



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

Meeting No. 20 – February 2, 2021

2:00pm – 4:00pm

Via [WebEx](#)

By Phone: 1-415-655-0002 | Access Code: 177 396 5967

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) Meeting Minutes: [November 6, 2020](#) (page 2)

IV. ACTION ITEMS:

1) Proposal for new degree program:

- a. [Graduate Certificate in Social Justice](#) (page 6)
- b. [Graduate Certificate in Advanced Juvenile Justice](#) (page 11)
- c. [Bachelor of Arts in Creative Productions](#) (page 15)
- d. [Master of Science in Justice Studies](#) (page 39)

V. REPORT & DISCUSSION ITEMS:

1) COVID-19 Update

2) Student Affairs Update | [Vice President Report](#) (page 62)

3) Academic Affairs Update | [Vice President Report](#) (page 64)

VI. SHOWCASE: WOU's Journey to Becoming a More Diverse Institution

VII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 19 – November 6, 2020
1:30pm – 3:00pm
MEETING MINUTES**

Call-to-meeting and roll call

Committee members present: Jaime Arredondo, Danielle Campbell, Susan Castillo, Linda Herrera, Malissa Larson

Other persons present: Michael Baltzley, Chelle Batchelor, Gary Dukes, Mark Girod, Susanne Monahan, LouAnn Vickers, Bev West, Rob Winningham

Committee chair's welcome

Chair Jaime Arredondo called the meeting to order at 1:35pm. With the new composition of committee members, Chair Arredondo spent a few minutes getting acquainted.

Consent agenda

Trustee Larson moved to accept the minutes from the May 27, 2020 meeting. Trustee Castillo seconded and the minutes were approved with no alterations.

Report & discussion items:

It was noted that there were no action items for the committee to consider at this meeting.

COVID-19 Update & Planning Ahead

Chair Arredondo called on the vice presidents to share their division reports and updates.

1) Student Affairs Update | Vice President Report

Dr. Gary Dukes reviewed the Student Affairs report provided to the committee in the meeting [docket](#). He noted the added impact COVID-19 has had on this year's enrollment. The fourth week census indicated a 7.9% enrollment decline from Fall 2019; however, our Latinx enrollment increased from 18.6% in 2019 to 19.6% in Fall 2020.

Dr. Dukes shared new strategies that have been implemented in an effort to increase applications and enrollment. Two changes to the process that he highlighted were waiving the application fee and allowing applicants to initially self-report their GPA. With the online modality of high schools this year, obtaining a transcript has become more



challenging so this has allowed students to work through the admission and application process while waiting for their transcript to be released.

Trustee Herrera shared several strategies she's observed at other colleges and universities to enhance enrollment. These included Saturday orientations, waived application fee plus a \$1000 instant scholarship, outreach to high schools to present during the senior seminar class period, and priority admissions.

Dr. Dukes noted that WOU is hosting remote visitation days and also offering \$1,000 fee remissions (scholarship funding). He will also share these suggestions with the admissions team.

COVID-19 and the online modality of courses have impacted staffing within Student Affairs which required layoffs across numerous departments. One example he shared was the Student Health & Counseling Center (SHCC). The revenue that funds the SHCC is collected through a health fee, only charged to students taking in-person classes. With the shift to mostly online learning, these fees weren't collected so the SHCC relied on their reserve account in order to maintain minimal staff levels to meet the counseling and medical needs of the students taking in-person classes.

The continued online modality of classes has presented some challenges for student services funded through the Incidental Fees. President Fuller worked with the Incidental Fee Committee (IFC) and directed some funding to specific areas funded by the Incidental Fees.

University Housing conducted COVID testing as students moved onto campus in September to ensure the safety of campus. Students who live on campus will be retested as they return to campus for both Winter and Spring terms.

Dr. Dukes concluded with the announcement that Student Affairs received three grants over the summer. These grants will continue the services of the Student Enrichment Program, provide funding for students who are low-income, first-generation and are education majors, and a grant that will help fund the Veterans Resource Center.

Academic Affairs Update | Vice President Report

As an introduction to his report, Provost Rob Winningham provided an overview of the ASAC responsibilities with regards to approving academic program and certificates. He then solicited input from the committee members in terms of what types of showcases and extended discussions they might wish to engage in.



Suggestions included exploring creative ways to recruit Latinx and underrepresented students, issues families might experience due to the online modality, pursuing community partnerships with external networks to aid with recruitment and retention, and WOU's journey to becoming a Hispanic Serving Institution (HSI), which might include reaching out to other HSIs to glean from their experiences. It was also suggested that the committee create an opportunity for a work session, in addition to the quarterly meetings, to utilize the expertise of the trustees and focus on specific efforts.

Dr. Winningham continued with a review of the Academic Affairs report provided in the meeting [docket](#). He noted that 97% of our courses are offered online for fall term and the decision has been made to continue with this modality for winter term.

He acknowledged the work of Community Health professors Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes who lead our student contact tracing team in partnership with Oregon Health Authority and Polk County Health.

Dr. Winningham highlighted the continued efforts of Academic Innovation and the Library to support the online, hybrid, and technology enhanced courses.

He noted that the remodel efforts on the Vick Building were delayed slightly (due to the pandemic) but have continued to move forward and enrollment and course offerings at WOU:Salem continue to increase.

Enrollment in graduate programs has increased considerably from fall 2019 to fall 2020. A new advisory group was formed to focus on the graduate tuition and fee structure at WOU in comparison to other public universities in the region. The Graduate Tuition and Fee Working Group will provide key input to the tuition and fee recommendation process.

The Student Success and Advising department launched an enhanced Wolf Connection System tool to help support students in the shift to remote learning. They've been able to offer remote appointments for advising and tutoring as well as other creative services to assist and support our students.

The Child Development Center (CDC) obtained an Emergency Child Care License through the Oregon Department of Education which enabled them to open three preschool classrooms this fall to continue to serve students and families during the COVID-19 crisis.



Athletics Update | Randi Lydum

Randi Lydum, Interim Executive Director for Athletics, provided an overview of how the COVID-19 has impacted athletics. Even though athletic competitions have not taken place this fall, there are 341 athletes living both on-campus and in the community. Extreme safety measures and precautions are being taken so these students can utilize the facilities and continue to with their physical work outs. Winter sports are scheduled to begin in January; however, the Oregon Health Authority has only given permission for Division I teams to actively compete so these sports may not take place. Athletes are hopeful that spring sports will be able to participate, particularly because they are outdoor sports. Athletes at WOU are very diverse. Of the 341 athletes, 212 are men and 129 are women, 50% are Oregonian, and 50% non-white students.

The meeting was adjourned at 03:12pm.

DRAFT

**WOU Board of Trustees, Proposal for a new graduate certificate program:
Graduate Certificate in Justice Studies**

The Division of Criminal Justice Sciences proposes a new Graduate Certificate in Social Justice. The Certificate is associated with the Master of Science in Justice Studies proposal in that upon completion of the certificate students are positioned to continue into and to complete the MS in Justice Studies. The 28-credit graduate certificate provides students with a foundation in knowledge of complex social challenges and tools for addressing issues in social justice through research, theory, organizing, and affecting change.

The proposed Graduate Certificate in Social Justice received Faculty Senate Approval on November 10, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees and the Higher Education Coordinating Commission, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Graduate Certificate in Social Justice as included in the docket material.

Graduate Certificate in Social Justice

Required bachelors in any field to apply

28 credits total (2 classes per term for 3 terms plus one extra over summer or during F, W, S for a one-year program)

Only 17 credits shy of MSJS

Core courses all required and all in CJ or JS

All online

Catalog description / Program mission

Provides students with in-depth knowledge of complex social challenges and tools for addressing issues in social justice through research, theory, organizing, and affecting change.

Program outcomes

Students who complete the graduate certificate in social justice will:

1. Gain knowledge of complex social justice issues and how different systems interact around and within these realms (Aligns with GLO 1: Core Knowledge)
2. Analyze interdisciplinary theories and approaches to complex social justice challenges and concerns (Aligns with GLO 2: Applied Skills)
3. Examine strategies for addressing complex social justice issues through activism, policy, practice, and intervention (Aligns with GLO 2: Applied Skills)

Required courses (28 credits)

CJ 612 Research Methods in Criminal Justice (4 credits)

CJ 627 Quantitative Methods in Social Science (4 credits)

JS 658 Justice and Social Theory (4 credits)

JS 659 Social Problems (4 credits)

JS 628 Justice Organizations, Ethics, and Change (4 credits)

JS 629 Social Movement, Community Organizing, and Social Justice (4 credits)

CJ 5## Race and the Justice System (4 credits) or JS 655 Convict Criminology (4 credits)

Course descriptions and outcomes

CJ 612 Research Methods in Criminal Justice (4)

Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice and their relationship to policy construction and implementation.

1. Become fluent in social science research method terminology (Aligns to JS Program Outcome 3 and GLO Integrative Knowledge)
2. Evaluate social science research articles and conduct literature review (Aligns to JS Program Outcome 3 and GLO Analytic Inquiry)
3. Demonstrate knowledge of a variety of citation, sampling, qualitative and quantitative research methods and be able to apply some of these to their own research hypothesis or question in Criminal Justice (Aligns to JS Program Outcome 3 and GLO Analytic Inquiry)
4. Acquire the skills necessary to begin the process of writing a response to their comprehensive exam questions (Aligns to JS Program Outcome 3 and GLO Analytic Inquiry)

CJ 627 Quantitative Methods in Social Science (4)

This is a graduate level course that aims to provide an understanding of the concepts of probability, common distributions, statistical methods and analyses of data. Students will master a software package and learn how to interpret and present ideas from their fields of study using these acquired statistical technological skills.

1. Students will appreciate and understand the role of statistics in their field of study. (Aligns to JS Program Outcome 3 and GLO Applied Skills)
2. Students will correctly apply quantitative techniques and formulas on research problems relevant to their field of study. (Aligns to JS Program Outcome 3 and GLO Applied Skills)
3. Students will be able to make sense of data and learn to report results graphically. (Aligns to JS Program Outcome 3 and GLO Applied Skills)
4. Students will be able to interpret and apply results from statistical software to their ideas within their field of study (e.g., SPSS, SAS, Qualtrics, Minitab, and any applicable to one's field). (Aligns to JS Program Outcome 3 and GLO Applied Skills)

JS 658 Justice and Social Theory (4) – new

This course will examine theories of justice from social, legal, and criminological perspectives with their application to current and historical social justice issues.

As a result of taking and fully engaging in this course, students will be able to:

1. Critique various theories related to the notion of justice from social, legal, and criminological perspectives (Aligns to JS Program Outcome 2 and GLO Broad and Integrative Knowledge)
2. Understand emergence and development of theories through historical social justice movements across multiple social ills (Aligns to JS Program Outcome 2 and GLO Broad and Integrative Knowledge)
3. Evaluate the use of and methods of educating the public for spreading movements (Aligns to JS Program Outcome 4 and GLO Civic and Global Learning)

JS 659 Social Problems (4) – new

This course will examine complex social issues, causes, symptoms, and reactions with a focus on how each relates to the notion of justice. Focuses on contemporary issues of social justice.

As a result of taking and fully engaging in this course, students will be able to:

1. Describe various complex social issues and how they relate to the notion of justice (Aligns to JS Program Outcome 1 and GLO Specialized Knowledge)
2. Analyze the role of race/ethnicity, socioeconomic status, gender, geography, politics, and power in causes and consequences of social problems (Aligns to JS Program Outcome 1 and GLO Specialized Knowledge)
3. Understand the theories used to explain social ills and their role in achieving equity and justice (Aligns to JS Program Outcome 2 and GLO Specialized Knowledge)

JS 628 Justice Organizations, Ethics, and Change (4) – new

This course examines the creation and role of justice organizations (public, non-profit, NGO), the ethics of management and behavior related to organizations, and the process of creating change.

As a result of taking and fully engaging in this course, students will be able to:

1. Describe the process of social change (Aligns to JS Program Outcome 2 and GLO Broad and Integrative Knowledge)
2. Understand the difference between and the need for NGOs, nonprofits, and government organizations (Aligns to JS Program Outcome 1 and GLO Specialized Knowledge)
3. Analyze political motives, ethics, sustainability, and relationships to strategize methods of social change (Aligns to JS Program Outcome 4 and GLO Civic and Global Learning)
4. Research grant funding through various sources (Aligns to JS Program Outcome 4 and GLO Civic and Global Learning)

JS 629 Social Movement, Community Organizing, and Social Justice (4) – new

This course examines community organizing and social movements for transformation and reform. Discusses the concepts of social justice, human rights, and informed citizens.

As a result of taking and fully engaging in this course, students will be able to:

1. Evaluate lessons learned from historical and contemporary social movements (Aligns to JS Program Outcome 2 and GLO Specialized Knowledge)
2. Analyze the role of relationships, networking, politics, legislation, and community in social movements (Aligns to JS Program Outcome 4 and GLO Civic and Global Learning)
3. Understand the importance of working with the community and the difference between charity, community service, and collaboration (Aligns to JS Program Outcome 4 and GLO Civic and Global Learning)

JS 655 Convict Criminology (4) – new in JS with Taryn and OSP

This course will examine the experience of the criminal justice system from those who have experienced it firsthand. Discuss research from scholars who are currently and formerly incarcerated or otherwise impacted by the criminal or juvenile justice system.

As a result of taking and fully engaging in this course, students will be able to:

4. Examine various complex social issues from the perspective of those with lived experience in the criminal justice system (Aligns to JS Program Outcome 1 and GLO Specialized Knowledge)
5. Analyze the role of race/ethnicity, socioeconomic status, gender, geography, politics, and power in causes and consequences of issues related to the criminal and juvenile justice system (Aligns to JS Program Outcome 1 and GLO Specialized Knowledge)
6. Understand the long-term impact of direct experience with criminal and juvenile justice system (Aligns to JS Program Outcome 2 and GLO Broad and Integrative Knowledge)

CJ 5## Race and the Justice System (4) – new in CJ with Greg Willeford 400/500

Description and outcomes under development.

WOU Board of Trustees, Proposal for a new graduate certificate program: Graduate Certificate in Advanced Juvenile Justice Studies

The Division of Criminal Justice Sciences proposes a new Graduate Certificate in Advanced Juvenile Justice Studies. The Certificate is associated with the existing Master of Arts in Criminal Justice program, in that upon completion of the certificate students are positioned to continue into and to complete the MA in Criminal Justice.

The 28-credit graduate certificate program provides a foundation of knowledge and skills related to research, theory, and practice that addresses challenges with youth, family, and community impacted by delinquent behavior and the juvenile justice system.

The proposed Graduate Certificate in Advanced Juvenile Justice Studies received Faculty Senate Approval on November 10, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Graduate Certificate in Advanced Juvenile Justice Studies as included in the docket material.

Graduate Certificate in Advanced Juvenile Justice Studies

Required bachelors in any field to apply

28 credits total (2 classes per term for 3 terms plus one extra over summer or during F, W, S for a one-year program)

Only 17 credits shy of MACJ

All courses required and all in CJ

All online

Catalog description / Program mission

Provides students with advanced knowledge of research, theory, and practice that addresses challenges with youth, family, and community impacted by delinquent behavior and the juvenile justice system.

Program outcomes

1. Explore the complexities of youth as a unique group of offenders with separate needs within the criminal justice system. (Aligns to GLO 1: Core Knowledge)
2. Understand the immediate and long-term effects of justice system involvement on youth, families, and communities. (Aligns to GLO 1: Core Knowledge)
3. Critically evaluate and analyze methods of responding to delinquent behavior and youth crime in the juvenile and criminal justice systems. (Aligns to GLO 2: Applied Skills)
4. Dissect the causes and consequences of youth crime and evidence-based practices for addressing delinquency and offending. (Aligns to GLO 3: Dispositions)

Required courses (28 credits)

CJ 612 Research in Criminal Justice (4 credits)

CJ 618 Theory of Criminal Law (4 credits)

CJ 660 Advanced Theory and Research in Crime and Delinquency (4 credits)

CJ 653 Advanced Theories and Models in Corrections (4 credits)

CJ 551 Youth Crime & Society (4 credits)

CJ 563 Topics on Juvenile Issues (4 credits)

CJ 656 Contemporary Issues in Criminal Justice (4 credits)

Alternative: CJ 609 Practicum (for those with no field experience) (4 credits)

Special topics may include sex trafficking, gangs, drugs, school to prison pipeline, youth homelessness, out-of-school youth, restorative justice, behavior management, transitions (vocational rehab, rehab counseling, transition services)

Course descriptions and outcomes

CJ 612 Research Methods in Criminal Justice (4)

Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice and their relationship to policy construction and implementation.

1. Become fluent in social science research method terminology (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)

2. Evaluate social science research articles and conduct literature review (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
3. Demonstrate knowledge of a variety of citation, sampling, qualitative and quantitative research methods and be able to apply some of these to their own research hypothesis or question in Criminal Justice (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
4. Acquire the skills necessary to begin the process of writing a response to their comprehensive exam questions (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)

CJ 618 Theory of Criminal Law

Development and application of criminal law in America. Focus on a variety of issues germane to the history and implementation of criminal law. Course will address philosophical, sociological, psychological and biological contributions to criminal law and the implications of these contributions on social policies will be explored.

1. Students will be able to identify theory and rationale behind criminal law application. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
2. Students will be able to identify the various components of criminal law and related policies and practices of criminal law. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
3. Students will be able to identify philosophical, sociological, psychological and biological distinctions in the interpretation and application of criminal law. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)

CJ 660 Advanced Theory and Research in Crime and Delinquency

Graduate students will have an opportunity to explore advanced applications of theory and social research methodologies. Students will be required to develop and apply critical analysis of a variety of theoretical and methodological applications within the realm of criminal justice and the broader study of crime.

This course presents an opportunity for students to achieve the following performance objectives/goals:

1. Identify major research concepts, theories and methodologies. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
2. Evaluate reported research through analysis of crime and criminological theories. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
3. Interpret social research data through limited analysis of accepted methodological approaches. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
4. Evaluate the validity of criminology research. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
5. Develop a working understanding of the social science research process. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
6. Assess current research strategies on selected topics of inquiry investigated in the course materials. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)

CJ 653 Advanced Theories and Models in Corrections

Explores the modern era of corrections. Examines the massive increase in prisons and incarcerations rates driving the past several decades. Students will be required to critically analyze past and current prison and post-prison practices. Students will be required to develop corrections models that would serve as “best practice” solutions to problems and/or inconsistencies in previous and current models of corrections.

The projected outcomes for students enrolled in this course include:

1. Become familiar with the contemporary operations of corrections in American, which includes standards, practices, and accountability for correctional personnel. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
2. Identify and recognized the different layers or levels of contemporary correctional and individual practices in America, which includes their philosophical and political foundations. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
3. Identify and understand the distinction between projected, purported, and actual outcomes of the corrections process on prisoners and their families and communities. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
4. Identify and understand the relationship of gender, race/ethnicity, and social, political, and economic factors relative to the operation and expansion of corrections. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
5. Identify and understand the relationship between corrections and other components of American society. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
6. Develop an understanding of the more popular models of incarceration and develop a plan that outlines possible future approaches to handling those convicted of criminal offenses. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)

CJ 551 Youth Crime & Society

Offers a review of the nature, distribution and explanation of youth crime, with particular attention given to the historical context of youth crime and the topic of youth gangs. Gender, race, political and official responses to youth crime will be emphasized.

As a result of taking and fully engaging in this course, students will be able to:

1. Identify and explain the functions and operations of the various components of the juvenile justice system. (Aligns to JJ Graduate Certificate Program Outcome 1 and GLO 1: Core Knowledge)
2. Demonstrate the use of credible sources and discipline specific skills in writing about issues related to juvenile justice. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
3. Identify and explain differences in criminal justice outcomes for youth in diverse sociocultural backgrounds. (Aligns to JJ Graduate Certificate Program Outcome 4 and GLO 3: Dispositions)

CJ 563 Topics on Juvenile Issues

Focuses on contemporary juvenile issues (such as child abuse) and other current issues and trends that involve the juvenile, family, school, social agencies and the court.

1. Explain how circumstances in the lives of children in marginalized urban communities contribute to delinquency outcomes and thereby exploring delinquency in cultures other

- than their own. (Aligns to JJ Graduate Certificate Program Outcome 4 and GLO 3: Dispositions)
2. Apply theory to the explanation of causes of juvenile delinquency among diverse populations. (Aligns to JJ Graduate Certificate Program Outcome 4 and GLO 3: Dispositions)
 3. Identify and explain how diverse social structures and institutions contribute to or deter from juvenile delinquency for children in various communities. (Aligns to JJ Graduate Certificate Program Outcome 4 and GLO 3: Dispositions)

CJ 656 Contemporary Issues in Criminal Justice

A study of contemporary issues in criminal justice.

Develop a more enlightened understanding of the following supposition:

1. Guidelines defining the use of force by police are well defined in statutory law, professional standards, and agency policy, yet police are given wide discretion in their decision to employ force. (Aligns to JJ Graduate Certificate Program Outcome 2 and GLO 1: Core Knowledge)
2. Federal, state, and local agency statistics suggest that the use, or threatened use, of force by police is infrequent. Moreover, the inappropriate use of force and its related outcomes are rare events. (Aligns to JJ Graduate Certificate Program Outcome 2 and GLO 1: Core Knowledge)
3. Police use of force influences public attitudes toward the police and these attitudes sustain or undermine the legitimacy of the police. (Aligns to JJ Graduate Certificate Program Outcome 2 and GLO 1: Core Knowledge)
4. In large part, public perceptions of police use of force are framed and influenced by the news media and, more recently, by social media. Adding to the mix, the entertainment industry's portrayal of the police also influences public opinion, often presenting an unrealistic narrative that has skewed the public's idea of law enforcement. (Aligns to JJ Graduate Certificate Program Outcome 2 and GLO 1: Core Knowledge)
5. The challenges and responsibilities of policing create a phenomenon within police that paradoxically connects them to the citizens they serve and at the same time shield them behind a curtain, a state of mind, a police culture. (Aligns to JJ Graduate Certificate Program Outcome 2 and GLO 1: Core Knowledge)

Alternative: CJ 609 Practicum (for those with no field experience)

Terms and hours to be arranged. Students must obtain signature from community service supervisor before registration.

1. Students will be able to describe the role of the practicum agency. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
2. Students will understand professional and ethical practices of criminal justice practitioners. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)
3. Students will understand the relationship between the practicum agency and other criminal justice agencies. (Aligns to JJ Graduate Certificate Program Outcome 3 and GLO 2: Applied Skills)

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Arts in Creative Production

The Division of Creative Arts, in collaboration with the Computer Science and Humanities Divisions, proposes an undergraduate degree in Creative Production. Creative Production is a 73-credit, multidisciplinary program that combines audio and video production, information technology, media studies, digital content creation and live performance. Working across each of these disciplines, students develop skills in production design, digital storytelling, critical viewing, imagecraft and collaboration. Students pursue their own creative direction in a supportive artistic community. The program combines existing courses into an innovative degree path.

Young professionals pursuing careers in the production arts (audio, video, design, media) are increasingly expected to possess multiple skills and demonstrate experience with various types of hardware and software technologies. In the field of audio production, for example, it is often no longer enough to possess skills in music production alone. Today, aspiring young audio engineers, especially those working as studio interns, are expected to also have advanced video production skills, media production/design skills (for online content creation, social media marketing), and computer networking skills for operating integrated audio and video systems for both media production and live performance. Students of the WOU Creative Production program will receive training in each of these areas and, depending on their individual area of focus, will be qualified for a variety of current careers in the arts and, indeed, for establishing unique skill-sets that will help define the careers of the future. The program plan is designed to ensure students work simultaneously in each of these areas throughout their course of study, consistently integrating and drawing connections between these primary disciplines.

Graduates are prepared to produce personal creative projects and/or work in professional teams. The degree prepares students for traditional careers in creative production (e.g., recording engineer, sound engineer) as well as emergent careers (e.g., social media specialist, director of content, interaction experience/user design, community/social media manager, website content producer).

The proposed BA in Creative Production received Faculty Senate Approval on October 27, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed BA in Creative Production as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: LAS

Department/Program Name: Creative Arts/Creative Production

Degree and Program Title: Bachelor of Arts in Creative Production

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.
50.9999 - Visual and Performing Arts: Other
- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Creative Production is a 73-credit, multidisciplinary program that combines audio and video production, information technology, media studies, digital content creation and live performance. Working across each of these disciplines, students develop skills in production design, digital storytelling, critical viewing, imagecraft and collaboration. Students pursue their own creative direction in a supportive artistic community. Graduates are prepared to produce personal creative projects and/or work in professional teams. The Creative Production curriculum is comprised of four distinct disciplines: Digital Art and Design, Audio Production, Computer Science/Information Science and Critical Thinking. The program plan is designed to ensure students work simultaneously in each of these areas throughout their course of study, consistently integrating and drawing connections between these primary disciplines.

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

Creative Production Foundations

- A 120 Foundations of Digital Art Design **Credits: 4**
- A 262 Digital Images and Photography I **Credits: 4**
- MUP 110 Music Performance - Audio Production **Credits: 9**
- IS 278 Networks **Credits: 4**
- COM 211 Intro to Mass Communication **Credits: 4**

Choose one of the following courses:

- CS 133 Introduction to Python Programming **Credits: 4**
- CS 134 Perl Programming **Credits: 4**
- CS 161 Computer Science I **Credits: 4**

Creative Production Core Courses

- A 326 Video and Animation I **Credits: 4**
- MUP 300 Music Performance - Audio Production **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- WR 301 Integrating Writing and Design **Credits: 4**
- ICS 113 Finding and Preparing for internship **Credits: 2**
- CA 404 Creative Production Capstone **Credits: 12**

Creative Production Electives Credits: 14

Choose from the following, a minimum of 10 credits must be upper division

- A 320 Graphic Design: Process & Theory **Credits: 4**
- A 321 Graphic Design: Form and Communication **Credits: 4**
- A 322 Graphic Design: Contemporary Issues **Credits: 4**
- A 323 Interactive Media: Web Structure and Communication **Credits: 4**
- A 324 Interactive Media: Applied **Credits: 4**
- A 327 Video & Animation II **Credits: 4**
- A 425 Interactive Media: Contemporary Issues **Credits: 4**
- A 429 Portfolio & Professional Preparation **Credits: 4**
- A 462 Digital Images & Photography II **Credits: 4**
- A 468 Art & Technology Workshop **Credits: 4**
- MUP 380 Recording Session Preparation for Performing Musicians **Credits: 3**
- MUP 381 Introduction to Audio Production **Credits: 3**
- MUS 382 Digital Music Production **Credits: 3**
- MUS 383 Advanced Music Production **Credits: 3**
- MUS 421 Media Music Production I **Credits: 3**
- MUS 422 Media Music Production II **Credits: 3**
- MUS 423 Media Music Production III **Credits: 3**
- TA 112 Introduction to Film **Credits: 4**
- TA 245 Technical Theater: Lighting & Sound **Credits: 3**
- TA 348 Lighting Design **Credits: 4**
- TA 370 Acting for the Camera **Credits: 4**
- D 460 Dance and Technology **Credits: 3**
- D 451 Dance Production **Credits: 3**
- CS 127 Introduction to Multimedia Programming **Credits: 4**
- CS 135 Java Script **Credits: 4**
- CS 195 Fundamentals of Web Design **Credits: 4**
- COM 212 Advertising and Society **Credits: 4**
- COM 236 Contemporary Issues in Media **Credits: 4**
- COM 446 Critical Media Analysis **Credits: 4**
- W 401 Writing Across Media **Credits: 4**
- TA 330 Script Writing **Credits: 4**

Total Credits: 73

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The Creative Production curriculum will be delivered solely on the WOU campus in Monmouth. In addition to traditional classroom settings, more specialized work will be carried out in the various on-campus production facilities (see section f below).

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

The Creative Production faculty is comprised of primary six instructors, all of whom are active professionals in their respective disciplines. Each holds a terminal degree and is a tenured professor at WOU. This core faculty includes:

- 1) Dr. Dirk Freymuth - Audio Production

Dirk Freymuth began teaching at WOU in 2011 and since 2016 has held the rank of Associate Professor. He developed the Audio Production curriculum for undergraduate majors, minors, and graduate students and also oversaw the design and construction of WOU's 1200 square-foot recording studio and recording labs. Dr. Freymuth is also a regular visiting faculty member at The New School for Jazz and Contemporary Music in New York City, where he teaches Pop Music Production and directs various pop music ensembles. His career as a professional recording and touring musician, record producer, composer and arranger spans more than thirty years and includes work in a wide variety of genres. As a guitarist he has appeared on over 100 recordings and has himself produced more than 50 records. He is a member of the National Association of Recording Arts and Sciences (NARAS) and the Audio Engineering Society (AES).

- 2) Dan Tankersley - Art and Design

Daniel Tankersley is an Associate Professor of Art & Design and head of the Art Department at Western Oregon University. Often focused on the intersections of landscape imagery and political power, his work has spanned a variety of media including photography, experimental graphics, sound, web art, and interactive installation. His teaching currently focuses on digital photography, video, and animation. He has exhibited and lectured nationally and internationally.

- 3) Dr. Thaddeus Shannon - Information Technology

Tad Shannon is the director and program coordinator of the Information Science program. His current research includes Artificial Neural Network and Data Mining. Dr. Shannon is also an experienced theater lighting designer and specialist in many different entertainment technologies.

- 4) Dr. Dana Schowalter - Communications

Dana Schowalter is an associate professor and current department head of Communication Studies at Western Oregon University. Her research interests include feminist media studies, feminist political economy, and global philanthropy. Her work has been published in *Neoliberalism in the Media, Women and Language*, and *Communication Review*. In the classroom, Dr. Schowalter teaches courses in political communication, social media, and gender, race, and intersectional communication practices.

- 5) Dr. Lars Soderlund - Professional and Technical Writing

Lars Soderlund is the director of Professional and Technical Writing at WOU. He created and structured the WR 301 and WR 401 courses at WOU to serve students of all majors interested in the integration of writing and design and writing across media (respectively). He received his PhD from Purdue University, where he taught and studied Professional and Technical Writing, and has

published on the topic of usability testing, which involves revising documents' designs according to their ease of use.

6) Dr. Darryl Thomas - Dance & Technology

Darryl Thomas, Professor of Dance at Western Oregon University, toured throughout the world as dancer and artistic collaborator in the world-renowned Pilobolus Dance Theatre, receiving an Emmy for his 1996 Kennedy Center performance of the Pilobolus work “Untitled”, starring annually in the Company’s sold-out New York performances, and performing in the opening ceremonies of the 1996 Olympics in Atlanta, Georgia. His choreography has been featured in the repertory of dance companies spanning the globe from Singapore to Mexico City, D.F., Pusan, South Korea, Taipei, Taiwan, Bangkok, Thailand, Kolkata, India, and Honolulu, Hawaii, as well as many regional companies in the United States. Currently Mr. Thomas is Professor of Dance at Western Oregon University where he teaches composition, partnering, Hip Hop, Hawaiian, Salsa, West African, Modern and Dance & Technology courses. His transdisciplinary research in dance and coding has led to the development of innovative STEAM programs for k-12 youth supported by Apple, Oregon Community Foundation, Pacific / Rocky Mountain Power, Oregon Sea Grant and the Willamette MBA Community Grants Programs.

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

In addition to the six primary professors who make up the faculty of the Creative Production program are several other full-time (both tenured and tenure-track) WOU faculty members who currently teach courses that make up the Creative Production curriculum. These include Dr. Garima Thakur (Art and Design), Dr. Jennifer Vaughn (Art and Design), Dr. Kevin Walczyk (Music Media), Dr. Timothy Cowart (Dance) and Dr. Tiara Good (Communications Studies). There are also many Non-Tenure-Track professors who teach various approved elective courses.

g. Other staff.

NA

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

For a school of its size located in a rural community, WOU has several high-quality facilities for audio production, video production and live performance that compare favorably to those found at other Oregon campuses.

These facilities include:

1. Audio and Video Production Facilities

A) APSC 230 - Recording Studio & APSC 226 - Recording Lab

Studio 230 - together with the attached Lab 226 - is the primary audio production facility at WOU. Built in 2013 at a cost of over \$200,000 and outfitted with \$75,000 of audio hardware and software, it is one of the finest recording facilities on any Oregon campus. It has two large isolation rooms and is capable of recording up to 24 tracks at a time. The control room also functions as a classroom for audio production courses, accommodating up to 12 students.

Studio 230 is outfitted with the following equipment:

Preamplifiers

Millenia (x2), Grace Audio (x2), VinTech 573 (x2), VinTech 273 (x2), API (x2), UAD 4-710, UAD 6176 (x2), Audient 008

Microphones

Neumann U87, AKG 414XLS (x2), SE Gemini II, Origin Spirit (x2), Neumann KM184 (x4), Neumann KM100 (x2), AKG 451B, SE Voodoo II (x2), AEA 44, AEA 88, EV RE20 (x2), Shure SM7B, Sennheiser 421 (x3), Shure SM57 (x8), Sennheiser e609 (x4), Sennheiser e906 (x2)

Software

Logic Pro X, Pro Tools 2019, Ableton Live 11, Melodyne, Altiverb 7, Universal Audio, Soundtoys, Izotope (Ozone, RX, Neuron, Nectar, Alloy 2, Iris), Slate Trigger II, Omnisphere 2, Native Instruments Komplete

Other

Orion 24 x 16 AD/DA converter, Avid ArtistMix control surface, KeyLab 88-key controller, Keylab 66-key controller, Roland V-Drums

B) APSC 101 - MIDI Lab

The MIDI lab features 12 workstations, each with a 27" iMac, M-Audio 66-key controller, Logic Pro and Adobe Creative Suite software. The facility is accessible 24 hours a day to WOU music students as well as all students taking audio production courses. Creative Production students would also have access to this lab.

C) VPLL - Video Production Learning Lab

Located in the Richard Woodcock Education Center, The VPLL has a wide range of capabilities that can satisfy a great many use-cases. For live production, the VPLL is capable of live, multi-camera shoots at 1080p through the use of its Tricaster Mini working in conjunction with OBS on an internet connected machine. The lab has a multipurpose office that can double as a control room for live events, and is equipped with three Clearcom headsets for real-time communication. For pre-recorded video, the VPLL is equipped with two Sony FS5M2 video cameras, along with four Canon XF305 camcorders, and two Canon DSLRs. The Sony FS5M2's are capable of 4k HDR recording at up to 60fps and 1080p recording at up to 240fps. This feature allows for limited slow-motion capabilities, along with regular recording.

For both live and pre-recorded video, the VPLL features a 1.5 wall green screen and a wrap-around black screen on rails. This allows for full body keying (greenscreen). To light the space, the lab features a full dead-hung grid with 15 fixtures controlled via dmx by a lighting console. The VPLL also has an additional five fixtures available for use on the ground and on location. To facilitate learning and creativity, the VPLL also has a dolly track system and jib (crane) arm, along with a full body steadicam system, and two teleprompters (one ipad based, the other computer based). For sound, the VPLL is equipped with an arsenal of high-quality microphones, along with two sound consoles. Finally, for post-production, the VPLL has two high end Mac workstations, each equipped with an audio interface, Palette-brand editing control surface, and a high-speed external drive. There is also a Wacom Digital Tablet available for use at either workstation. In terms of software, the editing suites have the full Adobe Creative Suite installed, along with Blender for lightweight 3D animation.

The VPLL is also home to Q-Loop productions, a student developed and led film production team that currently serves the Western Oregon University College of Education. Q-Loop's goal is to create engaging content for faculty and staff while providing students with a high-impact learning opportunity. In addition to their role as content creators, Q-Loop supervises, helps set policy, and maintains the Video Production Learning Lab (located in RWEC 210). Q-Loop provides training for students and faculty on how to safely use the space, and facilitates requests for use in conjunction with the Office of the COE Dean. As of right now, Q-Loop only serves the College of Education; however, they are actively considering how to best meet the needs of other academic divisions on campus.

D) Digital Media Center (DMC)

Located on the second floor of Hamersly Library, the DMC offers two small production studios available to all WOU students by reservation.

These are:

HL 221 - Digital Production Room (Audio Recording and Editing)

Equipment includes:

- * iMac with Camtasia Studio 7, Adobe Creative Cloud, GarageBand, Audacity, FinalCut Pro 10, iMovie 11
- * PC with Camtasia Studio 7, Adobe Creative Cloud, Dragon Naturally Speaking 12, and Start/Stop transcription software (including pedal)
- * A multi-media deck for importing MiniDV, VHS, DVD, CD, and cassette
- * ProCast USB Microphone and Audio Interface hooked up to both the Mac and the PC
- * PGE181 Shure and Blue Yeti USB microphones

HL 222 - Digital Production Room (Video Recording and Editing)

Equipment includes:

- * iMac with Adobe Creative Cloud, GarageBand, Audacity, FinalCut Pro 10, and iMovie 11
- * PC with Start/Stop transcription software (including pedal)
- * Canon EOS 70D DSLR Camera with 18-135mm Lens with Rode VideoMic Go On-Camera Microphone
- * Canon 32GB VIXIA HF G20 Full HD Camcorder with Rode VideoMic Pro On-Camera Microphone
- * Polsen OLM-10 Omnidirectional Lavalier Microphone (available upon request)
- * A multi-media deck for importing MiniDV, VHS, DVD, CD, and cassette
- * ProCast USB Microphone and Audio Interface
- * CowboyStudio Complete Photography/Video Studio with green screen

2. Live Performance Spaces

A) J. Edgar Rice Auditorium

Rice Auditorium is a 600-seat venue that hosts live performances by the WOU Theater, Music and Dance departments, performances for the Smith Fine Arts Series, and various other campus events. It is outfitted with a Behringer X32 mixing console and a Meyer Sound speaker system. Creative Production students pursuing a live sound engineering focus to their studies will have opportunities to work with the system in Rice Auditorium.

B) Smith Hall 121

Smith Hall is the WOU music department's primary recital hall, with a capacity of 220 seats. The hall has professional sound and lighting systems, as well as a Smart Classroom system with a large retractable projection screen above the stage. For sound, Smith Hall is outfitted with a Behringer

X32 mixing console and a JBL speaker system. Creative Production students pursuing a live sound component to their studies will have opportunities to work with the system in Smith Hall.

C) Maple Hall

Maple Hall is home to the WOU Dance Department. This performance space has some of the most sophisticated live performance technologies on campus, including:

1 ETC 2.4K Dimmer, 2 2.4K 6-Channel Dimmers, 2 ETC Lighting Consoles, 9 ShowBabies DMX Controllers, 36 OPTI Tri Pars, 6 LED Pars

4 Martin Moving Fixtures, 2 - 5K Sanyo Lumen projectors, 29 Lustr Lighting fixtures, 28 ETC Source 4 bodies, 29 ETC 36 degree lens, 16 ETC 50 degree lens, 2 ETC 70 degree lens, 2 ETC 90 degree lens, 12 - 50lbs lighting boom bases, 16' X 42' Black Traveller , QSC Soundsystem

i. Anticipated start date. **Fall 2021**

2. Relationship to Mission and Goals

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

Graduates of the Creative Production program will be empowered to lead meaningful, responsible lives that enhance the economic, cultural and intellectual vitality of our region and the larger world. The proposed major aligns directly with WOU’s strategic plan and institutional priorities:

- Transforms the student’s initial interest in creative media into a robust and durable set of practical abilities, intellectual tools, and applicable experiences
- Achieves this through high-impact educational experiences such as experiential learning, intensive writing, group work, capstone projects (undergraduate research) and faculty mentoring
- Weaves together diverse course offerings and program resources that already exist at WOU in order to provide maximum benefit to the student at practically no cost to the university

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

Creative Production makes accessible to students from nearly any background a clear, customizable, comprehensive degree path that builds creative, intellectual, and employment-related competencies. As noted above, learning throughout the program is steeped in high-impact practices, and culminates in capstone projects that immediately launch the graduate’s portfolio.

c. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:

i. improve educational attainment in the region and state;

Provides a degree path for students who wish to pursue creative production in a program that emphasizes multidisciplinary studies. The region currently lacks such a program.

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

The Creative Production program will provide students of the performing arts, digital media and entertainment technology with the necessary skills to be competitive professionals - be they performing artists, creatives or technicians.

This type of program can currently only be found in large cities and institutions across the country; none exist in Oregon. Providing the region's many first-generation students with the training we believe they will ultimately need to succeed in these kinds of contemporary industries will help ensure that they can realistically pursue the same opportunities as people trained in larger urban centers. All graduates will be empowered to produce their voices using the creative audio-visual media and network technologies that so often frame social, economic, and environmental challenges and opportunities.

- iii. address civic and cultural demands of citizenship.

This program intentionally combines hands-on technical training with studies in humanities and the arts. The purpose of this program is to produce graduates who are versed in a wide range of skills immediately relevant to society -- not only how to produce creative media in a practical sense, but also how to responsibly evaluate messaging, think critically, and make ethical choices that serve the greater good.

3. Accreditation

NA

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

4. Need

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

~~2021-22~~ _____ 2

2022-23 ——— 4
 2023-24 ——— 6
 2024-25 ——— 8
 2025-26 ——— 10

We anticipate that students in this program will attend full-time.

	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1	2	2	2	2	0
Cohort 2	0	3	3	3	3
Cohort 3	0	0	4	4	4
Cohort 4	0	0	0	6	6
Cohort 5	0	0	0	0	8
TOTAL HEADCOUNT	2	5	9	15	21

a. Expected degrees/certificates produced over the next five years.

Graduates of the program will receive a B.A. in Creative Production; no other degrees or certificate programs are planned at this time. The highly-specialized nature of this curriculum is not expected to draw large numbers of students in the short term. Multidisciplinary programs that combine these areas of study and work are still relatively new and it will take time for the benefits of this type of approach to be understood and appreciated. For this reason, it is best to keep enrollment expectations fairly conservative in the coming years, particularly as statewide college enrollment in Oregon has been on a steady decline over the past decade and is not anticipated to improve significantly in the coming decade. With that in mind, it will be considered a success if 5-10 degrees are awarded in the next five years.

	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1	0	0	0	2	0
Cohort 2	0	0	0	0	3
Cohort 3	0	0	0	0	0
Cohort 4	0	0	0	0	0
Cohort 5	0	0	0	0	0
TOTAL Graduates	0	0	0	2	3

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

It is anticipated that the majority of students will be Oregon residents that include both traditional and non-traditional students. While the program is ideally suited to full-time study, given the emphasis on sustained multidisciplinary study and collaboration with one's capstone project team, there will be nothing preventing part-time study.

There is also likely to be interest in this program among non-resident students living in states/principalities covered by WUE, as there are no directly comparable programs currently offered at WUE institutions.

While approximately 6% of the total student body at WOU has been made up of international students over the past decade, that number has diminished significantly in recent years. It is not anticipated at this time that enrollment from international students will be a substantial factor in the Creative Production program.

- c. Evidence of market demand.

The recent establishment of programs around the country that combine visual arts and performance arts studies, together with rigorous technology training, suggests a growing interest among young students to receive a more multifaceted education as they prepare for careers in production technologies, digital arts, and performing arts. Evidence suggests that in the coming years professionals in all areas of the arts will be increasingly expected to have multiple skill sets if they are to be competitive. Several colleges have already created programs to meet these new challenges, yet only a handful of loosely-relatable programs have been established in Oregon (see below section 5.a), each of which is primarily an adaptation of a previous degree program (e.g. music, art, film), making their curricula heavily weighted in a single discipline and thus unable to provide a truly multidisciplinary experience. The innovative curriculum of the proposed Creative Production program, which would reside in the Creative Arts Division, will be positioned to appeal to a wide variety of students, be they visual artists, performance artists, designers, producers, technicians, etc.

Outside of Oregon, a number of programs have been established that offer a similar approach to multidisciplinary degree paths. Careful analysis of these programs provided valuable ideas when developing the WOU Creative Production degree, though none of them served as a direct model. Examples of these programs include:

B.S. Creative Media Production - Arkansas State University

<https://www.astate.edu/college/liberal-arts/departments/media/degrees/>

The Creative Media Production program at Arkansas State University offers a B.S. degree in three areas of focus: Audio Video Production, Narrative Media and Graphic Communication

B.A. Media Production - Colorado State University

<https://www.colorado.edu/cmci/dcmp/ba>

For the Bachelor of Arts in Media Production at CSU, "students will first complete the foundational courses in theory and practice before proceeding to advanced courses in media

production and critical studies. Once the basic requirements are completed, students focus on an area of concentration: Documentary Media, Performance Media, Sound Practices, or they can construct their own 9 credit-hour concentration based up the wide range of media courses available to them."

B.A. Media Studies - The New School

<https://www.newschool.edu/bachelors-program/media-studies-ba-bs/>

At the New School, "The Media Studies major helps you gain conceptual, technical, and practical skills in media analysis, production, and management. Learn to think critically about the creation, distribution, and reception of historic and emergent media forms in a global context. The program is designed to prepare students for professional work in a range of media fields such as film, web, mobile, print, games, social media, marketing, and transmedia narrative."

B.A. Theater and Electronic Media Performance - Michigan Tech

<https://www.mtu.edu/admissions/programs/majors/theatre-media/>

At Michigan tech, the Theater and Electronic Media Performance degree integrates traditional theatre studies with electronic media performance. Graduates are "well-rounded performers qualified to work in theatre, film, video, digital arts, video-game voice-over—wherever their careers take them." This degree is also offered with a focus in either Audio Production or Sound Design.

B.S. Arts and Entertainment Technologies - University of Texas/Austin

<https://designcreativetech.utexas.edu>

The School of Design and Creative Technologies at the University of Texas/Austin offers a program with "coursework in game design, themed entertainment, music and sound, motion graphics and video, immersive media, interactive storytelling, and other creative technology fields. A flexible degree plan allows students to double-major or minor in other areas of study such as design, computer science, or business."

B.A. Digital Media, Arts and Technology - Penn State/Behrend

<https://behrend.psu.edu/school-of-humanities-social-sciences/academic-programs/digital-media-arts-and-technology>

The Digital Media, Arts and Technology degree at Millersville is a multidisciplinary degree that "combines the broad perspective of the liberal arts with technical skill, so you'll study technology history and theory at the same time that you're learning to use the newest programming languages, digital tools, and computer systems."

B.A. Creative Media Studies - Champlain College (Burlington, VT)

<https://www.champlain.edu/academics/undergraduate-academics/majors-and-specializations/creative-media>

At Champlain College, the Creative Media Studies degree is offered in four different specializations: Sonic Arts, Creative Writing, Moving Image and Visual Art and Design

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

There are no comparable multidisciplinary programs in arts/technology offered in the immediate region. See below (section 5a) for relatable programs in Oregon.

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

As already mentioned above, young professionals pursuing careers in the production arts (audio, video, design, media) are increasingly expected to possess multiple skills and demonstrate experience with various types of hardware and software technologies. In the field of audio production, for example, it is often no longer enough to possess skills in music production alone. Today, aspiring young audio engineers, especially those working as studio interns, are expected to also have advanced video production skills, media production/design skills (for online content creation, social media marketing), and computer networking skills for operating integrated audio and video systems for both media production and live performance. Students of the WOU Creative Production program will receive training in each of these areas and, depending on their individual area of focus, will be qualified for a variety of current careers in the arts and, indeed, for establishing unique skill-sets that will help define the careers of the future.

In 2011, the National Endowment for the Arts published its *Forecast for Artist Employment*, which was largely based on the Bureau of Labor and Statistics' *Occupational Outlook Manual 2010-11*. <https://www.arts.gov/sites/default/files/103.pdf>

The NEA report concluded that Artist employment was expected to increase by 11 percent by 2018—roughly the same growth rate projected for the overall labor force (10 percent). It went on to point out that, "A surge in demand for multimedia artists, animators, and illustrators—especially those who are computer and technology-savvy—is projected for 2018, due to companies' demand for advertising in online and digital formats." This proved to be an accurate prediction. As the WOU Creative Production program is designed specifically to promote tech-savvy multimedia artists, graduates of the program should be in a strong position to pursue such careers in the modern workplace.

Similarly, in 2016 The Berklee School of Music published its *Contemporary Career Paths* guide, providing a comprehensive look at a multitude of careers associated with the music industry, along with estimated average salary ranges. Many of the career paths in the Berklee guide are ones which could be developed within the WOU Creative Production program, yet would also benefit greatly with the added dimensions of the CP curriculum.

Examples of specific careers included in the Berklee report include:

1. Music Recording and Production

- A) Recording Engineer (\$25,000 - \$150,000+)

- B) Live Sound Engineer (\$35,000-150,000+)
- C) Sound Designer for film, television and gaming (\$40,000-120,000+)

2. Digital Media & Streaming:

A) Social Media Specialist (\$60,000 - \$80,000)

Responsible for defining and executing a specific social media strategy, as well as cultivating and managing branded online communities on the company's behalf. Excellent writing and editing skills for multiple media channels are required,

B) Director of Content (\$75,000 - \$85,000)

Writes/gathers online content for a company's web- site. Monitors current industry standards and techniques to ensure effective content. Requires a bachelor's degree in a related area and 3-5 years of experience in the field or in a related area.

C) Interaction Experience/User Interface Design (\$90,000 - \$170,000)

Designs and implements common user interface standards, design guidelines, GUI prototypes, HTML, etc. Works with the product development team to design online user experiences. May require an advanced degree with at least 5 years of experience.

D) Community/Social Media Manager (\$40,000 - \$70,000)

Establishes strategic goals for community-related content for an organization. Develops, directs and implements the content. Requires a bachelor's degree with at least 5 years of experience in a related area.

E) Website Content Producer (\$28,000-75,000)

Develops interesting and unique content for a label's site including artist bios, stories about upcoming tours, announcements about new releases, and features about label artists.

More recently, a 2018 report prepared by Hanover Research for WOU entitled, *Market Opportunity: Undergraduate Bachelor's Programs*, identified several high-growth and emerging fields, which they define as "above-average students and labor market demand growth and volume." Two of these - Media/Multimedia and Computer Systems networking - are directly relevant to the Creative Production program. While the WOU Hanover Report does not include any of the traditional performing arts (music, theater, dance) as emerging fields, it should be noted that they do identify programs in music and art as displaying "above-average completion and job volume but below-average student and labor demand growth." We believe that the multidisciplinary training students of the Creative Production will receive will prepare them for new types of jobs that are only beginning to emerge.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The Creative Production program learning outcomes that align to WOU university learning outcomes are:

1. Develop and apply knowledge of creative media technologies, including audio and visual hardware and software, computer networking systems, and live performance resources (WOU: Integrative Learning)

2. Articulate the cultural roles - both past and present - of various creative arts and media (WOU: Inquiry and Analysis)
3. Integrate abilities across multiple media to produce creative works (WOU: Integrative Learning)

More detailed program outcomes are to be found within the following three areas:

1) Technology

- * Ability to use industry-standard audio, visual and design software
- * Understanding of creative technologies used in a wide variety of artistic mediums
- * Ability to operate and trouble-shoot basic networked systems used in the arts

2) Critical Thinking

- * Demonstrate understanding of how various arts and media are transmitted and consumed
- * Ability to articulate personal artistic vision and place it in a cultural context

3) Collaboration

- * Ability to communicate efficiently and effectively within a team
- * Ability to carry out multiple tasks on a creative team outside one's own area of expertise
- * Demonstrate professional project management skills

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

The primary assessment tool of the Creative Production program will be the evaluation of student capstone projects. The Creative Production capstone is designed as a 12-credit, three-term sequence that is meant to be the defining experience for students. Because this capstone is ultimately envisioned as a major collaborative undertaking carried out by a team of students over the course of a full year, careful assessment of these projects, as well as of students' individual contributions to them, will provide evidence of the program's success.

For the assessment of the actual capstone project, rubrics similar to those currently used by the Music and Art departments to assess final projects will be adapted to assess the Creative Production capstones. In addition to the assessment of the finished project, assessment will also be undertaken for each of the subordinate requirements outlined in the capstone course syllabus.

These include:

- Overview and production schedule of the work intended to be done by the student during each term of study in the capstone course
- Weekly journal entries in which the student reports progress, self-assess, and detail evidence of the student's contributions to the project for that week
- Forum discussions in which the student responds to questions and materials assigned by the instructor
- Cumulative written reflection by the student on the work completed during the term, providing detailed accounts of how multiple disciplines within the Creative Production program are

integrated in the project (this is the signature assignment for the course, due at the end of each term)

- Digital project portfolio that includes the student's final product --or a recording of it, if the project is a performance, event, etc.-- and documentation of the production process (due following the completion of a project)
- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

As noted above (section e), each of the primary program faculty members are tenured professors at WOU as well as active professionals in their respective fields. Tenured and tenure-track faculty are expected to meet the scholarly standards of their divisions. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

1. Related Programs at WOU

There are few programs within the WOU Creative Arts Division with a significant multidisciplinary component, specifically ones that combine the arts, technology, and critical thinking.

Current programs at WOU that are related to the Creative Production program are:

A) B.A./B.S. in Dance Film and Technology Emphasis

The creative work done by the WOU Dance department is consistently among the most innovative of all live performance arts at WOU. Their new Dance Film and Technology program represents another clear move among various creative arts programs all around the country to provide students with a degree path more focused on contemporary creative technologies. Professor Darryl Thomas of the dance department has been an essential voice in the development of the Creative Production program and is certain to create new technology-drive courses likely to be integrated into the Creative Production curriculum.

B) B.A./B.S. in Theater/Production Training Emphasis

The WOU Theater department BFA in Production Training degree is a good example of the current trend in adapting preexisting programs to introduce an interdisciplinary component and also include more training in theatrical production. In this program students take the A 204-205-206 Art History sequence as well as a number of courses more focused on technology, such as TA

245 Technical Theater: Lighting and Sound, TA 348 Lighting Design, and TA 448 Advanced Lighting Design, each of which is included in the Creative Production program's elective list.

C) B.S. The Arts

While it attracts few students each year, the B.S. degree in The Arts offers a valuable multidisciplinary opportunity to combine three of the four primary areas that make up the Creative Arts Division: Art, Music, Theater and Dance. Given the increased number of technology-driven courses developed at WOU in recent years, students pursuing this degree can tailor a program that is surprisingly forward-looking when compared to some of the more traditional CAD programs. For example, a student who is primarily a dancer or actor could take advantage of the many audio and video production classes currently on offer and have them count towards their degree, something not otherwise possible in most CAD programs.

D) Audio Production Minor

The WOU Audio Production minor includes several courses that are part of the Creative Production program's core curriculum and approved electives. Students pursuing an audio production minor also have required training in video production within their coursework, as well as mandatory collaborative work. The 27 credits needed to complete the Audio Production minor could be applied to the Creative Production program, should a student who has completed the minor later decide to pursue the B.A. in Creative Production.

E) B.A. Interdisciplinary Studies

More than any other WOU program, Interdisciplinary Studies offers paths for students who wish to combine the various disciplines that make up the Creative Production program, yet it would be difficult for a student to create an IS curriculum that consistently held each of the disciplines in balance over the course of four years as the Creative Production curriculum does. In the past few years there has been a growing interest among WOU audio production students to build an IS program with audio production as their primary discipline.

2. Related Programs at Other Oregon Campuses

A) Portland State University - Sonic Arts & Music Production

Portland State University offers a degree in Sonic Arts & Music Production that incorporates multimedia training within an audio production course. Like many audio production programs, however, it is part of the music department and therefore requires students to complete a traditional (some might argue antiquated) music curriculum that includes courses that are of little relevance to producers focused on contemporary music. As they describe it, "Instead of traditional recitals that most music majors work towards, your culminating project as a Sonic Arts and Music Production major will revolve around your growing portfolio. The goal of this program is that every class you take gives you another opportunity to add to your portfolio's vibrancy, from composing music to developing multimedia content."

B) University of Oregon - B.S. in Music Technology

Like PSU, the University of Oregon offers an audio production degree - a B.S. in Music Technology - that is part of the music program and therefore requires students to complete an extensive core curriculum only suitable for traditionally-trained musicians. Their Music Technology program does, however, require students to take four Computer Science courses, something that clearly relates to the proposed Creative Production at WOU, which also includes Computer Science and Information Technology courses in its core curriculum.

C) University of Oregon - B.A./B.S. Art and Technology

This 72-credit program requires 24 credits of 100 and 200-level Art courses, as well as 12 credits of Art History. While this course does offer a handful of technology courses comparable to the proposed Creative Production program it is heavily slanted towards art and lacks a multidisciplinary requirement.

D) Southern Oregon University - B.A./B.S. Digital Cinema

SOU's new Digital Cinema program (which launched in Fall 2019) is an adaptation of their Film Studies program, but places new emphasis on technology, collaboration, problem-solving and entrepreneurship. The curriculum also includes a number of communications courses, providing a strong critical thinking/media studies component similar to the proposed Creative Production program. Unlike the WOU Creative Production program, however, the SOU Digital Cinema program is geared entirely towards training film-makers, visual storytellers, etc. It is not a program that is likely to appeal to other types of artists, designers, performers and producers.

E) Oregon State University Cascades - B.A./B.S. Art, Media and Technology

By far the most similar program in Oregon to the proposed Creative Production program is the 'Arts, Media and Technology' program at OSU Cascades. As they describe it, "The Arts, Media and Technology degree prepares you for a career as a creative professional. The program's multidisciplinary curriculum integrates critical, theoretical and historical knowledge of the arts and media with the technical skills required for a career in the visual arts and design fields."

What distinguishes the WOU Creative Production program from the OSU/Cascades program is the latter does not provide students with curricular paths involving live performance (music, dance, theater, etc). Nevertheless, that OSU's program was only recently introduced is further evidence for the growing demand for curricula that combines arts and technology.

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

Because of the multidisciplinary nature of the Creative Production program, it will foster valuable collaborative connections among WOU programs. The Creative Production core curriculum is comprised of courses from five different departments on campus, with approved electives reaching beyond those. An even greater potential for collaboration between various departments and programs exists at the capstone level.

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

NA

- d. Potential impacts on other programs.

It is anticipated that the Creative Production program will have only positive impacts on other WOU programs. Because the Creative Production curriculum distributes required courses across multiple programs - Art and Design, Music, Communications, Information Science and Writing programs - each of these stands to benefit from increased enrollment in their respective courses as new students are recruited. While the required core classes are historically never at risk of being under-enrolled, some of the courses in the approved list of electives have been at times, so any additional students to these would be seen as a major benefit.

7. External Review

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

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2021-2022

Program: BA in Creative Productions

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$3000 (0 in-load FTE, 12 credits of by-arrangement instruction per student)	0	0	0	0	3000
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	3000
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	3000	0	0	0	0	3000

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

Column A	Column B	Column C	Column D	Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL

Personnel						
	\$4500 (0 in-load FTE, 12 credits of by-arrangement instruction per student)	0	0	0	0	4500
Faculty (Include FTE)		0	0	0	0	4500
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	4500	0	0	0	0	4500
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0

Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	4500	0	0	0	0	4500

WOU Board of Trustees, Proposal for a new degree program: Master of Science in Justice Studies

The Division of Criminal Justice Sciences proposes a Master of Science Degree in Justice Studies. This 45-credit, online graduate program provides an interdisciplinary approach to social justice issues (both including and beyond criminal justice) for students who wish focus on advocacy, policy, and research in the administration of justice. This new degree broadens the current Criminal Justice Sciences Division's graduate program offerings to meet the diverse and evolving needs of students. CJS currently offers the Master of Arts in Criminal Justice which emphasizes criminal justice in the applied areas of the administration of justice and crime control. The MSJS, on the other hand, will allow us to appeal to those who plan to be activists, and change agents seeking to positively impact various social justice arenas. Students will learn strategies for conducting consequential research, evaluating and shaping policies and practices, and seeking and affecting change by addressing complex social challenges.

Interdisciplinary curriculum in criminal justice, sociology, political science, and history will expose students to a variety of social justice components and issues, while helping them progress toward scholarly work that allows them to focus on their individual areas of concern and passion. Students will be prepared for careers in community organizing and advocacy, criminal justice, research and policy centers, NGOs, public and private agencies, nonprofit leadership, and to enter doctoral programs. The Criminal Justice Sciences Division has a history of partnering with multiple state and community organizations to enhance our students' experience through hands-on learning to the benefit of the community. Taking action to better society is at the heart of the MSJS program and can only be learned by doing. To that end, students will gain hands-on, advanced research, theoretical, and practical skills and experience working alongside scholars in social justice agencies.

The program proposal was reviewed by a team of three external experts whose assessment was positive regarding the quality, relevance and need for the program. The review and cover letter are attached.

The proposed Master of Science Degree in Justice Studies received Faculty Senate Approval on November 10, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees and the Higher Education Coordinating Commission, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed Master of Science Degree in Justice Studies as included in the docket material.

External review of proposed M.S. in Justice Studies at Western Oregon University
January 16, 2021

To Whom It May Concern:

We were charged with conducting an external review of the proposed Masters of Science in Justice Studies at Western Oregon University. To conduct the review, the external review committee used the M.S. proposal and related documents and met with faculty to answer initial questions about the program. We also met with faculty on December 17, 2020, in order to get to know some of them and learn more details about the proposed program from their perspectives; specifically, we gained a more in depth understanding of how the program developed, the plans to incorporate it into their existing offerings and workloads, and their hopes for the program's future. Our time spent with the faculty was fruitful and informative. They were not only knowledgeable about the current state of the program and how the proposed M.S. in Justice Studies would intellectually fit, but they were also thoughtful about curricular integration of the M.S. into the existing Criminal Justice framework. Most of all, we found the faculty engaging, insightful, and very enthusiastic about the proposed M.S. of Justice Studies.

After reviewing the materials presented by the faculty and meeting with them, we strongly support the creation of the proposed M.S. in Justice Studies at Western Oregon University. The faculty have evidenced that they can integrate this new program into existing structures while also meeting the needs of new students and courses. Moreover, this program, which will be the only program of this kind in the state, will make WOU the premier site for interdisciplinary training in the field of Justice Studies in Oregon. The faculty have also demonstrated that they possess the expertise to launch this program. While the faculty possess the enthusiasm and intellectual ability to start the Masters, the external review committee regards it as necessary that new faculty be added in the near future, as the program is bound to attract a growing number of students. We think the strengths of the proposed Masters rests in part on the academic diversity of the faculty and their willingness and determination to make this endeavor successful. Furthermore, we think the program's focus on practical application of curricular knowledge constitutes a major strength. The orientation toward encouraging and enabling students to confront proliferating challenges and to seize upon newly emerging opportunities in constructive and practical ways -- toward reconciling theory and praxis -- will help elevate and distinguish the program and attract students.

The external review committee sees a lot of promise in this proposed program. We think it will fit an increasingly urgent need for interdisciplinary training that extends beyond the limits of criminal justice, to examine the broader ways race, gender, sexuality, class, and power inform how society and institutions work (and do not work). That said, we also think that the success of

this program long-term will be informed by the growth of its faculty. New faculty will be necessary to keep up with the logistical demand of new courses, mentoring graduate students, and staying relevant and up to date in the field of Justice Studies.

The external review committee would like to thank the faculty for their time and acknowledge the hard work they put into making this program a reality. And we would like to congratulate them on their new program.

Sincerely,

The External Review Committee

Harry F. Dahms, Ph.D.
Professor, Co-director of Center, and Co-chair of Committee on Social Theory
University of Tennessee Knoxville: Center for the Study of Social Justice

Aliza Kaplan, JD
Professor and Director of Clinic
Lewis & Clark Law School: Criminal Justice Reform Clinic (CJRC)

Rashad Shabazz, Ph.D.
Associate Professor
Arizona State University: Master of Science in Justice Studies

External review of proposed MS in Justice Studies at Western Oregon University
January 16, 2021

Reviewers:

Harry F. Dahms, Ph.D.
 Professor, Co-director of CSSJ, and Co-chair of Committee on Social Theory
 University of Tennessee Knoxville: Center for the Study of Social Justice (CSSJ)

Aliza Kaplan, JD
 Professor and Director of Clinic
 Lewis & Clark Law School: Criminal Justice Reform Clinic (CJRC)

Rashad Shabazz, Ph.D.
 Associate Professor
 Arizona State University: Master of Science in Justice Studies

Report Guidelines

The panel was asked to assess the new Masters of Science in Justice Studies program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program

Description of the program:

The new Master of Science in Justice Studies (MSJS) will provide an interdisciplinary approach to social/criminal justice for students who wish to focus on advocacy, policy, and research in the administration of justice. The MSJS will allow Western Oregon University (WOU) to appeal to those who plan to be activists, and change agents seeking to positively impact various social justice arenas. Students will learn strategies for conducting consequential research, evaluating and shaping policies and practices, and seeking and affecting change by addressing complex social challenges, including research relating to the challenge of conceiving of practical solutions to persistent problems.

Interdisciplinary curriculum in criminal justice, sociology, political science, and history will expose students to a variety of social justice components and issues, while helping them progress toward scholarly work that allows them to focus on their individual areas of concern and passion. Students will be prepared for careers in community organizing and advocacy, criminal justice, research and policy centers, NGOs, public and private agencies, nonprofit leadership, and to enter doctoral programs. Students will gain hands-on, advanced research, theoretical, and practical skills and experience working alongside scholars in social justice agencies.

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

The MSJS program objectives and requirements are clearly spelled out, consistent, and convincing. With the Graduate Certificate in Social Justice already in place and faculty having gained related experience, the administration of the new Master of Science program in Justice Studies will be the responsibility of the Graduate Studies Coordinator who also is in charge of the graduate degree program in Criminal Justice (currently Associate Professor Misty Weitzel). If the program should experience the kind of growth the department legitimately is expecting and looking forward to, it may be advisable to reassess this allocation of responsibilities, to determine whether it would be more effective to assign the directorial responsibility for the two graduate programs to two different faculty members.

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

The MSJS program proposal includes detailed information about the manner in which the program supports Western Oregon University's mission, signature areas of focus, and strategic priorities. This information is convincing, and it appears to be not only consistent with the university's mission and objectives, but to clearly enhance and strengthen both.

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

We cannot speak in any detail to support resources. After speaking with the Criminal Justice Sciences Division chair, the graduate program coordinator, and faculty members, we were convinced and are confident that faculty and staff can offer the eight new courses this program will require, some of which will replace other courses that currently are on the books, and they also are open to Criminal Justice graduate students. Still, adding new courses will require significant coordination among the faculty given that the faculty will be teaching over two programs and that no new faculty are being hired. As the program grows in size, new faculty will be necessary to carry the workload. Also, as new research in the field of justices studies comes out, hiring new faculty will be necessary to stay relevant, as is true of all departments.

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

The MSJS would be closely connected to both WOU's undergraduate and graduate programs in Criminal Justice Sciences; they share faculty, courses and resources. Because the new program will be staffed by faculty, there will be significant crossover and collaboration academically among the students and faculty. The program could also lead to some collaborative relationships in the form of research, conferences, and community projects between WOU and other institutions or organizations whose missions of criminal justice reform and social justice overlap.

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

It is our understanding that there is no similar program at any other state institution.

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

Based on everything we have learned through the proposal and in meeting with faculty who will be involved in the new program, it appears that the focus of the MSJS is directly in line with the department's future goals to create an academic experience that is more of a critical examination of our criminal justice system along with training students to work in the fields. This approach and the demand for it should make WOU an academic leader in the Pacific Northwest in the area of justice studies. It will also reshape how students learning about the criminal justice system see their future professional roles in the field.

7. The program's major strengths and weaknesses.

Strengths: Among the most notable strengths of the program will be the practical component, which will prepare graduates (1) to focus on specific areas of practice, to enroll in related courses, and to obtain the expertise needed for individuals to fine-tune their proficiency for the specific professional career objectives of their choice and particular emphasis and opportunities to apply talents and pursue commitments; (2) to have a stronger and clearer sense than typically is the case of the spectrum and range of challenges at hand (e.g., in many criminal justice programs, and social science programs generally).

An additional strength is the pronounced openness of the program, enabling students to have greater control over the skills they seek and will obtain.

The addition of a course on "Justice and Social Theory," moreover, is entirely consistent with the projected thrust and desired outcome and distinctiveness of the justice program. While providing students with an understanding of the complexity of pursuing and promoting justice that goes beyond the standard objectives of criminal-justice oriented programs, it also supplies students with a sense of the difficulties that accompany efforts to bring about tangible and lasting improvements, thus preparing them for predictable disappointments, and enabling them to anticipate and discuss this prospect with fellow students and instructors -- along with strategies to cope with such disappointments. Existing faculty interests and expertise, the CJ program's history, and the recognition of and reliance on critical and qualitative perspectives are consonant with the requisite preparation, sensitizing, and training for challenging and impactful careers, while being oriented in an explicitly practical direction.

Weaknesses: One of the weaknesses we noticed is that the practical component currently is not specified. For instance, what are requirements for practical learning, the spectrum of opportunities for students to meet those requirements, and desired kinds of learning outcomes? (Albeit, at this point, explicating criteria for this practical component may be too early and too limiting, and easier to spell out once the first one or two cohorts of students have entered the program.) A potentially more significant deficit appears to pertain to training regarding the court system and structure, and the processes of law-making and policy-making, in two regards. First, the list of courses does not include a seminar specifically dedicated to courts and law/policy-making. Secondly, since graduates will be likely to encounter some aspects of the justice system, the practical component of training and requirements would lend itself to internships in the court system and as part of the legislative or policy-making process. Such an additional course and the option of a specifically tailored practical component would enable interested students to learn about, appreciate, and acquire skills pertaining to the multidimensionality of institutional constraints and capacities. Examples of the latter include the persistent problem of mass incarceration, the challenges that accompany practical efforts to bring about positive change in terms of stated goals, the need to develop critical standards, to distinguish between divergent institutional logics at the local, state, and federal levels, and the bearing that political, ideological, and epistemological orientations have on practical success and the conception and pursuit of constructive and lasting solutions.

Compared to criminal justice, these issues are much more consistent with and important for a justice studies program.

2. Faculty

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

Based on the material provided, there is ample evidence supporting the conclusion that with regard to the training of faculty members who will be involved in this justice studies program, their overall experience, the research they have conducted, the range, quantity, and thoroughness of their scholarly contributions, as well as their ability to generate external support and stature in the field, they certainly have the qualifications to serve as graduate faculty.

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

Committee members are curious about whether there will be a mechanism for determining the direction in which the program will be developing, e.g., with regard to newly emerging needs and opportunities (new courses to be created and included, new faculty hires and their expertise, reviewing of the program's effectiveness and goal attainment with a certain regularity).

3. Areas of faculty strength and weakness.

Strengths: Strengths include the commitment of faculty members to, and their interest in, offering a different kind of Masters program from the traditional Masters of Arts in Criminal Justice; faculty already teach courses at the undergraduate and graduate levels from a critical perspective; faculty members have connections and relationships with community organizations, public and private agencies and policy makers; and the faculty recognizes the importance of and is committed to diversifying both offerings and the student body, and are willing and committed to cover needed classes.

Weaknesses: The program will require new courses, and there may be a need to hire new faculty and/or adjunct faculty to cover all courses while maintaining course load in undergrad and other Masters program; in the near future, the program may have a need for faculty to teach more about advocacy/legal process; at this point, it is not clear what intellectual (theoretical and/or methodical) frame, perspective, approach or agenda holds this new program together (if any -- or whether it is supposed to be eclectic, and open to be tailored for each student; if so, will faculty have resources to facilitate this?). Intellectual coherence will help to organize the program, clarify what students are supposed to take away/obtain, and also aid in recruiting future faculty; current faculty members represent a range of backgrounds (politically, intellectually, and in both regards), which presents practical problems, as far as staffing courses is concerned; e.g. only a small number of faculty members appear to be in the position to teach introductory courses; several faculty members appear to be clustered in silos, which is necessary, but not necessarily productive in light of prospective needs relating to the new MSFS; faculty involved in this new program would be well-advised to engage in ongoing discussion and review, in terms whether the established goals are being achieved, or could be achieved more effectively via adjustments; tenure and promotion reviews will provide regular opportunities for (re)assessments of how the

field of justice studies is changing and whether and how the program reflects on, adjusts to, and incorporates changes.

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

One of the issues we discussed is that faculty appear to be “maxed” out (i.e., working at full capacity), and we are wondering how faculty will cover the added load in terms of courses and advising since, if successful, presumably the number of students per faculty member will be increasing.

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

To start, there will be no need for involvement or reliance on support faculty from departments outside of the current CJS Division or from other institutions. There will likely be a need for adjunct faculty immediately and in the future, but this need is already built into the existing operations of the CJS Division, as adjuncts are already a part of its faculty.

3. Need

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

There certainly is a demand and need for graduates of a program such as this one. Currently, Oregon’s Masters’ programs are quite traditional in nature, preparing graduates to work in law enforcement and corrections. This proposed program would expand its graduates’ opportunities to work in those fields but also in NGOs, government agencies and in education. There are numerous entities whose need for professionals with this degree undoubtedly will increase in the future. Also, in light of the national political realities, a program such as this one can help train students to better comprehend how the complexities of race, gender, class, sexuality figure into efforts to promote and practically advance social justice.

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

In Oregon, there is no other similar program or degree offering (in public or private institutions) and there is a significant interest in the area. As mentioned above, there are and will be numerous job opportunities for graduates of a program like this in Oregon--those who are addressing issues in the criminal justice system from a critical perspective and coming up with constructive solutions for all stakeholders involved and affected.

4. Resources

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

The adequacy and availability of university facilities and equipment should not be affected by the program especially because this is an online program.

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

While this new program requests no additional funding or staffing to get started, and some adjunct professors are currently incorporated into the existing operating budget, looking into the future, the program will likely require (and unquestionably benefit from) additional or replacement faculty member/s as the program develops and grows. It may also need additional funding to hire more adjunct professors with specific expertise.

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

The large number of undergraduates at WOU has created momentum for new Masters programs including the MSJS; there is interest from the current student body and from those interested in joining WOU as undergraduate and graduate students. The majority of the 12 full time faculty members currently teaching in the criminal justice sciences department are social justice oriented and are willing to adjust to meet the student needs of this program. There is a faculty development fund that supports tenure and non-tenure faculty in their professional development and activities and graduate teaching requirements allow for more time dedicated to advising and mentoring with students.

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

There seems to be incredibly (and inspiringly) strong support for this program in the criminal justice sciences department as most (if not all) of the department's faculty and leadership is committed to this new program; has been involved in creating the program; and plans to teach in the program.

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

WOU has the ability to sustain this program immediately and meet its goals for the foreseeable future; however, the division should be realistic regarding the program's more medium-term future as it may require additional funding and faculty. A successful program will attract more interest and thus will lead to growth and require resources.



Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Liberal Arts and Sciences
Department/Program Name: Criminal Justice Sciences Division
Degree and Program Title: Master of Science in Justice Studies

1. Program Description

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

45.0401 Criminology

Definition: A program that focuses on the systematic study of crime as a socio-pathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior, social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The new Master of Science in Justice Studies (MSJS) provides an interdisciplinary approach to social justice issues (both including and beyond criminal justice) for students who wish focus on advocacy, policy, and research in the administration of justice. This new degree broadens the current Criminal Justice Sciences Division's graduate program offerings to meet the diverse and evolving needs of students. CJS currently offers the Master of Arts in Criminal Justice which emphasizes criminal justice in the applied areas of the administration of justice and crime control. The MSJS, on the other hand, will allow us to appeal to those who plan to be activists, and change agents seeking to positively impact various social justice arenas. Students will learn strategies for conducting consequential research, evaluating and shaping policies and practices, and seeking and affecting change by addressing complex social challenges.

Interdisciplinary curriculum in criminal justice, sociology, political science, and history will expose students to a variety of social justice components and issues, while helping them progress toward scholarly work that allows them to focus on their individual areas of concern and passion. Students will be prepared for careers in community organizing and advocacy, criminal justice, research and policy centers, NGOs, public and private agencies, nonprofit leadership, and to enter doctoral programs. Students will gain hands-on, advanced research, theoretical, and practical skills and experience working alongside scholars in social justice agencies.

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

Total credits: 45

Core (25 credits):

- CJ 608 Workshop (1)
- CJ 612 Research Methods in Criminal Justice (4)
- CJ 627 Quantitative Methods in Social Science (4)
- JS 658 Justice and Social Theory (4)
- JS 659 Social Problems (4)
- JS 628 Justice Organizations, Ethics, and Change (4)
- JS 629 Social Movement, Community Organizing, and Social Justice (4)

Capstone Sequence (12 credits):

- CJ 623 Program Evaluation in Criminal Justice - Capstone Part I (4)
- CJ 624 Applied Research in Criminal Justice - Capstone Part II (4)
- CJ 625 Research Writing in Criminal Justice - Capstone Part III (4)

Electives (Choose 2 courses) (8 credits):

- JS 655 Convict Criminology (4)
- CJ 544 Restorative Justice (4)
- PS 594 Local and Global Human Rights (4)
- SOC 515 Social Stratification and Inequality (4)
- SOC 554 Sociology of Deviant Behavior (4)
- HIS6## Historical Issues in Justice Studies (4)
- CJ 5## Race and the Justice System (4)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The entire program will be delivered fully online with the addition of optional off-campus activities. The program will draw on WOU's learning management system (Canvas) for all format course delivery, including instructional and curriculum design support from WOU's Center for Academic Innovation.

e. Adequacy and quality of faculty delivering the program.

The MSJS program builds upon a robust Criminal Justice Sciences Division and existing Master of Arts in Criminal Justice. The MSJS is made up of mostly existing courses taught by current highly qualified tenured and tenure track faculty. New classes in the program will also be taught by existing faculty and will focus on their areas of research and expertise.

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

The MSJS program will require the development of eight new courses (four core courses and four elective courses): JS 658, JS 659, JS 628, JS 629, JS 655, SOC 515, HIS 6##, CJ 5##. The Criminal Justice Sciences Division has adequate resources to deliver the new JS and CJ courses,

which are also part of the pending Graduate Certificate in Social Justice. The SOC and HIS courses will be developed by Sociology and History based off undergraduate courses they already teach. As the program grows, the CJS Division will consider these areas of expertise with upcoming requests for faculty replacements, supplemented with adjunct faculty with subject matter expertise.

g. Other staff.

No other staff are required for this program.

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

Existing facilities and LMS are appropriate for this program. WOU already has the facilities, library, and other resources in place to fully support the courses offered.

i. Anticipated start date.

The anticipated start date of the MSJS program is Fall 2022.

2. Relationship to Mission and Goals

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

The new MSJS aligns with WOU's Vision, Values, Purpose, and Strategic Planning in each of the following areas:

WOU's Vision

- Adapting to the changing world through continuous institutional improvement, evolving pedagogies, and expertise, sustained scholarly and creative activities, and delivery of critical and innovative programs.
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.
- Connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and co-curricular collaborations.

WOU's Values

- Accessibility (program all available online)
- Collaboration (cooperative exploration via interdisciplinary curriculum)
- Community (cultivation of peace, civility, and social justice; connections extending beyond the classroom, across campus and into our local and global communities)
- Diversity and Respect (equity and inclusion, appreciation for the complexity of the world)
- Empowerment (critical thinking and strategies for application of theory to practice)
- Excellence (co-curricular activities, advancement of knowledge, analytical skills, creativity and innovation)
- Sustainability and Stewardship (leadership in service of the public good, responsibility for preserving and enhancing the natural, structural, financial, intellectual, and human resources entrusted to us)

WOU's Purpose

- The knowledge and abilities cultivated in our graduate programs meet compelling needs for work, service and leadership beyond our campus.

WOU's Institutional Priorities

- Student success
 - 1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
- Academic excellence
 - Academic program initiatives
 - 4.4 Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways
 - 5.2 Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes
- Community engagement
 - 2.6 Strengthen partnerships with community organizations and businesses and local, regional and state government agencies
 - 3.1 Expand activities and partnership with local and regional organizations

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

The MSJS program will be deliverable fully online, making it accessible to a wider and more diverse student population. Students in the MSJS program will learn from experienced faculty not only in courses, but by participating in research and in community action opportunities. The Criminal Justice Sciences Division has a history of partnering with multiple state and community organizations to enhance our students' experience through hands-on learning to the benefit of the community. Taking action to better society is at the heart of the MSJS program and can only be learned by doing.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- improve educational attainment in the region and state;**
- respond effectively to social, economic, and environmental challenges and opportunities; and**
- address civic and cultural demands of citizenship.**

In 2010, the president of the Academy of Criminal Justice Studies called for the advancement and broadening of the discipline of criminal justice and criminology¹. "By complementing criminology and criminal justice with *Justice Studies*, we include the other explanations needed (political, economic, legal, administrative, etc.) to address the relevant issues within our discipline." As higher education becomes more interdisciplinary in nature to meet the demands of an ever-evolving job market, a student body that expects and deserves a high-quality and

¹ Hunter, R. D. (2011). Presidential Address: The Future of Justice Studies, *Justice Quarterly*, 28(1), 1-14. doi: 10.1080/07418825.2010.493528

valuable education, and institutions become increasingly financially strained², the MSJS program meets needs across several areas. This program is also especially timely in light of recent events including nationwide and global protests concerning police brutality, white supremacy, and systems of oppression. Student interest in how to address these topics and make substantive and lasting change is peaked.

In the initial planning stages for this program, we spoke with multiple state and local agencies that address criminal and social justice issues to gather their feedback and interest. These included the Oregon Department of Corrections, Oregon Youth Authority, FBI Portland Office, National Crime Victim Law Institute, Lewis and Clark Law School, Oregon Justice Resource Center, Youth Justice Initiative, Light My Way Ministry and Reentry Program, CREATE Programs, Resolutions Northwest, Partnership for Safety and Justice, Multnomah County Probation and Parole, Washington County Community Corrections, Washington County District Attorney, Washington County Sheriff's Office Jail and Patrol, and Washington County Drug Court. Each of these organizations, agencies, and future employers of WOU graduates confirmed the need for such a program to advance the knowledge and abilities of their application pool and existing employees.

3. Accreditation

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

Academy of Criminal Justice Studies has standards for universities offering criminal justice/criminology master's degree programs³. However, they are no longer accepting applications for ACJS accreditation as it proved cost-prohibitive for too many programs.

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

Although the ACJS standards for criminal justice/criminology master's degree programs are not directly applicable to the MSJS, they are still used as a guide and this program meets all the requirements. Specifically, in addition to the essential content areas, ACJS mandates that programs include "a systematic examination of the issues of diversity in criminal justice/criminology through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations" (ACJS, 2018, B.6, p. 4) ACJS further requires that "all students completing graduate degrees in criminal justice have, at a minimum, graduate

² Mintz, S. (2019, October 3). Why higher education will change: Innovation in higher education is not an option; it is essential. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/blogs/higher-ed-gamma/why-higher-education-will-change>

³ Academy of Criminal Justice Sciences. (2018). Standards for college/university criminal justice/criminology master's degree programs. Retrieved from https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/master's_degree_standards_-_pdf

level courses in criminal justice and/or criminological theory, research methods, and statistics” (ACJS, 2018, B.9, p. 5). The MSJS meets all of these requirements as a minimum.

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

N/A

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

N/A

4. Need

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

Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2030	Fall 2035
6	8	10	15	20	20

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

Spring 2023	Spring 2024	Spring 2025	Spring 2026	Spring 2027	Spring 2032
0	6	8	10	15	20

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

Students in the MSJS program will be nonresident, nontraditional, and full-time. They likely are already working professionals and may have families, thus the importance on a fully online program.

- d. **Evidence of market demand.**

In the initial planning stages for this program, we spoke with multiple state and local agencies that address criminal and social justice issues to gather their feedback and interest. These included the Oregon Department of Corrections, Oregon Youth Authority, FBI Portland Office, National Crime Victim Law Institute, Lewis and Clark Law School, Oregon Justice Resource Center, Youth Justice Initiative, Light My Way Ministry and Reentry Program, CREATE Programs, Resolutions Northwest, Partnership for Safety and Justice, Multnomah County Probation and Parole, Washington County Community Corrections, Washington County District Attorney, Washington County Sheriff’s Office Jail and Patrol, and Washington County Drug Court. Each of these organizations, agencies, and future employers of WOU

graduates confirmed the need for such a program to advance the knowledge and abilities of their application pool and existing employees.

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

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and they do not offer any related undergraduate or graduate degrees (only a 'crime and justice' option within the sociology major).

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

Students will be prepared for careers in community organizing and advocacy, criminal justice, research and policy centers, NGOs, public and private agencies, nonprofit leadership, and to enter doctoral programs. Hands-on work in the community will also serve to help students develop relationships with future employers.

5. Outcomes and Quality Assessment

- a. **Expected learning outcomes of the program.**

Combining elements of criminal justice, sociology, political science, and history students will:

1. Gain knowledge of complex social justice issues and how different systems interact around and within these realms (Aligns with GLO 1: Core Knowledge)
2. Analyze interdisciplinary theories and approaches to complex social justice challenges and concerns (Aligns with GLO 2: Applied Skills)
3. Employ appropriate methods of social science research to investigate targeted problems and questions of justice (Aligns with GLO 2: Applied Skills)
4. Demonstrate an understanding of strategies for addressing complex social justice issues through activism, policy, practice, and intervention (Aligns with GLO 3: Disposition)

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

Since the WOU University Learning Outcomes and Graduate Learning Outcomes (GLO) apply to all students who are enrolled at WOU, they are assessed by the university faculty committees. Listed above are four Program Learning Outcomes (PLOs). Each PLO is aligned with specific GLOs that are assessed on a rotating basis as guided by the Graduate Studies Professional Learning Community. Based on this schedule, faculty on the CJS Division Graduate Committee will collect applicable data (signature assignments) from faculty teaching the related courses for the chosen GLO each year, then meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed and considered for implementation.

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

Faculty in the Criminal Justice Sciences Division and throughout WOU are expected to meet the scholarly standards of the university. Faculty may demonstrate their scholarly achievement in the areas of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

At WOU, the closest program is the Master of Arts in Criminal Justice. The MACJ emphasizes criminal justice in the applied areas of the administration of justice and crime control. The MSJS, however, broadens the CJS Division's offerings for graduate students to meet their diverse and evolving needs. This new program will allow us to appeal to those who plan to be activists and change agents seeking to positively impact various social justice arenas. Students will learn strategies for conducting consequential research, evaluating and shaping policies and practices, and seeking and affecting change by addressing complex social challenges. These skills are in addition to and different than those learned in the MACJ program.

All of the public Oregon universities have at least one undergraduate program that will prepare students to continue their education in the MSJS program at WOU. Of the seven state universities, only two offer related graduate programs, however none of these programs directly compete or compare with the MSJS.

Portland State University offers master's degrees in Conflict Resolution, Criminology and Criminal Justice, Nonprofit Leadership, and Social Work, a master's or doctorate in Urban Studies, as well as a doctorate in Social Work and Social Research. Each of these degrees covers some aspect that is also addressed in the new MSJS program, but none directly compete. Further, graduates of the MSJS program could consider continuing their education by earning doctorates in Social Work and Social Research or Urban Studies.

University of Oregon offers master's degrees in Conflict and Dispute Resolution or Nonprofit Management, and a doctorate in Critical and Sociocultural Studies in Education. As with PSU, these programs cover some aspects of what is addressed in MSJS, but do not directly compete.

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

See above.

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

See above.

d. Potential impacts on other programs.

This new master's program will expand offerings to students interested in criminal justice and social justice. It is in addition to recent changes made at the undergraduate level to broaden options for students and concurrent changes at the graduate level to help us meet the diverse needs of WOU and the community. As a result, the expectation is that this combination of changes will increase the appeal of WOU and, specifically, of all the programs in the Criminal Justice Sciences Division. Further, other undergraduate programs at WOU will be able to encourage graduates to stay with WOU for their graduate study in this program as it covers a broad range of interests.

7. External Review

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

Revised May 2016

Instructions on Budget Outline form

No additional funds or resources are needed for this program as discussed above.

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2021-2022

Program: Master of Science in Justice Studies

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

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

**Academic and Student Affairs Committee
Vice President for Student Affairs Report
February 2, 2021**

Fall 2021 Recruitment Update

Applications and admitted student numbers continue to be down from previous years. We have a group who meets weekly to brainstorm strategies in order to increase applications and, in-turn, admitted students. Some of these strategies include: 1) targeting Willamette Promise students; 2) provide marketing materials to Latinx owned businesses in Monmouth, Independence, Salem, Woodburn area, Beaverton area, and Hillsboro area; 3) Conduct focus groups with high school teachers; 4) Conduct focus groups with current freshmen; and 4) Multiple other marketing campaigns to prospective students.

Financial Aid

Financial Aid sent out preliminary award letters at the end of December to new students who had completed a FAFSA. The number of letters sent was also down significantly from the previous year. Financial Aid continues to work with Admission to identify both those students who have completed a FAFSA, but have not applied for admission, and those students who have applied for admission and not completed a FAFSA to take that next step.

Holiday Tree Lighting

Holiday tree lighting took on a different look this year as the event was conducted virtually.

Incidental Fee Process

The Incidental Fee Process for the FY22 has begun. The Committee is in the process of establishing budgets for Spring term '21 and determining budgets for FY22. This Committee should finish its work by the end of Winter term.

Staffing Updates

We recently hired Jen Koshnick to serve as the Director of the Teacher Preparation Student Support Services program. Jen is now working to hire an advisor for her program and also start recruiting students to serve. Jen previously served as an advisor in WOU's SEP program.

We are currently searching for the Director of Abby's House. We also were recently notified Colin Haines, Director of the Veteran's Resource Center has taken a new position with the Department of Defense.

The Child Development Center also recently changed its reporting line to Student Affairs and will report directly to Patrick Moser.

COVID 19 Updates

Housing and Dining

Fall term went really well with few cases of reported COVID cases in the residence halls. We were able to house both residential and off-campus students in isolation housing and still have lots of capacity. Dining has been able to operate with a skeleton staff and serve students with similar meal options.

In a partnership with Athletics, University Housing tested all students as they returned to housing this winter. Athletics had access to purchase two testing devices and tests for students, so as part of the return from Winter Break, all residential students and athletes were tested on January 2, 3, 4, 7, and 8. We did have a couple of students who tested positive and they were either placed in isolation housing or returned home.

Student Health and Counseling

The Student Health and Counseling Center continue to stagger appointments to reduce the number of students in the building at one time. Staff are utilizing telehealth appointments as much as possible. Based on utilization, we have added some additional FTE to the medical staff.

Student mental health issues have increased during this COVID pandemic. This is challenging to address since not all students are charged the student health fee and many students are not opting in to pay the fee to access services. The University is looking at ways to support the Student Health and Counseling Center to provide all students access to services as opposed to only those who are taking a face-to-face course or opting in by paying the student health and counseling fee.

Campus Recreation

Since the beginning of December, the Health and Wellness Center has been closed because of state restrictions. The Center is still providing virtual workout and activities and limited outdoor activities. As soon as state restrictions lift, the facility will reopen.

Student Engagement and Activities

The Werner University Center continues to be open limited hours. The Wolfstore is also open when the WUC is open. Currently student groups are not able to meet in-person because of state restrictions, but as those eventually lighten, our policies will reflect those changes. Student Engagement continues to offer virtual activities for students.

**Academic and Student Affairs Committee
Provost & Vice President for Academic Affairs Report
February 2, 2021**

1. Student Success and Advising

CircleIn Launch. Student Success and Advising (SSA) and Academic Innovation have supported the launch of WOU's new study app, CircleIn. This includes serving on the implementation team, sending the announcement email to students, promoting the tool with other departments on campus, coordinating with tutor centers to integrate tutoring into the platform, and promoting the tool through our email, website, and case outreach. The tool went live on Tuesday, January 19.

CircleIn was created to provide academically supportive connections to students, helping them accelerate their learning by being more productive in a collaborative, community-based digital learning environment. Backed by the National Science Foundation with an innovation grant, students use CircleIn is an easy-to-use studying app and website, where students can study online together and seek to help their classmates who are struggling before it is too late. The biggest influencers earn points, gifts and scholarships for positively engaging and supporting their community of classmates.

One advantage of CircleIn is that it is designed to be “hands off” for faculty. Although faculty can opt to use the tool to engage with students, it is designed for students to primarily benefit from engaging with each other without faculty intervention. The main thing faculty can do is to make students aware of the tool and encourage them to use it.

Implementation leads have been reaching out to tutoring center coordinators, librarians, faculty, and other stakeholders to incorporate those services into the CircleIn platform. More information about CircleIn can be [found on their website](#).

Here is the video of the introductory webinar we did in December:

<https://vimeo.com/showcase/7922910/video/492151100>

Registration Nudges.

Registration Nudges and Advising Holds Fact Sheet

As a continuation of the registration nudges initiative, the table below shows the impact of registration nudges sent during Fall Term 2020 for Winter 2021 registration. Advisors were sent lists of their unregistered students to nudge on November 23, 2020. Advisor holds were expired and a second round of nudges (email and text) were sent to students from Niki Weight on December 10, 2020. A final text nudge was sent by Niki to students without registration holds on December 29, 2020. By Jan 8, 2021, the percent of students not registered for Fall term (excluding students who applied for graduation, attending OHSU, or placed on academic suspension), who were not registered on Nov 23, dropped from 27.9% to 7.1%, an increase of 762 students registering for winter term*.

In addition to these nudges, we also sent nudges to 463 students who were enrolled part-time on December 8, 2020 encouraging them to register for 12 or more credits. As of Jan 8, 2021, the number of students who had increased their registration to full time was 200, or 43% of the students included in the nudge.

Date Enrollment Status Checked	Date Registration Nudge Sent	Students Not Registered Winter Term 2021	Applied for Graduation Fall Term 2020	Students Attending OHSU	Total Students Not Registered (excluding graduating and OHSU students)	Percent of Students Not Registered (excluding graduating and OHSU students)	Total Students Enrolled Fall Term 2020
11/23/2020	11/23/2020	1255	165	71	1019	27.9%	3885
			Additional Graduation Applications for Fall 2020		Total Students Not Registered (excluding graduating and OHSU students)	Percent of Students Not Registered (excluding graduating and OHSU students)	
12/10/2020	12/10/2020	567	6	n/a	561	15.4%	
	Text nudge to students without hold		Additional Graduation Applications for Fall 2020	Students Suspended (that were not already registered)	Total Students Not Registered (excluding graduating, OHSU, and suspended students)	Percent of Students Not Registered (excluding graduating, OHSU, and suspended students)	
12/29/2020	12/29/2020	399	7	23	392	10.8%	
					Final Total Students Not Registered (excluding graduating, OHSU, and suspended students)	Final Percent of Students Not Registered (excluding graduating, OHSU, and suspended students)	
1/8/2021	n/a	257	n/a	n/a	257	7.1%	

*These nudge stats track the status of those students not registered for classes on November 23. Small numbers of other students may have registered and subsequently dropped, but they are not included in these reports.

Degree Completion Outreach. Since October 2020, Susan Griffin in SSA has contacted an additional 91 students (327 total) to discuss a plan to complete their degree, 21 additional students have graduated (93 total), and 15 additional students are pending graduation or have a plan in place to graduate in Winter 2021. This leads to a total of **108 students** that have graduated or are planning to graduate Winter 2021 since SSA began doing degree completion outreach in January 2020.

Tutoring Data

There were 120 tutoring appointments (all offered remotely) with the Student Success and Advising Tutoring center for Fall 2020, which is up 20% from Fall 2019. We hope to also expand the number of student contacts and services via the CircleIn app, which will link students in a class with tutor(s) (if available) for that class in a drop-in setting.

Highlights and News

Melissa Hinzman from SSA was selected as the Region 8 NACADA (Global Community for Academic Advising) Advisor of the Year. We also nominated Margaret Manoogian from the Behavioral Sciences Division and she was selected as Region 8 NACADA Faculty Advisor of the Year.

2. Library

The WOU Library COVID-19 operating plan was successfully implemented for Fall 2020 and continues during Winter 2021. The Library is open to the WOU community from 8am-5pm and we are lending books and computing equipment via onsite pickup and mail. The library is also administering the hotspot lending program to WOU students with demonstrated financial needs.

In addition to onsite services, the Library also continues to provide robust remote services and online information literacy instruction. A new Zoom Reference service was implemented during Fall 2020.

3. Academic Innovation

New academic technologies.

- Canvas Learning Management System (LMS) implementation will continue through the academic year. WOU has now entered into a three-year contract for Canvas, and approximately 50% of WOU courses have transitioned from Moodle to Canvas.
- Wise E-proctoring has been implemented for a small number of courses that have specific needs for an e-proctoring solution to support remote learning.
- Unicheck plagiarism checker has replaced TurnItIn.
- Academic Innovation has initiated a pilot for Hypothesis, a tool for collaborative, interactive assignments. The pilot will last through Spring term.

Academic Innovation Programming and Professional Development.

Academic Innovation is offering a growing suite of programs for WOU faculty. Examples include:

- Catalyst, a program that helps faculty jump start the design of online, hybrid, and technology-enhanced courses. 52 faculty members have participated in Catalyst so far.
- Canvas fundamentals, guided course conversions, and deep dives to support the transition from Moodle to Canvas. 85 faculty members have participated in the Canvas Fundamentals trainings so far.

- Double-Check Days provide faculty with the opportunity to make short, 20-minute appointments with Academic Innovation staff to verify a feature of their course is working or test out an activity or assignment
- Additional programming includes sessions on optimizing Gradebook use in the LMS, as well as training on specific tools (Hypothesis, Wise, Unicheck).

4. Graduate Programs

Comparing graduate student enrollment from Winter 2020 to Winter 2021, we have seen considerable growth in the majority of our graduate programs. The largest increases include:

- 48.9% increase in M.S. in Education
- 44% increase in the M.A. in Organizational Leadership program
- 29% increase in the M.S. in Rehabilitation Counseling program
- 25% increase in the M.A. in Interpreting Studies program
- 23% increase in M.A. in Teaching program

5. Sponsored Projects Office

In FY 2020, the Sponsored Projects Office (SPO) helped submit 55 external funding proposals. The proposals were led by 41 different faculty and staff members from across campus and totaled \$19,817,837 in requested funding. WOU proposals had a high success rate of 54.5% and we were awarded \$12,785,285 in external funding, most of which came from federal and state agencies.

In FY 2021, 33 external funding proposals have been submitted so far, totaling \$8,290,654 in requested funds. To date, 10 of these awards have been funded, totaling \$566,974. Compared to this time last year, our submission rate has increased by 32%.

In December, Eric Dickey, SPO's Pre-Award Administrator, offered two popular writing workshops to support faculty and staff in reaching their writing and funding goals. These included a Grant Writing Workshop and a Write-to-Publish Workshop.

On December 1st, SPO welcomed Ashley Schaumburg, our new Post-Award Grant Administrator, to the team. Ashley brings a wealth of experience having previously worked in grant administration at Willamette University and most recently as a contract and financial specialist in The Research Institute here at WOU.

6. The Research Institute (TRI)

Robyn Lopez Melton, Director of WOU's Center on Early Learning and Youth Development within The Research Institute, was elected in December of 2020 to the Child Care Aware of America (CCAOA) Governing Board. CCAOA is a national organization whose mission is to advance a child care system that effectively serves all children and families in the U.S. As a member of the Board, Robyn has the unique opportunity to provide leadership and influence in the future of CCAOA and the child care system on a national level.

7. Academic Effectiveness

Publication of *PURE Insights*. The 9th volume of *PURE Insights* was published in December, 2020. The journal had eleven submissions from students. *PURE Insights* articles have been downloaded over 27,143 times in the past year. The successful publication of *PURE Insights* was overseen by Maren Anderson, as Managing Editor.

Course Goals Database. In the Fall of 2020, Course Goals for 41 additional courses were submitted. We will continue working on completing this database throughout the year.

Assessment Reporting. 71% of academic programs completed their 2019-20 Annual Program Assessment Reports by December 31, 2021. Dr. Mike Baltzley, Associate Provost for Academic Effectiveness will soon begin reviewing those reports and providing feedback to academic programs on their assessment practices. I will also continue to follow-up with the remaining programs that have yet to file an assessment report.

Program Review Data. Dr. Baltzley continues to provide data for several programs that are engaged in their Program Review process. Most of the data that programs requested was provided at the end of the summer, but several programs had additional requests or follow-up questions.

Mid-term Course Feedback. Dr. Baltzley created a mid-term course feedback survey for faculty to use in their Winter 2021 courses. I have provided the surveys in several different formats, and created tutorials on how to add the survey in Moodle or as a link in Qualtrics.

Syllabus Review. Faculty are expected to include a number of elements on their course syllabuses. A spot-check of syllabuses across campus was performed, selecting one syllabus from each academic division for both the Fall 2019 term and the Fall 2020 term. The syllabuses had, on average, 85.7% of the required elements. The most common missing elements were the course CRN (missing

from 60% of syllabuses) and location of office hours (missing from 36% of syllabuses).

8. Registrar's Office

Amy Clark, University Registrar worked with Faculty Senate to implement the emergency satisfactory (S/NC) grade mode for the Winter 2021 and Spring 2021 terms, as passed by Faculty Senate, to help students cope with the ongoing impacts of the pandemic. This grade option is a student friendly approach to helping students manage the unique stressors of online learning during the pandemic.

9. College of Education

Tutoring Children in Math during the Pandemic. Rachel Harrington and Courtney Fortenberry from the Division of Education and Leadership have been working with their undergraduate math education students to provide free, online mathematics tutoring for children. To date, they have worked with more than 300 students and have drawn kids from as far away as Alaska seeking support during the pandemic. This innovative project gives university students a chance to work with real children struggling to learn mathematics. Expansion into writing tutoring is currently underway utilizing language arts teacher education students.

Contact Tracing and Community Health. Dr. Megan Patton-Lopez and Dr. Emily Vala-Haynes from the Division of Health and Exercise Science continue to collaborate with the Polk County COVID-19 Project and Community Health students to prevent the spread of the virus. The faculty and student team perform all contact tracing in the county and is actively involved in outreach and community health education. They were recently awarded additional dollars from Oregon Health Authority to extend services in Latinx communities and for older adults in the region. Just a few by the numbers:

- Western students working on the project - 24
- Western student contact tracers - 12 (7 bilingual)
- Average daily contacts monitored during December – 247
- Number of newsletters and safety support kits delivered in December - 750

Justice, Equity, Diversity and Inclusion. Dr. Jaclyn Caires-Hurley, Director of College of Education Justice, Equity, Diversity, and Inclusion efforts has been hosting virtual affinity group spaces (2x/weekly) where diverse Western students are coming together to talk about their feelings and experiences on our campus and within our programs. We are learning important things by listening carefully

to our students and will develop change ideas as we seek to become more inclusive in all work we do in the College of Education.

Rehabilitation and Mental Health Counseling Grant Success. Research and Resource Center on Deaf Communities, housed in the College of Education received a \$1 million grant in the fall to support Rehabilitation and Mental Health Counseling students in the Division of Deaf Studies and Professional Studies. Dr. Denise Thew Hackett is the program coordinator and 100% of program graduates have been hired within six months of completing their degree over the last three years!

10. College of Liberal Arts and Sciences

American Council of Education's Learner Success Lab. Dean Kathy Cassity is co-chairing, along with Adry Clark, our work on the American Council of Education's Learner Success Lab. WOU is one of ten institutions selected for this national project, which is designed to develop definitions and measurements for "student success" that go beyond the metric of student graduation to examine and enhance the student experience. Our ACE facilitator, Dr. Mary Churchill of Boston University, will make a virtual visit to campus in early February, and the joint faculty-staff task force working on this project is about to convene. The purpose of this work is largely to maximize student retention and on time graduation.

Unbound: A First-Year Writing Anthology. We are also pleased to announce that a new student publication by our First-Year Writing program, *Unbound: A First-Year Writing Anthology*, a digital collection of exemplary work produced by students enrolled in WR 121 and WR 122. This anthology celebrates the creative thinking, sophisticated prose, and impressive inquiry projects taken on by our students. Of particular note is a piece written by an international student immersed in a section with native English speakers, as well as an essay written by one of our Willamette Promise students, highlighting the rigorous and college-level work coming out of our high school partnerships. A new volume will be published annually and will continue to feature the excellent work produced by our first-year WOU students as well as the wonderful work being done in our high schools through Willamette Promise.

Faculty Accomplishments. Faculty in the College of Liberal Arts and Sciences (and the College of Education) have received notable accolades. Dr. Cornelia Paraskevas has published a book, *Exploring Grammar through Texts*. Dr. Lucas Cordova, Assistant Professor of Computer Science, received a three-year, Tier 2 grant from the National Science Foundation entitled "Collaborative Research: Testing Tutor - An Inquiry-Based Pedagogy and Supporting Tool to Improve Student Learning of Software Testing Concepts." Drs. Alicia Ibaraki and Kathy Espino-Perez, Assistant Professors in Psychology, were awarded a National

Science Foundation grant, "Broaden and Build: Promoting Access to Graduate Education in Social Sciences." They will be studying current admissions practices in doctoral psychology programs and looking at how using holistic admissions could help to diversify future cohorts of doctoral students. As part of this work, they are collaborating with the chair of the Psychology Department at OSU to establish a partnership to provide summer research opportunities for WOU students who are from underrepresented groups in psychology doctoral programs.

In addition, numerous faculty members have been vigorously engaged in scholarly activity during this time of COVID 19. The following have recently had articles accepted for publication and/or presented in virtual national conferences: Michele Abee, Evan Shenkin, Patricia Goldsworthy, Donna Sinclair, Kim Jensen, Earlene Camarillo, Mark Henkels (Social Science); Jaime Cloud, Debi Brannan, Ethan McMahan (Behavioral Sciences); Paula Baldwin, Dana Schowalter, Emily Plec, Alex Curry, Ryan Topper, Cornelia Paraskevas, Marjory Lange, Tom Rand, Henry Hughes, Damian Koshnick, Leigh Graziano, Casie Moreland, Lars Soderlund, and Dean Kathy Cassity (Humanities).

Community engagement, both within and beyond the campus community, has been vigorous even during this time of pandemic. Dr. Kim Jensen, Professor of History, was featured as an on-screen commentator for the Oregon Experience film "In the Shadow of Fairview" <https://www.opb.org/article/2020/11/16/oregon-history-in-the-shadow-of-fairview-documentary/>. In conjunction with the election, Dr. Mark Henkels, Professor of Political Science, moderated the Monmouth-Independence Candidates forum sponsored by the M-I Chamber of Commerce; spoke to the Academy of Lifelong Learning in Corvallis on "Oregon's Rural Divide: Not as Simple as it Seems"; and participated in a post-election public panel sponsored by the Oregon League of Voters with five faculty from OSU in November. He and Dr. Earlene Camarillo, Assistant Professor of Public Policy, held a Q&A on the election on November 6. Dr. Alex Curry, Assistant Professor of Communication, moderated a staff-faculty panel, "Where do we go from here? Inclusive political advocacy in a divisive political climate" on November 19, with numerous participants from across campus.

Model U.N. The WOU Model United Nations Club has continued to hold events during the pandemic, including switching their fall conference to a virtual format (by Zoom), including a six-hour virtual conference last November on "Addressing Poverty" that included students from WOU and Willamette, along with observers from Humboldt State and CSU-East Bay). [Permission given by participants for image below to be used.]



Despite facing great challenges on multiple fronts this academic year, this is but a small sampling of the many accomplishments and accolades that the College of LAS has achieved recently, with many more in the works.

Art Program. This fall, the Cannon Gallery of Art, with accessibility at the forefront, forged ahead with an exciting slate of hybrid exhibit experiences for students and the WOU Community. The Gallery began the term with a hybrid student exhibit for the Spring 2020 BFA graduates (originally scheduled for June 2020). This exhibit was a physical gallery exhibit, which will remain up in the gallery throughout the year. The exhibit was video-taped and made available to students online via the WOU website and various social media outlets. The Cannon Gallery also worked on a major exhibit of five Black Portland Artists. This timely show has been in the works for over a year and has been postponed multiple times. Intisar Abioto, the show's curator agreed to write an essay and provide images for a catalog (digital and print). Winter term will be an extension of fall term as the projects outlined above are still in progress. Additionally, the Gallery is planning a mini online film festival that will feature three films and opportunity for students to interact with the filmmakers over Zoom.

Dance Program. In fall term the dance department was quite active. Faculty member Cynthia Garner produced WOU's first Dance-Out-Day event. Members of the department chose picturesque locations around campus that framed their movement and presented several original choreographed dance pieces. This event framed the way CAD plays a significant role in the cultural life on this campus. We had about 50 people following the performance tour and another 25 joined us via zoom. Footage of the event appeared on WOU-TV and on COIN News.

The dance department also presented Virtual Fall Dance Concert here at WOU in December. Students successfully navigated challenging circumstances during this time and will producing more exciting projects in winter and spring.

Music Program. The WOU Concert Choir & Chamber Choir, Small Ensembles, Instrumental and Vocal Jazz groups worked together and produced multiple online and live streamed concerts during fall term and plans many additional events in winter term. Additionally, some of the vocal ensembles will participate in a “live” virtual conference and performance with other choirs from across the country, and a “side-by-side”

Guest Musical Artists continued to teach workshops and teach our students in virtual formats in Theatre.

Theatre Program. In order to provide theatrical opportunities for students while still complying with social distancing guidelines on campus, the WOU Department of Theatre created an original film project entitled *Stopping Somewhere*, written by WOU alumni Nathaniel Dunaway and Burke De Boer, and directed by Ted deChatelet.

The film is a series of short vignette scenes requiring no more than four actors at one time. Each of the short films take place in a rundown hotel on the outskirts of Bend, Oregon. A sound stage and set was constructed by WOU students and nearly 30 students participated in the project.

WOU Theatre Visiting Guest Professor, Jessica Wallenfels, is producing four short plays by playwrights from the Pacific Northwest. The plays were commissioned by Portland Center Stage as part of a national initiative called Play at Home, headed by a number of influential regional theaters such as the Public Theatre, Woolly Mammoth, Baltimore Center Stage and others. Play at Home is a “series of short plays commissioned specifically for this moment of unprecedented isolation to inspire joy and connection for all.” (From playathome.org)

Major theatres around the country have participated, yielding plays from some of the most innovative and popular contemporary playwrights. We encourage you to read through these plays at playathome.org, as well as any of the other (nearly 100) short (around 10 page) plays for context and enjoyment.