a program can be assured of "an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling".² With the current plan, faculty will be laid off within one year, thereby eliminating the ability of the programs to provide these criteria. Substituting a different major, such as the Interdisciplinary Studies major, is not "reasonably similar in content and structure" and may in fact lead WOU students to leave the university to complete their program at a different institution as has happened at several institutions in our near vicinity. In addition, the plan offers no details on next steps. How are divisions to respond when a major is eliminated but some of the faculty in that program are not laid off? Where will they be housed? What role will they have?

Sixth, President Fuller noted that he felt obligated to right-size the university for his replacement. Our opinion is that he will not be held accountable if the plan fails and instead is leaving a

² Northwest Commission on Colleges and Universities
<https://www.nwccu.org/wp-content/uploads/2017/05/Teach-Out-Plans-and-Teach-Out-Agreements-Policy.pdf>

“debris field” for the incoming president at the cost of our colleagues losing their livelihood during a recession.

Seventh, it was very sad to hear the figure given of the few number of students who would be impacted by these changes during the Board of Trustees meeting on November 18, 2020, as if that justified the plan. We have been told repeatedly that every student at WOU matters, but clearly, they do not.

Geography and Sustainability Response

We feel encouraged by the statement on Page 7 in the draft Article 15 plan: “Sustainability program is a high priority, interdisciplinary future direction for the university.” We look forward to working with our faculty and administrative colleagues on various ideas that the department has in the works.

When Sustainability was launched in 2017, it quickly drew students to the major. From four students who declared Sustainability as their majors in that first year, we now have more than 20 students in the major. A remarkable increase of more than 400% in just three years!

The Article 15 draft plan to curtail the Geography program will, in fact, add to the marketability of Sustainability because all the GEOG courses in the curriculum will be renamed as SUST courses going forward. We are confident that this branding will by itself become a draw for students, who might otherwise not immediately locate Sustainability in the offerings, despite their interest in it. The recent addition of Sustainability as a minor will also serve student interests well.

The prospect of growth of majors and minors in a field that addresses one of today’s most important issues around the world is severely dampened by the Article 15 draft plan to layoff a TT faculty from the department. While we do not know who of the four the university would layoff, we want to bring to your attention the implications of this decision. In the event of a layoff, the department will not be able to successfully deliver the Sustainability program, which the Article 15 plan pledges to support. The demands of the new and rapidly growing Sustainability program cannot be met by just three TT faculty.

Further, laying off any one of us will also severely affect the leadership and administration of General Education (GE) and Interdisciplinary Studies (IDS)—two programs that are immensely important to student learning and successful degree completion.

One of the department’s TT faculty is the Coordinator for IDS, and another TT faculty is the incoming Director of GE. For these two administrative leadership assignments, the university grants a combined 1.0 TT FTE release from the department.

Terminating the employment of any of the four tenured faculty in our department will immediately trigger an urgent need for new leadership for both GE and IDS—effective June 2021—because none of the remaining three faculty in the department would be able to assist the university in administering and coordinating GE and IDS.

Given the university's commitment to the Sustainability program, and the valuable administrative leadership of General Education and Interdisciplinary Studies, we request the university to cancel the Article 15 draft plan to layoff a tenured faculty in the Department of Geography and Sustainability.

History Department Response

The study of history is a cornerstone of a comprehensive liberal arts education. The [mission](#) of the History Department at Western Oregon University states that we: "promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education." One of the [core learning outcomes](#) for the department is to "explain historical developments across multiple cultures and regions." History department courses contribute to our majors and minors, to Social Science majors and a variety of interdisciplinary minors, and across campus to the curriculum of General Education, the Honors Program, and the College of Education. As History faculty members at Western, we affirm the importance of all fields and regions of historical study as necessary components to a complete education in our discipline. We also emphasize the importance of the study of East Asia for students in Oregon who live and work on the Pacific Rim. We envision the revitalization of political, diplomatic, and economic relations with China and Japan in a new U.S. administration that will encourage international students from those nations to study in Oregon and at Western. This revitalization of relations will also provide a renewed context for Western Oregon University students to study the history of East Asia.

Politics, Policy, and Administration Department Response

The Department of Politics, Policy, and Administration is strongly opposed to the targeted cuts proposed by the Article 15 Draft Plan. As a small department, we rely on many of the programs that are facing these cuts to ensure our students develop a breadth of critical thinking skills that are crucial to future careers in politics, policy, administration, and law. These are highly interdisciplinary fields, and the loss of these programs and their esteemed faculty will have an irreparable impact on the quality of education our students receive at Western. The current plan to terminate faculty in one-year's time will also undermine our students' ability to complete their current majors and minors, making it impossible for some to continue.

We call on the administration to listen to experts in the field of higher education administration to slow the process in order to engage in a comprehensive review of our programs and curriculum and to meaningfully incorporate the viewpoints of WOU staff, faculty, and students into a final plan to move Western Oregon University "forward together."