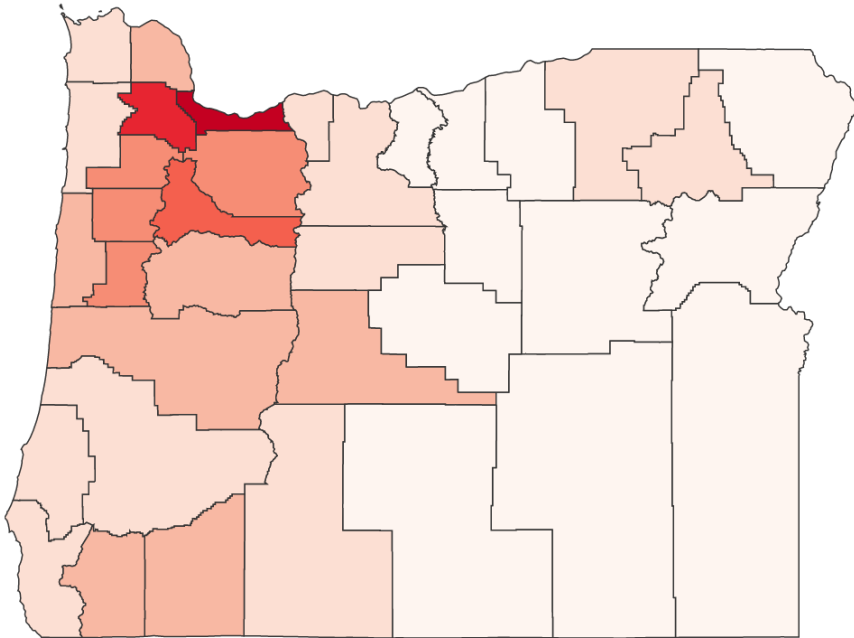
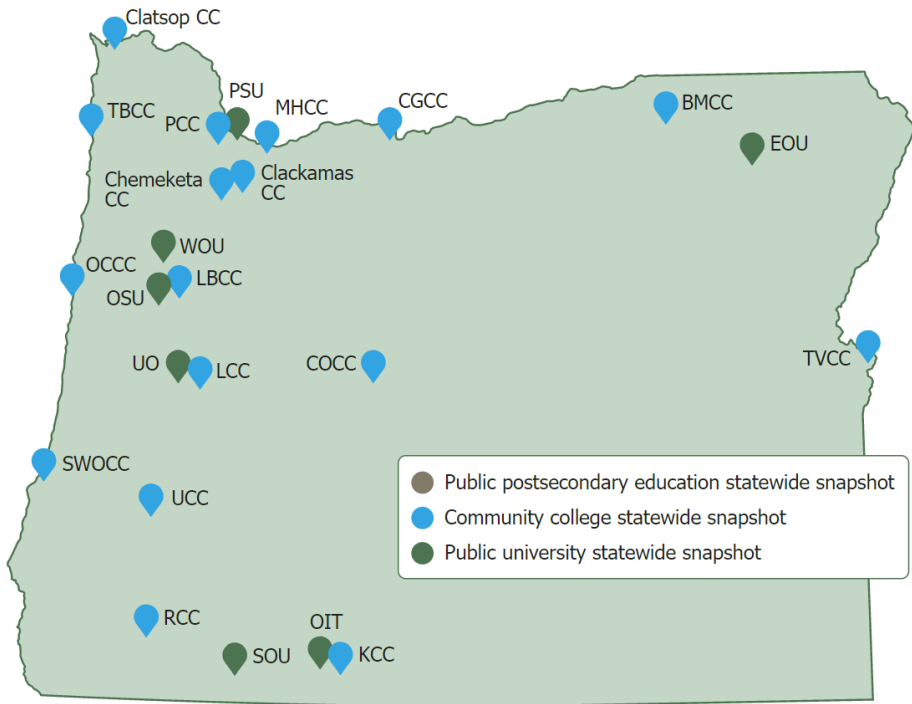


# Western Oregon University Promise and Potential

Michael Odell, Ph.D.

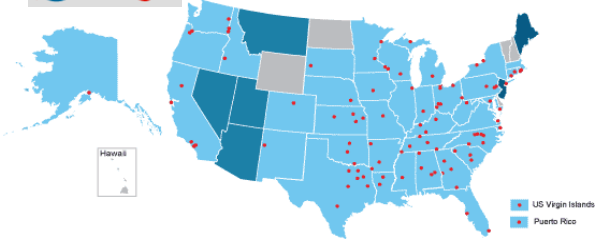
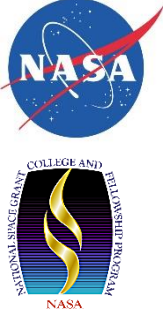
January 31, 2020



The National Council on Rehabilitation Education  
*Dedicated to Quality Services for Persons with Disabilities Through Education and Research*



# My Academic Journey



# Transformational Leader



- **Mission** driven leadership
- Program design and **relevance**
- Student outreach, recruitment, retention, and **success**
- Faculty selection, development, retention, and **success**
- Curriculum, instruction, and **assessment**
- **Strategic** alliances
- Institution advancement and **sustainability**

# Sponsored Projects

## Diversified Portfolio

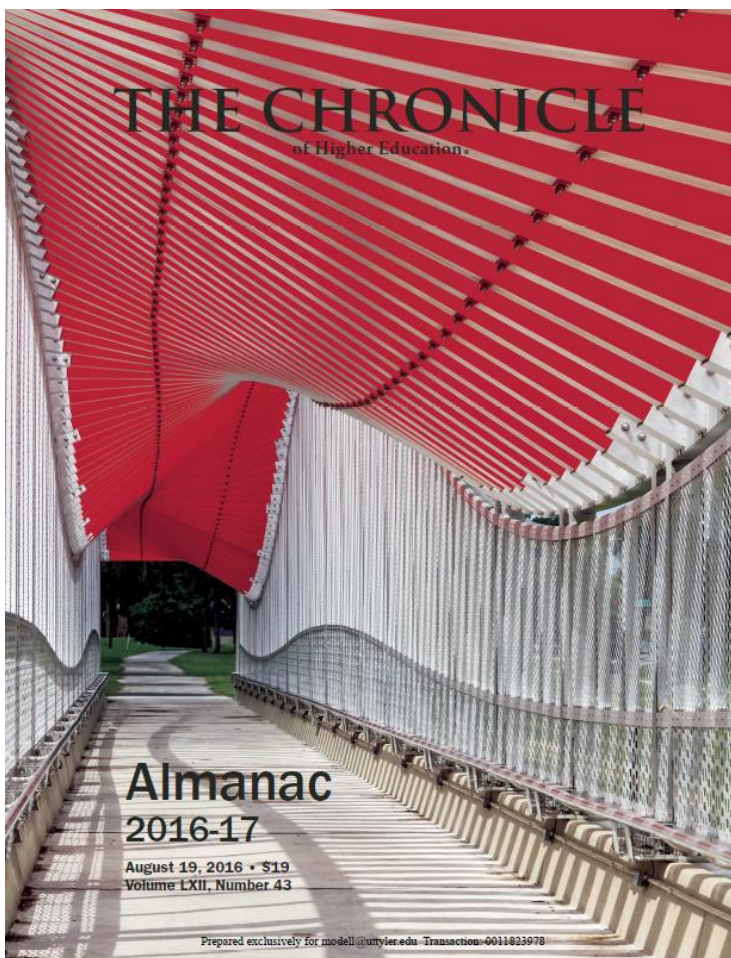
- Revenue Streams
  - Grants
    - State
    - Corporate
    - Federal
  - Contracts
  - Cooperative Agreements
  - Gifts
  - Fee for Service
  - Royalties
  - Conferences
  - Centers
- Capital
  - Political
  - Financial
  - Goodwill

## • Faculty Development

- Expertise Development
  - DARPA
  - Credential Development
  - DOD CRADA
- Networking
  - System Partnerships
  - Program Office Visits
  - Mentoring
- Capacity Development
  - Federal Relations
  - State Government Relations
  - K-12 Relations
  - Tribal Relations
  - Corporate Relations
  - Economic Development
  - Leveraging Expertise
  - Seed Grants
  - Time Management
  - Compliance
  - Cluster Hires
- Investment Strategy
  - Project Sunset

Building Capacity

# Relevant Accomplishments Sponsored Projects



August 19, 2016

## Universities With the Greatest Increase in Research-and-Development Spending, FY 2005 to FY 2014

Federal research dollars supported more than half of all research-and-development spending by universities in the 2014 fiscal year. Federal support did not grow nearly as fast as support from all sources over the recent decade. Other sources of R&D funds for universities include money from state and local governments, businesses, nonprofit organizations, and the institutions themselves.

	Increase from FY 2005 to FY 2014
<b>Greatest increases in total research spending</b>	
1. California State U. at Sacramento	5,443%
2. American U.	3,708%
3. U. of Turabo (RR.)	1,696%
4. Texas A&M International U.	1,276%
5. U. of Texas at Tyler	1,273%
6. Wiley College	952%
7. Loyola Marymount U.	738%
8. Clafin U.	719%
9. City U. of New York John Jay College of Criminal Justice	556%
10. U. of Central Oklahoma	531%
11. Davidson College	512%
12. Minnesota State U. at Mankato	484%
13. Western U. of Health Sciences	479%
14. Chapman U.	471%
15. U. California at Merced	435%
16. U. of Houston-Downtown	433%
17. Dillard U.	395%
18. U. of New Haven	392%
19. A.T. Still U. of Health Sciences	389%
20. Lewis & Clark College	377%
<b>Increase for all 634 institutions</b>	<b>41%</b>
<b>Total 2014 spending</b>	<b>\$67,154,642,000</b>

## Greatest increases in federal research dollars spent

1. Wiley College	4,642%
2. California State U. at Sacramento	3,540%
3. U. of Nebraska at Kearney	3,180%
4. U. of Texas at Tyler	3,095%
5. Sam Houston State U.	1,821%
6. New York Institute of Technology at Old Westbury	1,423%
7. Lewis & Clark College	1,251%
8. U. of Wisconsin at Platteville	1,071%
9. A.T. Still U. of Health Sciences	754%
10. Chapman U.	683%
11. Dillard U.	677%
12. Clafin U.	671%
13. Colorado College	595%
14. American U.	572%
15. Minnesota State U. at Mankato	560%
16. City U. of New York John Jay College of Criminal Justice	523%
17. U. of New Haven	483%
18. Davidson College	439%
19. Tougaloo College	435%
20. U. of Central Oklahoma	426%
<b>Increase for all 629 institutions</b>	<b>27%</b>
<b>Total 2014 spending</b>	<b>\$37,922,314,000</b>

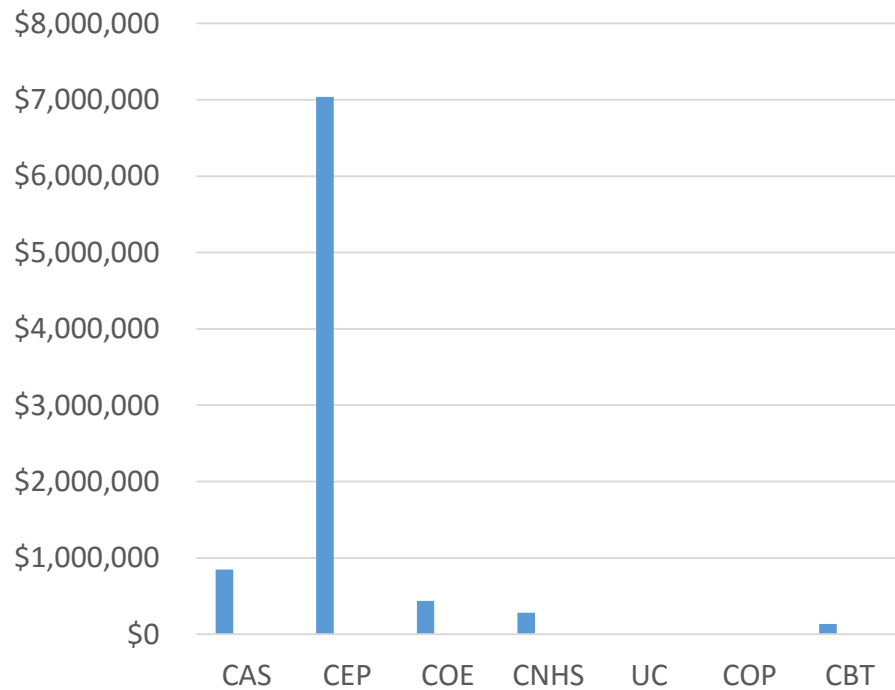
Note: Rankings are limited to the more than 600 institutions that had the highest total and highest federal research-and-development spending in the 2014 fiscal year. Institutions that spent less than \$150,000 on R&D that fiscal year are excluded. The institutions are geographically separate campuses headed by a campus-level president or chancellor. Comparisons between the two years are based on dollars that have not been adjusted for inflation. The inflation rate from 2005 to 2014, based on the average Consumer Price Index, was 21 percent.

SOURCE: CHRONICLE ANALYSIS OF NATIONAL SCIENCE FOUNDATION DATA

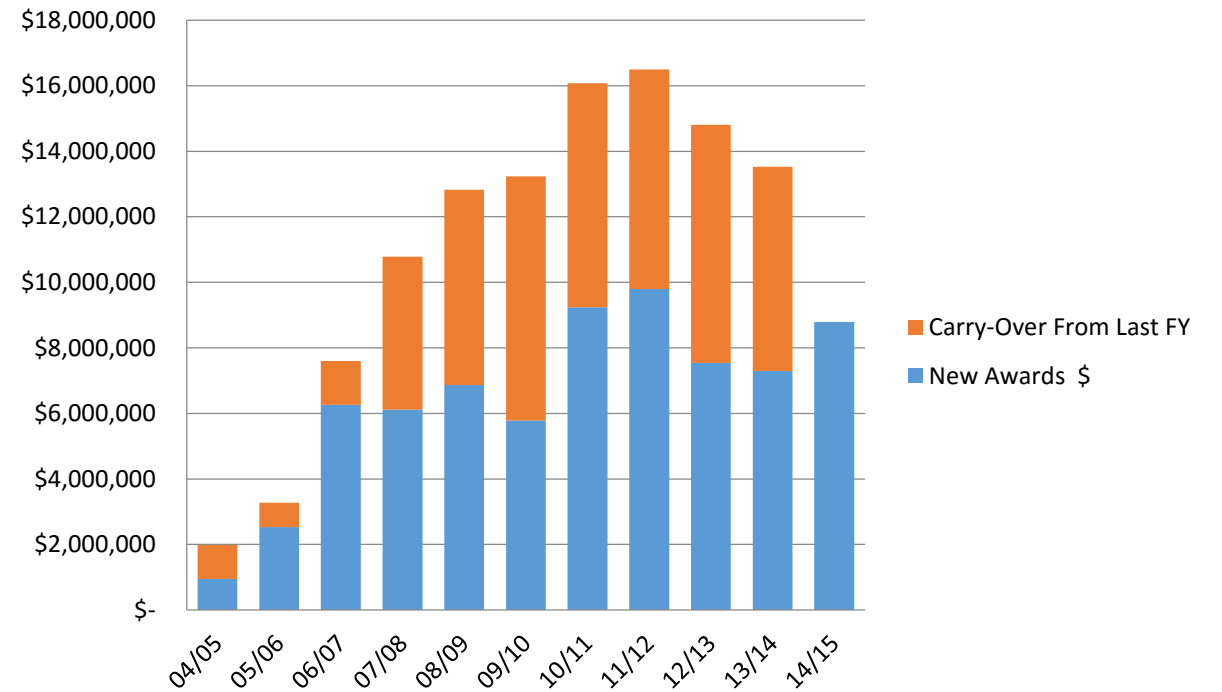
Almanac was updated to reflect 3<sup>rd</sup>.

# Sponsored Expenditures 2014-15 by College

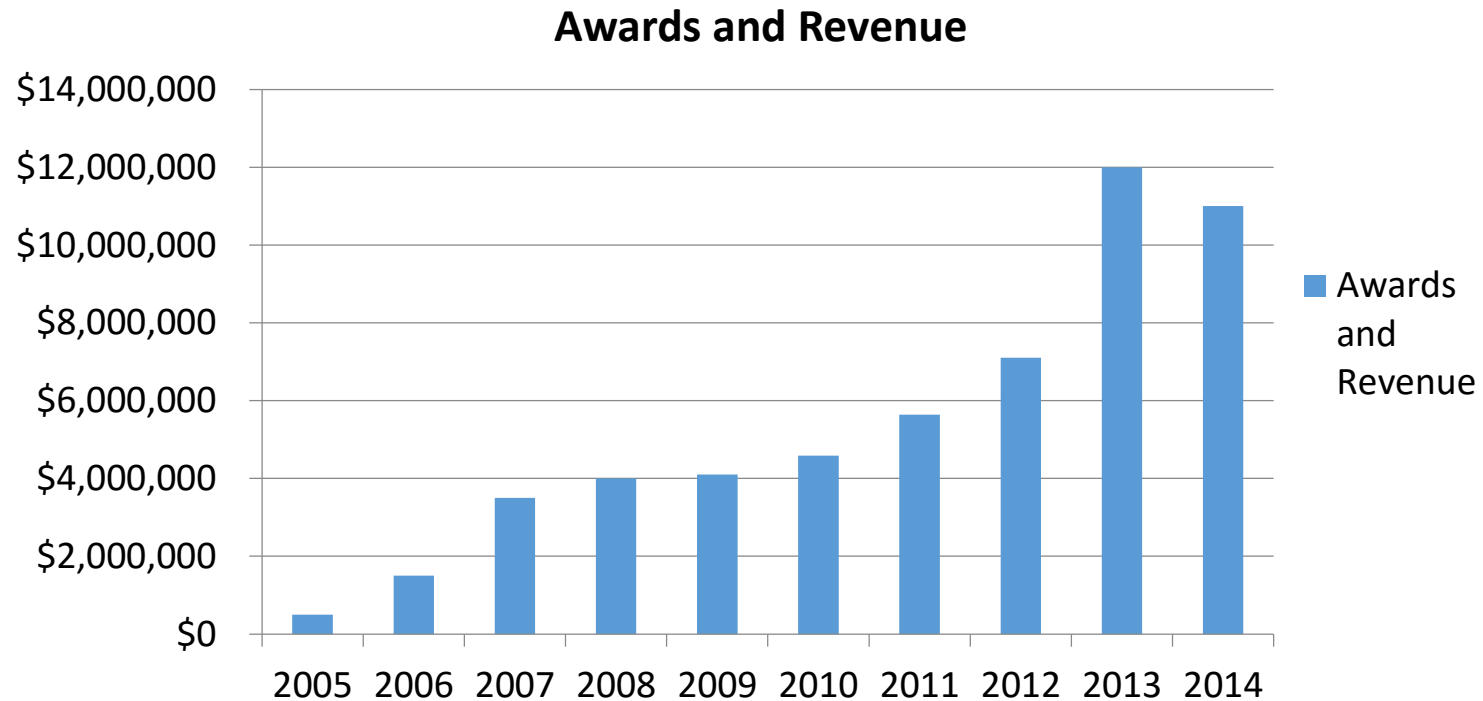
## Grants by College



## Sponsored Awards FY2005 Through FY2014



# Ingenuity Center Research and Development Funding



**INGENUITY**

formerly the East Texas STEM Center

**CENTER**

THE UNIVERSITY OF TEXAS AT TYLER

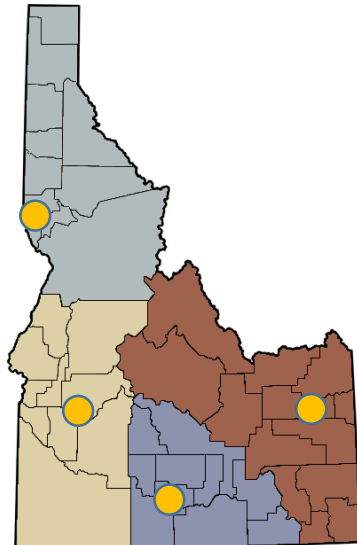
Fusing science and imagination

# Relevant Experience Graduate Programs

- University of Idaho

Moscow, Coeur d'Alene, Boise, Idaho Falls

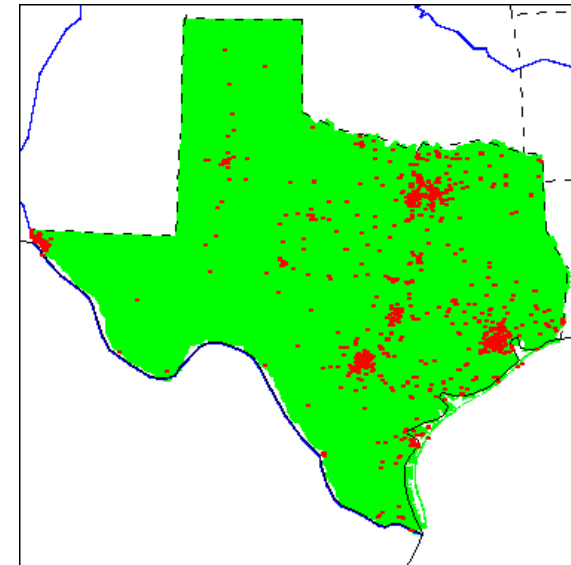
- M.S. and M.Ed. Education
  - Special Education
  - Curriculum and Instruction
  - Education Leadership
- ED.S.
  - Special Education
  - Curriculum and Instruction
  - Education Leadership
- Ed.D. and Ph.D.
  - Special Education
  - Curriculum and Instruction
  - Education Leadership
- Recruitment Strategy
  - Conferences
  - The Long Drive
  - Non-completers
  - Summer Discount
  - Alumni



- University of Texas at Tyler

Tyler, Palestine, Longview, Houston\*, Online

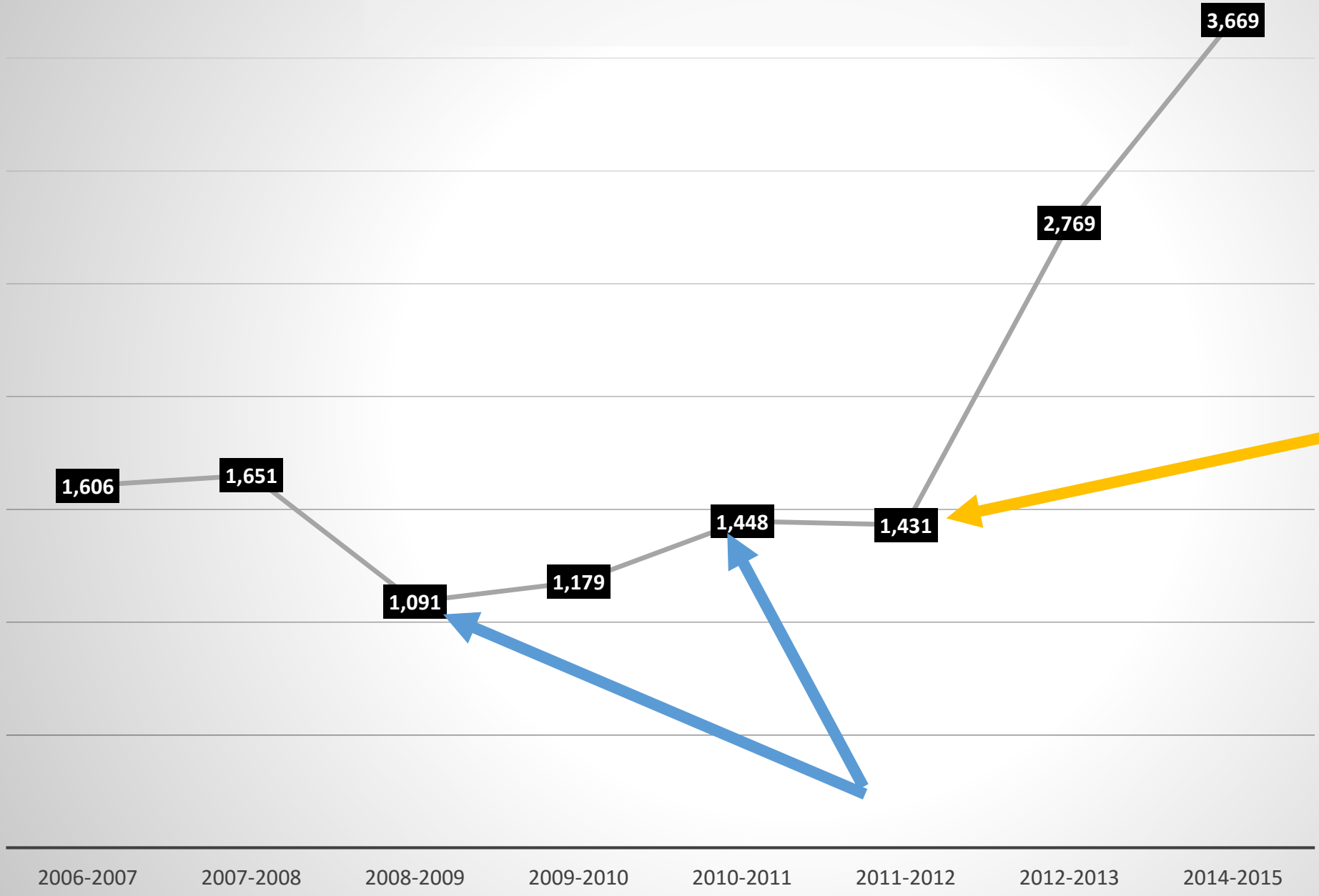
- M.Ed. Education
  - Special Education
  - Curriculum and Instruction
    - STEM
    - C&I
    - Instructional Coaching
  - Reading
- Ed.D. School Improvement
  - Approved January 2020
  - Start-date Fall 2020
- Recruitment Strategy
  - Social Media
  - Conferences
  - The Long Drive
  - Non-completers
  - Cohort Discount
  - Alumni
  - School Recognition





● School of Education - GR

# SCH Over Time





Western Oregon  
UNIVERSITY

## Mission

- Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

## Vision

- To become Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community.

# Student Success

## 1. Cultivate academic success.

- 1.1 Provide a campus environment that enhances learning and the development of the whole person.
- 1.2 Strengthen and centralize programs and practices that support academic achievement for all students.
- **1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness.**

## 2. Streamline university requirements and academic pathways to graduation.

- **2.1 Provide intentional and effective paths to graduation.**
- 2.2 Provide intentional and effective transfer paths to graduation.
- **2.3 Improve access to coursework for degrees, programs and certificates**

# Student Success

3. Align, assess and improve the academic effectiveness of learning outcomes.

- 3.1 **Align curriculum** with learning goals for all programs.
- 3.2 Improve curriculum based on effective assessment of **student learning outcomes**.
- 3.3 **Support curricular innovation and accountability**.

4. Streamline and improve university processes in support of student achievement.

- 4.1 Improve academic **advising** for all students.
- 4.2 Develop **user-friendly** catalog, scheduling and registration systems.
- 4.3 Provide **culturally responsive** support for students from diverse communities.
- 4.4 Strengthen commitment to diversity and equity by **enhancing support** and academic services for students.

# Academic Excellence

## 1. Student initiatives.

- 1.1 Ensure **appropriate class sizes** to maximize faculty-student and student-student interactions.
- 1.2 Increase support for programs and activities that demonstrate and inspire **academic excellence**.
- 1.3 Provide financial **support** for student conference presentations and other student activities that showcase the university's educational practices and unique accomplishments.
- 1.4 Implement student orientation programs that reflect diverse linguistic and cultural needs as well as differences in preparation and background.

## 2. Faculty initiatives.

- 2.1 Attract and retain faculty who **reflect the diversity** of our students and are excellent teachers and leaders in scholarly and creative pursuits within their respective fields of expertise.
- 2.2 Increase **faculty development support** for scholarly and creative pursuits as well as innovative curricular design and delivery efforts.
- 2.3 Provide **competitive salaries** and supportive working conditions that improve faculty recruitment and retention.
- 2.4 Increase faculty development support to **implement culturally responsive** pedagogy and curriculum.

# Academic Excellence Continued

## 3. Staff initiatives.

- 3.1 Attract and retain staff members who **reflect the diversity** of our students, excel in their areas of expertise and support academic excellence.
- 3.2 Increase **professional development** opportunities for staff in support of academic excellence and student achievement.
- 3.3 Provide **competitive** salaries and **supportive** working conditions that improve staff recruitment and retention.
- 3.4 Increase support for professional development for staff to **provide culturally and linguistically responsive** services.

## 4. Academic program initiatives.

- 4.1 Promote academic array that provides **distinctive, high-quality programs**.
- 4.2 Develop internal processes that regularly review academic programs to ensure academic effectiveness, **relevance**, quality and **currency**.
- 4.3 Promote high-quality, **diverse and innovative models of program delivery** that enhance both undergraduate and graduate student access and achievement.
- 4.4 Promote **interdisciplinary courses and degree programs** that support collaborative and multidimensional educational experiences and pathways.
- 4.5 Redesign the general education program to be consistent with undergraduate learning outcomes and timely degree completion.

# Academic Excellence Continued

5. Identify and support activities, programs and practices that promote excellence in all academic programs.

- 5.1 Create opportunities for all undergraduate programs to include **high-impact activities** that support achievement of undergraduate learning outcomes.
- 5.2 Create opportunities for all graduate programs to include **high impact activities** that support attainment of graduate learning outcomes.
- 5.3 Continue and enhance support for **undergraduate research experience**, presentation and publication opportunities.
- 5.4 Promote enhanced **communication** and collaboration between staff and faculty pertaining to student excellence.



# Community Engagement

## 1. Enhance access to and support for **experiential learning** and co-curricular activities.

- 1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- 1.2 Articulate **internship** or service learning opportunities for all academic programs.
- 1.3 Develop **experiential** and co-curricular activities that provide appropriate accommodations for faculty, staff and students.

## 2. Increase **institutional engagement** with local, regional and global communities.

- 2.1 Increase support for student **engagement** in community service.
- 2.2 Provide professional development for faculty and staff to promote engagement in community service.
- 2.3 Establish processes to **recognize** faculty, staff and students for public service.
- 2.4 Create and enhance **educational partnerships** with local communities, particularly for underrepresented student groups.
- 2.5 Enhance **educational partnerships** with international universities that promote global connections for faculty, staff and students.
- 2.6 Strengthen **partnerships** with community organizations and businesses and local, regional and state government agencies.





# Community Engagement Continued

3. Improve the connections between university programs and activities and surrounding communities.

- 3.1 Expand activities and partnership **with local and regional organizations.**
- 3.2 Increase community and alumni **participation** in, and support for, campus activities.



4. Support knowledge, experiences and activities that promote a better understanding of diversity-related topics.

- 4.1 Enhance **diversity of university community** as a matter of institutional priority and an integral component of academic success.
- 4.2 Provide **professional development** to improve institutional climate and personal commitment to, and understanding of, cultural competencies.
- 4.3 Recognize that knowledge of, and experience in, diversity-related topics are **professional competencies** that are expected of all employees.

# Accountability

## 1. Improve university budgetary systems.

- 1.1 Develop and implement a **transparent**, evidence-based budget model that supports institutional priorities.
- 1.2 Create campus budget advisory committee incorporating **shared** governance principles and budget transparency.
- 1.3 **Align** budget process with the current Strategic Plan, mission and core themes.
- 1.4 Maintain budget reserves to meet university Board of Trustees approved policies.

## 2. Operate in manner that supports the university's values and continuous improvement.

- 2.1 **Develop institutional research capacity.**
- 2.2 Use institutional data to inform decisions, address program outcomes and meet strategic goals and **accreditation** standards.
- 2.3 Promote culture of **evidence-based decision-making** and **accountability.**

## 3. Strengthen the university's visibility within Oregon.

- 3.1 Create **strategic** communications and marketing unit.
- 3.2 Support and enhance **effective** marketing and consistent branding.
- 3.3 Utilize web presence, social media and other forms of media to **expand the university's visibility.**
- 3.4 Enhance public awareness of community events and the **scholarly and creative works** of students, faculty and staff to help showcase the university's unique accomplishments in all program areas.
- 3.5 Strengthen and expand **community college partnerships** to promote educational attainment.

## 4. Enhance and support campus communication systems.

- 4.1 Enhance **communications systems** to disseminate campus-wide information and share expertise, successes and challenges.
- 4.2 Improve **teamwork and collaboration** among students, faculty, staff and administration.
- 4.3 Provide sufficient **resources** to develop and maintain timely communication avenues, such as websites and social media.

# Sustainability and Stewardship

1. Enhance financial sustainability through enrollment and fiscal strategies.

- 1.1 **Meet enrollment targets** through effective recruitment and retention efforts.
- 1.2 Support and **enhance recruitment** efforts for first-generation and underrepresented students, as well as a broad base of all Oregonians.
- 1.3 Support growth of academic programs to include **new and innovative degrees and certificates**.
- 1.4 Increase the role of **long-term enrollment management planning** in the budgeting processes.

2. Maintain access and affordability with regard to cost of degree attainment.

- 2.1 Evaluate net cost of attendance versus median household income **relative to peers and comparator institutions** to ensure access and affordability.
- 2.2 Provide students with **meaningful financial support** and effective connections as they transfer from other educational institutions.
- 2.3 Expand support for **undergraduate scholarships** in second, third and fourth years of attendance.
- 2.4 Evaluate and improve the outcomes of tuition-assistance programs on enrollment, retention, and **graduation**.
- 2.5 Evaluate assumptions underlying our current tuition cost structure and compare our system to other fiscally sustainable institutions.
- 2.6 Increase **access to, and education** about, scholarship opportunities, particularly for students of color, immigrants, rural and socio-economically disadvantaged students.

# Sustainability and Stewardship Continued

## 3. Diversify and expand revenue sources.

- 3.1 Cultivate sustainable financial resources to achieve goals of the strategic plan.
- 3.2 Advance financial resources through state appropriations, HECC, **grants** and WOU Foundation, ensuring all sources are considered and developed.
- 3.3 Develop and implement a comprehensive fundraising plan to **secure external funds** that support the mission and goals of the university.

## 4. Embed sustainability as a fundamental value.

- 4.1 Develop and promote sustainability-focused programs and opportunities for the university, the community, alumni and university partners.
- 4.2 Increase and support sustainable environmental systems for campus grounds, infrastructure and physical facilities.
- 4.3 Ensure the availability and effective utilization of accessible and comfortable classrooms, offices and meeting spaces.
- 4.4 Create systems and processes for identifying **sustainability opportunities, challenges and innovations.**

# Sustainability and Stewardship Continued

5. Provide **effective** technology solutions that support campus programs in alignment with the mission and goals of the university.

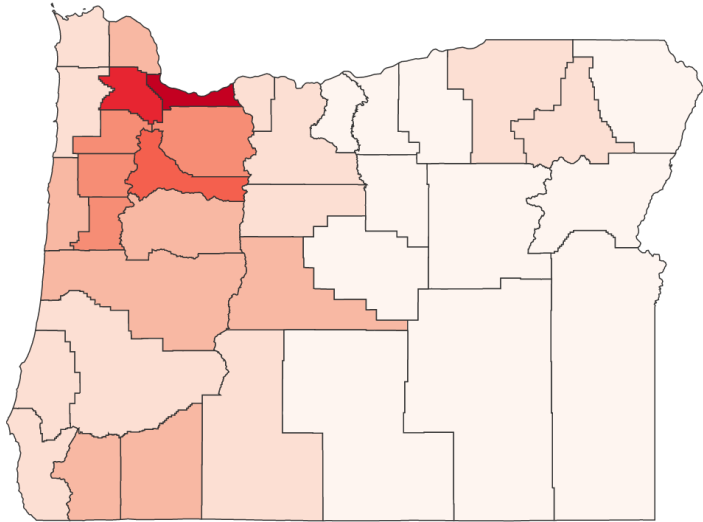
- 5.1 Maintain IT solutions that incorporate **best practices** in higher education.
- 5.2 Provide **technical support** for faculty, staff and students to meet the goals and mission of the university.
- 5.3 Develop and implement short- and long-term IT plans that are **responsive** to the needs of students, faculty and staff.



6. Enlist the **talents** of faculty and staff to increase workplace satisfaction and develop a superior workforce.

- 6.1 Provide **professional development** opportunities for faculty and staff that advance the university mission.
- 6.2 Maintain appropriate staffing levels to ensure the **continuity** of programs, units and departments.
- 6.3 Implement process improvements to improve **satisfaction** and **productivity** of faculty and staff.
- 6.4 Provide resources that improve the safety of faculty, staff and students by developing and implementing emergency planning systems.

# Access



# Degrees Awarded 2015-16

## Graduate

Major	Count	Pct
Master of Science in Education	65	32.5%
Master of Arts in Teaching	50	25.0%
Master of Management and Information Systems	25	12.5%
Master of Science in Education: Special Education	19	9.5%
Master of Science in Education: Information Technogy	12	6.0%
Master of Arts in Criminal Justice	10	5.0%
Master of Science in Rehabilitation and Mental Health Counseling	8	4.0%
Master of Arts in Interpreting Studies	8	4.0%
Master of Music in Contemporary Music	3	1.5%
Total:	200	

## Undergraduate

Major	Count	Pct
Business	138	14.8%
Interdisciplinary Studies	95	10.2%
Psychology	80	8.6%
Criminal Justice	71	7.6%
Exercise Science	64	6.9%
Community Health Education	48	5.2%
Early Child/Elem	47	5.0%
Computer Science	36	3.9%
Social Science	30	3.2%
Communication Studies	29	3.1%
Biology	26	2.8%
English	18	1.9%

## Undergraduate

Major	Count	Pct
Visual Communication Design	18	1.9%
Amer Sign Lang/English Interp	17	1.8%
Information Systems	15	1.6%
American Sign Language Studies	13	1.4%
Economics	13	1.4%
All Others	172	18.5%
Total:	930	

# Graduate Programs Thoughts

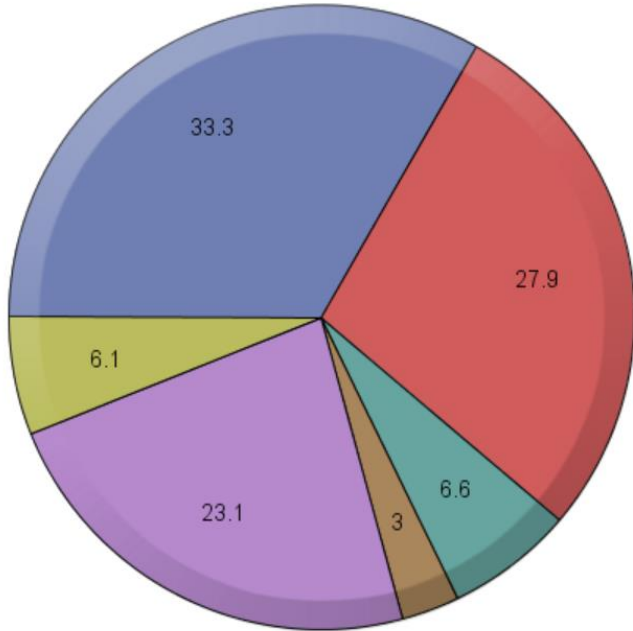


- [M.A. Teaching \(Initial License\)\\*](#)
- [M.S. in Education\\*](#)
- [M.S. in Ed. Information Technology\\*](#)
- [M.S. in Ed. Deaf and Hard of Hearing Education](#)
- [M.S. in Ed. Special Education](#)
- [Elementary Mathematics Specialist \(K-8\) Specialization/Certificate\\*](#)
- [ESOL Endorsement/Certificate\\*](#)
- [Reading Endorsement/Certificate\\*](#)
- [M.A. Criminal Justice\\*](#)
- [M.A. Interpreting Studies\\*](#)
- [M.A. Organizational Leadership\\*](#)
- [M.M. Contemporary Music](#)
- [M.S. Management and Information Systems](#)
- [M.S. Rehabilitation Counseling](#)
- [Instructional Design Certificate Program\\*](#)
- [Interpreting Certificate Options\\*](#)
- [Leadership Certificate Options\\*](#)



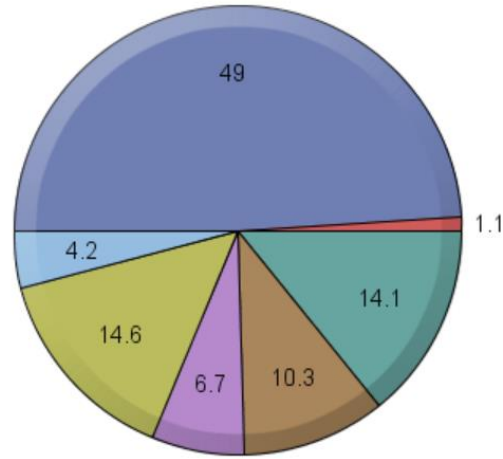
# Thoughts on WOU Data

Revenue by Source: 2017 Actual



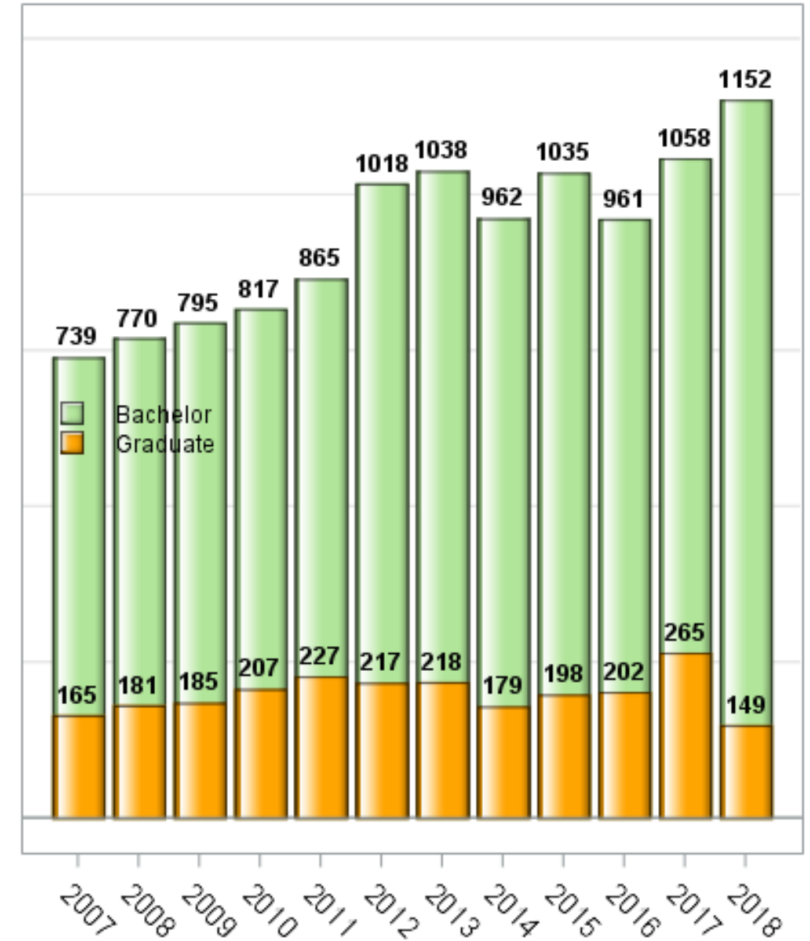
- State
- Res\_UG\_Tuition
- Nonres\_UG\_Tuition
- Graduate\_Tuition
- Other\_Tuition\_Fees
- Other\_Revenue

Expenditure by Type: 2017 Actual



- Instruction
- Academic\_Support
- Research
- Student\_Services
- Operation\_Maintenance
- Institutional\_Support
- Athletics\_Support

Degrees Awarded



# Faculty Development

Grant Category (forms and information linked below)	Applications Due	Report/ Expenditures Due
<p><b><u>Category I – Professional Travel to Conference: Serving in Official Capacity</u></b></p> <p>A. Up to two awards per year capped at \$1200 each. <a href="#">More info</a></p> <p>B. Up to one award per year capped at \$2000. <a href="#">More info</a></p>	<p>Fall - Oct 25, 2018</p> <p>Spring - Apr 06, 2019</p>	<p>Reimbursement requests are due to the Business Office within 30 days of the conference (or within 30 days of fund dispersal if for a conference attended in the past)</p>
<p><b><u>Category II – Professional Travel to Conference: Workshop / Attendee Only</u></b></p> <p>A. Up to two awards per year for one or more events capped at \$900 per application. <a href="#">More info</a></p>	<p>Fall - Oct 25, 2018</p> <p>Spring - Apr 06, 2019</p>	<p>Reimbursement requests are due to the Business Office within 30 days of the conference (or within 30 days of fund dispersal if for a conference attended in the past)</p>
<p><b><u>Category III – Research / Major Projects</u></b></p>	<p>Jan 31, 2019</p>	<p>Report due: Jan 29, 2021</p> <p>Funds must be expended by: January 15 of the next academic year</p>
<p><b><u>Category IV – Course Reassignment: Scholarly Activities</u></b></p>	<p>Apr 06, 2019</p>	<p>Report due: 3 months after the completion of reassignment time</p>
<p><b><u>Category V - Course Reassignment: Technologically Innovative (TI) Courses</u></b></p>	<p>Apr 06, 2019</p>	<p><b><i>Please note: Two reports required.</i></b></p> <p>Reports due:</p> <ul style="list-style-type: none"> <li>• 3 months after the completion of reassignment time</li> <li>• 3 months after the implementation of the technologically innovative course</li> </ul>
<p>Previous Year Category III Awards</p>	<p>Extension request due: January 15 of the current academic year</p>	<p>Report due: Jan 31, 2019</p> <p>Funds must be expended by: January 15 of the current academic year</p>

- Sponsored Research
- Grants Management
- Center on Deaf-Blindness
- Center on Early Learning
- Center on Educator Preparation and Effectiveness
- Child Development Center
- Center for Health and Human Services
- Center on Research, Evaluation and Analysis
- Technology and Information Management Services

**Grant Development**

- Identification of funding sources;
- Assistance in conceptualizing, developing, and writing proposals;
- Development of proposal budgets;
- Assistance with methodology, research design, and project evaluation; and,
- Submission of all proposals for externally funded grants, contracts, and sub-awards.

**Grant Management**

- Advice regarding the management and administration of sponsored projects;
- Monthly financial reviews, quarterly and annual reports, effort certification reports, and invoicing;
- Drafting, negotiating, executing and monitoring sub-agreements under WOU's prime awards; and,
- Overall assistance with project management.

**Grant Compliance**

- Interpretation of terms and conditions of awards; interpreting sponsor and university policies, and government regulations;
- Monitoring institutional compliance with government regulations and award requirements; and,
- Uniform Guidance compliance (i.e., allowable costs, purchasing, travel, reimbursements).

**DISCUSSION**