



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

**Meeting No. 28 – January 25, 2023**

**2:00pm-4:00pm**

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

**Meeting ID: 834 3357 0378 | Passcode: 736184**

**AGENDA**

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

**II. COMMITTEE CHAIR'S WELCOME**

**III. CONSENT AGENDA**

1) [Meeting Minutes: October 27, 2022](#) (pg. 2)

**IV. ACTION ITEMS:**

1) **Academic proposals:**

a) [Bachelor of Arts in Ethnic Studies](#) (pg. 12)

b) [Minor in Ethnic Studies](#) (pg. 43)

c) [Graduate Certificate in Healthcare Administration](#) (pg. 50)

**V. REPORTS & DISCUSSION ITEMS:**

1) **Showcase Presentations:**

a) [Northwest Commission on Colleges & Universities \(NWCCU\) Update January 2023](#) | *Dr. Sue Monahan, Professor of Sociology & Accreditation Liaison Officer* (pg. 55)

b) [Enrollment Management Update](#) | *Vice President Fuchs, Director of Financial Aid Kella Helyer, Director of Admissions Anna Hernandez Hunter* (pg. 59)

2) [Academic Affairs Update](#) | *Provost Rob Winningham* (pg. 66)

3) [Student Affairs Update](#) | *Vice President Tina Fuchs* (pg. 86)

**VI. ADJOURNMENT**



**Western Oregon University Board of Trustees:  
Academic & Student Affairs Committee  
Meeting No. 27 – October 27, 2022  
10:30am-12:00pm  
Via [Zoom](#) | By Phone: 1-253-215-8782  
Meeting ID: 848 4268 2966 | Passcode: 033215**

**DRAFT MINUTES**

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

**Committee members:** Betty Komp, David Foster, Christian Mendez, Leah Mitchell, Kari Nelsestuen

**Others present:** Chelle Batchelor, Kathy Cassity, Keats Chaves, Amy Clark, Tina Fuchs, Mark Girod, Ryan Hagemann, Paige Jackson, Sue Monahan, Jessica Murfin, Jesse Peters, Beth Scroggins, Judy Sylva, Gay Timken, LouAnn Vickers, Rob Winningham

**II. COMMITTEE CHAIR'S WELCOME**

Trustee Mitchell called the meeting to order and gave a brief welcome message; meeting attendees from the Board of Trustees, Academic and Student Affairs, and the President's Office provided brief introductions.

**III. CONSENT AGENDA**

1) [Meeting Minutes: May 25, 2022](#)

Trustee Foster moved to accept the minutes as written; Trustee Betty Komp seconded. Minutes were approved with no changes.

**IV. COMMITTEE OVERVIEW**

a. [Board of Trustees Statement on Board Committees](#)

The committee charge, relative to the statement on board committees, should be reviewed and affirmed on a regular basis.

The Trustees reviewed the ASAC charge and discussed the circumstances in which the committee could and should recommend actions to the Board of Trustees.

b. [Committee Charter](#)

Many points of the ASAC charter overlap with the Board of Trustees statement on Board Committees. The Committee Charter is on the Board website.

### **c. Academic Proposals Approval Process**

Provost Winningham gave a brief run-through of the approval process. The pathways are different for graduate and undergraduate curriculum within the Faculty Senate system; undergraduate programs go through the Curriculum Committee, and graduate programs go through the Graduate Studies Committee. Programs then go through Faculty Senate, and approved programs move on to ASAC. Certificates and minors passed through ASAC are part of the consent agenda for the Board; new undergraduate/graduate programs go through the Provost Council, then are sent to HECC as a consent item after a unanimous decision from the Provosts. If there is even one dissenting vote, the program proposal will not be a consent item, but will be up for discussion, with the dissenting provost present to explain their concerns.

A new program proposed at the first curriculum meeting will not appear in the next year's catalogue due to the need to pass through Provosts/HECC; graduate programs require an external review for accreditation. Even if the approval happens within the academic year, it will still miss the deadline to be included in the catalogue. Certificates and minors can appear in the next year's catalogue since they do not need to go through HECC for approval.

## **V. ACTION ITEMS:**

### 1) Academic proposals:

#### a) [Undergraduate Certificate: Information Technology](#)

Dr. Winningham introduced a certificate in Information Technology. The minimum number of credits for a certificate sixteen credits; to get financial aid for the certificate, students need to earn the certificate while working towards a bachelor's or Master's Degree. It is possible to begin the certificate as a non-degree seeking student but would need to be an admitted student to earn the credential.

The certificate is designed to improve people's competency in computing, and includes four courses: Introduction to Python Programming, or Introduction to Computer Science; Fundamental of Web Design; Information Management and Data; and Foundation of Data Analytics. These are all four credit courses.

Return on investment depends on whether WOU would need to add new faculty or new courses. In the case of the IT certificate, the required courses are already being taught, and typically have open sections. This program is considered low-risk low-cost.

Trustee Nelsestuen asked about student demand for proposed programs and how this demand is gauged. Dr. Winningham responded, in most cases, that WOU doesn't survey students directly about proposed programs; instead, WOU is contracted with EAB, who

performs market analysis. EAB identifies areas of growth and contraction and identifies programs that WOU has that may not be sustainable, as well as programs that WOU may want to consider.

Trustee Mendez asked if courses for this certificate will be offered full-time on campus, or hybrid. Dr. Winningham responded that most of these courses will probably have a variety of modalities (in-person, hybrid, and online). WOU doesn't have many fully online programs but is looking at possibly creating pathways. Newly proposed programs need to go through WOU's accrediting body, Northwest Commission on Colleges and Universities, and a fully online program would be treated differently at Northwest than a fully on-campus or hybrid program.

Chair Komp asked if there is risk assessment done for curriculum needs in addition to fiscal needs. Dr. Winningham responded that it is possible for a program to pass curriculum approval but that whether the proposed program makes financial sense for the University needs to be considered as well. It's possible for the ASAC to handle curriculum, and the Finance and Administration Committee to look at the finances for large programs, and for there to be converging conversation about the program relative to the investment.

Trustee Mitchell suggested circling back to an idea suggest by Chair Comp to potentially include a note on market analysis to the committee charter.

Trustee Foster motioned to recommend the introduction of the Information Technology undergraduate certificate. Trustee Nelsestuen seconded. The motion carried.

b) [Master of Science: Human Wellness and Performance](#)

Dr. Gay Timken, Division Chair of Health and Exercise Science, presented the proposal on the Master of Science in Human Wellness and Performance.

The healthcare industry is growing. The MS in Human Wellness and Performance meets with WOU's purpose and strategic goals regarding student success through transformative education and personalized support. The master's degree could be used for students in a "gap-plication" year to continue to advance their education while waiting to be accepted into other programs. Students could also do the 4+1 undergraduate to graduate pathway.

The curriculum was developed to meet students where they are, rather than being prescriptive, as with the undergraduate level. The program is proposed to be 45 – 52 credits, based on practicum, research, seminar, and internship credits, and the possibility of being truly interdisciplinary with 9 – 16 credits in another area. The required core credits are Research Methods, Exercise Psychology, and a twelve-credit internship.

Exit requirements include certification exams by either American College of Sports Medicine or National Strength & Conditioning Association; or a comprehensive exam;

and/or a culminating project (particularly if students are going the PhD route), and an exit interview.

The MS in Human Wellness and Performance has already gone through the external review process, with exercise science professionals from across the country, and received good feedback on the interdisciplinary approach, and the flexibility that students have in creating their own pathway, rather than following a prescriptive pathway.

Trustee Foster asked for a description of the pros and cons of 500 vs 600 level classes and the AUMP pathway. Dr. Timken responded that institutions WOU's size typically have slash classes, senior undergraduates taking courses with graduate students (400/500). Students taking the course at the graduate level will have additional coursework, different expectations, a project, and more leadership roles. Six hundred-level classes are only available for graduate students; however, WOU does not have the faculty to offer solely 600 level courses in Exercise Science. This is why this program relies so heavily on seminars and research.

AUMP (4+1) allows students to take up to sixteen credits worth of 400 level classes as slash classes that are applied to their undergraduate degree, then carried over to a graduate program; they will have one more year after they graduate to obtain the Master's degree. Students cannot retake classes at the 500 level that they've taken at the 400 level, so they must apply for the MS by their senior year; there is also higher admission criteria, like needing a 3.2 GPA instead of the typical baseline 3.0 GPA.

Chair Komp asked for clarification on the tuition for slash classes; Dr. Timken confirmed that the slash classes taken by undergraduates are priced at the undergraduate level.

Trustee Nelsestuen asked about the proposed program and DEI competency; Dr. Timken responded that the planning hasn't gotten to a point of strategically considering DEI but pointed to courses such as Exercise Motivation and Adherence, and Motivational Interviewing. Dr. Timken also noted that there is work to be done within the field of Exercise Science regarding DEI and a lens of cultural humility.

Trustee Nelsestuen motioned to recommend the introduction of the Master of Science in Human Wellness and Performance. Trustee Foster and Chair Komp seconded. The motion carried.

## **VI. REPORT & DISCUSSION ITEMS:**

- 1) Academic Affairs Update | [Provost Report](#)

Dr. Winningham provided a report for Academic Affairs.

**College Restructure Taskforce Update.** There are currently two colleges: the College of Liberal Arts and Sciences with eight academic divisions with departments underneath; and the College of Education with three academic divisions and programs underneath. The Taskforce has been working all Summer and Fall. The purpose of the Taskforce included creating a home unit for new health programs, like the recently approved Occupational Therapy Doctorate; transform/make transparent academic leader compensation; and improve faculty workload and advising.

Recommendations from the Taskforce will be coming in the next month and could be something ASAC will discuss.

**Institutional Research.** Institutional Research moved over to Academic Affairs about a year ago. They have been producing about 30 reports a month, and reports on an annual basis for the academic divisions. This increase in institutional research capacity over the last year is critical for WOU to being a data-driven institution and to make data-driven decisions.

**Student Success and Advising.** The federally funded Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS) recently moved over to Academic Affairs. These TRIO programs have a long history of supporting students that are first generation, low-income, or have disabilities. The reverse achievement gap seen in WOU's current student success metrics may be largely attributed to the work done by SEP.

Having the TRIO programs with Advising puts all of the advisers together (TRIO advisors and professional advisors).

**Degree completion work.** WOU received a grant from HECC to work with students who have stopped out to help students graduate. Since Fall of 2019, 371 students have reenrolled, and, as of this Summer, 98% of reenrolled students have graduated or are on track to do so.

**Registrar.** Registrar's office has been working on articulations; the Registrar's Office looks at applicant transcripts to determine which college-level courses count for courses at WOU. Amy Clark and the Registrar's Office have been working with the Transfer Council and Senate Bill 233 and common course number. The project looks at over 80 courses across all of Oregon higher ed to align those course numbers, names, and learning outcomes.

**Graduate Studies and Research.** Enrollment is down overall; however, we are slightly up on the number of graduate students from last year, and we are also up slightly on number of first year students.

**EAB Partnership.** EAB is helping with graduate student recruitment and adult returning students. A Spotify campaign reached 5000 listeners with 1000 click-throughs.

**Grant Activity.** Grants are overseen by the Sponsored Projects Office, overseen by Dean Hillary Fouts. We don't have all the number for fiscal year 22, but we are seeing a significant increase in grant applications over last year.

Noteworthy proposals include a \$418,000 National Science Foundation (NSF) grant proposal from Earth and Environmental Science to help diversify the profession; and a \$447,00 NSF grant proposal from Chemistry.

Recent noteworthy awards in the College of Education include a \$3 million grant from the US Department of Education to improve instructional approaches and academic outcomes for English learners in PreK-12 classrooms.

Sue Monahan received a \$600,000 grant to help with credit for prior learning.

The largest grants are coming from TRI's Center for Early Learning and Youth Development and Spark programs.

WOU has its first Institutional Animal Care and Use Committee (IACUC), so we can do research on animals without having to get approval at another university.

**NWCCU Beacon Award.** Changes made in WOU's general education program in 2019 have led to some of the highest four- and six-year graduation rates WOU has seen in the past 25 years. There has also been a reduction in the number of excess credits for transfer students by more than 20 credits (about two terms' worth). The Northwest Commission on Colleges and Universities has recognized WOU for this work, and Dr. Sue Monahan will be going to the NWCCU conference in Seattle to receive that award and telling other universities in our region about the work WOU's doing.

**Accreditation.** WOU is going into its Year Seven accreditation report. Northwest is concerned for WOU's finances and wants to see a financial turnaround plan. A large group has been convened to look at a plan and has sent President Peters an initial report.

**Credit for Prior Learning.** WOU has secured a \$600,000 grant to implement infrastructure supporting credit for prior learning. Students with a lot of professional development (e.g., preschool teachers) can enroll in courses that they can then use to apply for college credit at WOU. This is helping access institutions like Western; the team leading this work at WOU is under the direction Associate Provost Judy Sylva.

**Willamette Promise.** WOU had 63 rising high school seniors participate in the dual credit program; each student received a new Macbook Pro to help reduce the digital divide.

**Partnerships.** In addition to WOU's partnership with Amazon Career Choice, we now have a partnership with SEIU local 503; member can receive a 20% tuition discount through this professional development program. This partnership also means that WOU can now market directly to over 70,000 SEIU members, most of whom live in the Salem area.

**Library and Academic Innovation.** The Press coffeeshop is reopening in the Library.

**Diversity Focused Academic Images Project.** This project is going to create a collection of images that center students with various aspects of diversity engaged in academic contexts; these images will be freely available under Creative Commons license.

**Academic Innovation.** Academic Innovation has a group of inaugural fellows that will use their expertise in teaching pedagogy and share with the campus; this program uses WOU's own expertise to build up our other faculty.

**Academic Innovation programs.** Academic Innovation offers professional development programs all Summer and provide professional development year-round.

**College of Education.** Dr. Maria Dantas-Whitney was on an extended session of OPB, discussing how WOU creates bilingual and diverse scholars. Unitus Credit Union is also supporting this work.

Dean Mark Girod has done a great job of making WOU the premier partner with K-12 throughout the state, so much so that COE was recognized by the Central School District for community partnership recognition and for working collaboratively for Latino/a/x and Indigenous students' success.

**College of Liberal Arts and Sciences.** CLAS has added several new programs, including Data Analytics, Accounting, Creative Production, and a Master of Justice Studies. There are also new undergraduate Social Work and Social Justice tracks in Sociology. The Master of Justice Studies has 10 students in the program during the first year.

Psychology faculty were awarded a second NSF grant in collaboration with Oregon State University, looking at Native Americans serving non-tribal institutions, trying to improve that pipeline.

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

Tina Fuchs provided a report for Student Affairs.

**Introduction.** The division of student affairs is made up of 16 different departments that provide student support outside of the classroom.

**Admissions.** The office of Admissions is working with EAB on a three year contract to strengthen recruitment efforts. EAB is reaching out to 35,000 high school seniors who would match what WOU is looking for. EAB will be on campus in November to discuss the plan for this year and the years moving forward.

Recruitment is just one component of enrollment management; enrollment management is so much more than admissions, but Admission is the group that brings students to WOU. WOU recruiters are out visiting high schools and attending college fairs; there has also been an increase of activity on campus, with Fall Preview Days seeing a 31% increase in attendance and high school visits to campus seeing a 300% increase.

**Financial Aid.** For a full year, two staff have been working on implementing Banner Financial Aid for Fall '23 FAFSA applications. Banner Financial Aid is replacing PowerFaid, allowing WOU to better interface and share student information between departments, as Banner is already in place as WOU's student information system. Over 1600 FAFSA applications have been received through this portal; WOU will be able to communicate more effectively with prospective students and current students relative to their financial aid.

**New Student and Family programs.** New Student and Family Programs (NSFP) just celebrated the end of their second cohort for Destination Western, a two-week bridge program for incoming students. As of week two, 100% of Destination Western students are enrolled in classes.

**University Housing.** University Housing has not been able to host conferences due to the pandemic, but after an active summer of conferences, has been able to build up their conference revenue, helping reduce the expense of living on campus for academic year students. On-campus housing is not full, so University Housing has been looking for other ways to use vacant residence hall spaces for other types of activities.

**Abby's House.** Abby's House has joined a two-year partnership with Hope Impact at Temple University, which will create a Basic Needs taskforce to help support students experiencing housing and food insecurity.

**Campus Dining.** Campus Dining has entered a contract for food delivery from the dining hall using Daxbot robot delivery.

**Multicultural Student Services and Programs.** MSSP is not a grant funded program but supports students similarly to SEP; MSSP coordinates the Diversity Scholars program and has held a dinner on October 19 to celebrate 55 new Diversity Scholars who have joined the university this year. October 28 will be the first of two César E. Chávez Leadership Conferences on campus; this first conference will feature high school seniors.

**Center for Professional Pathways.** CPP used to be named Service Learning and Career Development; this name change aligns with the goals of creating equitable pathways to career readiness and social mobility for all students. It's about giving students experiences in terms of internships and other practical experiences that allow students to learn both in and out of the classroom.

**Student Conduct.** Student Conduct just went through a year-long revision of the student code of responsibility; the revision has been approved and is effective for this academic year. It included changes in academic misconduct, disorderly conduct, and sexual misconduct.

**Student Engagement.** Student Engagement is invited everyone to the Holiday Tree Lighting on December 2.

**Student Health and Counselling Center.** SHCC has been busy supporting WOU students in terms of counselling and health related needs. Last year was very busy, with the Center seeing many increases in the different counselling sessions, whether it be crisis or regular intakes. This year, there's been an even larger increase in accessing student health and counselling.

**Upward Bound.** Upward Bound applied for and received another five years for their grant to continue supporting high school students as they explore attending college. The program has been a huge success, and one that generates a number of new students to our campus as a result of their experience with our Upward Bound program.

**Veterans Resource Center.** The VRC is honoring veterans for an entire week, not just Veterans Day.

**Wolfstore.** Digital books have made a comeback to the bookstore, and we are looking at more opportunities for ebooks to make textbooks more affordable for students. We're looking at piloting a program in the spring with some of our faculty, and hopefully implementing something in the Fall of '23.

**National Student Exchange Program.** NSE is an alternative to study abroad and is for the U.S. and U.S. territories. WOU has several students currently out on exchanges, and also has several students from other schools who are on campus right now. This is a good opportunity for students who want to try something different, but who don't want to study abroad.

## **VII. PLANNING FOR 2022-2023**

Provost Winningham presented a planning document for 2022-23.

A charge was received from Chair Komp to talk about how each of the Board committees would deal with important priorities, including enrollment, campus climate, campus morale,

strategic planning, and comprehensive fundraising campaign. Dr. Winningham and Tina Fuchs met to discuss how to support those areas, but enrollment in general could be what ASAC focuses on the most. Throughout the year, we can be looking at admission efforts, bringing new students to Western through programs like the Occupational Therapy program that should start in Fall of '24, growing other programs, EAB investments, optimizing financial aid, and achieving HSI status.

Overall enrollment need isn't just about recruiting students; we need to retain students that we have, and they need to persist and graduate. There are currently efforts underway to address these retention efforts.

There are new academic programs to help recruit students, as well as increasing enrollment in existing programs. WOU is hiring a new Director of Marketing and Communications who can help market those programs.

ASAC can help discuss, in future meetings, how to support enrollment management, campus climate and morale, strategic planning as needed, and the comprehensive campaign.

#### **VIII. ADJOURNMENT**

Chair Mitchell adjourned the meeting at 12:05pm.

## **Academic and Student Affairs Committee (ASAC), Proposal for a new Bachelor of Arts in Ethnic Studies**

The proposed Bachelor of Arts in Ethnic Studies is a 60 credit hour program. The interdisciplinary Ethnic Studies program has been designed with courses from 20 disciplines. It includes five concentrations: Chicano/Latino and Latin American Studies, African American and African Studies, Global Ethnicities Studies, Indigenous Studies and Intersectionality Studies. Of importance the overall design includes core courses that introduce students to the field, and provide depth of study within a concentration and breadth through electives. In addition, the major is designed as a bridge between the classroom and the community by providing graduates with the skills necessary to succeed in their future careers through high-impact practicum opportunities.

The Bachelor of Arts in Ethnic Studies is being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competence in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens' and residents' cultural competency, skill sets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB).

Ethnic Studies is an established field that is offered at numerous universities across the United States and in Oregon. Additionally, as the demographics of Oregon transform and in support of WOU's efforts to become a designated Hispanic Serving Institution, it has become increasingly essential to provide curriculum that reflects our students interests and shared experiences, and provides them an educational background that will empower graduates to become more aware of social injustice and create pathways to foster positive change.

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, industry, media and academic institutions.

One of the goals of the Ethnic Studies interdisciplinary major is to appeal to students who are from historically underrepresented groups as well as to provide a major that will appeal to all students who are interested in working in the DEIB field and other careers that serve diverse populations. Students were invited to participate in a focus group that was conducted during the design of the major. Overall, they responded quite favorably to the program design and indicated that they appreciated the focus on specific ethnic groups as

well as an option (concentration) for a student to tailor their own study on several groups and topic areas.

The proposed Bachelor of Arts in Ethnic Studies received Faculty Senate Approval on November 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Bachelor of Arts in Ethnic Studies as included in the docket material.



**P15219**  
**Ethnic Studies (Major - BA)**

New

**Requestor:** Mary Pettenger  
**Submitted:** 2022-09-13 09:44:38  
**Submitting as:** Faculty Member or APA

**The queue for this request is:**

- Division Chair
- Division Curriculum/Graduate Chair
- Curriculum Committee
- Faculty Senate
- AS Dean
  - Provost
  - President
  - External Review Recorder
  - Registrar

**Division** Social Sciences

**Request for a:** Program

**Level** Undergraduate

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

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

**Type of program** Major

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

**Summary/Rationale for proposal**

The Bachelor of Arts in Ethnic Studies major and minor are being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competency in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens' and residents' cultural competency, skillsets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). Ethnic Studies is an established field that is offered at numerous universities across the United States and in Oregon. Additionally, as the demographics of Oregon transform and in support of WOU's efforts to become a designated Hispanic Serving Institution, it has become increasingly essential to provide curriculum that reflects our students interests and shared experiences, and provides them an educational background that will empower graduates to become more aware of social injustice and create pathways to foster positive change.

The interdisciplinary Ethnic Studies program has been designed with courses from 20 disciplines. It includes five concentrations: Chicano/Latinx and Latin American Studies, African American and African Studies, Global Ethnicities Studies, Indigenous Studies and Intersectionality Studies. Of importance the overall design includes core courses that introduce students to the field, and provide depth of study within a concentration and breadth through electives. In addition, the major is designed as a bridge between the classroom and the community by providing graduates with the skills necessary to succeed in their future careers through a high-impact practicum opportunities. The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity-related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

**Anticipated start date** Fall 2023

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

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

**Proposed Classification of Instructional Programs (CIP) number.** 05.0200 Ethnic Studies

**Title of new program, requirement, focus, or concentration** Ethnic Studies

**Faculty Listing**

**Professors**

Professor: Kenneth Carano, Maureen Dolan, Michael McGlade, Mary Pettenger  
Associate Professor: Kathleen Connolly, Lucas Cordova, Jaime Marroquin  
Visiting Assistant Professor: Ricardo Pelegrin Taboada, Latham Wood

**Mission, Learning Outcomes, Etc.**

**Mission**

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit organizations, industry, media and

academic institutions.

#### Learning Outcomes

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

#### Description

##### **Core Courses: Credits 24**

Required Courses:

- ? ETH 201 Introduction to Ethnic Studies: Credits 4
- ? ETH 202 Introduction to Cultural Studies: Credits 4
- ? ANTH 216 Cultural Anthropology: Credits 4
- ? SOC 437 Sociology of Race/Ethnic Relations: Credits 4
- ? ETH 409 Practicum: Credits 4
- ? Choose one: ETH 409 Practicum : Credits 4 [2nd Practicum] or ETH 405 Capstone: Credits 4

##### **Choose One Concentration: Credits 12**

Option 1: Choose One Concentration: Credits 12

- ? Chicana/Latina and Latin American Studies: Credits 12
- ? African American and African Studies: Credits 12
- ? Global Ethnicities Studies: Credits 12
- ? Indigenous Studies: Credits 12

Option 2: Intersectionality Studies Concentration: Credits 12

- Students select a diversity of courses, totaling 12 credits, from the Option 1 Ethnic Studies concentrations that reflect individual interests, future career and academic goals in consultation with their advisor.

##### **Electives: Credits 24**

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. Students must take at least 36 upper-division credits in the major.

##### **Total Credits: 60**

**S grading** option is available for courses in the Ethnic Studies major.

[Concentrations - ***included here for reference only***]

##### **Chicana/Latina Studies and Latin American Studies Concentration \***

- GEOG 371 Mexico and Central America: Credits 4
- HUM 328 Intro to Latino/Chicano Literature: Credits 4
- HUM 340 Hispanic Culture and Civilization: Credits 4
- HUM 342 Intro to Chicano/Latino Life & Culture: Credits 4
- HST 450 Crime and Society in Latin America: Credits 4
- HST 453 Pre-Columbian and Colonial Latin America: Credits 4
- HST 454 History of the Caribbean: Credits 4

HST 455 Modern Latin America: Credits 4  
HST 456 Mexico Since Independence: Credits 4  
HST 485 Race and Ethnicity in Latin America: Credits 4  
HST 486 Chicano/a History: Credits 4  
PS 459 Government and Politics of Latin America: Credits 4  
SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements: Credits 4  
SOC 450 Latin American Society: Credits 4  
\*Depending on content ETH 407 Seminar: Credits 4  
**Total Credits: 12**

**African American and African Studies Concentration \***

ANTH 380 Africa: Credits 4  
ANTH 381 African Film & Society: Credits 4  
HST 438 European Imperialisms: Credits 4  
HST 439 Colonial Cultures: Credits 4  
HST 440 Gender and Colonialism: Credits 4  
HST 441 Decolonization and its Aftermaths: Credits 4  
HST 443 Jewish North Africa: Credits 4  
HST 444 Colonial North Africa: Credits 4  
HST 445 Postcolonial North Africa: Credits 4  
HST 475 Colonial America: Credits 4  
HST 477 Civil War and Reconstruction: Credits 4  
HST 479 Challenges of Progressive Era America: Credits 4  
HST 480 Topics on Multicultural America: Credits 4  
HST 481 American Voices: Credits 4  
HST 494 North American Constitutional History: Credits 4  
HST 496 Empire and Environment: Credits 4  
LIT 381 African Literature: Credits 4  
LIT 439 US Minority Literature: Credits 4  
PS 464 Government and Politics of Africa: Credits 4  
SOC 434 African American Studies: Social Issues, Social Movements: Credits 4  
\*Depending on content ETH 407 Seminar: Credits 4  
**Total Credits: 12**

**Global Ethnicities Studies Concentration\***

ANTH 213 Language and Culture: Credits 4  
ANTH 369 Evolution of Ethnographic Film: Credits 4  
ANTH 372 Social Constructions of Race: Credits 4  
ANTH 374 Cultures of South Asia: Credits 4  
ANTH 376 Cultures of South Asia: Credits 4  
ANTH 388 Transnational Migration: Credits 4  
A 404 Art History, Non-Western: Credits 4  
BA 392 Management of Diversity: Credits 4  
CJ 372 Social Constructions of Race: Credits 4  
CJ 445 Race and Social Justice: Credits 4  
COM 325 Intercultural Communication: Credits 4  
COM 402 Rhetoric, Race, Resistance: Credits 4  
CS 312 Social History of Computing: Credits 4  
D 251 Dance and World Cultures: Credits 4  
ED 260 Socio-political Foundations of the Diverse Classroom: Credits 4  
GEOG 370 Human Migration: Credits 4  
GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood: Credits 4  
HE 334 Health Disparities and Social Determinants of Health: Credits 4  
HST 412 Yugoslavia from Experiment to Collapse: Credits 4  
HST 423 Germany: 1914-1945: Credits 4  
HST 461 History of East Asia: Traditional China: Credits 4  
HST 462 History of East Asia: Traditional Japan: Credits 4  
HST 463 Modern East Asia: Credits 4  
HST 467 Modern China I: Fragmentation Reform Movements in Late Imperial China: Credits 4  
HST 468 Modern China II: The Republic of China in the 20th Century: Credits 4  
HST 469 Modern China III: People's Republic of China, Confucianism and Socialism: Credits 4  
HST 471 Women in Japanese Society: Credits 4

HST 472 Women in Chinese Society: Credits 4  
 HST 473 Popular Culture in China: Credits 4  
 HST 474 Popular Culture in Japan: Credits 4  
 HST 495 Arab World in Transition: Credits 4  
 LIT 443: World Literature: Credits 4  
 MUS 204: Ethnomusicology: Credits 4  
 PS 203 International Relations: Credits 4  
 PS 204 Governments of the World: Credits 4  
 PS 457 Government and Politics of Europe and Asia: Credits 4  
 PS 465 Government and Politics of the Middle East: Credits 4  
 PS 471 Immigration Politics and Policy: Credits 4  
 PS 473 Globalization Issues: Credits 4  
 PSY 487 Cross-Cultural Psychology: Credits 4  
 R 460: Comparative Religion: Credits 4  
 SOC 400 Globalization and Development: Credits 4  
 SUST 101 Sustainable World: Credits 4  
 SUST 330 Sustainability and Social Justice: Credits 4  
 \*Depending on content ETH 407 Seminar: Credits 4  
**Total Credits: 12**

Indigenous Studies Concentration \*

ANTH 374/ 376 Cultures of South Asia: Credits 4  
 ANTH 494 Northwest Native Nations: Credits 4  
 CJ 438: Native Americans, Culture, and the Criminal Justice System: Credits 4  
 HST 453 Pre-Columbian and Colonial Latin America: Credits 4  
 HST 454 History of the Caribbean: Credits 4  
 HST 475 Colonial America: Credits 4  
 HST 480 Topics on Multicultural America: Credits 4  
 HST 481 American Voices: Credits 4  
 HST 485 Race and Ethnicity in Latin America: Credits 4  
 HST 492 Pacific Northwest History: Credits 4  
 HST 494 North American Constitutional History: Credits 4  
 PS 425 Native American Politics and Policy: Credits 4  
 SOC 436 Native American/Asian American Studies: Social Issues, Social Movements: Credits 4  
 SUST 313 The Pacific Northwest: Credits 4  
 SUST 385 Nature and the American West: Credits 4  
 \*Depending on content ETH 407 Seminar: Credits 4

**Total Credits: 12**

Catalog ID:

Will you allow "S" graded courses to meet program requirements? Yes

Will you restrict which course requirements can be met with an "S" grade? No

Required HECC Form

Thumbnail	Name	Size	Actions
	<a href="#">WOU BA Ethnic Studies Proposal.pdf</a>	386369	

Degree Type BA

Credits required for degree 60

Describe any prerequisite credits needed for the college ready freshman

The core courses for the Ethnic Studies major do not have prerequisites (ETH 405 Capstone requires the student to be an Ethnic Studies major but this can be waived by the instructor). Students have 93 different courses in the concentrations and electives, almost all of the courses do not have prerequisites (BA361 is required for BA392), so students will have many options to complete the major within 60 credits.

#### Program Outcomes

<b>Learning Outcome</b>	<b>Alignment to University Learning Outcomes</b>
Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts	Diversity
Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment	Inquiry and Analysis
Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices	Integrative Learning

#### Learning Outcomes (formatted for catalog)

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

#### Pathway to graduation

The total credits required for completing the major are 60. As noted previously, the core courses for the Ethnic Studies major do not have prerequisites (ETH 405 Capstone requires the student to be an Ethnic Studies major but this can be waived by the instructor). Students have 93 different courses in the concentrations and electives, almost all of the courses do not have prerequisites (BA361 is required for BA392), so they have many options to complete the major within 60 credits.

Several of the lower division courses are available at Oregon Community Colleges and can be completed prior to beginning at WOU for transfer students. Many of the courses are also part of the General Education requirements so can count in both categories.

A sample 4-year plan:

Year One	Credits
ETH 201 Introduction to Ethnic Studies	4
ETH 202 Introduction to Cultural Studies	4
Minor or elective courses	4
Recommended General Education courses:	
First Year Seminar - FYS107 (Writing Focused)	4
First Year Seminar - FYS107 (Writing Focused)	4
Foundations: Mathematics	4-8
Foundations: Writing 121 and 122	4-8
Foundations: Communication and Language	4
Foundations: Critical Thinking	3-4
Foundations: Health Promotion	3-4
Total Credits	38-48

Year Two

ANTH 216 Cultural Anthropology	4	
Course in ETH concentration	4	
Minor or elective courses	12	
Recommended General Education courses:		
Exploring Knowledge: Literary & Aesthetic Perspectives	6-8	
Exploring Knowledge: Scientific Perspectives	8-10	
Exploring Knowledge: Social, Historic & Civic Perspectives	6-8	
Total Credits		40-46

Year Three

ETH 409 Practicum	4	
SOC 437 Sociology of Race/Ethnic Relations	4	
Course in ETH concentration	4	
ETH Electives	12	
Minor or elective courses	12	
Recommended General Education courses:		
Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness		3-4
Integrating Knowledge: Science, Technology and Society		3-4
Total Credits		42-44

Year Four

ETH 409 Practicum or ETH 405 Capstone	4	
Course in ETH concentration	4	
ETH Electives	12	
Minor or elective courses	24	
Total Credits		44

**Programs affected/consulted**

Approval Emails - prefix, person contacted and email date (emails attached as a file)

<b>A</b>	<b>Dr. David Janoviak</b>	<b>8/20/22</b>
ANTH	Dr. Isidore Lobnibe	2/7/22
BA	Dr. Bojan Ilievski	8/20/22
COM	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
CJ	Dr. Vivian Djokotoe/Dr. Misty Weitzel	8/20/22
CS	Dr. Breann Flesch	8/20/22
D	Dr. David Janoviak	8/20/22

<b>A</b>	<b>Dr. David Janoviak</b>	<b>8/20/22</b>
ED	Dr. Marie LeJeune	8/20/22
GERO	Dr. Melissa Cannon	8/20/22
HE	Dr. Gay Timken	8/20/22
HST	Dr. David Doellinger	2/9/22
HUM	Dr. Jaime Marroquin	12/2/21
LIT	Dr. Ryan Topper/Dr. Paula Baldwin	8/20/22
MUS	Dr. David Janoviak	8/20/22
PS	Dr. Mark Henkels	2/9/22
PSY	Dr. Ethan McMahan	8/20/22
R	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
SOC	Dr. Maureen Dolan	2/7/22
SPAN	Dr. Jaime Marroquin	12/2/21
SUST/GEOG	Dr. Shaun Huston	2/9/22

**Faculty and Facilities Needed (for Dean review only)**

No additional Facilities needed, may require part-time program coordinator based on program growth and enrollment (this has been discussed with Dean Cassity)

**Notes/Comments**

The CIP for Ethnic Studies is: 05.0200 Ethnic Studies

This full proposal includes:

Ethnic Studies major (this proposal)

Concentration - Chicax/Latinx and Latin American Studies P15220

Concentration - African American and African Studies P15221

Concentration - Global Ethnicities Studies P15222

Concentration - Indigenous Studies P15223

Ethnic Studies minor - P15225

Courses:

ETH 201 C15226

ETH 202 C15227  
 ETH 405 C15228  
 ETH 407 C15229  
 ETH 409 C15230

Amy Clark, Dean Cassity and Dominique Vargas have been consulted. The faculty listed on the program as part of the Ethnic Studies committee have met numerous times to develop the curriculum and build partnerships across the campus and in the community.

**Supporting Documents**

Thumbnail	Name	Size	Actions
	<a href="#">Program approval emails.docx</a>	40945	

**Related Courses:**

C15226	<a href="#">ETH 201 Introduction to Ethnic Studies</a>	New: General Education Course Exploring Knowledge (Social, Historical, & Civic Perspectives)	Exploring Knowledge	Social, Historical, & Civic Perspectives	Mary Pettenger	Social Sciences: na	Request is complete. 2022-11-21 08:34:15	<a href="#">View</a>
C15227	<a href="#">ETH 202 Introduction to Cultural Studies</a>	New: General Education Course Exploring Knowledge (Social, Historical, & Civic Perspectives)	Exploring Knowledge	Social, Historical, & Civic Perspectives	Mary Pettenger	Social Sciences: na	Request is complete. 2022-11-21 08:34:16	<a href="#">View</a>
C15228	<a href="#">ETH 405 Capstone</a>	New	<a href="#">P15219</a>		Mary Pettenger	Social Sciences: na	Request is complete. 2022-11-21 08:34:18	<a href="#">View</a>
C15229	<a href="#">ETH 407 Seminar</a>	New	<a href="#">P15219</a>		Mary Pettenger	Social Sciences: na	Request is complete. 2022-11-21 08:34:20	<a href="#">View</a>
C15230	<a href="#">ETH 409 Practicum</a>	New	<a href="#">P15219</a>		Mary Pettenger	Social Sciences: na	Request is complete. 2022-11-21 08:34:22	<a href="#">View</a>

**Division Chair decision:**

✓  
 Yes by Mary Pettenger (2022-09-13 09:55:51)

*Comments:*

**Division Curriculum/Graduate Chair decision:**

✓  
 Yes by Mark Henkels (2022-09-14 09:32:14)

*Comments:*

**Curriculum Committee decision:**

✓  
 Yes by Thaddeus Shannon (2022-10-18 18:20:22)

*Comments:* Added corrections to the associated faculty list, changed MUS 363 to MUS 204 in the Global Ethnic Studies concentration listing to be consistent with upcoming Music course renumbering proposal.

**Faculty Senate decision:**

✓

Yes by Stephen Scheck (2022-11-09 06:29:01)

*Comments:* Approved at Nov 8, 2022 Faculty Senate session.

**LAS Dean decision:**



Yes by Kathy Cassity (2022-11-15 12:13:42)

*Comments:*

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

Sent to Rob Winningham (winninr@wou.edu) on: 2022-11-15 12:13:42

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

**External Review Recorder decision:** Pending: Rob Winningham (winninr@wou.edu)

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



## Proposal for a New Academic Program

**Institution: Western Oregon University**

**College/School: Liberal Arts and Sciences**

**Department/Program Name: Social Science**

**Degree and Program Title: BA in Ethnic Studies**

### 1. Program Description

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

*05.0200 Ethnic Studies*

- 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 Bachelor of Arts in Ethnic Studies major and minor are being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competency in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens' and residents' cultural competency, skillsets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). Ethnic Studies is an established field that is offered at numerous universities across the United States and in Oregon. Additionally, as the demographics of Oregon transform and in support of WOU's efforts to become a designated Hispanic Serving Institution, it has become increasingly essential to provide curriculum that reflects our students interests and shared experiences, and provides them an educational background that will empower graduates to become more aware of social injustice and create pathways to foster positive change.

The interdisciplinary Ethnic Studies program has been designed with courses from 20 disciplines. It includes five concentrations: Chicano/Latino and Latin American Studies, African American and African Studies, Global Ethnicities Studies, Indigenous Studies and Intersectionality Studies. Of importance the overall design includes core courses that introduce students to the field, and provide depth of study within a concentration and breadth through electives. In addition, the major is designed as a bridge between the classroom and the community by providing graduates with the skills necessary to succeed in their future careers through a high-impact practicum opportunities. The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity-related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

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

## **Ethnic Studies, B.A.**

### **Core Courses: Credits 24**

#### Required Courses:

- ETH 201 Introduction to Ethnic Studies: Credits 4
- ETH 202 Introduction to Cultural Studies: Credits 4
- ANTH 216 Cultural Anthropology: Credits 4
- SOC 437 Sociology of Race/Ethnic Relations: Credits 4
- ETH 409 Practicum: Credits 4
- ETH 409 Practicum : Credits 4 [2<sup>nd</sup> Practicum] or ETH 405 Capstone: Credits 4

### **Choose One Concentration: Credits 12**

#### Option 1: Choose One Concentration:

- Chicana/Latina and Latin American Studies: Credits 12
- African American and African Studies: Credits 12
- Global Ethnicities Studies: Credits 12
- Indigenous Studies: Credits 12

#### Option 2: Intersectionality Studies Concentration: Credits 12

Students select a diversity of courses, totaling 12 credits, from the Ethnic Studies Option 1 concentrations that reflect individual interests, future career and academic goals in consultation with their advisor.

### **Electives: Credits 24**

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. Students must take at least 36 upper-division credits in the major.

### **Total Credits: 60**

#### Concentrations

#### Chicana/Latina Studies and Latin American Studies Concentration \*

GEOG 371 Mexico and Central America  
HUM 328 Intro to Latino/Chicano Literature  
HUM 340 Hispanic Culture and Civilization  
HUM 342 Intro to Chicano/Latino Life & Culture  
HST 450 Crime and Society in Latin America  
HST 453 Pre-Columbian and Colonial Latin America  
HST 454 History of the Caribbean  
HST 455 Modern Latin America  
HST 456 Mexico Since Independence  
HST 485 Race and Ethnicity in Latin America

HST 486 Chicano/a History  
PS 459 Government and Politics of Latin America  
SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements  
SOC 450 Latin American Society  
\*Depending on content ETH 407 Seminar

**Total Credits: 12**

African American and African Studies Concentration \*

ANTH 380 Africa  
ANTH 381 African Film & Society  
HST 438 European Imperialisms  
HST 439 Colonial Cultures  
HST 440 Gender and Colonialism  
HST 441 Decolonization and its Aftermaths  
HST 443 Jewish North Africa  
HST 444 Colonial North Africa  
HST 445 Postcolonial North Africa  
HST 475 Colonial America  
HST 477 Civil War and Reconstruction  
HST 479 Challenges of Progressive Era America  
HST 480 Topics on Multicultural America  
HST 481 American Voices  
HST 494 North American Constitutional History  
HST 496 Empire and Environment  
LIT 381 African Literature  
LIT 439 US Minority Literature  
PS 464 Government and Politics of Africa  
SOC 434 African American Studies: Social Issues, Social Movements  
\*Depending on content ETH 407 Seminar

**Total Credits: 12**

Global Ethnicities Studies Concentration\*

ANTH 213 Language and Culture  
ANTH 369 Evolution of Ethnographic Film  
ANTH 372 Social Constructions of Race  
ANTH 374 Cultures of South Asia  
ANTH 376 Cultures of South Asia  
ANTH 388 Transnational Migration  
ART 404 Art History, Non-Western  
BA 392 Management of Diversity  
CJ 372 Social Constructions of Race  
CJ 445 Race and Social Justice  
COM 325 Intercultural Communication  
COM 402 Rhetoric, Race, Resistance  
CS 312 Social History of Computing

D 251 Dance and World Cultures  
ED 260 Socio-political Foundations of the Diverse Classroom  
GEOG 370 Human Migration  
GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood  
HE 334 Health Disparities and Social Determinants of Health  
HST 412 Yugoslavia from Experiment to Collapse  
HST 423 Germany: 1914-1945  
HST 461 History of East Asia: Traditional China  
HST 462 History of East Asia: Traditional Japan  
HST 463 Modern East Asia  
HST 467 Modern China I: Fragmentation Reform Movements in Late Imperial China  
HST 468 Modern China II: The Republic of China in the 20th Century  
HST 469 Modern China III: People's Republic of China, Confucianism and Socialism  
HST 471 Women in Japanese Society  
HST 472 Women in Chinese Society  
HST 473 Popular Culture in China  
HST 474 Popular Culture in Japan  
HST 495 Arab World in Transition  
LIT 443: World Literature  
MUS 363: Ethnomusicology  
PS 203 International Relations  
PS 204 Governments of the World  
PS 457 Government and Politics of Europe and Asia  
PS 465 Government and Politics of the Middle East  
PS 471 Immigration Politics and Policy  
PS 473 Globalization Issues  
PSY 487 Cross-Cultural Psychology  
R 460: Comparative Religion  
SOC 400 Globalization and Development  
SUST 101 Sustainable World  
SUST 330 Sustainability and Social Justice  
\*Depending on content ETH 407 Seminar

**Total Credits: 12**

Indigenous Studies Concentration \*

ANTH 374/ 376 Cultures of South Asia  
ANTH 494 Northwest Native Nations  
CJ 438: Native Americans, Culture, and the Criminal Justice System  
HST 453 Pre-Columbian and Colonial Latin America  
HST 454 History of the Caribbean  
HST 475 Colonial America  
HST 480 Topics on Multicultural America  
HST 481 American Voices  
HST 485 Race and Ethnicity in Latin America  
HST 492 Pacific Northwest History  
HST 494 North American Constitutional History  
PS 425 Native American Politics and Policy

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements  
SUST 313 The Pacific Northwest  
SUST 385 Nature and the American West  
\*Depending on content ETH 407 Seminar

**Total Credits: 12**

- 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).

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take courses on WOU's campuses in Monmouth or Salem. Whenever possible, we will offer courses in flexible formats, including asynchronous online course offerings. The program will draw on WOU's learning management system (Canvas) for all flexible course delivery modalities (e.g., in-person, hybrid, and asynchronous modalities), including instructional and curriculum design support from WOU's Center for Academic Innovation.

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

This program takes advantage of many existing WOU courses taught by highly qualified tenure-track and tenured faculty, each of whom holds a terminal degree in their discipline. This cohort of faculty will be augmented by other tenured/tenure track faculty and non-tenure track faculty as needed.

**Core faculty:**

Professor: Kenneth Carano (Education & Leadership), Maureen Dolan (Sociology), Michael McGlade (Sustainability/Geography), Mary Pettenger (Political Science)  
Associate Professor: Kathleen Connolly (Spanish), Jaime Marroquin (Spanish)  
Assistant Professor: Lucas Cordova (Computer Science)  
Visiting Assistant Professor: Ricardo Pelegrin Taboada (History), Latham Wood (Anthropology)

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

The combination of the core faculty and additional full-time and part-time faculty is expected to provide adequate faculty resources to offer the major when it is first implemented. Faculty from the Social Science and Humanities Divisions will teach the two introductory courses, and faculty from the Social Science division will oversee the Capstone and Practicums.

This major requires the development of five new courses:

- ETH 201 Introduction to Ethnic Studies
- ETH 202 Introduction to Cultural Studies
- ETH 405 Capstone
- ETH 407 Seminar
- ETH 409 Practicum

WOU's faculty have sufficient capacity and expertise to deliver these courses as needed. All of the other courses in this major are offered regularly. Also, the number of elective options is extensive, so students should be able to complete these classes in a timely manner.

g. Other staff.

WOU is considering hiring a Director of Ethnic Studies to coordinate the program and teach the core courses in the major. No additional new staff are needed to offer the remainder of the program as many of the courses are offered as part of existing programs. Assistance may be needed from the Center for Professional Pathways as noted in 1h.

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

WOU already has the facilities, library, learning management system (Canvas) and other resources in place to support the courses offered by WOU. The Center for Professional Pathways has been consulted regarding future collaborations regarding internship/practicum opportunities for students.

i. Anticipated start date.

Pending approval by WOU, HECC and NWCCU, we anticipate beginning this program in Fall quarter 2023.

## 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.

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support." WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. For reference, the Mission of the major is:

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, industry, media and academic institutions.

The proposed BA in Ethnic Studies supports WOU's mission, values, and strategic plan. Our strategic plan calls for the University to:

- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.
- Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
- Provide professional development to improve institutional climate and personal commitment to, and understanding of, cultural competencies.

In addition the WOU Diversity Strategic Plan, Goal 3 is:

“Recruitment and Retention of Students calls for *Increase outreach and enrollment of underrepresented and underserved student populations within the region* with the action of

- Assess which current WOU programs/initiatives best support underrepresented and underserved students. Expand these programs and initiatives to meet/reflect student need. Develop new programs that target unmet need.”

This goal is supported as well by research that indicates that including ethnic studies courses in curriculum improves student engagement. A Stanford study analyzes K-12 education; however, its results are applicable to higher education and demonstrate “A ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating and likelihood of enrolling in college.” <https://news.stanford.edu/2021/09/06/research-finds-sustained-impact-ethnic-studies-class/>

Additionally, WOU has taken significant steps to expand its outreach to the Hispanic/Latinx community to increase enrollment and is providing essential student support for all ethnic groups with the goal of becoming a designated Hispanic Serving Institution.

Finally, in addition to providing a 180-credit educational pathway (between program and other degree requirements), the new major is deeply interdisciplinary and relevant in a world where cultural competency is a necessity. Combining classroom knowledge and practicum skills with the fundamental components of a liberal arts degree such as culture, history, societal issues and social justice, and critical thinking, this program will prepare students to immediately enter into a range of careers upon graduation, and for graduate programs that need culturally-competent practitioners (social service, health care, etc.).

- 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.

As noted in 1b, the state of Oregon has taken significant steps to increase Ethnic Studies in K-12 education as well as cultural competency in higher education. The new major would expand on these efforts as well as to provide opportunities for Oregonians to gain important knowledge and skills in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). It will offer students from diverse backgrounds the opportunity to learn about their own and other cultures, histories and experiences.

- 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;
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
  - iii. address civic and cultural demands of citizenship.

One of the state’s goals is to increase the number of students earning 4-year degrees. The major has been designed based on credit requirements and numerous courses

available for choice such that students should be able to complete the required courses easily within the 180-credit requirements at WOU. The three lower division core courses should not impede the ability of a transfer student to complete all courses within a possible two-year window, and some Oregon community colleges offer the Introduction to Ethnic Studies course and the Cultural Anthropology course. In addition, the minor is designed to accommodate students who wish to expand their portfolio by enhancing their skill sets and knowledge.

One of the goals of the Ethnic Studies interdisciplinary major is to appeal to students who are from historically underrepresented groups as well as to provide a major that will appeal to all students who are interested in working in the DEIB field and other careers that serve diverse populations. Students were invited to participate in a focus group that was conducted during the design of the major. Overall, they responded quite favorably to the program design and indicated that they appreciated the focus on specific ethnic groups as well as an option (concentration) for a student to tailor their own study on several groups and topic areas. As part of the request to develop the major, students noted that providing an Ethnic Studies major and minor has numerous benefits as it establishes legitimacy for all ethnic groups on a campus. They also noted that the proposed program appeals to their need for social justice, will attract diverse students, offers curriculum for all ethnic groups to gain cultural competency and promotes awareness. Additionally, societal calls for increased social justice on the local, state, and national level indicated a strong need for more opportunities for Oregonians to study and gain knowledge and skills in this important area.

### 3. Accreditation

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

There is not an accrediting body for the Ethnic Studies field, but the non-profit national organization Association for Ethnic Studies founded in 1972, “provides a vehicle for interested members and donors to promote responsible scholarship and advocacy in the diverse fields of inquiry which constitute ethnic studies.” <https://ethnicstudies.org/>

- 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.

The program will meet all NWCCU standards and NWCCU will be notified when the program has final approval.

- 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.

Headcount projections, first 5 years of program

	2023-24	2024-25	2025-26	2026-27	2027-28
Cohort 1 (23-24)	10	10	10	10	0
Cohort 2 (24-25)	0	10	10	10	10
Cohort 3 (25-26)	0	0	10	10	10
Cohort 4 (26-27)	0	0	0	10	10
Cohort 5 (27-28)	0	0	0	0	10
<b>Total</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>40</b>

Headcount projects are based on cohorts of approximately 10 students that graduate in four years.

FTE projections, first 5 years of program

	2023-24	2024-25	2025-26	2026-27	2027-28
Cohort 1 (23-24)	.29	.29	.29	.29	.29
Cohort 2 (24-25)	0	0	.29	.29	.29
Cohort 3 (25-26)	0	0	0	0	0
Cohort 4 (26-27)	0	0	0	0	0
Cohort 5 (27-28)	0	.0	0	0	0
<b>Total</b>	<b>.29</b>	<b>.29</b>	<b>.58</b>	<b>.58</b>	<b>.58</b>

FTE projections are based on the addition of an Ethnic Studies director who would advise students, oversee the assessment process, promote the program and teach the core courses as well as other courses in other majors.

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

Year 1: 0      Year 2: 0      Year 3: 0      Year 4: ~ 10      Year 5: ~15

Degrees could be conferred in Year 2 if students transfer to WOU with eligible courses completed. This would change the results to be:

Year 1: 0      Year 2: 5      Year 3: 5      Year 4: ~ 15      Year 5: ~15

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

The Ethnic Studies major would serve Oregon residents and nonresidents. It is assumed that traditional students as well as nontraditional students would find the major of importance. It is assumed as well that students from historically underrepresented groups will find the major of importance based on the feedback from our Focus Group. These assumptions are supported as well by the Adult Learner Report 2020 commissioned by HECC “On a national level, today’s college students tend to be older (37% are 25 or older), people of color (42%), and first-generation college students (46%) (Lumina Foundation, 2019)”

<https://www.oregon.gov/highered/research/Documents/Reports/HECC-Adult-Learner-report-2020.pdf>

- d. Evidence of market demand.

There are several indicators of market demand for the Ethnic Studies major: diversification of the workforce, need for enhanced interpersonal skills, increasing societal actions, and growth in the DEIB field.

- ***Diversification of the workforce*** – As Oregon seeks to serve a diversifying population we will need to provide as many opportunities as possible so our graduates are prepared for a more diverse and global workforce. More opportunities for students to complete a major in Ethnic Studies at an Oregon public university could expand opportunities for more highly trained employees with a focus on DEIB in the workforce. According to the 2022 Oregon Talent Assessment Report (6-9-22), commissioned by HECC:

Employers aim to diversify their workforce. Nearly 75 percent of employer respondents are actively trying to diversify their workforce, though sectors experiencing staffing crises may be less focused on diversity during the current period of staffing urgency. Most employers note that hiring racially diverse candidates is more difficult than hiring gender-diverse candidates, though the historically male-dominated fields of construction, advanced manufacturing, and wood products noted greater difficulty hiring for gender diversity. (2022 Oregon Talent Assessment Report, page iii) <https://www.oregon.gov/workforceboard/data-and-reports/Documents/2022%20Talent%20Assessment%20FINAL%2006-09-22.pdf>

- ***Interpersonal skills*** – A degree in Ethnic Studies will demonstrate an job candidate’s knowledge and “soft skills” such as empathy and social awareness. Oregon employers have recently acknowledged that

Soft or interpersonal skills were also among the skills most lacking in existing staff. Similar to occupational skills, 66 percent of employers who did not consider their existing staff fully proficient felt that their staff lacked soft or interpersonal skills. [These skills are defined as “an individual’s habits, personality and management abilities, such as

dependability, empathy, leadership, adaptability, motivation, teamwork”]  
(2022 Oregon Talent Assessment Report, page 42)

- ***Increasing societal actions*** – Several factors indicate a growing effort to increase DEIB actions in the public and private sector and the resultant need for people trained and educated in DEIB:
  - Washington, California and Oregon (discussed above) are or have implemented new legislation to include Ethnic Studies courses. California is requiring ethnic studies courses in public universities (Inside Higher Education <https://www.insidehighered.com/news/2020/10/22/adding-ethnic-studies-college-curricula-has-long-been-controversial-moment-different>). Washington is discussing including ethnic studies as a high school graduation requirement ( <https://www.sbe.wa.gov/our-work/graduation-requirements/ethnic-studies-graduation-requirement>).
  - Compliance with Oregon House Bill 2845 is creating the need for specific courses for K-12 educators that can be provided by our College of Education. Access to Ethnic Studies courses offered at WOU has the potential to provide in-place instruction for our Post-Secondary Education majors as well as Ethnic Studies majors who may progress to a Master of Teaching. Members of the Ethnic Studies committee have met with representatives from the Oregon Department of Education regarding future collaborations.
  - Oregon has designated additional funding and resources to serve certain historically underrepresented populations, which is creating the need for more educational content on culture and identity to serve more populations. These funding efforts include: in-state tuition for designated Oregon or Native American tribes <https://pdf4pro.com/cdn/notice-to-nonresidents-of-the-state-of-oregon-oit-edu-3acf83.pdf> and migrant families (e.g., Oregon Migrant Education Service Center <https://www.wesd.org/omesc>, Oregon Department of Education Title I-C Migrant Education <https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Migrant/Pages/default.aspx> ).
- ***DEIB field*** - A survey of online resources as well as consultation with the newly hired Director of DEI at WOU, indicate a strong growth in the DEIB field. Openings for DEIB specific jobs at the entry level (e.g., DEI Specialist) as well as more advanced positions (e.g., Director of Diversity, Diversity Officer, Head of Diversity, Diversity and Inclusion Manager) have increased; for example, “Between September 2019 and September 2020, Indeed job postings in diversity, inclusion and belonging have risen 56.3%—from 140 jobs per million to 219. More significantly, after the U.S. economy declined in Spring 2020, the DI&B industry recovered quickly, with job postings rising by an astonishing 123% between May and September.” <https://www.indeed.com/career-advice/finding-a-job/diversity-inclusion-and-belonging-jobs-rise>. A survey of job postings online indicate an entry salary of around \$60,000 (e.g., DEI Specialist \$62,490 <https://www.salary.com/research/salary/alternate/diversity-equity-and-inclusion-specialist-i-salary>; WOU Assistant Director of Diversity, Equity and Inclusion \$68-80,000 <https://wou.edu/hr/files/2022/07/S2261-Job-Announcement.pdf> ).

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

N/A

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

A key indicator of success for our major over time is how well we will prepare graduates for degrees in their chosen field as well as employability. The information presented above (in 4d) indicates that job opportunities in the field are strong and appear to be growing at this time. Once degrees are completed, graduates may pursue a variety of career paths in fields such as government, non-profit organizations, industry, media, and academic institutions that are seeking a diverse and inclusive workforce in order to attract best talent.

- A degree in Ethnic Studies indicates strong knowledge and skills related to cultural awareness and competency. Numerous reports indicate that employers are seeking a more diverse workforce as well as employees prepared to work in these companies (i.e., "Why Diversity Matters" <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/why-diversity-matters>)
- As noted above there are increasing openings for DEIB specific jobs at the entry level (e.g., DEI Specialist) as well as more advanced positions (e.g., Director of Diversity, Diversity Officer, Head of Diversity, Diversity and Inclusion Manager).
- Non-profit organizations are seeking employees who have the knowledge and skills to work with diverse populations such as Habitat for Humanity, or CAPACES Leadership Institute <https://capacesleadership.org/> in Oregon
- Graduates may also seek employment in:
  - Human Resources – positions such as Equal Employment Opportunity generalists (analytics, recruiting, etc.) who provide support for organizational efforts to expand and attract, and retain a diverse workforce and "Employment of human resources specialists is projected to grow 10 percent from 2020 to 2030, about as fast as the average for all occupations." <https://www.bls.gov/ooh/business-and-financial/human-resources-specialists.htm> In addition, Businesses who bid for government projects are increasingly needing to document the dedicated DEI positions and diversity of their workforce to apply and remain competitive in the bid process.
  - Public Health – expanding needs to serve diverse populations may lead to opportunities for graduates who go on to become registered nurses, social workers, dietitians/nutritionists, etc.
- Graduates can gain employment as educators in K-12 education, seek advanced degrees and teach in Higher Education, or work in Student Support Services such as a Retention Specialist or Academic Advisor.
- Other fields that a graduate could enter with a culturally-focused degree are prevalent <https://www.bls.gov/ooh/field-of-degree/culture-and-gender-studies/culture-and-gender-studies-field-of-degree.htm>

## 5. Outcomes and Quality Assessment

### a. Expected learning outcomes of the program.

Students majoring in the new Ethnic Studies major will achieve WOU's Undergraduate Learning Outcomes: Inquiry & Analysis, Integrative Learning, and Diversity and Global Learning <https://wou.edu/academic-effectiveness/undergraduate-programs/>. The Ethnic Studies major will have the following program-specific learning outcomes:

- Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
- Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
- Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

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

Because the WOU University Learning Outcomes and General Education Learning Outcomes apply to all students who are enrolled at WOU, they are assessed by the university faculty committees.

For the Ethnic Studies program, faculty from each of the disciplinary areas will be charged with assessment of their program specific learning outcomes. Assessment of the core courses will be coordinated by the Ethnic Studies Director and Division of Social Sciences. Each of the three program-specific learning outcomes will be assessed at least once every three years, starting with one for each of the first three years. Members of the Ethnic Studies committee will design rubrics for each Learning Outcome and 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. The primary assessment vehicles will be the evaluation of core course outcomes, and student practicums and capstone projects.

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

Faculty in the disciplines included in the major at WOU are expected to meet the scholarly standards of their respective divisions. Faculty may demonstrate their scholarly achievement in the scholarship of discovery, application, integration, and teaching and learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

As noted above, the primary program faculty members are tenured professors at WOU as well as active professionals in their respective fields. The ongoing scholarly expectations and evaluation of program faculty will be conducted according to the methods established by the Western Oregon University Federation of Teachers (WOUFT) in the current Collective Bargaining Agreement.

## 6. Program Integration and Collaboration

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

The programs most closely related to the proposed major at WOU are the two minors described above - Chicano/Latino Studies minor and Latin American Studies minor. The Ethnic Studies major includes many of the same courses and these programs may become part of the Ethnic Studies program in the future.

The following public universities in Oregon have an existing major and/or minors in Ethnic Studies or related ethnicity-focused programs:

- Eastern Oregon University (Native American Studies) <https://www.eou.edu/nap/native-american-studies/#:~:text=The%20Native%20American%20Studies%20Minor,of%20the%20EOU%20educational%20process.>
- Oregon State University (Ethnic Studies) <https://liberalarts.oregonstate.edu/slcs/ethnic-studies>
- Portland State University (Black Studies, Chicano Latino Studies, Indigenous Nations Studies) <https://www.pdx.edu/gender-race-nations/> ,
- Southern Oregon University (Ethnic and Racial Studies minor, Latin American Studies minor, Native American Studies) <https://sou.edu/academics/ethnic-racial-studies/> and
- University of Oregon (Ethnic Studies, Latin American Studies, Black/African Studies, Native American and Indigenous Studies) <https://ethnicstudies.uoregon.edu/> .

Several private colleges in Oregon also have ethnic studies or related ethnicity-focused programs:

- George Fox University (Hispanic Cultural Studies minor) <https://www.georgefox.edu/college-admissions/academics/major/hispanic-cultural-studies.html>
- Lewis & Clark College (Ethnic Studies minor) [https://college.lclark.edu/programs/ethnic\\_studies/](https://college.lclark.edu/programs/ethnic_studies/)
- Linfield (Global and Cultural Studies: Latin American Studies) <https://www.linfield.edu/programs/latin-american-latinx-studies/index.html>
- Pacific University (Cultural Awareness & Knowledge minor <https://www.pacificu.edu/cultural-awareness-knowledge/minor-requirements>; LatinX Studies minor <https://www.pacificu.edu/latinao-studies-minor>; Asia-Pacific Studies minor <https://www.pacificu.edu/asia-pacific-studies>)
- Reed College (Comparative Race and Ethnicity Studies) <https://www.reed.edu/cres/>
- University of Portland (Ethnic Studies minor) <http://up.smartcatalogiq.com/2022-2023/bulletin/College-of-Arts-and-Sciences/Minor-Programs/Ethnic-Studies>
- Willamette University (American Ethnic Studies) <https://willamette.edu/undergraduate/aes/index.html>

Several community colleges in Oregon also have ethnic studies or related ethnicity focused programs or courses that might provide transfer pathways for students who transfer to WOU:

- Central Oregon Community College (Ethnic Studies courses) <https://catalog.cocc.edu/course-descriptions/es/>
- Chemeketa Community College (courses such as Native American History or African American History among others) <https://www.chemeketa.edu/programs-classes/program-finder/history/course-descriptions/>
- Linn Benton Community College (Ethnic studies program) <https://www.lanec.edu/programs-academics/areas-study/social-sciences-social-services-and-education/ethnic-studies>
- Portland Community College (Ethnic studies classes, Native American Studies) <https://www.pcc.edu/programs/ethnic-studies/>

- 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.

Students who received a BA in Ethnic Studies could transfer to several Oregon public universities for a Graduate Certificate, Master's Degree and/or Doctor of Philosophy:

- Oregon State University:
  - MA in Interdisciplinary Studies with an emphasis in Ethnic Studies <https://liberalarts.oregonstate.edu/ethnic-studies/academic-programs/ethnic-studies-graduate>
- Portland State University:
  - Graduate Certificate in Gender, Race and Nations <https://www.pdx.edu/gender-race-nations/graduate-certificate-program>
  - Proposed MA: <https://www.pdx.edu/gender-race-nations/proposed-masters-program>
- University of Oregon:
  - Graduate Certificate in Indigenous, Race, and Ethnic Studies: <https://ethnicstudies.uoregon.edu/graduate-certificate>
  - PhD in Indigenous, Race and Ethnic Studies <https://ethnicstudies.uoregon.edu/graduate-studies/phd-ires>

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

N/A

- d. Potential impacts on other programs.  
There are no known impacts at this time.

## 7. External Review

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

N/A

*Revised May 2016*

## Instructions on Budget Outline form

---

### 1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments

within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

**2. No additional resources needed?**

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

**3. Additional resources needed?**

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

## Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2016-2017

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$10,000					\$10,000
Graduate Assistants (Include FTE)	0					0
Support Staff (Include FTE)	0					0
Fellowships/Scholarships	0					0
OPE	\$3,000					\$3,000
Nonrecurring	\$2,000					\$2,000
<b>Personnel Subtotal</b>	<b>\$15,000</b>					<b>\$15,000</b>
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Other Resources Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>\$15,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$15,000</b>

## Budget Outline Form: Year 2

### Estimated Costs and Sources of Funds for Proposed Program

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

	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	<b>Column F</b>
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$10,250	0	0	0	0	\$10,250
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	\$3,075	0	0	0	0	\$3,075
Nonrecurring	\$2,000	0	0	0	0	\$2,000
<b>Personnel Subtotal</b>	<b>\$15,325</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$15,325</b>
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Other Resources Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>\$15,325</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$15,325</b>

## Budget Outline Form: Year 3

### Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$15,000	0	0	0	0	\$15,000
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	\$4500	0	0	0	0	\$4500
Nonrecurring	\$2,000	0	0	0	0	\$2,000
<b>Personnel Subtotal</b>	<b>\$21,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$21,500</b>
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Other Resources Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>\$21,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$21,500</b>

## Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
<b>Personnel</b>						
Faculty (Include FTE)	\$15,375	0	0	0	0	\$15,375
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	\$4613	0	0	0	0	\$4613
Nonrecurring	\$2,000	0	0	0	0	\$2,000
<b>Personnel Subtotal</b>	<b>\$21,988</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$21,988</b>
<b>Other Resources</b>						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Other Resources Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Physical Facilities</b>						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
<b>Physical Facilities Subtotal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>\$21,988</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$21,988</b>

## **Academic and Student Affairs Committee (ASAC), Proposal for a new Minor in Ethnic Studies**

The proposed Minor in Ethnic Studies is a 24 credit hour program. A minor in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The minor empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, corporations, media and academic institutions.

The Minor in Ethnic Studies is being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration, and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competence in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens' and residents' cultural competency, skill sets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB).

The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

The proposed Minor in Ethnic Studies received Faculty Senate Approval on November 8, 2022 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, HECC approval will be sought; pending HECC approval, the NWCCU will be notified of this change.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new Minor in Ethnic Studies as included in the docket material.



**P15225**  
**Ethnic Studies minor**

New

**Requestor:** Mary Pettenger  
**Submitted:** 2022-09-13 09:45:14  
**Submitting as:** Faculty Member or APA

- |   |
|---|
| <b>The queue for this request is:</b>                       |
| <input type="checkbox"/> Division Chair                     |
| <input type="checkbox"/> Division Curriculum/Graduate Chair |
| <input type="checkbox"/> Curriculum Committee               |
| <input type="checkbox"/> Faculty Senate                     |
| <input checked="" type="checkbox"/> AS Dean                 |
| <input type="checkbox"/> Provost                            |
| <input type="checkbox"/> President                          |
| <input type="checkbox"/> Registrar                          |

**Division** Social Sciences  
**Request for a:** Program  
**Level** Undergraduate  
**Type of Request:** New (course, program, focus/concentration, or temporary course)  
**Will this be offered within an existing division or department?** Yes  
**Type of program** Minor  
**Is this curricular change driven by assessment data you have collected?** No  
**Summary/Rationale for proposal**

The minor in Ethnic Studies is being proposed along with the Ethnic Studies major - proposal P15219

The Bachelor of Arts in Ethnic Studies major and minor are being proposed based on Western Oregon University student and alumni advocacy, a request by the WOU administration and a recognized need to expand our curriculum beyond two established minors currently offered at Western Oregon University (Chicano/Latino Studies and Latin American Studies). The program also reflects statewide efforts to expand Ethnic Studies curriculum in K-12 education (e.g., Oregon House Bill 2845 – Ethnic Studies Standard for Social Science) and cultural competency in higher education (e.g., ORS 350.375 Cultural competency requirements at public universities and community colleges), as well as national, state and local efforts to develop citizens’ and residents’ cultural competency, skillsets and knowledge in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). Ethnic Studies is an established field that is offered at numerous universities across the United States and in Oregon. Additionally, as the demographics of Oregon transform and in support of WOU’s efforts to become a designated Hispanic Serving Institution, it has become increasingly essential to provide curriculum that reflects our students interests and shared experiences, and provides them an educational background that will empower graduates to become more aware of social injustice and create pathways to foster positive change.

The interdisciplinary Ethnic Studies program has been designed with courses from 20 disciplines. It includes five concentrations: Chicano/Latino and Latin American Studies, African American and African Studies, Global Ethnicities Studies, Indigenous Studies and Intersectionality Studies. Of importance the overall design includes core courses that introduce students to the field, and provide depth of study within a concentration and breadth through electives. In addition, the major is designed as a bridge between the classroom and the community by providing graduates with the skills necessary to succeed in their future careers through a high-impact practicum opportunities. The Ethnic Studies minor is designed to add breadth of study for students who are interested in pursuing a diversity-related focus in another field, and demonstration of cultural competency that is increasingly sought by employers.

**Anticipated start date** Fall 2023  
**Where will the program be delivered?** WOU Campus (in-person or online), WOU Salem  
**How will the courses be offered?** Face-to-face, Hybrid, Online asynchronous, Online synchronous  
**Proposed Classification of Instructional Programs (CIP) number.** 05.0200 Ethnic Studies  
**Title of new program, requirement, focus, or concentration** Ethnic Studies minor  
**Faculty Listing**

**Professors**

Professor: Kenneth Carano, Maureen Dolan, Michael McGlade, Mary Pettenger  
Associate Professor: Kathleen Connolly, Lucas Cordova, Jaime Marroquin  
Visiting Assistant Professor: Ricardo Pelegrin Taboada, Latham Wood

**Mission, Learning Outcomes, Etc.**

## Mission

A minor in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The minor empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, corporations, media and academic institutions.

## Learning Outcomes

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

## Description

### Core courses: 12 credits

- ? ETH 201 Introduction to Ethnic Studies: Credits 4
- ? ETH 202 Introduction to Cultural Studies or ANTH 216 Cultural Anthropology: Credits 4
- ? SOC 437 Sociology of Race/Ethnic Relations or ETH 409 Practicum: Credits 4

### Electives: 12 credits

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. At least eight credits must be upper-division.

### Total: 24 credits

## Catalog ID:

Will you allow "S" graded courses to meet program requirements? Yes

Will you restrict which course requirements can be met with an "S" grade? No

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

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

The following public universities in Oregon have an existing major and/or minors in Ethnic Studies or related ethnicity-focused programs:

- Eastern Oregon University (Native American Studies) <https://www.eou.edu/hap/native-american-studies/#:~:text=The%20Native%20American%20Studies%20Minor,of%20the%20EOU%20educational%20process.>
- Oregon State University (Ethnic Studies) <https://liberalarts.oregonstate.edu/slcs/ethnic-studies>
- Portland State University (Black Studies, Chicano Latino Studies, Indigenous Nations Studies) <https://www.pdx.edu/gender-race-nations/> ,
- Southern Oregon University (Ethnic and Racial Studies minor, Latin American Studies minor, Native American Studies) <https://sou.edu/academics/ethnic-racial-studies/> and
- University of Oregon (Ethnic Studies, Latin American Studies, Black/African Studies, Native American and Indigenous Studies) <https://ethnicstudies.uoregon.edu/> .

Several private colleges in Oregon also have ethnic studies or related ethnicity-focused programs:

- George Fox University (Hispanic Cultural Studies minor) <https://www.georgefox.edu/college-admissions/academics/major/hispanic-cultural-studies.html>
- Lewis & Clark College (Ethnic Studies minor) [https://college.lclark.edu/programs/ethnic\\_studies/](https://college.lclark.edu/programs/ethnic_studies/)
- Linfield (Global and Cultural Studies: Latin American Studies) <https://www.linfield.edu/programs/latin-american-latinx-studies/index.html>

- Pacific University (Cultural Awareness & Knowledge minor <https://www.pacificu.edu/cultural-awareness-knowledge/minor-requirements>; LatinX Studies minor <https://www.pacificu.edu/latinao-studies-minor>; Asia-Pacific Studies minor <https://www.pacificu.edu/asia-pacific-studies>)
- Reed College (Comparative Race and Ethnicity Studies) <https://www.reed.edu/cres/>
- University of Portland (Ethnic Studies minor) <http://up.smartcatalogiq.com/2022-2023/bulletin/College-of-Arts-and-Sciences/Minor-Programs/Ethnic-Studies>
- Willamette University (American Ethnic Studies) <https://willamette.edu/undergraduate/aes/index.html>

Several community colleges in Oregon also have ethnic studies or related ethnicity focused programs or courses that might provide transfer pathways for students who transfer to WOU:

- Central Oregon Community College (Ethnic Studies courses) <https://catalog.cocc.edu/course-descriptions/es/>
- Chemeketa Community College (courses such as Native American History or African American History among others) <https://www.chemeketa.edu/programs-classes/program-finder/history/course-descriptions/>
- Linn Benton Community College (Ethnic studies program) <https://www.lanec.edu/programs-academics/areas-study/social-sciences-social-services-and-education/ethnic-studies>
- Portland Community College (Ethnic studies classes, Native American Studies) <https://www.pcc.edu/programs/ethnic-studies/>

### Programs affected/consulted

Approval Emails - prefix, person contacted and email date (copies of email in Major proposal)

<b>A</b>	<b>Dr. David Janoviak</b>	<b>8/20/22</b>
ANTH	Dr. Isidore Lobnibe	2/7/22
BA	Dr. Bojan Ilievski	8/20/22
COM	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
CJ	Dr. Vivian Djokotoe/Dr. Misty Weitzel	8/20/22
CS	Dr. Breann Flesch	8/20/22
D	Dr. David Janoviak	8/20/22
ED	Dr. Marie LeJeune	8/20/22
GERO	Dr. Melissa Cannon	8/20/22
HE	Dr. Gay Timken	8/20/22
HST	Dr. David Doellinger	2/9/22
HUM	Dr. Jaime Marroquin	12/2/21
LIT	Dr. Ryan Topper/Dr. Paula Baldwin	8/20/22
MUS	Dr. David Janoviak	8/20/22

A	Dr. David Janoviak	8/20/22
PS	Dr. Mark Henkels	2/9/22
PSY	Dr. Ethan McMahan	8/20/22
R	Dr. Jaime Marroquin/Dr. Paula Baldwin	8/20/22
SOC	Dr. Maureen Dolan	2/7/22
SPAN	Dr. Jaime Marroquin	12/2/21
SUST/GEOG	Dr. Shaun Huston	2/9/22

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

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support." WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. For reference, the Mission of the major is:

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, industry, media and academic institutions.

The proposed BA in Ethnic Studies supports WOU's mission, values, and strategic plan. Our strategic plan calls for the University to:

- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Create opportunities for all undergraduate programs to include high-impact activities that support achievement of undergraduate learning outcomes.
- Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.
- Provide professional development to improve institutional climate and personal commitment to, and understanding of, cultural competencies.

In addition the WOU Diversity Strategic Plan, Goal 3 is:

"Recruitment and Retention of Students calls for *Increase outreach and enrollment of underrepresented and underserved student populations within the region* with the action of

- Assess which current WOU programs/initiatives best support underrepresented and underserved students. Expand these programs and initiatives to meet/reflect student need. Develop new programs that target unmet need."

This goal is supported as well by research that indicates that including ethnic studies courses in curriculum improves student engagement. A Stanford study analyzes K-12 education; however, its results are applicable to higher education and demonstrate ? ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating and likelihood of enrolling in college." <https://news.stanford.edu/2021/09/06/research-finds-sustained-impact-ethnic-studies-class/>

Additionally, WOU has taken significant steps to expand its outreach to the Hispanic/Latinx community to increase enrollment and is providing essential student support for all ethnic groups with the goal of becoming a designated Hispanic Serving Institution.

Finally, in addition to providing a 180-credit educational pathway (between program and other degree requirements), the new major is deeply interdisciplinary and relevant in a world where cultural competency is a necessity. Combining classroom knowledge and practicum skills with the fundamental components of a liberal arts degree such as culture, history, societal issues and social justice, and

critical thinking, this program will prepare students to immediately enter into a range of careers upon graduation, and for graduate programs that need culturally-competent practitioners (social service, health care, etc.).

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

Please see HECC proposal (attached as well) included with the P15219 Ethnic Studies major proposal that includes this information.

The state of Oregon has taken significant steps to increase Ethnic Studies in K-12 education as well as cultural competency in higher education. The new major would expand on these efforts as well as to provide opportunities for Oregonians to gain important knowledge and skills in the growing field of Diversity, Equity, Inclusion and Belonging (DEIB). It will offer students from diverse backgrounds the opportunity to learn about their own and other cultures, histories and experiences.

One of the state's goals is to increase the number of students earning 4-year degrees. The major has been designed based on credit requirements and numerous courses available for choice such that students should be able to complete the required courses easily within the 180-credit requirements at WOU. The three lower division core courses should not impede the ability of a transfer student to complete all courses within a possible two-year window, and some Oregon community colleges offer the Introduction to Ethnic Studies course and the Cultural Anthropology course. In addition, the minor is designed to accommodate students who wish to expand their portfolio by enhancing their skill sets and knowledge.

One of the goals of the Ethnic Studies interdisciplinary major is to appeal to students who are from historically underrepresented groups as well as to provide a major that will appeal to all students who are interested in working in the DEIB field and other careers that serve diverse populations. Students were invited to participate in a focus group that was conducted during the design of the major. Overall, they responded quite favorably to the program design and indicated that they appreciated the focus on specific ethnic groups as well as an option (concentration) for a student to tailor their own study on several groups and topic areas. As part of the request to develop the major, students noted that providing an Ethnic Studies major and minor has numerous benefits as it establishes legitimacy for all ethnic groups on a campus. They also noted that the proposed program appeals to their need for social justice, will attract diverse students, offers curriculum for all ethnic groups to gain cultural competency and promotes awareness. Additionally, societal calls for increased social justice on the local, state, and national level indicated a strong need for more opportunities for Oregonians to study and gain knowledge and skills in this important area.

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

The WOU admissions office has been given information about the proposed major and minor. The Social Science division will add information about the major/minor on the division website as well as create and distribute flyers, and information will be added to social media pages.

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

Marketing funds have been made available in 2021-2 and 2022-23 from the Provost's office and it is hoped that this will continue in 2023-24. Funds will be used from the division budget if needed.

**Faculty and Facilities Needed (for Dean review only)**

No additional faculty or facilities needed (see major proposal regarding possible program coordinator)

**Supporting Documents**

Thumbnail	Name	Size	Actions
	<a href="#">WOU BA Ethnic Studies Proposal.pdf</a>	386369	

**Related Courses:**

No related courses found

**Division Chair decision:**



Yes by Mary Pettenger (2022-09-13 10:04:01)

*Comments:*

**Division Curriculum/Graduate Chair decision:**



Yes by Mark Henkels (2022-09-14 09:50:01)

*Comments:*

**Curriculum Committee decision:**



Yes by Thaddeus Shannon (2022-10-18 18:18:34)

*Comments:* Added corrections to the associated faculty listing.

**Faculty Senate decision:**



Yes by Stephen Scheck (2022-11-09 06:48:03)

*Comments:* Approved at the Nov 8, 2022 Faculty Senate session.

**LAS Dean decision:**



Yes by Kathy Cassity (2022-11-15 12:13:51)

*Comments:*

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

Sent to Rob Winningham (winninr@wou.edu)on: 2022-11-15 12:13:51

**President decision:**



Yes by Jesse Peters (2022-11-09 07:49:06)

*Comments:*

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

Sent to Amy Clark (clarkaj@wou.edu), Jason Horne (hornej@wou.edu), Breeze Potter (potterb@wou.edu), Susan Hays (hayss@wou.edu)on:

## **Academic and Student Affairs Committee (ASAC), Proposal for a new graduate certificate in Healthcare Administration**

The proposed graduate certificate in Healthcare Administration is a 15-credit program that will provide opportunities for current healthcare administrators to have a local option for further training and development within their field. The program will provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

The proposed program fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate may also be “stacked” with other Organizational Leadership certificates resulting in a Master’s degree in Organizational Leadership with an emphasis on Healthcare Administration.

The Healthcare Administration certificate is an interdisciplinary program that expands WOU's array of high-quality programs, specifically in the area of graduate programs. The HCA certificate will leverage the WOU Salem facilities as well as WOU's enhanced ability to offer courses online in both synchronous and asynchronous modalities to offer the program in modalities that meet the needs of our students. The HCA certificate will allow WOU to strengthen partnerships with local and regional healthcare organizations and contribute to the financial sustainability of WOU by bringing in new graduate enrollment.

The proposed graduate certificate in Healthcare Administration received Faculty Senate Approval on January 11, 2023 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

### **STAFF RECOMMENDATION:**

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of a new graduate certificate in Healthcare Administration as included in the docket material.



**P15395**  
**Healthcare Administration Graduate Certificate**

- |  |
|--|
| <b>The queue for this request is:</b>              |
| <input type="checkbox"/> Graduate Committee        |
| <input checked="" type="checkbox"/> Faculty Senate |
| <input checked="" type="checkbox"/> AS Dean        |
| Provost  |
| President  |
| Registrar  |

New

**Requestor:** David Foster  
**Submitted:** 2022-11-21 11:38:25  
**Submitting as:** Faculty Member or APA  
**Division** Organizational Leadership

**Request for a:** Program

**Level** Graduate

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

**Will this be offered within an existing division or department?** No

**Please describe how this will integrate into or interface with academic units**

The administration of the Healthcare Administration (HCA) graduate certificate will be initially integrated into the Organizational Leadership program. Over time, the administration of the certificate will either move into a new MBA program or a new HCA program.

**Type of program** Certificate

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

**Summary/Rationale for proposal**

We are proposing a graduate-level certificate in Healthcare Management. The certificate will require 15 credits of graduate courses. Students will be required to take 3 core Healthcare Administration (HCA) courses, Healthcare Politics and Policies, Diversity and Ethical Leadership in Health Care, and Disparities in Health Care. Students can then select either two elective courses from a set of HCA electives including Advanced Topics in Healthcare, Quality Improvement for Health Care Leaders, Foundations of Gerontology for Health Administrators, and Issues in Rural Healthcare Management or one HCA elective and one course from a select set of Organizational Leadership courses including Fundamentals of Leadership, Human Behavior in Organizations, Building Effective Teams, Strategic Change and Organizational Development, and Organizational Communication.

This proposal fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate will also provide opportunities for current healthcare administrators to have a local option for further training and development within their field. This certificate may also be “stacked” with other Organizational Leadership certificates resulting in a Master’s degree in Organizational Leadership with an emphasis on Healthcare Administration.

**Is this a stand-alone certificate?** Yes

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

**Anticipated start date** Fall 2023

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

**How will the courses be offered?** Hybrid, Online asynchronous, Online synchronous

**Proposed Classification of Instructional Programs (CIP) number.** 51.07

**Title of new program, requirement, focus, or concentration** Healthcare Administration Graduate Certificate

**Faculty Listing**

Coordinator: David Foster

**Mission, Learning Outcomes, Etc.**

**Mission**

Provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

**Learning Outcomes**

1.

- Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
  3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

## Description

### Mission

Provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

### Learning Outcomes

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

### Core Courses

- HCA 621 Healthcare Politics and Policy Credits: 3
- HCA 622 Diversity and Ethical Leadership in Healthcare Credits: 3
- HCA 623 Disparities in Health Care Credits: 3

### Electives

Choose one option:

Option 1

- 6 credits of Healthcare Administration (HCA) electives selected in consultation with advisor

Or

Option 2

- 3 credits of Healthcare Administration (HCA) electives selected in consultation with advisor
- 3 credits of Organizational Leadership (OL) electives selected in consultation with advisor

### Healthcare Administration Elective Courses

- HCA 640 Quality Improvement for Healthcare Leaders Credits: 3
- HCA 641 Issues in Rural Healthcare Management Credits: 3
- HCA 642 Foundations of Gerontology for Health Administrators Credits: 3
- HCA 643 Advanced Topics in Healthcare

### Organizational Leadership Elective Courses

- OL 631 Fundamentals of Leadership Credits: 3
- OL 632 Building Effective Teams Credits: 3
- OL 633 Organizational Communication Credits: 3
- OL 613 Human Behavior in Organizations Credits: 3
- OL 619 Leading Organizational Change and Development Credits: 3

**Total Credits: 15**

Catalog ID:

Program Outcomes

#### Learning Outcome

#### Alignment to University Learning Outcomes

Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics. Core Content Knowledge

## Learning Outcome

## Alignment to University Learning Outcomes

Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.

Core Content Knowledge

Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Applied Skills

## Learning Outcomes (formatted for catalog)

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

## Targeted Professions

Healthcare Administrators and other administration professionals who want to transition into healthcare settings.

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

This program is somewhat related to Organizational Leadership at WOU. Both OL and HCA, however, are designed to be complimentary to one another. Outside of WOU, Oregon State University, Pacific University, Oregon Health and Science University, University of Portland, and Portland State University (although PSU is no longer accepting applications for its Master of Public Administration: Health Administration degree as of November 1st, 2021) offer graduate certificates and/or Master degrees in the broad area of Healthcare Administration. WOU's proposed certificate adds value to this area by leveraging faculty expertise in the areas of aging (Gerontology) and challenges in providing healthcare for minority and rural populations.

## Programs affected/consulted

The Healthcare Administration (HCA) task force consisted of faculty from Business, Organizational Leadership, Gerontology, Politics, Policy, and Administration, and Health and Exercise Science. The task force met many times over the spring and summer to develop the certificate curriculum. The results of the consultation is the certificate being proposed. The faculty involved included:

- Earlene Camarillo - Politics, Policy, and Administration
- Paul Disney - Business and Organizational Leadership
- Dan Dowhower - Health and Exercise Science
- David Foster - Organizational Leadership
- Shaun Houston - Business
- Bojan Ilievsky - Business
- Margaret Manoogian - Gerontology

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

The proposed program aligns with many of WOU's strategic priorities including:

- Promote academic array that provides distinctive, high-quality programs.
- Promote high-quality, diverse, and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Strengthen partnerships with community organizations and businesses and local, regional, and state government agencies.
- Expand activities and partnership with local and regional organizations.
- Enhance financial sustainability through enrollment and fiscal strategies such as support the growth of academic programs to include new and innovative degrees and certificates.

The HCA certificate is an interdisciplinary program that expands WOU's array of high-quality programs, specifically in the area of graduate programs. The HCA certificate will leverage the WOU Salem facilities as well as WOU's enhanced ability to offer courses online in both synchronous and asynchronous modalities to offer the program in modalities that meet the needs of our students. The HCA certificate will allow WOU to strengthen partnerships with local and regional healthcare organizations and contribute to the

financial sustainability of WOU by bringing in new graduate enrollment.

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

The proposed program fills a need highlighted by Governor Brown in the Future Ready Oregon program which seeks to advance opportunities for historically underserved communities seeking employment or career advancement in healthcare and other select fields (e.g., manufacturing and technology). This certificate will also provide opportunities for current healthcare administrators to have a local option for further training and development within their field. This certificate may also be "stacked" with other Organizational Leadership certificates resulting in a Master's degree in Organizational Leadership with an emphasis on Healthcare Administration.

According to data provided by the Occupational Information Network (O\*Net) projected growth in the area of medical and health services management from 2020 to 2030 is 38% in the state of Oregon compared to a 28% increase across the United States. This projected growth is much faster than average. O\*Net predicts 600 job openings each year in the state of Oregon for medical and health services management over the next decade. The Bureau of Labor Statistics (BLS) projects about 56,000 job openings nationally for medical and health services managers each year over the next decade. Many of these openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force (e.g., retire).

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

The HCA task force conducted focus groups of Healthcare Administrators over the summer. Focus group members both affirmed the need for local graduate education options in healthcare administration and evaluated the proposed program. Our initial plan to recruit students is to leverage these existing connections in local and regional healthcare organizations to market the program to prospect students. We have not yet established a marketing plan with MarCom.

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

The budget will need to be allocated from the Office of the Provost.

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

Both new sections of courses and additional non-tenure track (NTT) hires will be needed to offer the program. The program is proposing seven new graduate courses, four of which will be taught by existing WOU faculty who will need to have the course load in their home programs covered by NTT faculty. Three of the proposed courses will be taught by NTT faculty. The average replacement cost of a tenure-track (TT) faculty member with an NTT faculty member is \$4,500. There is an additional cost of a one course release for the HCA program coordinator (replacement cost \$4,500). Consequently, the faculty salary budget impact is estimated at \$36,000 per year. The faculty cost will be offset by a minimum student enrollment of 3-4 students per each of the seven HCA classes.

**Supporting Documents**

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

**Related Courses:**

No related courses found

**Graduate Committee decision:**



Yes by Amanda Smith (2022-11-22 13:19:14)

*Comments:*

**Faculty Senate decision:**



Yes by Stephen Scheck (2023-01-10 19:22:36)

*Comments:*

**LAS Dean decision:**



Yes by Kathy Cassity (2023-01-12 08:29:27)

*Comments:*

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

Sent to Rob Winningham (winninr@wou.edu) on: 2023-01-12 08:29:27

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

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



# TOP 10

## Things to know about Accreditation by the Northwest Commission on Colleges and Universities

# 10

### WHY ACCREDITATION?

Through regional accreditation, we assure the public that we are responsible stewards of societal resources: federal grants (Pell, TEACH & SEOG), guaranteed student loans, veteran's benefits, PLUS Loans for parents and graduate students, Oregon Opportunity Grants—that flow to educational institutions.

# 9

### WE STATE OUR MISSION.

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

# 8

### WE DEFINE MISSION FULFILLMENT.

Our mission is [fulfilled](#) when students engage in purposeful learning experiences (i.e., well-designed curriculum and co-curriculum) and they graduate.

# 7

### WE TRACK AND REDUCE EQUITY GAPS.

Learn more about [retention and graduation](#).

# 6

### WE EXAMINE OUR ACHIEVEMENTS IN COMPARISON TO OUR PEERS.

[Who are our peers?](#)

# 5

### WE PROVIDE EVIDENCE OF OUR WORK AND OUR STUDENTS' OUTCOMES.

# 4

### WE PLAN, ALLOCATE RESOURCES, ASSESS AND CONTINUALLY IMPROVE.

Institutional effectiveness is not a state we achieve but a process where we constantly get better at what we do. Our students learn more, we support them better, and they are more successful.

# 3

### WE USE INDICATORS TO TRACK OUR PROGRESS.

Alignment and assessment of learning outcomes; NSSE measures of academic challenge and High Impact Practices; graduation rates at four and six years; excess credits at graduation; affordability; first to second year retention.

# 2

### OUR YEAR SEVEN EVALUATION IS COMING UP.

Self-evaluation due March 1, 2023. NWCCU evaluation team site visit: April 12-14, 2023

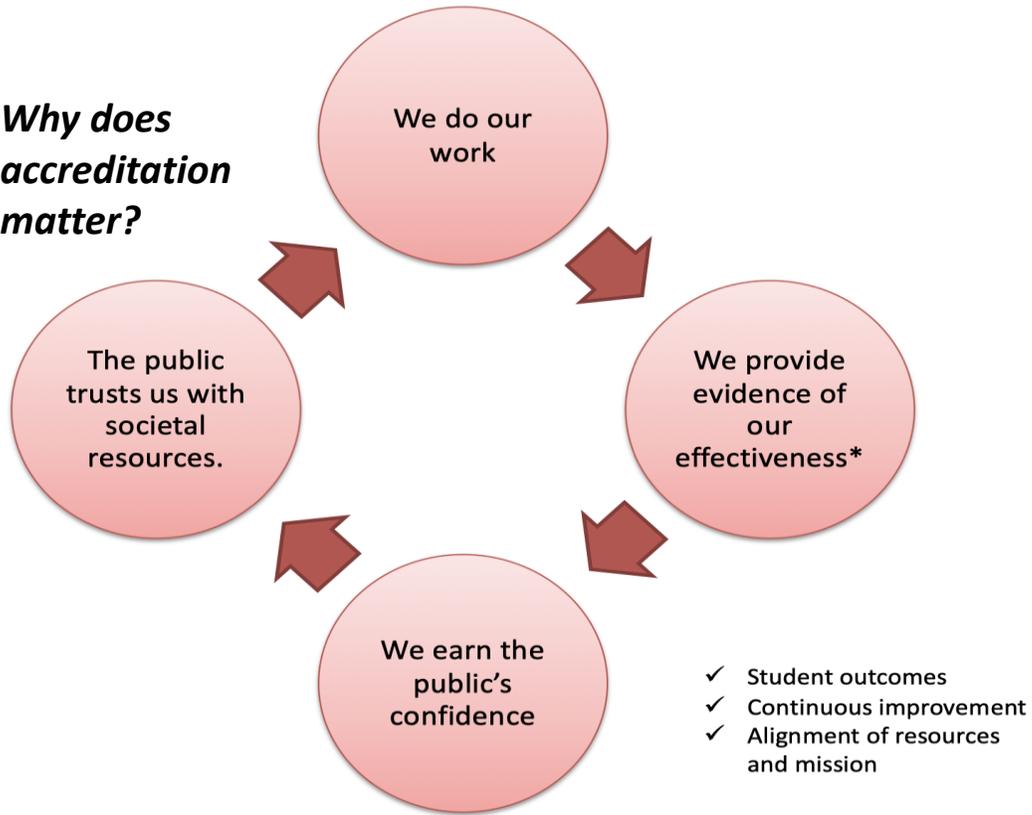
# 1

### EVERYONE AT WOU PLAYS A ROLE IN MISSION FULFILLMENT.

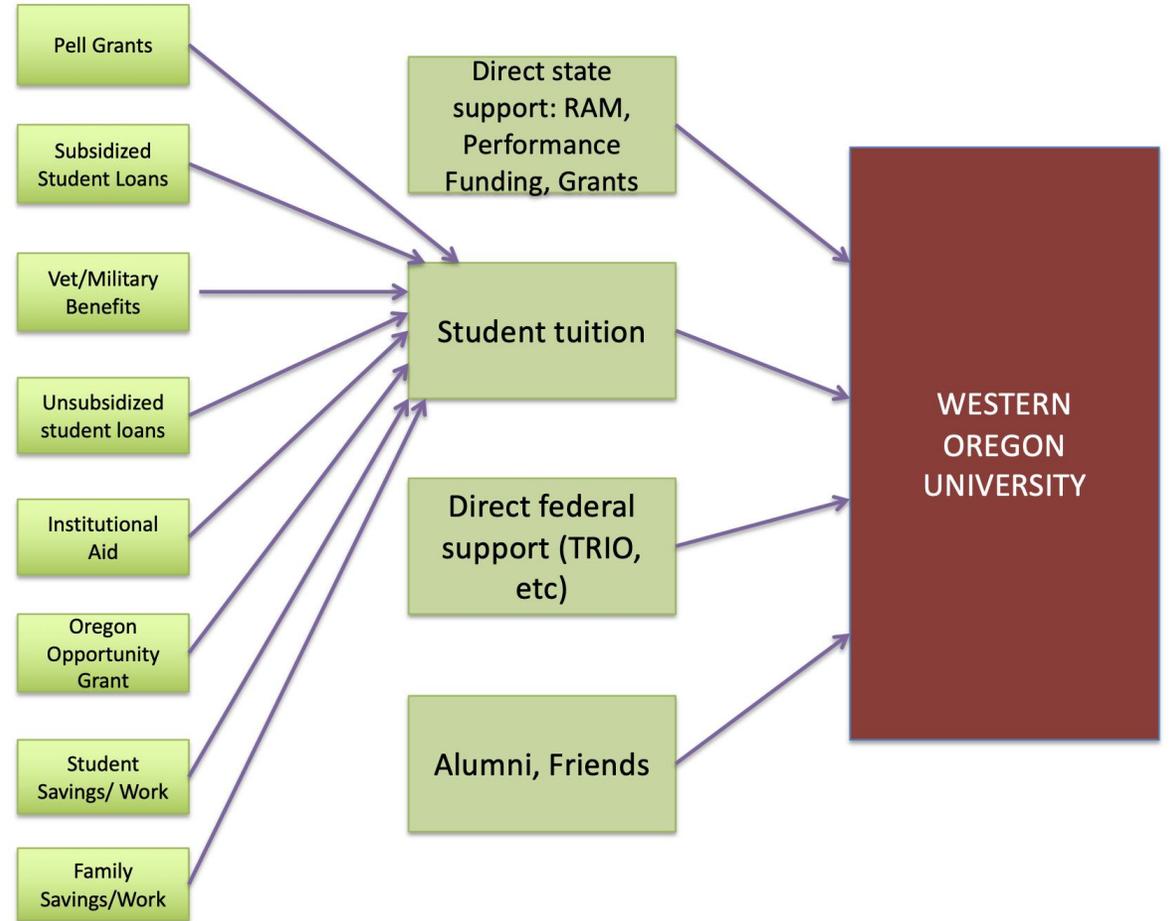


**Western Oregon** University  
Office of Academic Affairs  
[wou.edu/provost](http://wou.edu/provost)  
[provost@wou.edu](mailto:provost@wou.edu) | 503-838-8271

**Why does accreditation matter?**



**Sources of financial support for WOU students**



Regional Accreditation by the Northwest Commission on  
Colleges and Universities (NWCCU)

Year Seven Evaluation of Mission Fulfillment and Institutional  
Effectiveness

Report Due: **February 15, 2023**

Campus Visit: **April 12 -14, 2023**

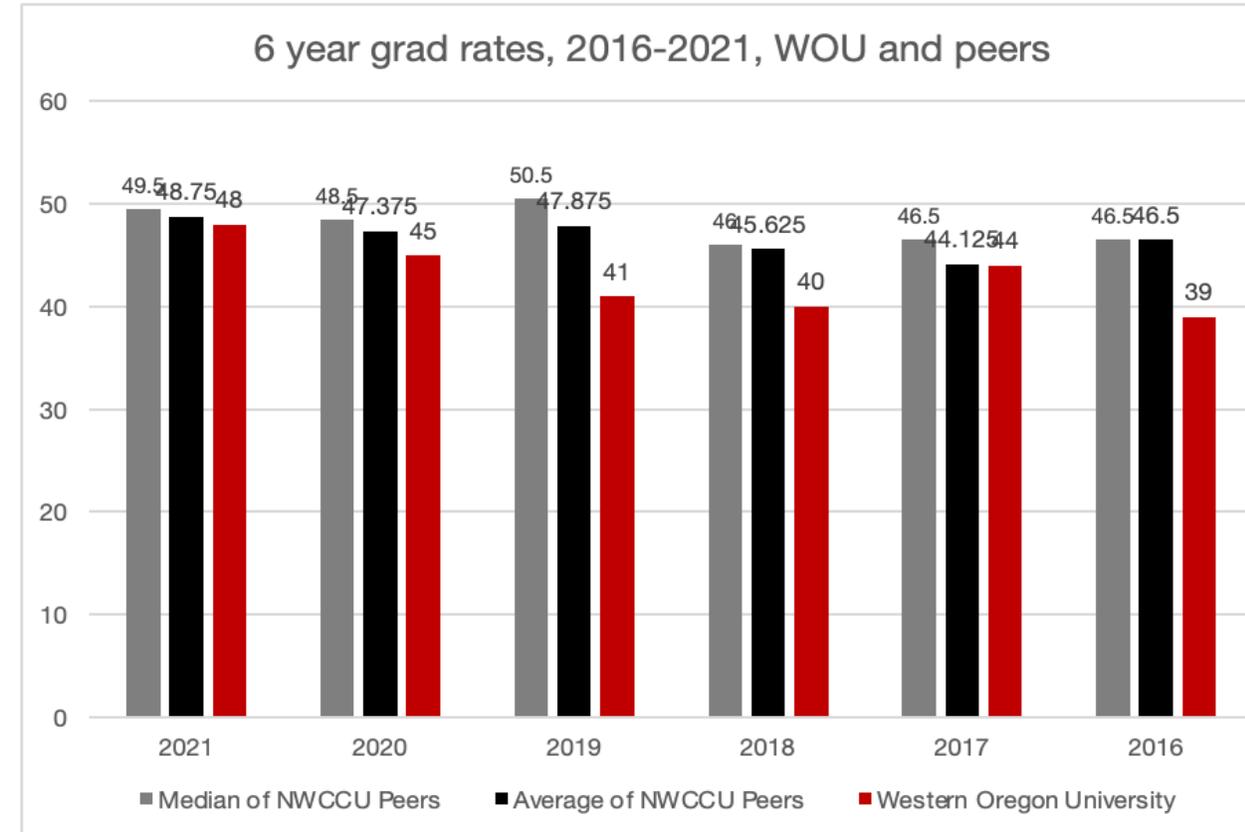
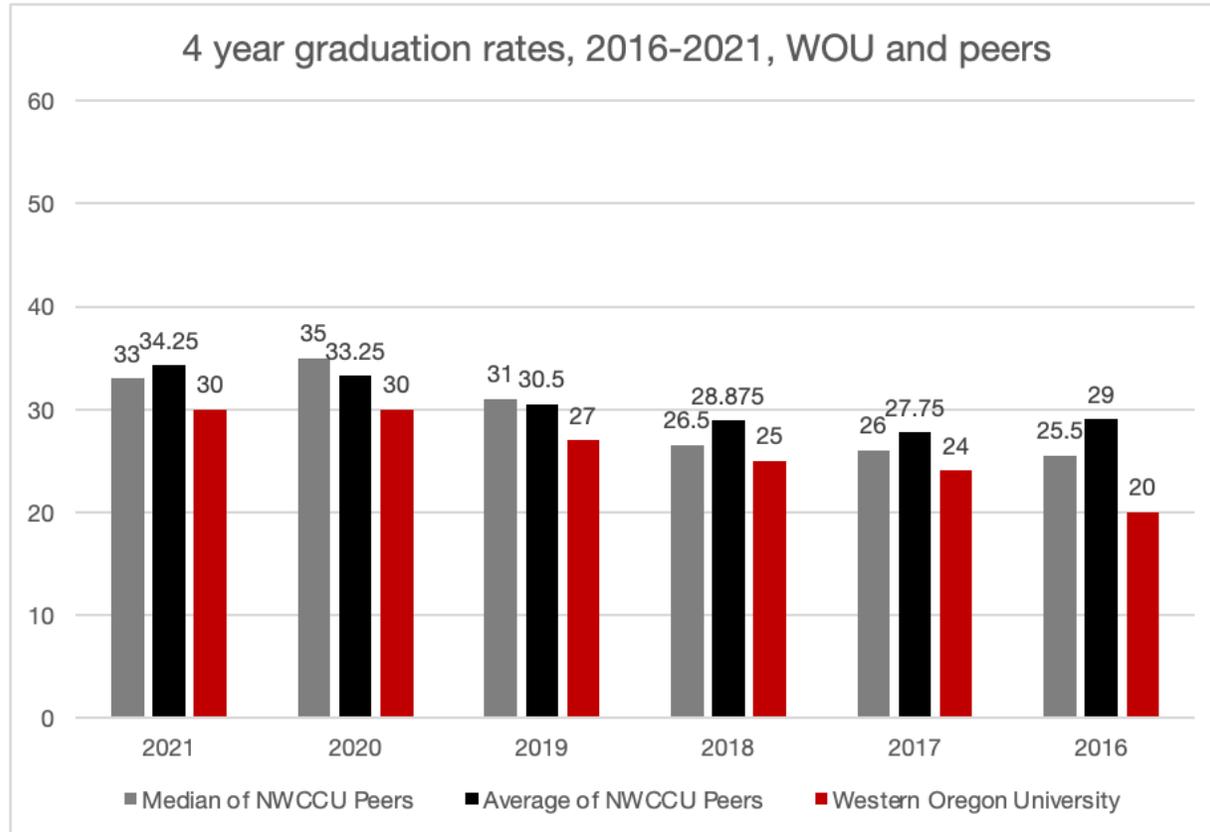
## Where are we in our accreditation cycle?

- 2016 – Our last seven-year review
- 2019 – Mid-cycle review
- 2022 – Year Six Policies, Regulations and Financial Reports Review
- 2023 – Year Seven Institutional Effectiveness and Mission Fulfillment Review

## NWCCU Areas of Focus

- Mission** – What we say we do
- Institutional Effectiveness** – a *process* of continuous improvement
- Mission Fulfillment: Student Learning** -- what students learn and how we get better at teaching them
- Mission Fulfillment: Student Achievement** -- graduation and student success
- Policies, Regulations & Financial Reports**

# Undergraduate student Achievement since 2016



# Enrollment Management

## New Students

**Recruitment** → **Admission** → **Enrollment**

## Admissions

### Applications/Admitted Report:

#### Fall 23 compared to Fall 22

Applications: - 5.7%

Admits: + 4.3%

#### Fall 23 compared to Fall 21

Applications: + 12.8%

Admits: + 15.4%

#### Fall 23 compared to Fall 20

Applications: - 6.4%

Admits: - 7.8%

#### Fall 23 compared to Fall 19

Applications: - .68%

Admits: + 16.5%

### Campus Visits & Events:

- **Fall 23 compared to Fall 22:**
- Individual Campus Tours: 145 students  
**(43.6% increase)**
- Group Campus Tours: 1144 students  
**(65.8% increase)**
- Recruitment Events: 803 students **(74.6% increase)**

## Admissions

### Winter Term Focus:

- Continue to admit students for Fall 23
- Recruiting for Fall 24 begins
- Attending Transfer Fairs (virtual last year)
- Participate in OPU Tours (first time since Covid)
- Moving the Intent to Register to two months earlier  
(working collaboratively with New Student & Family Programs & Student Success & Advising to ensure a smooth transition for new students to enroll)
- Fill 2 vacancies: one Admissions Counselor and one Lead Admissions Counselor

### Upcoming Events:

- Health Exercise Science Day - 1/26
- President's Day Visit - 2/20
- Criminal Justice Careers Day - 3/1
- Making WOU Happen (Admitted Student Day) 3/11
- GSA Day Conference - 3/17
- Spring Preview Day - 4/7
- Making WOU Happen (Admitted Student Day) 4/14
- Cesar E. Chavez Leadership Conference(#2) - 4/21

## ***Financial Aid***

### **Current FAFSA Report:**

- FAFSA applications for the 2023-24 year are steadily coming in each week.
- There is not a good comparison between applications received via PowerFAIDS vs Banner FA. In PF, all FAFSA applications were loaded into the system. In Banner only the matched records with Banner SIS are loaded.
- FA counselors have begun processing 2023-24 verification records as well as continuing to process 2022-23 student records.

### **Current Initiatives:**

- The remaining Banner Financial Aid implementation projects will continue until summer term 2023 when all processes will be fully functioning.
- Replacement of the Assistant Director of Scholarships is underway. Hoping to fill the position before scholarship application closes on March 1st.
- Award letters to begin going out in early March 2023.

## *Financial Aid*

### **Scholarships and Award Letter Timeline/Process**

- The WOU General Scholarship Application closes March 1, 2023
- Scholarship reviewers will have until March 20th to review applications.
- Awarding of WOU General Scholarships will begin the week of March 20th - March 31st.
- Students will have until April 17th to accept or decline their scholarship.
- Financial aid award offers will begin going out early March to all students who have completed the application process.

# The Warm Hand Off

## After Admission and receipt of Financial Aid Award Letter

### PACK EVENTS

- **Prepare:** Students will engage in a personal assessment called MyMajors to identify career goals they may want to explore, as well as which WOU majors are the best fit for these goals. Students will also complete additional important steps on their journey to becoming a wolf, including reserving their housing, finalizing financial aid, and applying for programs like Honors and TRiO.
- **Advise:** Students will meet with an academic advisor to review their assessment results, understand degree requirements, and explore and register for classes for their incoming term. These appointments can be completed virtually or on campus and are scheduled by students themselves, allowing for flexibility in timing and location.
- **Connect:** Students connect to resources and fellow new Wolves. The Transfer Student Connect Days will be July 27th and 28th. The First-Year Student Connect Days will be July 12th, 14th, and 15th. You will need to sign both yourself and your guests up for just one event. Registration will open in mid Spring.
- **Know:** A week of exciting activities to help students become acclimated to campus life. From speakers, to socials, to signing their names on the sidewalk, they join the rest of the new student to begin making their mark at WOU!

# Questions?

**Academic and Student Affairs Committee****January 2023 Report****Provost Rob Winningham****1. Student Success and Advising**

**TRIO Updates.** The Oregon TRIO Association (OTA) recently submitted a waiver to the federal Department of Education which, if approved, would allow participating Oregon TRIO programs to serve all students regardless of citizenship status. Our two college level TRIO programs at WOU, Student Enrichment Program (SEP) and Teacher Prep Student Support Services (TPSSS), are excited by this opportunity. While SEP and TPSSS, through existing general funding sources, are already positioned to serve undocumented and DACAmented students (a rarity in TRIO programs), this waiver would allow greater flexibility in serving students and meeting grant objectives.

**Faculty Leads.** We launched a Lead Faculty Advisor pilot in Fall 2022 with four academic areas. These Lead Advisors serve as the primary point of contact for advising for their respective areas, with the goal increasing advising communication and support for key student populations. Most notably, the Lead Advisors have helped to develop and pilot a more seamless process for connecting incoming transfer students with advising support during the orientation and onboarding process, which has likely been a contributing factor to the nearly 10% increase in our mid-year admitted to enrolled yield.

**Strengthening Academic Interventions.** This Fall term, SSA revamped our Early Alert system, a retention tool used by faculty to identify students early in the term who are experiencing academic difficulty and connect them with professional advisors and other campus resources for additional support. Faculty opened a total of 328 unique Early Alerts in Fall 2022 and 70% of those cases were resolved with positive outcomes by our professional advising staff across campus. Many of these cases resulted in referrals to our tutoring services, which has seen a 17% increase in utilization compared with last year and a 51% increase compared with pre-pandemic (Fall 2019) utilization numbers.

Relatedly, SSA is moving forward with expanding the scope of academic support services we offer at WOU. With the search for a new Associate Director in SSA concluding successfully in December, we are quickly working toward developing additional academic support programming such as Peer Academic Coaching, Supplemental Instruction, as well as revamping our central tutoring operations in order to meet College Reading and Learning Association (CRLA) certification requirements. Our new Associate Director, Jennifer Koshnick, will be leading these efforts and has a decade of experience implementing and running these types of academic support programs at Northern Arizona University, in support of retention and student success outcomes.

***Degree Completion.*** Our Degree Completion Program continues to identify students who stopped out at WOU, typically close to completing their degree. Through wrap-around advising support and modest grant-funded awards, we've helped 402 students re-enroll at WOU since Fall 2019. As of Fall 2022, 98.7% of those students have graduated or are still enrolled at WOU and on track to do so.

We continued our targeted social media campaigns with Motimatic, an external vendor, in order to reach difficult to engage stop outs from the past five years. In our second and most recent campaign for Winter 2023, we have re-enrolled around 20 additional stopped out students who we were otherwise unable to get in contact with and/or successfully re-enroll at WOU.

## **2. NWCCU Accreditation**

An external evaluation team from the Northwest Commission on Colleges and Universities will visit WOU April 12-14 for our Year Seven Mission Fulfillment and Institutional Effectiveness review. Our written self-evaluation will be submitted by March 1, 2023 and will be available on the University's website after it is submitted.

During this visit, the external review team will meet with students, faculty, staff and representatives of the Board of Trustees.

Campus is being updated on accreditation in monthly all campus emails, and through presentations to shared governance bodies. In addition, Denise Visuano, Director of Branding and Creative Services, helped us to create a one-



**TOP 10** Things to know about Accreditation by the Northwest Commission on Colleges and Universities

**10 WHY ACCREDITATION?**  
Through regional accreditation, we assure the public that we are responsible stewards of societal resources: federal grants (Pell, TEACH & SEOG), guaranteed student loans, veteran's benefits, PLUS Loans for parents and graduate students, Oregon Opportunity Grants—that flow to educational institutions.

**9 WE STATE OUR MISSION.**  
Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

**8 WE DEFINE MISSION FULFILLMENT.**  
Our mission is fulfilled when students engage in purposeful learning experiences (i.e., well-designed curriculum and co-curriculum) and they graduate.

**7 WE TRACK AND REDUCE EQUITY GAPS.**  
Learn more about [retention and graduation](#).

**6 WE EXAMINE OUR ACHIEVEMENTS IN COMPARISON TO OUR PEERS.**  
[Who are our peers?](#)

**5 WE PROVIDE EVIDENCE OF OUR WORK AND OUR STUDENTS' OUTCOMES.**

**4 WE PLAN, ALLOCATE RESOURCES, ASSESS AND CONTINUALLY IMPROVE.**  
Institutional effectiveness is not a state we achieve but a process where we constantly get better at what we do. Our students learn more, we support them better, and they are more successful.

**3 WE USE INDICATORS TO TRACK OUR PROGRESS.**  
Alignment and assessment of learning outcomes; NSSE measures of academic challenge and High Impact Practices; graduation rates at four and six years; excess credits at graduation; affordability; first to second year retention.

**2 OUR YEAR SEVEN EVALUATION IS COMING UP.**  
Self-evaluation due March 1, 2023. NWCCU evaluation team site visit: April 12-14, 2023

**1 EVERYONE AT WOU PLAYS A ROLE IN MISSION FULFILLMENT.**

 Western Oregon University  
Office of Academic Affairs  
[wou.edu/provost](http://wou.edu/provost)  
[provost@wou.edu](mailto:provost@wou.edu) | 503-838-8271

page flyer that summarizes important aspects of regional accreditation. The flyer will be distributed with upcoming accreditation updates.

**Credit for Prior Learning.** WOU received grant funding from HECC to jumpstart expanded credit for prior learning options.

In Winter 2023, about ten students are enrolled in WR 407, a course designed to help students prepare portfolios for assessment for credit for prior learning. Dr. Katherine Schmidt, Professor of English Studies and Director of the Writing Center, developed this course in consultation with faculty whose students plan to seek credit for prior learning. A range of disciplines are participating in this pilot work: Education, Early Childhood Studies, ASL/Interpreting Studies, Gerontology, Information Systems, Dance, Sociology, Interdisciplinary Studies. Tuition and online course fees are covered by the grant. Many of these students were identified by Maggie Newton and Kennedy Schade, advisors in the Office of Student Success and Advising, who are doing preliminary screening and inclusive advising of students to ensure that those who are good candidates for credit for prior learning know about the option and how to pursue it.

### 3. Partnerships

Jessica Murfin, Partnership Specialist, continues her work with Amazon Career Choice and SEIU. The SEIU marketing mailer, highlighting the

Gerontology program, was sent out to over 4,000 SEIU members in the home health, nursing home, and adult foster care professions.

Jessica has also been working with university leadership, SEIU and the State of Oregon Department of Administrative Services (DAS) to propose courses and programmatic pathways to help them fill hard-to-fill positions within the state. State agencies are working to identify employees who may be interested in continuing their education to fill vacancies. The next meeting to identify these groups of employees is planned for January or February 2023.

Professional Development Workshops will kick off in February, with six distinct workshops offerings including *Justice, Equity, Diversity, and Inclusion (JEDI) 101 in the Workplace*; *Cultural Competency Program*; and our Leadership Series: *Difficult Conversations: Giving and Receiving Feedback*; *Building Effective Teams*; *Leadership Bootcamp*; and *Critical Thinking for Leaders*. These non-credit opportunities are open to the public. For more information, check out [wou.edu/prodev](http://wou.edu/prodev). Lastly, Jessica has been busy building out WOU:Salem staffing and is pleased to announce that Kirstie Rudich is the new WOU:Salem and Organizational Leadership APA!

#### 4. Academic Effectiveness

Programs in Academic Program Review are securing external reviewers and preparing for site visits in March and April of 2023. Programs in the process of completing their self-study reports and securing external reviewers include, Early Childhood Studies, Educational Technology, Modern Languages, and Earth and Environmental Sciences. The Biology program culminated their Academic Program Review in 2022 with a two-day retreat to consider how they might address the recommendations from the process.

**WOU:Salem.** A new APA has been hired for WOU:Salem and the Organizational Leadership program. The search committee was chaired by Judy Sylva and the hiring manager was Jessica Murfin. The new APA is Kurstie Rudich. Kirstie was employed most recently as the OS II for WOU Salem and the Study Abroad program. A search for a new OS II will commence shortly.

A small group to inform processes and procedures to grow the WOU Salem campus is being formed and led by Judy Sylva. For now, a small group of people/programs that are currently invested at the Salem campus and have enjoyed some success is being convened to begin the conversation. It is hoped that this group can establish a vision for the campus and identify some key priorities to guide the planning for academic programs, student support services, and community engagement. If this group could establish a vision and some core

values, we could expand the group to include additional perspectives in engaging in strategic planning for the longer term.

Practically speaking in the short term, this group would also be advisory to developing a rubric to inform decision-making regarding financial support or incentives for start-ups, establishing a priority ranking of site usage, and a process to evaluate requests.

The time commitment in the Winter and Spring terms in 2023 would be primarily in contributing to the development of a vision and core values for WOU:Salem in the longer term and then vetting suggested processes and procedures for decision-making in the shorter term. This group is planning on meeting no more than four times this year via zoom with ongoing access to reviewing materials and providing input and feedback.

### ***Transfer Team Leadership***

#### **Long-term Outcomes of the Transfer Team:**

- Systems, policies, and procedures to support transfer students, centering equity through the lens of diversity, inclusion, and accessibility.
- Coherency in the administration of services to support transfer students from recruitment through graduation.
- Clear and consistent communication with community partners in support of developing and maintaining systems of support at WOU for transfer students.
- WOU is known as the most transfer friendly institution in Oregon.

#### **Definitions of *coherency***

1. **noun** the state of cohering or sticking together

synonyms: [coherence](#), [cohesion](#), [cohesiveness](#)

[see more](#) ▾

2. **noun** logical and orderly and consistent relation of parts

synonyms: [coherence](#)

#### **Objectives:**

- Increase transfer student enrollment (est. baseline for the total population and disaggregation of underrepresented/minoritized groups)
- Increase retention rates among transfer students (est. baseline for the total population and disaggregation of underrepresented/minoritized groups)

- Increase 2 and 4-year graduation rates among transfer students (est. baseline for the total population and disaggregation of underrepresented/minoritized groups)
- Maintain or reduce excess credits at graduation for transfer students (est. baseline for the total population and disaggregation of underrepresented/minoritized groups)

The Transfer Team had their second meeting in December 2022 to refine the mission of the team based on a better understanding of the participants' roles in facilitating the transition and retention of transfer students at WOU. This team will become a subgroup of the Strategic Enrollment Planning Workgroup in 2023 to continue their efforts to realize the long-term outcomes and objectives in coordinated partnerships within Academic Affairs and Student Affairs.

### ***General Education***

*Shaun Huston, General Education Director*

In Fall 2022, The General Education Director made several resources available to the campus through the Fall 2022 General Education Newsletter. These resources included guidelines and advice for proposing [First Year Seminars for 2023-24](#), a list of [new GE courses](#) in each category, and a [Student Planning Guide](#).

### ***First Year Seminar***

*Leanne Merrill, First-year Seminar Coordinator*

The First Year Seminar program is undergoing a holistic assessment in Winter and Spring of this year. We are examining the student and faculty experience of learning outcomes by considering student work, conducting focus groups with students, faculty, and staff, and holding open houses and listening sessions about the impact of FYS on campus. We are especially excited to speak with the first-ever cohort of FYS students who are on track to graduate this year! This project is part of our continuous improvement of the student experience and we hope to increase student retention and satisfaction with our findings. Many thanks to Academic Affairs for their support of this project!

### ***Honors Program***

*Gavin Keulks, Honors Program Director*

After a six-month delay caused by supply chain issues for archival paper, the 2022 honors theses have now been printed by the WOU Print Shop. They were uploaded to the Honors Digital Commons site in June. The printed copies will now be driven to the monastery for final binding -- and no, that isn't a typo: it's a real bindery, run by real monks. Fun fact: it's also the sole remaining thesis bindery in Oregon, as Covid closed the other one in Corvallis.

### ***Interdisciplinary Studies***

*Ryan Hickerson and Jeffrey Myers, IDS Co-coordinators*

The IDS 499 Capstone was considerably reorganized and restructured to better explore and highlight the importance of interdisciplinary thinking and its relevance to the modern job market, personal achievement, and the creative process. Below please find a couple comments from a recent IDS 499 discussion forum that seems to be particularly important and relevant to the WOU student demographic.

*"This career change is what primarily motivated me to choose IDS. I was able to apply the classes I had already taken and work towards a tailored degree that would better suit my needs moving forward. Starting out, I was afraid that I would be "locked-down" in my originally chosen field but that hasn't been the case."*

*"One of the biggest reasons I decided to come to Western is because of the IDS Degree. I have always struggled with what I want to focus on and with IDS I feel like I have been able to create something I actually enjoy"*

On a professional note, Dr. Jeff Myers completed a major and very exciting paleobotanical consulting project this past quarter that directly relates to his ongoing research on the evolution of west coast vegetation.

### **5. Institutional Research (IR)**

The IR Office has numerous recurring tasks that include reports to the federal government, state government, and the university community; however, for this report I have chosen to focus on our *ad hoc* requests. Since our last report on Oct. 11, the IR Office has completed approximately 125 *ad hoc* requests, or about 40 per month. Those *ad hoc* requests have included:

- Data requests for Title III grant planning
- Data requests for the NWCCU accreditation report
- Data requests for WOU's work with EAB
- A survey of students about their needs and their scheduling preferences
- Building an enrollment projection model
- Figures for the College Restructure Taskforce campus presentations and report
- Students lists for academic departments including Communication Studies, English Studies, Exercise Science, Gerontology and Mathematics

An important change in the office is that Colton Christian left WOU to direct the Institutional Research Office at Chemeketa Community College. Georgia Armitage has been promoted to Interim Senior IR Analyst.

### ***Title III grant development***

In Fall 2022, over twenty WOU leaders met regularly to develop a better understanding of WOU’s strengths, weaknesses, and significant problems. This work is intended to prepare us to submit a Department of Education Title III Strengthening Institutions grant proposal in late spring or early summer of 2023. In January, we are finalizing our proposal’s goals and objectives, and are homing in on strengthening our students’ experiences of belonging and purpose with a special focus on first to second year retention. WOU has increased graduation rates in recent years; improving retention (so that students get to be seniors who graduate) has emerged as an important focus.

## 6. Graduate Studies

Overall, graduate student enrollment has remained steady from last year with a slight increase in enrollment compared to last winter. The continued growth in enrollment for Special Education, Organizational Leadership, and the additional program in Justice Studies has helped to create a steady pattern of growth opportunities.

Program	Winter 2022	Winter 2023
MS Education	66	64
MA Teaching	75	66
MS Special Education	63	92
MS Educational Technology	22	12
MS Rehabilitation Counseling	42	36
MA Criminal Justice	21	16
MA Interpreting Studies	29	26
MS Justice Studies (NEW)		9
MM Contemporary Music	5	2
MA Organizational Leadership	37	42
End/Auth/CTL (only)	7	26
Specializations (only)	4	3
Certificate (only)	8	6
<b>Total</b>	<b>379</b>	<b>400</b>

The Slate graduate application system launched on January 9, 2023. This application system creates a one-stop application portal for prospective graduate students. Leading up to implementation, the Graduate Office worked closely with graduate program coordinators and support staff to create a streamlined application process that removes barriers to completion. Utilization of Slate will provide enhanced data related to application and enrollment patterns, in addition to the ability to use drip campaigns to provide continuous engagement to admitted students from the time of admission through enrollment.

Our partnership with EAB has also contributed to our gains through several initiatives. The EAB digital and email marketing campaigns continue to increase

WOU's visibility and actively recruit prospective graduate students, having reached over 15,000 prospective graduate students.

## 7. Sponsored Projects Office

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

	Proposals Submitted	Funding Sought (total)	Indirect Proposed	Proposals Awarded	Funding Awarding (total)	Indirect funded
FY21	68	\$22,604,036	\$2,731,722	40	\$11,045,135	\$1,570,733
FY22	67	\$28,431,233	\$3,416,985	47*	\$21,070,002	\$2,606,308
FY23 (as of 1/6/23)	36	\$4,800,239	\$329,393	10	\$2,973,284	\$390,632

*\*FY22 proposals are still pending, thus awarded funding is expected to increase over the next few months.*

## 8. Library and Academic Innovation

Library

### ***New Open Textbook in Criminology***

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

The textbook is being piloted by instructors across Oregon who, along with their students, will provide feedback to the authors. Suggestions and recommendations will be incorporated into the text, and after the pilot phase,

*Introduction to Criminology* will be made openly available to Criminology instructors across the United States. Kudos to both Dr. VanderPyl and Professor Moreno!

### ***Increasing Inclusivity and Belonging***

Two projects are nearing completion that fulfill the [vision](#) of Library and Academic Innovation to create welcoming learning environments.

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

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

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

### ***Fall 2022 Library Instruction***

The library has entered the second year of delivering our new information literacy instruction program. Our goal is an intentional, targeted, scaffolded library instruction program consisting of two tiers that avoids duplication of content across courses while maintaining quality instruction. Foundational Research is taught in First Year Seminar (FYS) courses and Advanced Research is taught in Research Methods courses. This fall, through collaboration between instruction librarians and the FYS coordinator, 76% of all FYS courses included library instruction, which is a laudable level of program permeation!

### ***Betty P. Holdt Estate Library Scholarship Funds***

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

## 9. College of Liberal Arts & Sciences

Below are several recent accomplishments and initiatives in the College of Liberal Arts and Sciences:

On Friday, December 2, 2022, as part of the WOU Department of Politics, Policy & Administration's *Empowered Communities Project*, Drs. Earlene Camarillo and Mary Pettenger hosted a seminar on Effective Advocacy for Non-Profit Organizations at the WOU-Salem campus. The seminar opportunity provided training for individuals from non-profits who are new to the Oregon legislative process, as well as seasoned advocates seeking more training. Individuals representing ten organizations from across the state attended and learned from successful advocates, current and former legislators/staff, and political science faculty to prepare for the upcoming legislative session. In a feedback survey, 100% of respondents stated they were "highly satisfied" with the event and would recommend a future event to others. The event received cross-campus support from the LAS Dean, the WOU Foundation, MarCom, WOU:Salem and the Center for Professional Pathways. Participating organizations include the Youth Action Board, City of Lake Oswego, City of Wilsonville, Boys & Girls Club of Salem, Marion & Polk Counties, The Environmental Center (Bend), Tualatin Riverkeepers, Willamette Riverkeeper, Oregon Association of Relief Nurseries, Oregon Zoo Foundation and Western Oregon University. Presenters included keynote speaker Representative Paul Evans (WOU alum); Brian McKinley (WOU alum), Sergeant at Arms/ OLEOO Director, Oregon House of Representatives; Sarah Curry, Journal Clerk, Oregon House of Representatives; Greg Leo, Advocate, The Leo Company, LLC; Dr. Mark Henkels, Professor of Politics, Policy & Administration at WOU; former Oregon House Representative Betty Komp (WOU Board of Trustees); advocate Justin Martin (WOU alum); and advocate Gwenn Baldwin. A link with more details is included here: <https://wou.edu/publicpolicy/effective-advocacy-for-non-profit-organizations-seminar/>.

On October 21-22, 2022, the Earth and Environmental Science Department celebrated the 60th anniversary of Earth Science education at WOU in honor of Emeritus Professor of Geology, Ray Brodersen. Two days of homecoming activities were hosted by the WOU Earth Science Alumni Society, including a lecture, dinner, and a football tailgate. The celebration was timely, as Dr. Brodersen passed away on December 12, 2022, after a life well lived. He earned his Ph.D. from U.C. Berkeley in 1962 and taught Geology and Earth Science at OCE/WOSC/WOU for 35 years, where he received three awards for outstanding teaching during his distinguished career. After retiring in 1997, Dr. Brodersen received the Distinguished Service Award, WOU's highest honor, in 2002. The current Earth and Environmental Science faculty are honored to follow

in Ray's footsteps at WOU and were pleased to be able to celebrate his outstanding contributions.



On Saturday, November 12, 2022, five WOU faculty participated in Oregon State Girl Scout STEM Day in Salem, Oregon. Representatives from WOU included faculty from the departments of Biology, Chemistry, Earth and Environmental Science, Mathematics, Computer Science, along with the organization FEM in STEM. Over 383 participants attended, including 232 youth/"future WOU students." Dr. Kristin Latham-Scott, Dr. Breeann Flesch, Dr. Patty Flatt, Dr. Samantha Levell, and Dr. Feier Hou provided hands-on activities, take-home artifacts, enthusiasm, information, and lots of joy around WOU STEM!



The Music Department hosted a successful mariachi workshop on campus from November 11-13. Over 25 educators and students participated in the groundbreaking workshop, which concluded with a well-received performance on Facebook Live.

David Janowiak, Chair of the Creative Arts Division, has successfully procured a grant from the National Endowment for the Arts, along with three supporting grants from Pacific Power, the Oregon Community Foundation, and the Arts Builds Community Grant. This represents a 100% grant-writing success rate for the WOU Theatre Department's upcoming project, a Spanish-language production of "The Condensed Works of Shakespeare" to be performed on our campus by Portland's Teatro Milagro in Summer 2023.

The Creative Arts Division also announces the dates for the upcoming Matthew Shepard project, supported by a grant from the Oregon Cultural Trust. The play *The Laramie Project* will be performed in Rice Auditorium at 7:30 p.m. on March 2, 4, 8, 9 and 10, with a 2:00 p.m. matinee on March 5. The Oregon premiere of a choral fusion oratorio telling Matthew's story, *Considering Matthew Shepard*, will be performed at 7:30 p.m. in Rice on March 3 and 11. Matthew's mother, Judy Shepard, will speak on "The Legacy of Matthew Shepard" in Rice Auditorium at 7:30 p.m. on March 6; and *The Legacy of Matthew Shepard in Dance* (a newly commissioned work) will be performed at 7:30 p.m. in Maple Hall

on March 7. In addition, a related art exhibit will take place in Cannon Art Gallery and around campus between February 22 and March 24.

Several WOU students have experienced recent high-profile successes. Current WOU undergraduate Jasmine Wetter (WOU Class of 2025) published a single-authored article, "Generalization of Sylvester's Proof that an odd perfect number is not divisible by 105," in the 2023 edition of the journal *Pi Mu Epsilon* sponsored by the national mathematics honor society. Jasmine wrote her paper as a first-year student at WOU; such an acceptance is an enormous accomplishment for a beginning mathematics student. Jasmine plans to present her work at the Oregon Number Theory Days in February 2023.

WOU music composition student Isabella Morrill was unanimously selected as the winner of the 2022 National Band Association's Merrill Jones Memorial Young Band Composition Contest, sponsored by the Midwest Clinic Band and Orchestra Director's Conference in Chicago. In addition to receiving a monetary award, Isabella's composition, ***Voyage of the Northern Lights***, will be considered for publication by Wingert-Jones. This competition is for composers under the age of 40, and Isabella is one of very few (if any) composers to have won this award in its 20-year history.

Molly Gale, a junior Music Education major, presented her research paper and poster, *Female Instrumentalists: Rethinking the Role of Women in Jazz Pedagogy & Vi Redd's Importance in Bebop and Blues*, at the 2023 Jazz Education Network National Conference in Orlando, Florida, on January 5. Molly has subsequently been invited to present her paper at the University of Memphis later this year.

Our Model United Nations club continues to have a robust membership. Though plans to attend a conference in Germany last November fell through at the last minute, the club has been invited to participate in a Model UN conference in London in February 2023.

Faculty have also been engaged in a variety of innovative projects. The *Write Place* ([write-place.org](http://write-place.org)), a nonprofit organization founded at Western Washington University in 2013 and dedicated to creating and supporting literary/artistic projects that inspire appreciation of humanity's relationship with the natural environment, is moving to WOU during Winter 2023. The *Write Place* board approved WOU Professor of English Henry Hughes as its new executive director. According to the organization's founder and retiring director, John Purdy (a 1978 WOU alumnus, "Professor Hughes is the perfect person for the job, and we are so happy that the organization will have a home at Western Oregon University."

Dr. Alex Curry, Assistant Professor of Communication Studies, recently completed work on a large research project mapping the news media landscape in Philadelphia. The study surveyed 1,500 residents, along with collecting and

analyzing 60,000 news articles from nearly 100 news organizations. This grant-funded research was done as part of Dr. Curry's ongoing association with the Center for Media Engagement at the University of Texas – Austin, with his WOU affiliation also acknowledged.

Dr. Emily Plec, Professor of Communication Studies, is serving this year as President of the Environmental Communication Interest Group of the Western States Communication Association. She was recently invited to speak at a graduate student pre-conference for the 2023 Conference on Communication and the Environment.

Sarah Sheldrick, Instructor of Communication Studies, is preparing a documentary film in progress, *The Future of Water: Lessons from Eastern Oregon*. The Umatilla Basin has experienced a critical depletion of groundwater, threatening farmers and ranchers who supply food for millions of people in the U.S. and around the world. The film chronicles how farmers are collaborating to share water rights and rotate crops, inspiring its viewers with a message supporting community and collaboration. Sarah will also deliver a workshop in February entitled, "Difficult Conversations: Falling with style! Giving and Receiving Feedback." This workshop will instruct participants on how to identify dysfunctional communication practices and adopt communication practices that are supportive of a functional workplace.

Dr. Tad Shannon, Associate Professor of Information Systems, is a member of a team that received a grant to establish a system for granting credit for prior learning, which WOU plans to use to give credit for prior learning in our Information Systems program. WOU's IS program is designed for working adults, many of whom already work in IT, and this project will honor their existing knowledge with credit that will count toward their major. This is just one of several initiatives underway on campus with regard to credit for prior learning as a result of procuring this grant.

Dr. Becka Morgan, Professor of Computer Science, received a subaward with OIT to develop a statewide implementation plan for computer science education through ODE and HECC. Dr. Morgan is charged with creating curriculum for high school teachers to develop a web design course using HTML, CSS, and JavaScript. She is also creating a new online course for Willamette Promise that can be delivered online. These courses are not designed to be courses for CS majors but are instead designed to base computer science education "on a framework that guides students from computer users to computer literate creators who are proficient in the concepts and practices of computer science." The goal is to make computer science more accessible to groups that have been historically marginalized within the discipline.

Dr. Jie Liu, Professor of Computer Science, co-authored a paper titled "Vulnerabilities in Aggregated Database Data Even When Encrypted," published

in November by the Second International Conference on Information Technology and Biomedical Engineering. His abstract, "On Scaling and Its Effects Regarding Improving Cloud Era Analytical Database Query Performance," was also accepted by the International Conference on Computer Technology and Information Science.

Dr. David Doellinger, Professor of History, and Dr. Mary Pettenger, Professor of Politics & Public Policy, delivered a campus presentation on the War in Ukraine last November that was well-attended by students and faculty.

As usual, these are just a few of the recent numerous initiatives and successes in WOU's College of Liberal Arts and Sciences. We look forward to sharing additional good news with the Board of Trustees in the coming months.

## 10. College of Education

Master's in Human Performance and Development approved. The new master's degree program in Human Performance and Development launched by the Division of Health and Exercise Science has been approved by the Higher Education Coordinating Commission and is ready for implementation in fall 2023. Faculty are busy preparing for this new addition to our academic portfolio and are already talking to many students who have expressed interest. The Accelerated Undergraduate to Master's Program (AUMP) pathway will allow lots of students to begin work in this program while still completing BS coursework on campus.

National review team recommends perfect score for educator programs re-accreditation. In November, educator programs hosted a virtual site visit for a team of peers from across the country representing the Council for Accreditation of Educator Programs (CAEP). The result of the intense, 3-day review was a recommendation to "approve without areas for improvement" that will go forward to the national board of examiners in April 2023. The official score will not be known until that time but the review team offered many kind words in favor of the educator programs at Western. Faculty are very proud of this initial endorsement and look forward to the final rating.

Health and Exercise Science Career Day on January 26<sup>th</sup>. Following a successful event last year, faculty in both Exercise Science and Public Health are working with Admissions staff to host an event for both high school students and community college transfer students interested in careers in these areas. The event will include career exploration events, participation in classes, games, food, prizes, as well as admission information into these outstanding majors. Faculty expect more than 100 students from across Oregon to be on campus for this event.

Dr. Kristen Pratt from the Division of Education and Leadership releases new book. The book titled, *Primary Language Impact on Second Language and Literacy Learning: Linguistically Responsive Strategies for Classroom Teachers* offers teacher candidates and practicing educators cross-linguistic analyses of twelve different languages used by students who are emergent bilinguals in U.S. schools (in addition to Spanish languages include among others Mandarin, Vietnamese, Russian, Tagalog, French, Korean, Japanese, Arabic). Each chapter, (co)authored by linguistic experts of that language variety, including two former Western students, focuses on how language-specific linguistic similarities and differences impact learning English as an additional language. The book aims to help educators understand how to purposefully support instruction through the use of primary languages as an asset in classrooms.

Dr. Melanie Landon-Hays, President of the Oregon Association of Teacher Educators (ORATE).

ORATE will be holding their annual conference in March and Dr. Melanie Landon-Hays from the Division of Education and Leadership is busy building the conference with Board members including Drs. Marie LeJeune, Kate Hovey, Lin Wu, and Mark Girod. The annual conference will be held at the University of Portland and for the keynote address, Dr. Landon-Hays has invited Senators Dembrow and Fredericks, as the chairs of the Senate Education Committee, as well as other key legislators, to be part of a panel to discuss issues of education and teacher preparation in Oregon.

Dr. Denise Thew-Hackett serves as FEMA reservist. Dr. Denise Thew-Hackett, who also serves as the chair of the Division of Deaf Studies and Professional Studies, spent a month in fall '22 serving as a Disability Integration Specialist with the Federal Emergency Management Agency (FEMA). Dr. Thew-Hackett served in southern Illinois and Missouri to help survivors recovering from summer flash flooding in these areas. Her work helped assure that press releases included specific information on accessibility and targeted individuals with disabilities, worked on needs assessments and strategic planning to address unmet needs and disparities among individuals with disabilities, collaborated with local agencies that serve the needs of individuals with disabilities across the region.

Dean Girod prepares to travel to Texas with Salem-Keizer school district leaders. At the invitation of Salem-Keizer Public Schools, Mark Girod, Dean of the College of Education, will be traveling with administrators from our major partner school district to Cypress Fairbanks Independent School District in Houston, Texas. Cypress Fairbanks is one of the largest school districts in the United States and has an extensive, internal leadership development program. Dean Girod and Salem-Keizer partners intend to study these programs to consider replication and extension here in Oregon.

## 11. Registrar

The university has, for many years now, had a 'preferred first name' function, however, we have found that it is insufficient to meet the nuanced and evolving needs of our campus community. In consultation with stakeholders we have decided to adopt a new model that fully honors the right of a person on this campus to be addressed by the name they choose. The Registrar's office is taking the lead in this work. We are moving the Institutional Policy on Names forward and designing and driving the implementation plan to enact the policy. The policy states that a person's 'name' is the name they wish to be used in "all university offices, systems, correspondence, and communication that do not require use of the legal name." The 'legal name' is used in any context in which the legal name is required to be used.

In anticipation of adopting the policy without any substantive changes we have begun taking steps to review existing data, validate fields, and make corrections. Improving the quality of the data will help us smoothly implement these changes. We have gathered lists of impacted systems, offices, and operations. My office is engaging with the Data Integrity Group throughout the process to ensure that the broad group of data managers and core system users represented there are informed and actively participating in the process. The next order of business with the group is to discuss my draft implementation plan and draft a timeline for implementation. Additionally, I am coordinating training and communication operations with the Gender Identity, Names, and Pronouns workgroup.

The common course numbering project, per the requirements of Senate Bill 233 codified in Oregon Revised Statute (ORS) 350.423 to 350.429, has entered the implementation stage for the courses adopted effective the 2023/24 academic year. Through continued participation in the state Common Course Numbering Systems and Operations Subcommittee, observing Transfer Council meetings, and engagement with WOU faculty, my office has been able to streamline and assist in this implementation. Curricular proposals for the courses, and where needed corresponding program proposals, have been submitted by the Registrar on behalf of departments and are being shepherded through the system to ensure that the following courses, and impacted programs, have been vetted, and adopted in a timely manner for the 2023/24 year.

Communication:

COMM 100Z

COMM 111Z

COMM 218Z

Math:

MATH 105Z

MATH 111Z

MATH 112Z

Statistics:  
STAT 243Z

Writing:  
WR 121Z  
WR 122Z  
WR 227Z

## 12. College Restructure Taskforce

In December 2022, the College Restructure Taskforce submitted [their final report and recommendations](#).

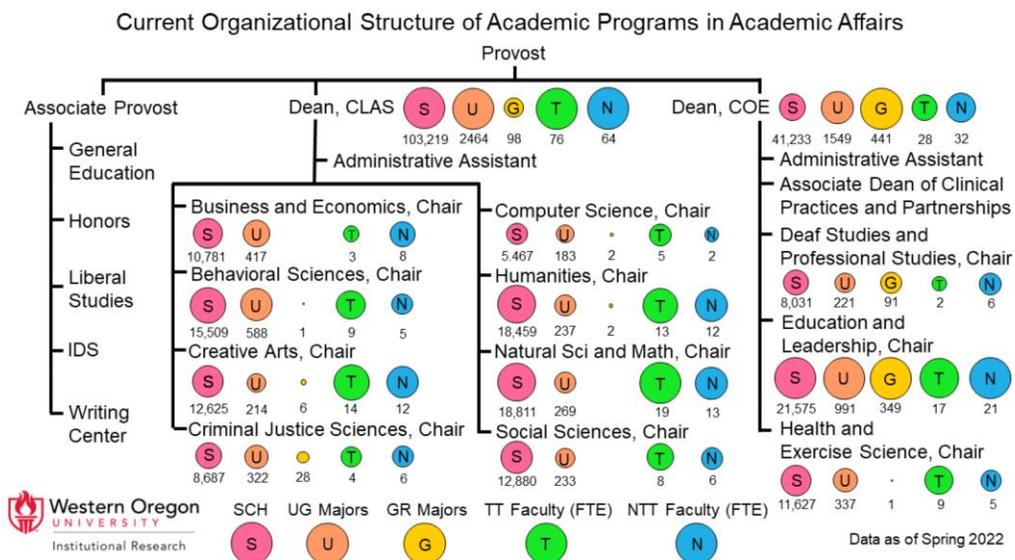


Figure 1: Current Academic Structure

Figure 1 displays the current academic structure with the number of student credit hours (SCH), undergraduate majors (UG Majors), graduate majors (GR Majors), tenure track faculty units (TT FTE), and non-tenure track faculty units (NTT FTE). A textual description of Figure 1 with data tables is in [Appendix I](#).

Current Programs in COE and CLAS



Figure 2: Current Distribution of Academic Programs in COE and CLAS

A text version of Figure 2 is in [Appendix J](#).

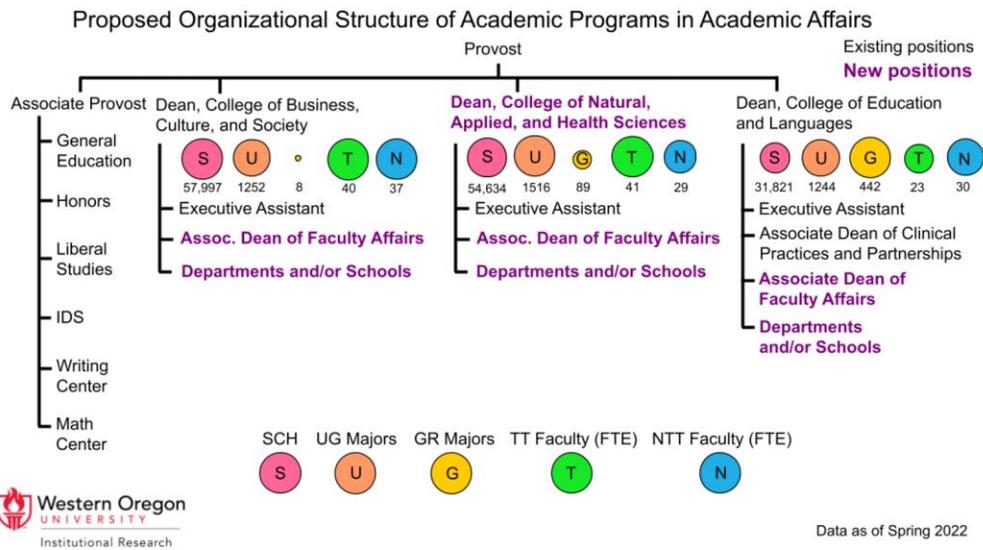


Figure 3: Proposed Academic Structure

### Program Redistribution into Colleges

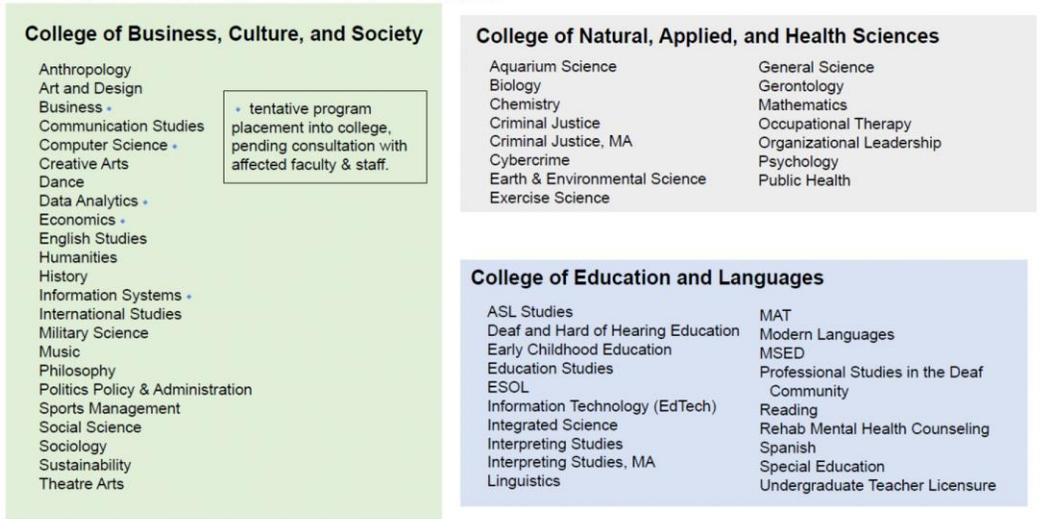


Figure 4: Proposed Distribution of Academic Programs into Colleges

## **Academic and Student Affairs Committee (ASAC) - Winter 2023**

### **Student Affairs Report**

**Tina M. Fuchs, Vice President for Student Affairs**

The Division of Student Affairs continues to work on our efforts around recruitment, admission, and retention efforts. This report highlights the work happening within the division and in our collaborative efforts with other areas on campus. What you won't see in the highlights of this report, but hopefully recognize, is the hard work of a dedicated group of professionals who believe in and are committed to the mission of WOU.

### **Enrollment Management**

#### **Admissions**

- Educational Advisory Board (EAB) representatives met with Admissions and other stakeholders in early January for a process audit, relative to recruitment and the admission application process. A summary report will be provided by the end of January.
- New student applications have started to slow down over the last few weeks. This is not uncommon over the holiday/winter break period.
- Current Admission application numbers (as of January 13, 2023)

<b>Year</b>	<b>Applications</b>	<b>Admits</b>
2023	2387	1629
2022	2436	1577
2021	2026	1400
2020	2921	1841
2019	2330	1443

- [22-23 Admissions Events](#)

#### **Financial Aid**

- The implementation of Banner Financial Aid was successful and Financial Aid is now working on how to best optimize information and reporting from this new system.
- Financial Aid has experienced several staffing changes since the Fall 2022 report. The Assistant Director for Scholarships and Assistant Director of Financial Aid have both accepted opportunities off campus. Currently looking for efficiencies and evaluating an organizational restructure of the department.

### New Student & Family Programs (NSFP)

- Winter Welcomes just wrapped up:
  - 63 Registrants
  - 40 Attendees & 23 No Shows (63% attendance out of the 63 registrants)
  - 31 Responses on the Qualtrics "Asynchronous" Orientation/Survey
  - 57% of new Winter students interacted with orientation
  - Winter yield up 10%, 48% last year, 58% this year
- 96% of Destination Western Fall 2022 students are registered for Winter Term 2023
  - Compared to 90% of all FY students
- Prepare step of PACK Welcome to launch February 1 with the new and improved Intent to Register (ITR) process
  - Will connect with students earlier and more frequently with the intent to increase yield and cancelation data
- Transfer student PACK Connect: June 27 & 28, 2023
- FR student PACK Connect: July 12, 14, & 15, 2023
- [Destination Western 2022 data](#)

### University Housing

- Currently we have 859 students living on campus. This is slightly lower from this time last year (866), and continues to be down about 200 residents from pre COVID.
- Next year's numbers look positive with 134 reservations for Fall Term 2023, compared to 89 this time last year, and 103 in 2021. Partnering with Admissions, an automated email about registering for Housing is sent 21 days after a student is admitted, which very likely is contributing to the increase in reservations.

### Student Engagement, Student Leadership, Retention and Support Services

#### Abby's House, Center for Equity and Gender Justice

- The Abby's House VOCA grant was able to pay emergency expenses (rent, utilities, breaking leases, etc) for survivors of interpersonal violence, totaling \$3,014.27.
- Abby's House and the WOU Student Athlete Advisory Committee were nominated and named as a [Division II Award of Excellence finalist](#) for our Sexual Assault Awareness Month events in April of 2022.
- Abby's House reached over 3700 students and community members during Fall Term 2022 with our prevention and outreach efforts.
- The Basic Needs Coordinator met with 85 students in fall quarter addressing food and housing insecurity, as well as transportation assistance.

### [Child Development Center \(CDC\)](#)

- The CDC has a full enrollment with a waitlist.
- The new Dual Language Immersion Classroom (English-Spanish) has been successful and is highly requested by incoming students.
- CDC did experience some major health challenges during the fall term with many preschooler and staff cases of the triple-demic of RSV, COVID (not as many) and Influenza. Topped off with many cases of Hand, Foot and Mouth Disease. CDC seems much healthier this term so far.

### [Office Disability Services \(ODS\)](#)

ODS has experienced an increase of students registering for services. Notably an increase in supporting students with mental health diagnoses. With this increase, there have been a variety of accommodation requests (note taking support, ASL interpreter, captioning, etc).

### [Center for Professional Pathways \(CPP\)](#)

- In Winter Term 2023, CPP will bring over 120 organizations to campus through ProConnect Fairs, Career Connect mentoring events, Coffee Talks and Table Talks. We are currently seeking additional professionals with a concentration in sustainability and in government.
- Study Abroad has been part of our office since May 2022. CPP is excited to see increased interest in international experiences through outreach and programmatic changes.

### [Vice President for Student Affairs office](#)

Student Affairs is leading the administration of the 2023 [National Survey on Student Engagement](#) (NSSE). This survey was created to measure first-year and senior students' engagement in various university related programs and activities that provide learning and personal development. Two additional modules included in the 2023 survey will focus on academic advising and inclusiveness & engagement with cultural diversity. Past WOU NSSE data can be found on the [Institutional Research miscellaneous reports website](#).

## **Division of Student Affairs Highlights**

### **Student Leadership and Engagement Highlights**

- [Leadership Common App](#) is live and includes the application process for the following positions: Campus Ambassador, Destination Western Peer Advisor, PLUS Team Advisor, and Resident Assistant (students can apply for more than one position)
- [Discover Leadership](#) Winter Term 2023 cohort is a full class at 18 students.
- Center for Professional Pathways continues to prioritize efforts toward civic engagement, organizing volunteer opportunities in the local area and coordinating the [Alternative Break \(AB\)](#) program.
- Visit the [Presence at Western website](#) for current student organization activities and event details.

### **FY24 IFC and Auxiliary Fee and Budget Processes**

The student-led [Incidental Fee Committee \(IFC\)](#) is underway. Incidental fees fund a variety of student activities, programs, and services.

Student Health and Counseling, University Housing, and Campus Dining are currently underway with their budget and fee development for FY24 in collaboration with their advisory committees. The engagement of student representatives is of high importance in their processes, ensuring that the student voice is primary to decision making.

Given current enrollment and budgetary constraints, significant budget reductions are anticipated. Reductions at any level will have immediate impacts on operations, personnel, programs, and support services.

### **SPOTLIGHT Program**

Three WOU National Student Exchange (NSE) alumni (two now graduates from WOU, one current student) were interviewed about their exchange experience and video recorded. These videos will not only help further student's voices, but further amplify WOU as a potential exchange site for interested students across the country. To view the student stories, along with other WOU NSE student experience content, visit [NSE at WOU](#) or the [WOU NSE Instagram](#) account.

### **Newsletters**

In an effort to keep our community informed about the activities, events, and initiatives taking place within Student Affairs, several areas provide regular newsletters to the campus. Links to those newsletters are provided below.

[Student Affairs ENEWS](#)

[Center for Professional Pathways Winter 2023](#)

[Multicultural Student Services and Programs Fall 2022](#)