



MEETING OF THE WOU BOARD OF TRUSTEES

MEETING NO. 38 – FEBRUARY 17, 2021

1:00 PM – 5:00 PM

To observe the meeting: wou.edu/livestream

Audio only, call: +1-415-655-0002 | Meeting ID: 177 965 4953

AGENDA

I. CALL-TO-MEETING / ROLL CALL

II. CHAIR’S WELCOME

III. CONSENT AGENDA ([Appendix A](#))

1) Meeting Minutes:

a) [November 18, 2020](#)

b) [December 8, 2020](#)

c) [January 11, 2021](#)

2) Proposals for Graduate Certificate Programs:

a) [Graduate Certificate in Social Justice](#)

b) [Graduate Certificate in Advanced Juvenile Justice](#)

3) [FY21 Management Report](#) (As of December 31, 2020)

IV. PUBLIC COMMENT

V. SHARED GOVERNANCE REPORTS

1) [ASWOU](#) | President NJ Johnson (p 3)

2) [Faculty Senate](#) (p 4)

3) [Staff Senate](#) (p 8)

VI. [PRESIDENT’S REPORT](#) (p 10) (Cabinet full reports in [Appendix B](#))

Executive Order 20-28 states: The governing board of each public university or community college must, at each regular board meeting, review the plan referenced in this paragraph, and any amendments thereto.

The Presidents Report’s report includes an update on the University’s safe operations during COVID-19.



VII. BREAK

VIII. THEME: [Affordability & Access](#) (p 23)

IX. ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) Proposals for new degree programs:
 - i. [Bachelor of Arts in Creative Productions](#) (p 38)
 - ii. [Masters of Science in Justice Studies](#) (p 63)

X. FINANCE & ADMINISTRATION COMMITTEE (FAC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) 2020 Annual External Audit Reports
 - i. [FY2020 Financial Statements Audit](#) (p 85)
 - ii. [NCAA Audit](#) (p 90)

XI. BREAK

XII. EXECUTIVE GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)

- 1) Committee Chair Report
- 2) Committee Recommendations for Board Action/Discussion
 - a) [Board Statement on Presidential Vacancies](#) (p 109)
 - b) [Search Guidelines for the Interim and Regular Search for University President](#) (p 121)

XIII. FINAL ANNOUNCEMENTS

XIV. ADJOURNMENT

ASWOU Report to Western Oregon University Board of Trustees
February 17, 2021

1. ASWOU Government Leadership
 - New Judicial Administrator Hannah Young assumed office on 1/19/21
2. Incidental Fee Committee (IFC)
 - a. Meets weekly on Fridays from 9:00-11:00am PST
 - b. Budgets and fees for Winter 2021
 - i. \$150 incidental fee recommendation to all students (regardless of course modality) was approved by President Fuller to support critical services to student life, advocacy, and support.
 - c. Determining budgets and fees for Spring 2021
 - i. Spring 2021 open hearings held on 1/27/21 and 1/28/21
 - ii. Spring 2021 final decision made by IFC on 2/5/21 and reviewed and approved by ASWOU Senate on 2/8/21
 - d. Determining budgets and fees for Fiscal Year 22
 - i. Areas have presented budgets to the Committee.
 - ii. Preliminary decision, open hearings, and the final decision will take place within the remainder of Winter 2021 for 2021-22 fee and FY 22 budget recommendation.
3. Projects/Campaigns
 - a. ASWOU worked with Faculty Senate to pass and implement the 'E-Satisfactory/NoCredit*' grading option which will allow students to opt into a grading system that awards an S* for any grade that is a D- or better and NC for any grade below a D-. Neither S* nor NC will count towards a student's GPA. Students have until 2/19/21 to opt into this option for winter and it is available for most courses in Winter 2021 and Spring 2021.
 - b. ASWOU is in the process of soliciting a survey to the student body regarding the Cultural Diversity Center. Once feedback has been collected, ASWOU will submit a proposal to the Presidential Cabinet to obtain a space for the Cultural Diversity Center.
 - c. When TFAC (Tuition & Fees Advisory Committee) survey is available, ASWOU will play a large role in promoting and distributing the survey for maximum student participation.
 - d. Members of ASWOU will partner with the Oregon Student Association to advocate for bills of student interest during the 2021 Oregon Legislative Session.
 - e. ASWOU Chartered Clubs and Organizations can seek additional funding through the Club Enhancement Fund via Executive Order 4.21.

WOU Faculty Senate Report February 17, 2021

1. Curriculum

- Approved 27 undergraduate with minor changes and/or added to the new General Education curriculum
- Approved 17 graduate courses with minor changes
- Added 5 new undergraduate courses
- Added 11 new graduate courses
- Dropped 3 undergraduate courses

2. Programs

- 2 new criminal justice graduate certificates: Advanced Juvenile Justice Studies and Social Justice
- New graduate major (MS) in Justice Studies
- 7 New undergraduate Certificates: Public and Nonprofit Management Certificate, Elementary certificate in French, Intermediate Certificate in French, Elementary Certificate in Spanish, Intermediate Certificate in Spanish, Elementary Certificate in German, and Intermediate Certificate in German
- Approved 18 program minor modifications (descriptions, course numbers, title)
- Dropped 5 programs (Environmental Chemistry Major Concentration, Natural Sciences BS Major, Operational Leadership Certificate, Environmental Chemistry Minor, Special Education & Rehabilitation Counseling Minor)

3. Committees

- Successfully Filled Vacant Service Positions:
 - The faculty at-large position on University Council
 - Four faculty senate nominated candidates for the newly formed Retention Committee
 - Faculty seat on UBAC
- Discussing the possibility of a new committee focused on Academic Sustainability to continue the work of the Sustainability Taskforce

4. University

- Working with Michael Baltzley, Associate Provost of Academic Effectiveness, to conduct a survey about program assessment
- Working with President Fuller, Jenna Otto (Staff Senate President), and NJ Johnson (ASWOU President) to have a Shared Governance Summit once per term in place of the 5th Tuesday meetings

- Responded to the Revised Article 15 Draft advocating to keep the philosophy minor

5. Beyond Curriculum: Amazing Things Our Faculty Are Doing

What	Who
<p><i>At-Home Play workshops for 30 students</i></p> <p>I teach ED 343 Purposes of Play for Learning in the Winter which is a class that employs a lot of hands on play workshops for adults. Since it is online this term, I shipped 30 at-home play workshop packets with play materials across Oregon, California, and Hawaii. Play workshops for adults help students internalize the power of play through personal experience and reflection. One student wrote about the impact of the first play workshop sharing, "it was the most fun I've had in about two weeks, after I was done playing they (my roommates) said they hadn't seen me that relaxed and enjoying my music and smiling that much in a long time".</p>	<p>Andrea Emerson</p> <p>Early Childhood Studies Program</p>
<p><i>Interdisciplinary Citizen Science App Development Project</i></p> <p>Gareth Hopkins (Biology) and Lucas Cordova (Computer Science) have teamed up to lead an interdisciplinary group of 4 WOU undergraduate students (1 biology, 3 computer science) to develop a new Citizen Science mobile phone app and website to be used to report sightings of native turtles of conservation concern. This is part of an ongoing research and student-training collaboration that Gareth Hopkins has with the Oregon Department of Fish and Wildlife and the City of Salem to involve WOU students in restoring, conserving, and monitoring local turtle habitat. Drs. Hopkins and Cordova recently applied, and are finalists for, an external grant to support this work, which provides a unique interdisciplinary training opportunity for WOU students. They hope to have the beta version of the app finished by the end of this academic year.</p>	<p>Gareth Hopkins and Lucas Cordova</p> <p>Biology & Computer Science</p>
<p><i>Zoom Homework Help Session</i></p> <p>To help support remote learning in schools, WOU pre-education and education majors are offering free homework help to K-12 students in mathematics and writing via Zoom. Bilingual (Spanish/English) tutors are available nightly. Last term, we served over 300 K-12 students from Oregon, Washington, California and Arizona. For more information: https://wou.edu/education/highlights/math-tutoring-distance-learning/.</p>	<p>Rachel Harrington</p> <p>Division of Education & Leadership</p>
<p>In the Spring, we will graduate over 160 teacher candidates with teaching licenses to serve Oregon schools and students; to receive</p>	<p>Melanie Landon-Hays</p>

<p>their license, they must pass the edTPA. Over the Christmas break, Melanie Landon-Hays and Marie LeJeune worked closely with TSPC to be granted waivers for WOU students so that their edTPAs can be graded by WOU faculty (rather than random national graders) because of the unique circumstances and changing environments of Oregon classrooms due to COVID regulations. We think this will make a huge difference in our students' experiences this year with this high-stakes, stressful assessment and we're excited that this petition was granted.</p>	<p>Division of Education & Leadership</p>
<p><i>PURE Insights</i> launched its new issue in December 2020</p> <p><i>PURE Insights</i> is the publication of PURE, the Program for Undergraduate Research Experiences at WOU. In <i>PURE Insights</i> we strive to include the best undergraduate work, produced across the colleges and disciplines of Western Oregon University. Issue #9 launched in late December 2020 with original research, poetry, commencement speeches, and a zoom performance of a new play. https://digitalcommons.wou.edu/pure/</p>	<p>Maren Anderson</p> <p>Managing Editor or PURE Insights Undergraduate Journal</p>
<p><i>Lecture Series: "Creating a Sustainable Future"</i></p> <p>Pre-Covid, I developed a "Creating a Sustainable Future" lecture series with the help of Dean Cassidy. We had three very well attended events. Costs were zero for two of the three speakers (they volunteered). We had another speaker setup for last spring term, but it was cancelled due to Covid. We plan on restarting the lecture series when people are able to again meet in person. Also, I was invited to the Monmouth/Independence Rotary club Fall 2019 and gave a talk on Sustainability and WOU's work through the then new major in sustainability.</p>	<p>Mark VanSteeter</p> <p>Dept. of Geography and Sustainability</p>
<p>Dr. Evan Shenkin in the Sociology Department co-authored a publication for the United Nations with sociology minor Quentin Kanta. Our department hosted two environmental justice community organizers, Ana Trejo and Krystal Abrams of Beyond Toxics Fall term, and we have an upcoming talk with two guests from an international human rights organization in February.</p> <p>Here's the reference for the piece that should be out by the end of the term.</p> <p>Kanta, Q. and Shenkin, E. N. Forthcoming. Globalization and Inequality: Sustainable Human Development in the Anthropocene. In: Leal Filho W., Azul A.M., Brandli L., Lange Salvia A., Özuyar P.G., Wall T. (eds) Peace, Justice and Strong Institutions. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham.</p>	<p>Evan Shenkin</p> <p>Sociology</p>

<p><i>University Community Connections Committee</i></p> <p>Since its inception in 2016 following the Monmouth Engaged effort by Monmouth City Council , I have chaired the University Community Connections Committee. This Committee investigates ways that the City and WOU can work together and make Monmouth more of a college town. The UCCC brings together organizations and individuals with interest and investment in the success of our towns and our university for the exchange</p>	<p>Jennifer Bracy</p> <p>Creative Arts Division, Art Dept.</p>
<p><i>World Premiere in March 2021 and 2022 Invitation</i></p> <p>The choirs continue to persist and persevere this term rehearsing in the football stadium. As we did last term, we will be recording a live performance of the students' work. This term, the Chamber Singers and Concert Choir will be premiering "Choirs Won't Be Silenced" by Chris Maunu as part of a tribute to the importance of making music together safely and how the pandemic has impacted singers in particular. Additionally, due to the pandemic, the choir's have canceled their participation in the World Choir Games this summer for safety and are looking forward to presenting a Memorial Day tribute in May 2022 presenting Vivaldi's <i>Gloria</i> at Carnegie Hall with Dr. Reddan as the guest conductor.</p>	<p>James Reddan</p> <p>Music, Creative Arts Division</p>

Staff Senate Report to the Board of Trustees February 17, 2021

A strong sense of connection and community has long represented one of the greatest strengths of Western Oregon University. This asset has been buffeted by the challenges of this year. Rebuilding it—and maintaining it through the challenges that lie ahead—will require exceptional communication. Therefore, Staff Senate has decided to focus its energies this academic year on a unifying theme:

2020-21 Staff Senate Theme: Improving Communication

Campus Updates

In endeavoring to foster communication across campus, Staff Senate hosted the first Campus Update program on January 21, 2021. This event featured two presentations; the first from Strategic Communications and Marketing, presented by Marion Barnes and the second featuring the Student Health & Counselling Center featuring Beth Scroggins. These presentations addressed which services and programs are currently available as well as cuts to programs and staffing. In addition to each of their presentations, there was also the opportunity for the campus community to ask and have their questions answered. We hope to be able to continue this series in the future with presentations from other departments across campus.

Staff Senate extends their thanks to the presenters as well as the technical staff and ASL interpreters that helped to make this event happen.

More details and the recording of the event can be found on the wouTV website:

<https://www2.wou.edu/nora/woutv.video.viewer?pvideoid=1600>

Performance Evaluations

The Staff Senate continues in our efforts to promote timely and effective performance evaluations. Some departments and divisions have reported that they are receiving evaluations in a more timely manner, however, there is still work to be done, especially in the area of unclassified staff evaluations. Additionally, we would like to see more work done towards developing and implementing a program to train supervisory staff in how to give effective evaluations.

Improved Communication at Executive Level

We have noticed and appreciate the more frequent communications coming from the executive level of the University to the staff at large and would like to encourage this trend to continue.

New Executive Committee Members of Staff Senate

There have been substantial changes to the membership of the Staff Senate Executive Committee this year. Currently we are on our fourth President and third Vice President in the span of less than six months. The current Executive Committee members are:

Jenna Otto - President

Samantha Cameron - Vice President

Olivia Flores - Secretary/Recorder

Bereavement Leave Proposal

In order to promote fairness & equity across job classifications, the Staff Senate submitted a proposal that recommends that the Unclassified bereavement leave policy mirrors the Classified bereavement leave policy in terms of both amount of eligible time and types of leave available.



Board of Trustees, February 17, 2021

President's Report

Reopening update: Executive Order 20-28 states: The governing board of each public university or community college must, at each regular board meeting, **review the plan referenced in this paragraph, and any amendments thereto.**

The Board reviewed the plan at the November meeting and the plan can be found [here](#).

Since November, no changes have been made although WOU continues to adapt to the changing guidelines issued by OHA and the Governor's office. For example, indoor recreation facilities have recently opened in Polk County and WOU has developed a protocol to enable the Health and Wellness Center to open on a limited basis while strictly adhering to the guidelines.

1. **STUDENT SUCCESS:** promote student success, learning and graduation through personalized support in a student-centered education community.

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

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

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

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

Registration Nudges

Registration Nudges and Advising Holds Fact Sheet

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

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

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

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

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

Athletics

- Due to COVID-19, the GNAC did not conduct conference play in men's and women's basketball and men's and women's indoor track & field this year.
- Baseball, softball and men's and women's outdoor track & field are scheduled to compete within the GNAC and volleyball and soccer will play a condensed schedule this spring.
- Student-athletes have continued to attend their courses virtually but have been participating with their teams on campus this term.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- WOU is adhering to these guidelines which include baseline PCR testing, strict protocol for people exhibiting possible COVID-19 or flu-like symptoms, surveillance testing, small group workouts, required face coverings indoors and outdoors when physical distance cannot be maintained, extensive sanitization of equipment and facilities, and daily self-health checks.
- Through the CARES Act funding, WOU was able to purchase COVID testing kits and analyzers through Quidel (SOFIA2 SARS antigen tests). Access to on-campus testing has allowed Athletics and Housing to conduct surveillance testing of our student-athlete population as well as our campus residents upon return to campus following winter break.

Student Health and Counseling

- The Student Health and Counseling Center continues to stagger appointments to reduce the number of students in the building at one time. Staff are utilizing telehealth appointments as much as possible. Based on student utilization in the fall, we have added some additional FTE to the medical staff.
- Student mental health issues have increased during this COVID pandemic. This is challenging to address since not all students are charged the student health fee and many students are not opting in to pay the fee to access services. The University is looking at ways to support the Student Health and Counseling Center to provide all students access to services as opposed to only those who are taking a face-to-face course or opting in by paying the student health and counseling fee.

COVID 19 Updates

- Housing and Dining
 - Fall term exhibited few cases of reported COVID cases in the residence halls. We were able to house both residential and off-campus students in isolation housing and still have lots of capacity. Dining has been able to operate with a skeleton staff and serve students with similar meal options.
 - In a partnership with Athletics, University Housing tested all residential students as they returned to housing from winter break. Athletics had access to purchase two COVID testing devices and enough tests for residential students and athletes. Testing occurred in the New PE Gym on January 2, 3, 4, 7, and 8. Testing went smoothly with only a couple of students testing positive. These students were either placed in isolation housing or allowed to return home.

2. **ACADEMIC EXCELLENCE:** promote academic excellence in an engaged student-focused learning environment.

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

New academic technologies

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

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

Dance Program. In fall term the dance department was quite active. Faculty member Cynthia Garner produced WOU’s first Dance-Out-Day event. Members of the department chose picturesque locations around campus that framed their movement and presented several original choreographed dance pieces. This event framed the

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

way CAD plays a significant role in the cultural life on this campus. We had about 50 people following the performance tour and another 25 joined us via zoom. Footage of the event appeared on WOU-TV and on COIN News.

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

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

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

- 3. COMMUNITY ENGAGEMENT:** create meaningful opportunities for lasting partnerships with local communities and regional and global organizations.

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

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

Vaccination Center. With renewed hope for the future with active distribution of a vaccine, we are working out details with West Valley Hospital in Dallas for WOU to be a community vaccination clinic site. Although this does not change the timing of when students and employees may be vaccinated, we are happy to be a partner in improving

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

the community response. Vaccinations are coordinated by the state of Oregon and more details can be found on the state's [COVID-19 vaccine website](#).

Alumni Relations

- Brought together campus departments and Jostens on November 10 and invited all eligible seniors to attend the virtual "Senior Kickoff" event. The students who attended had fantastic and poignant questions for the presenters and the presenters were well prepared and shared valuable information.
- Alumni Engagement moved from The Cottage into their new home at The WOU Welcome Center.
- In December, the Alumni Board started their new event series, Wolves Teaching Wolves "classes". These classes are volunteer run and all virtual. The December class was taught by Betty Crawford and featured how to build your own holiday centerpiece. Classes coming up are designed and taught by board members and volunteers and are free to attend.

Hosted the **virtual Holiday Tree Lighting** on November 20. We worked with many campus and community partners to bring the HTL into people's homes.

4. **ACCOUNTABILITY:** promote teamwork and transparency in budgeting, decision-making and the stewardship of resources.

Accounting & Business Services:

- Completed independent and single audits
- Completed NCAA audit
- Installed regulatory updates to the university's Enterprise Resource Planning system in concert with University Computing Services
- Prepared annual 1099 and 1098 forms

University Computing Solutions:

- The datacenter operating systems have been updated to the latest secure release.
- The main web servers (wou.edu) have been upgraded.
- Continue implementation of hub and spoke firewall design
- Ongoing security engagement with the Department of Homeland Security continues to provide weekly vulnerability testing of our public facing servers. University Computing Solutions prioritizes the most pressing vulnerabilities, and quickly responds to each of these reports.
- Banner
 - Oracle and operating system upgrades
 - Upgrades for year-end regulatory updates, including payroll, A/R, and finance
- Degree Works upgrade

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Oracle and operating system upgrades
- Integrations
 - Circle-in – Academic Affairs student engagement tool
 - Percipio – LMS for Human Resources
 - Campus Logic – additional configuration implementation for Financial Aid
 - Canvas – new requirements implementation

Public Safety:

- Collaborating with West Valley Hospital to set up a Countywide Covid-19 vaccination clinic on campus to open 01-22-21.
- Assisted Housing and Athletics in Covid-19 testing for on residence hall students and athletes 01-02 through 01-04-21.
- Environmental and Occupational Health and Safety continues to do quarterly building inspection. Also, has done several in home ergonomic assessments for work stations for telecommuters.
- Cyber Security Tabletop Exercise (TTX) is scheduled for 02-25-21 to include Emergency Preparedness Team (EPT) and Emergency Preparedness Group (Cabinet).

Board's Office

- Successfully completed November 2020 meeting and organized and completed a special December 2020 board meeting to receive input from the University's shared governance groups and unions.
- Continued work on the draft Board Statement on Diversity, Inclusion, Equity and Accessibility
- Revised former OUS policy on executive searches and worked with EGTC and Board on a new draft Board Statement on Presidential Vacancies, including January Board executive session and EGTC public meeting.
- Developed and prepared publicly accessible website for launch for the upcoming presidential searches.
- Participated in the Public University Board Secretary group

Office of the General Counsel (including legal services and risk management)

- Provided substantial legal advice on COVID-related matter, including but not limited to revised executive orders and guidance from the state.
- Negotiated space use agreement with Salem Health/West Valley Hospital for a Polk County vaccination clinic to be on campus; included provision to provide access to surplus vaccinations to regular, in-person, on-campus employees at higher risk for exposure due to work duties.
- Finalized draft work on the HB 2864 cultural competency committee, including goals and continued work with the Training & Development and Assessment committees.

Office of the President

- Reviewed and processed over 110 contracts, including many expedited contracts for emergency work (including, but not limited to ServPro for Old PE flooding, Quidel-Sofia COVID testing, and Nutrislice online app for food takeout)
- Provided substantial advice on various legal matters from the Board Chair, the president, and presidential cabinet members.
- Continued work and advice on the ongoing Article 15 retrenchment process, including significant work and meetings with Division Chairs.
- Work with Facilities on various issues related to capital construction projects on campus.
- Worked with the USDOE Office of Civil Rights and Student Conduct and Community Standards to post relevant Title IX on WOU's website.
- Managed outstanding litigation and insurance claims against the university.
- Participated in Joint Labor-Management Committees for WOUFT and SEIU.
- Worked to develop a draft LOA on sick leave donation for WOUFT's consideration.
- Participated in the Public University Generals Counsel group.
- Participated in Public University Risk Management and Insurance Trust (PUMRIT meetings). Participated in Public University Risk Council and COVID meetings.

HEERF funds: The emergency spending package contains \$82 billion for education, with \$22.9 billion set aside for higher education. These funds would be distributed through a Higher Education Emergency Relief Fund (HEERF) structure, similar to the CARES Act but with some key differences.

\$20.4 billion (89 percent) of HEERF will be provided to public and private non-profit institutions through a formula. Additionally, the Governors Education Emergency Relief (GEER) fund would receive an additional \$4.05 billion.

Institution	CARES Act - HEERF				CRRSA Act - HEERF*		
	Student Aid	Institutional	Other	TOTAL	Student Aid	Institutional	TOTAL
EOU	579,164	579,164	56,980	1,215,307	579,164	2,100,287	2,679,451
OIT	903,637	903,637	-	1,807,273	903,637	3,241,539	4,145,176
OSU	7,779,999	7,779,999	-	15,559,998	7,779,999	18,822,487	26,602,486
PSU	8,320,203	8,320,203	819,349	17,459,754	8,320,203	22,419,901	30,740,104
SOU	1,711,040	1,711,040	169,157	3,591,236	1,711,040	4,491,416	6,202,456
UO	8,047,973	8,047,973	-	16,095,946	8,047,973	16,102,896	24,150,869
WOU	2,140,842	2,140,842	209,895	4,491,578	2,140,842	4,918,999	7,059,841
OHSU	506,097	506,097	-	1,012,193	506,097	1,091,885	1,597,982
Subtotal, Universities	29,988,952	29,988,952	1,255,381	61,233,285	29,988,952	73,189,410	103,178,365

Source: HEEC

Institutions must provide **at least the same amount of funding in emergency financial aid grants to students** as was required under CARES. (Note: For WOU that figure is \$2.1 million)

Funding may be used to:

- Defray expenses associated with coronavirus including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll.
- Student support activities authorized by HEA that address needs related to coronavirus.
- Financial aid grants to students, which may be used for any component of the student's COA or for emergency costs that arise due to coronavirus such as tuition, food, housing, healthcare, or childcare.

5. SUSTAINBLILITY & STEWARDSHIP: promote effective university stewardship of educational, environmental, financial, human and technological resources.

The **Finance & Administration division** continues to make efforts in implementing its 2019-23 divisional strategic plan in support of the university strategic plan. All department heads have met and reviewed their progress towards the goals established by the divisional strategic plan and made necessary adjustments given the current circumstances.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- UCS is continuing to make progress on Hub and Spoke Design. The campus spoke is configured and ready to accept network traffic. The data center spoke is configured and is accepting traffic from test servers. Server testing continues, along with additional data center network configuration, and firewall rule set configuration. The next step will be to move servers with the least complexity behind the new datacenter firewall.
- Public Safety is doing physical security checks of the Vick Building (WOU Salem Campus) at least once per day as staffing allows. Salem Police Department has received the necessary paperwork to enforce the no trespassing without WOU personnel on site to call in a complaint.
- Construction is in progress on WOU Salem, Welcome Center, and ITC. Please watch a [construction update video](#).

Human Resources

- Completed layoff and non-renewal process for classified and unclassified employees.
- Completed bumping process in accord with the SEIU CBA after layoffs.
- Continued participation in the preparation for SEIU negotiations, including successful extension of the current contract to facilitate successor bargaining.
- Participated in the development and completion of planning for the Tenure Relinquishment & Retirement Plan for tenured faculty.
- Review and strategized about payroll change due to the University Shared Services Enterprise (USSE) ceasing certain tax services related to payroll.
- Participation in WOUFT salary (Article 16) reopener negotiations.
- Continued significant day-to-day work, including payroll, disability accommodation, telework assistance, and accrued leave management.

Gifts Through February 1, 2021

- Overall committed: \$1,984,854 (includes pledges)
- Overall received: \$1,937,114 (includes \$1 million pledge payment)

Gifts of note

- \$27,500 from the Edouard Foundation for Emergency Student Aid, Student Media, Black Student Union Scholarship and Abby's House.
- Joseph E. Weston Foundation of the Oregon Community Foundation, continues to increase his contribution to scholarships for students that participated in Willamette Promise.

Programs underway

- First estate planning newsletter sent
- WOU Giving Day 2021 Howl from the Heart planning and outreach started

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

- Completed search and contract to license FundRaker, a crowd funding platform
- Student callers reaching out to GOLD Alumni (Graduates of the Last Decade)
- On-line art sale of Fred Maurice's collection continues

Sponsored Projects Office

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

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

Smith Fine Arts

Smith Fine Arts Series got creative in the times of COVID-19, changing their annual in-person auction typically held in July to an online event in November. The entire board and staff pulled together to find sponsors and procure items - not necessarily easy in these times - and to raise excitement and participation. All that hard work paid off because this year's online event netted \$47,000 (grossing only \$3,000 less than last year). These dollars go toward ensuring that Smith Fine Arts Series' world-class performances and educational outreach will continue well into the future. Heartfelt thanks go to everyone who helped make this event a success.

This spring in addition to continuing to build for SFAS financial stability, we will be actively working with campus partners on finding and implementing a new online ticketing system.

Alumni Relations

- Brought together campus departments and Jostens on November 10 and invited all eligible seniors to attend the virtual "Senior Kickoff" event. The students who attended had fantastic and poignant questions for the presenters and the presenters were well prepared and shared valuable information.
- Alumni Engagement moved from The Cottage into their new home at The WOU Welcome Center.
- In December, the Alumni Board started their new event series, Wolves Teaching Wolves "classes". These classes are volunteer run and all virtual. The December class was taught by Betty Crawford and featured how to build your own holiday centerpiece. Classes coming up are designed and taught by board members and volunteers and are free to attend.

Office of the President

345 North Monmouth Avenue • Monmouth, Oregon 97361 • (503) 838-8888 • Fax: (503) 838-8600 • www.wou.edu/president

Digital advertising

- Facebook: multiple ads with different audiences (three in February)
- Instagram: multiple ads with different audiences (three in February)
- Google: text-only digital ads
- YouTube: video ads in two formats (short and longer)
- Spotify: ads to a general audience in 18-25 age range in our key states and one specifically for Hawaiian students
- Billboard: I-5 northbound through the end of the academic year
- Mailers: featuring Board of Trustees members to both contact households and "cold call" households using a paid mailing list
- Visibility: yard signs
- *Total reach among ads: 538,212*
- *Total impressions: 1,215,999*
- *Total landing page views: 2,105*

Fall 2021 Enrollment Update

Fall 2021 Recruitment Update

Applications and admitted student numbers continue to be down from previous years. Currently applications for freshmen 26% compared to last year and admitted students are down 15%. Applications and thus admitted students from Hawaii are down 50%. Latinx applications and admitted students are down 33% and 26% respectively.

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

Saturday, February 6 WOU hosted a Preview Day for prospective students. In the past high school juniors have been the main participants in this Preview as they start their plans for college the following year. This year we are seeing predominantly high school seniors and transfer students attending. Out of the over 200 students registered, over 190 are seniors or transfer students. This admission cycle continues to defy norms. I believe students are still holding out to make decisions until they have a better sense of what the class modality will be in the fall. I also believe prospective students have wanted to have an in-person campus experience and have also been delaying campus visits based on this desire to see if we will have in-person tours and events.

Admissions is also planning a “drive-thru” campus tour in early March. Efforts continue to try and find ways to get students and their families to campus in a safe, yet fun environment. The idea is there would be 4-6 stops through campus for a student and their family to stop, in their car, and get a brief description of the specific campus location, and then the family would drive onto the next spot. We are hoping to have a t-shirt at the end for all student participants.

Financial Aid

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

Affordability and Access

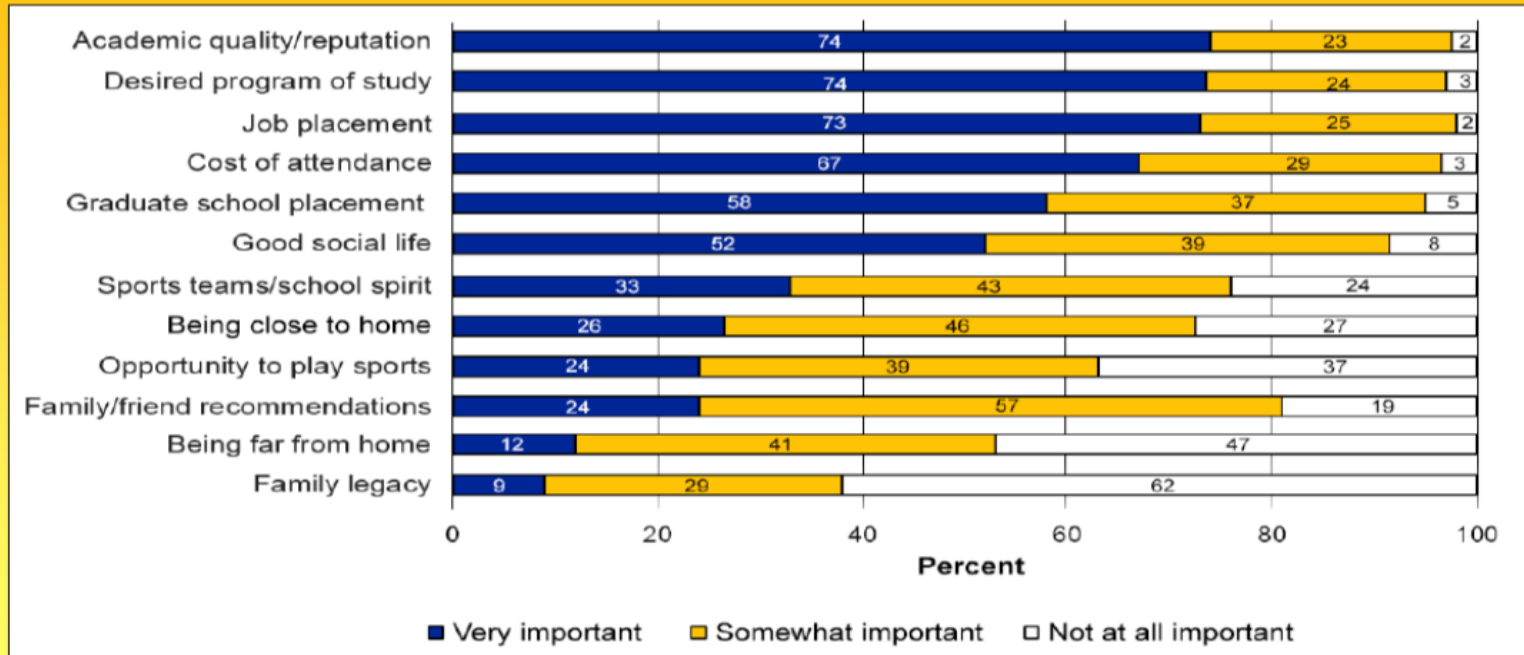
February 17, 2021

Goal

Affordability & Sustainability: Ensure that total cost of attendance is among the three lowest rates for Oregon residents using cost of attendance as share of Oregon median household income to measure affordability

What factors do students rate as important when they are choosing a school or college to attend after high school?

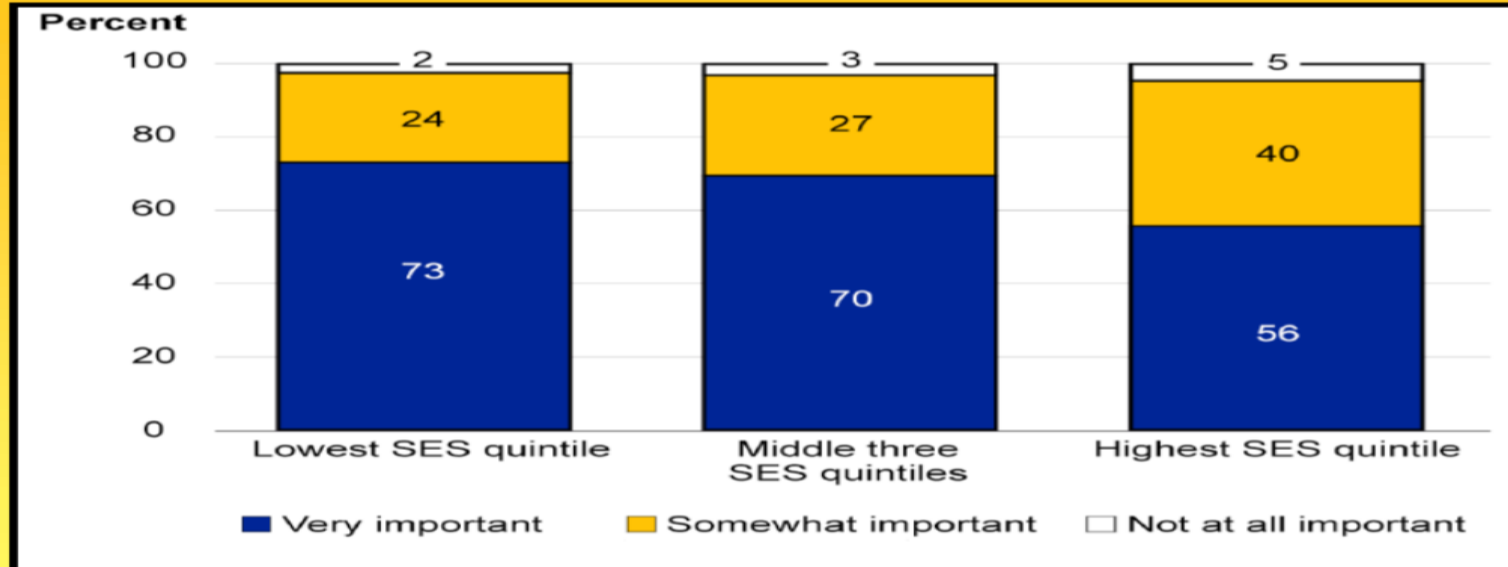
FIGURE 1. Percentage distribution of students' ratings of the importance of factors that influence college choice among fall 2009 ninth-graders in spring 2012



NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSL:09) First Follow-up Public-Use Data File (NCES 2014-358).

FIGURE 2. Percentage distribution of students' ratings of the importance of cost of attendance in their college choice among fall 2009 ninth-graders in spring 2012, by socioeconomic status (SES)



NOTE: Percentages may not sum to 100 due to rounding. Socioeconomic status (SES) is a composite score of the family's relative social position based on parents' education, occupational prestige, and family income. The lowest SES quintile is the lowest one-fifth (i.e., lowest 20 percent) of the SES distribution, and the highest SES quintile is the highest one-fifth (i.e., highest 20 percent).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSL:09) First Follow-up Public-Use Data File (NCES 2014-358).

Sustainability & Stewardship

Promote effective university stewardship of educational, environmental, financial, human and technological resources.

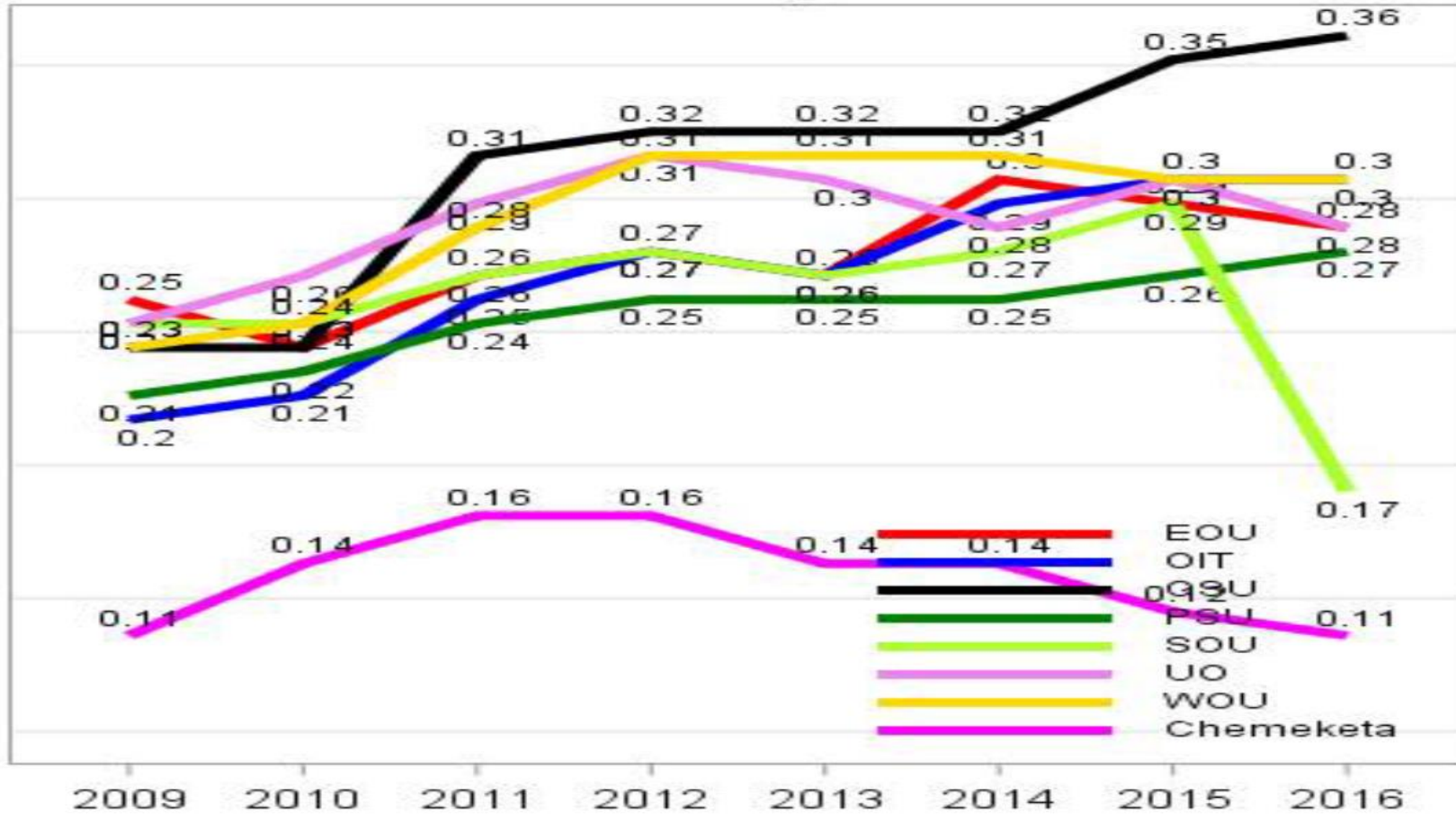
2. Maintain access and affordability with regard to cost of degree attainment.

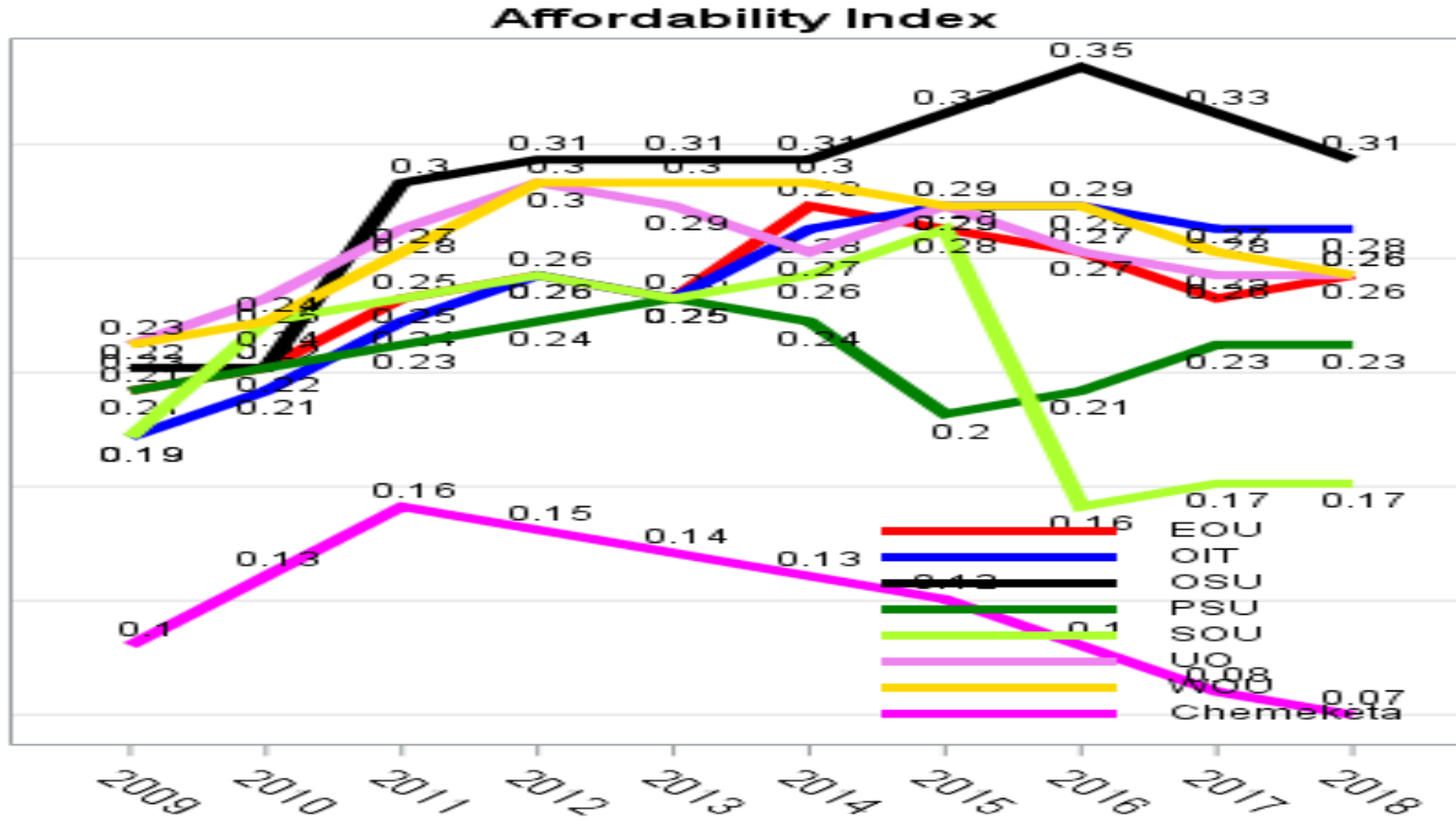
2.1 Evaluate net cost of attendance versus median household income relative to peers and comparator institutions to ensure access and affordability.

2.4 Evaluate and improve the outcomes of tuition-assistance programs on enrollment, retention, and graduation.

2.5 Evaluate assumptions underlying our current tuition cost structure and compare our system to other fiscally sustainable institutions.

Affordability Index





SUSTAINABILITY & STEWARDSHIP

Promote effective university stewardship of educational, environmental, financial, human and technological resources.

2.3 Expand support for undergraduate scholarships in second, third and fourth years of attendance.

2.6 Increase access to, and education about, scholarship opportunities, particularly for students of color, immigrants, rural and socio-economically disadvantaged students

- Since 2017, forty scholarships for undergraduates have been created
- The largest scholarship created was the Woodcock Presidential Scholarship for students in priority majors (currently STEM and STEM education) and eligible for the STEM Scholars program
- Of the forty new undergraduate scholarships, 17 scholarships have financial need as criteria

Total Cost of Attendance

Resident Undergraduate Cost of Attendance	2019-20 On-campus	2020-210 On-campus
Tuition	\$ 7,920	\$ 8,280
Fees	\$ 1,848	\$ 1,866
Books/supplies	\$ 1,200	\$ 1,200
Room/Board	\$10,389	\$10,803
Trans/Misc	\$ 2,496	\$ 2,487
Total	\$23,853	\$24, 636

The tuition and fees estimates for undergraduate students are based on 15 credits per term.

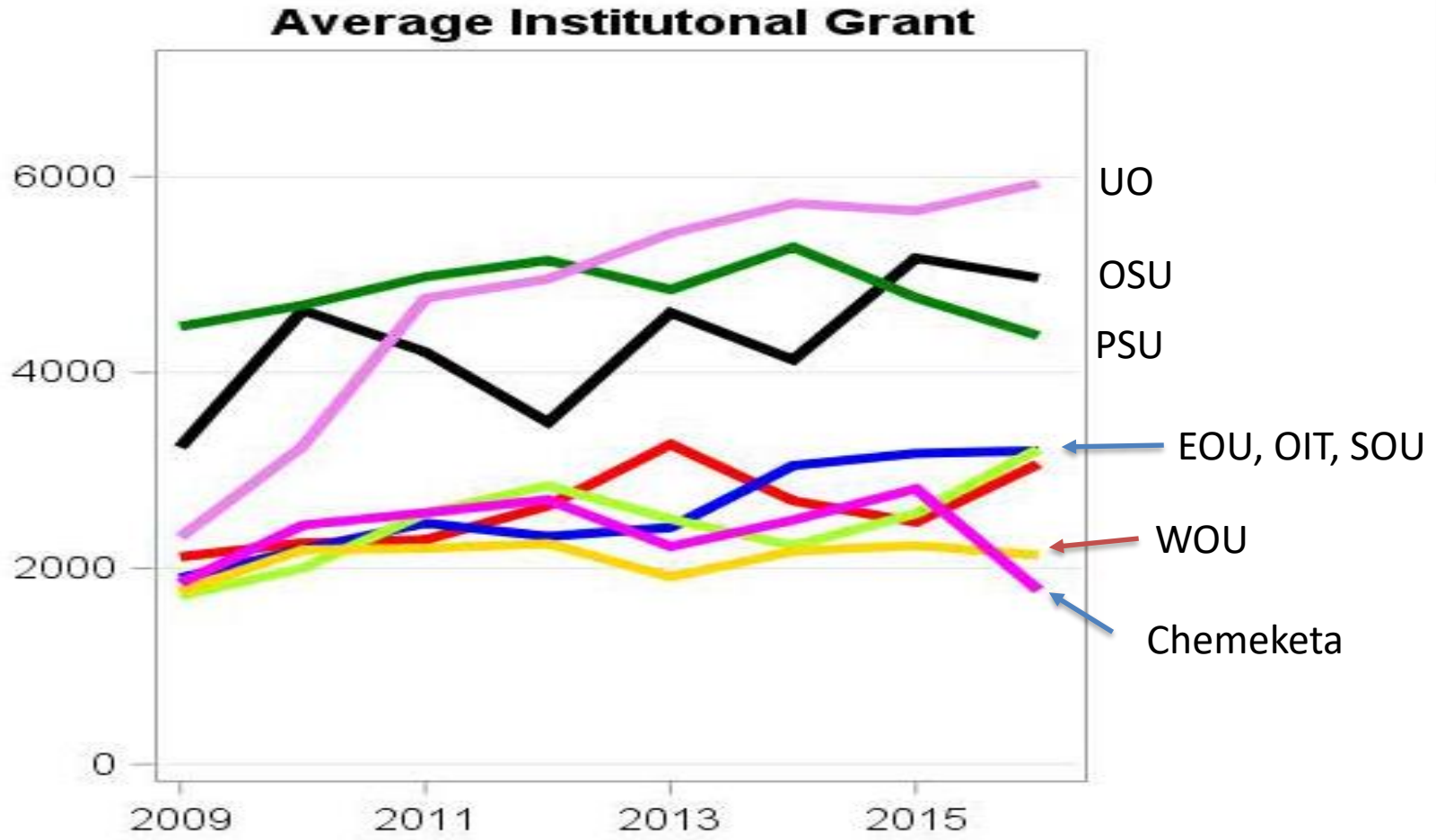
Source: WOU Office of Financial Aid, Estimated Cost of Attendance; wou.edu/finaid/tuition-fees/cost-of-attendance

Cost Comparisons

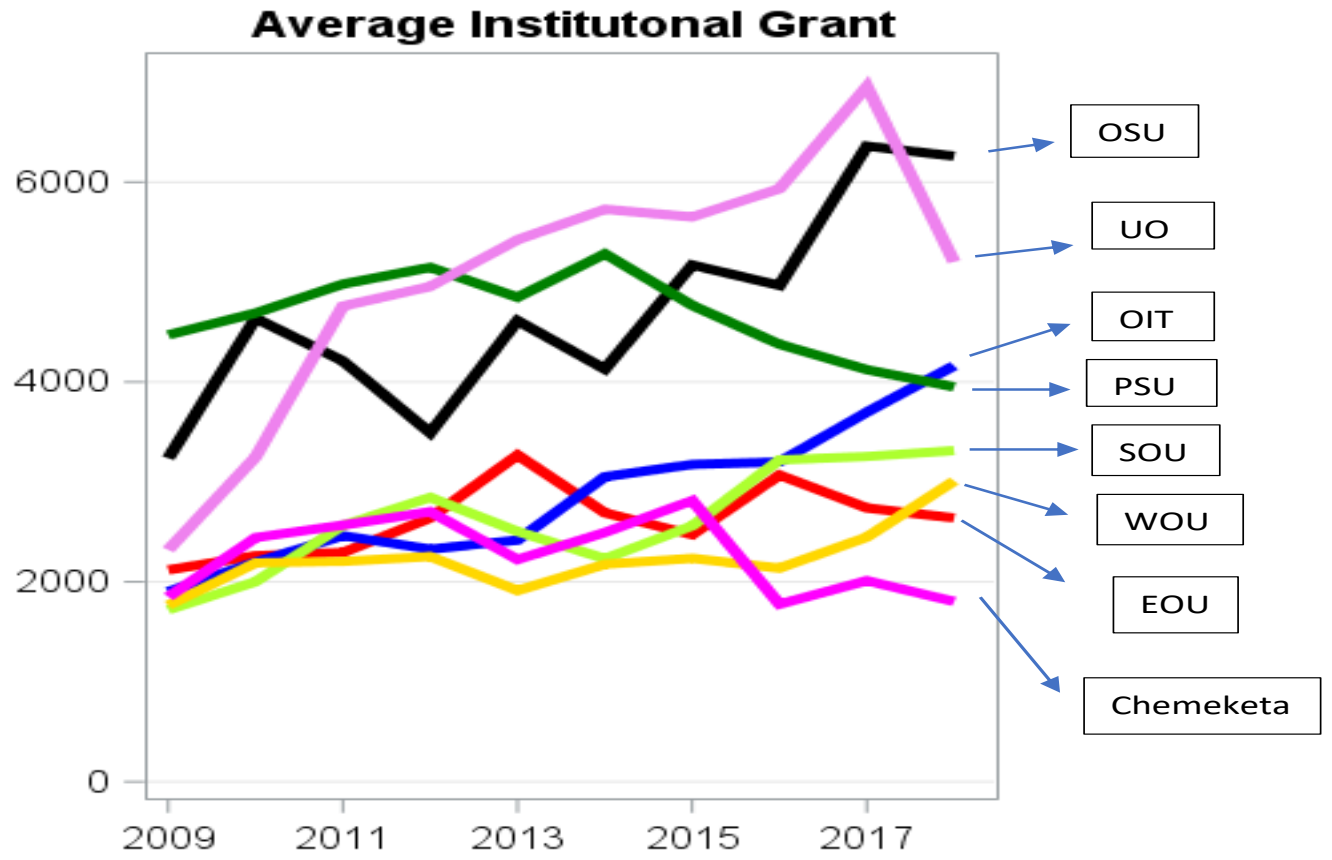
School	Total Cost '19-20	Total Cost 2020-21	UG Resident Tuition	UG Resident Fees	Room/Board
WOU	\$23,853	\$24,636	\$8,280	\$1,866	\$10,803
OSU	\$26,046	\$29,307	\$9,840	\$2,012	\$13,200
UO Cont.	\$28,764	\$30,312	\$10,753	\$2,363	\$12,783
UO New	n/a	\$31,052	\$11,458	\$2,398	\$12,783
OIT	\$24,368	\$26,246	\$9,212	\$2,057	\$9,231
PSU	\$25,689	\$28,022	\$8,621	\$1,641	\$13,500
SOU	\$28,854	\$29,345	\$8,923	\$2,097	\$14,629
EOU	\$23,505	\$24,066	\$7,776	\$1,629	\$10,152

Notes: Tuition calculated at 15 credits per term. For all universities the rates listed above are those approved for the academic year, and do not reflect any COVID-19 adjustments that may have occurred. University of Oregon implemented a tuition guarantee effective 2020-21. New UO students are guaranteed the same tuition and fees (IFC excepted) for five years. Continuing UO students will have an annual 3% tuition increase assessed.

Institutional aid



Institutional aid



Key Tradeoffs

1% increase in UG tuition generates about \$310,000

1% increase in UG enrollment generates about \$310,000

1% in discount rate costs about \$75,000—we are now at 20%

Key Strategies

What mix of tuition and institutional aid is optimal?

- Limit tuition increase to no more than 5%
- Limit fees and housing/dining to no more than CPI
- Evaluate yield and effectiveness of tuition remissions on enrollment
- Increase external funds to support academic and merit based scholarships

Questions?

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

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

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

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

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

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed BA in Creative Production as included in the docket materials.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: LAS

Department/Program Name: Creative Arts/Creative Production

Degree and Program Title: Bachelor of Arts in Creative Production

1. Program Description

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

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

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

Creative Production Foundations

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

Choose one of the following courses:

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

Creative Production Core Courses

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

Creative Production Electives Credits: 14

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

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

Total Credits: 73

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

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

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

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

- 1) Dr. Dirk Freymuth - Audio Production

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

- 2) Dan Tankersley - Art and Design

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

- 3) Dr. Thaddeus Shannon - Information Technology

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

- 4) Dr. Dana Schowalter - Communications

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

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

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

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

6) Dr. Darryl Thomas - Dance & Technology

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

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

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

g. Other staff.

NA

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

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

These facilities include:

1. Audio and Video Production Facilities

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

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

Studio 230 is outfitted with the following equipment:

Preamplifiers

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

Microphones

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

Software

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

Other

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

B) APSC 101 - MIDI Lab

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

C) VPLL - Video Production Learning Lab

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

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

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

D) Digital Media Center (DMC)

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

These are:

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

Equipment includes:

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

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

Equipment includes:

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

2. Live Performance Spaces

A) J. Edgar Rice Auditorium

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

B) Smith Hall 121

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

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

C) Maple Hall

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

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

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

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

2. Relationship to Mission and Goals

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

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

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

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

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

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

i. improve educational attainment in the region and state;

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

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

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

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

- iii. address civic and cultural demands of citizenship.

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

3. Accreditation

NA

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

4. Need

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

2021-22 _____ 2

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

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

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

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

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

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

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

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

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

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

- c. Evidence of market demand.

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

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

B.S. Creative Media Production - Arkansas State University

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

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

B.A. Media Production - Colorado State University

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

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

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

B.A. Media Studies - The New School

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

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

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

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

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

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

<https://designcreativetech.utexas.edu>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Examples of specific careers included in the Berklee report include:

1. Music Recording and Production

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

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

2. Digital Media & Streaming:

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

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

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

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

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

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

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

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

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

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

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

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

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

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

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

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

1) Technology

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

2) Critical Thinking

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

3) Collaboration

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

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

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

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

These include:

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

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

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

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

6. Program Integration and Collaboration

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

1. Related Programs at WOU

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

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

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

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

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

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

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

C) B.S. The Arts

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

D) Audio Production Minor

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

E) B.A. Interdisciplinary Studies

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

2. Related Programs at Other Oregon Campuses

A) Portland State University - Sonic Arts & Music Production

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

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

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

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

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

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

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

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

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

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

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

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

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

NA

- d. Potential impacts on other programs.

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

7. External Review

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

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2021-2022

Program: BA in Creative Productions

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

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

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

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

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

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

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

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

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

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of the proposed Master of Science Degree in Justice Studies as included in the docket materials.

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

To Whom It May Concern:

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

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

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

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

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

Sincerely,

The External Review Committee

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

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

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

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

Reviewers:

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

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

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

Report Guidelines

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

1. Program

Description of the program:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. The program's major strengths and weaknesses.

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

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

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

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

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

2. Faculty

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

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

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

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

3. Areas of faculty strength and weakness.

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

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

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

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

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

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

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

3. Need

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

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

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

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

4. Resources

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

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

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

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

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

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

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

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

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

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



Proposal for a New Academic Program

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

1. Program Description

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

45.0401 Criminology

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

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

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

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

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

Total credits: 45

Core (25 credits):

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

Capstone Sequence (12 credits):

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

Electives (Choose 2 courses) (8 credits):

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

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

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

e. Adequacy and quality of faculty delivering the program.

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

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

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

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

g. Other staff.

No other staff are required for this program.

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

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

i. Anticipated start date.

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

2. Relationship to Mission and Goals

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

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

WOU's Vision

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

WOU's Values

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

WOU's Purpose

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

WOU's Institutional Priorities

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

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

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

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

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

N/A

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

N/A

4. Need

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Outcomes and Quality Assessment

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

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

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

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

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

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

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

6. Program Integration and Collaboration

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

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

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

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

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

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

See above.

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

See above.

d. Potential impacts on other programs.

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

7. External Review

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

Revised May 2016

Instructions on Budget Outline form

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

1. Whose viewpoint?

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2021-2022

Program: Master of Science in Justice Studies

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

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

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

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

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

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

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

Finance & Administration Committee (FAC), FY 2020 Financial Statements Audit

[Western Oregon University's annual financial report](#) for the fiscal year ended June 30, 2020, was prepared by the University's staff.

The public accounting firm, Eide Bailly LLP ("Auditor"), has audited the financial report and has issued an unmodified opinion, i.e., in their opinion the financial statements present fairly, in all material respects, the financial position of the University. Eide Bailly also performed testing of the University's compliance with certain provisions of laws, regulations, contracts and grant agreements. This testing resulted in a report on compliance for each major federal program, a report on internal control over compliance, and a report on expenditures of federal awards, as required by Uniform Guidance.

These reports and detailed findings are provided in the Federal Awards Reports in Accordance with the Uniform Guidance document which communicates certain matters related to the conduct of the audit to those who have responsibility for oversight of the financial reporting process.

The Auditor issued their opinion that the University complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of University's major federal programs.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends that the Western Oregon University Board of Trustees accept the University's fiscal year 2020 audit of financial statements.



December 2, 2020

To the Board of Trustees
Western Oregon University
Monmouth, Oregon

We have audited the financial statements of Western Oregon University (the University), and the discretely presented component unit of the University as of and for the year ended June 30, 2020, and have issued our report thereon dated December 2, 2020. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and Government Auditing Standards and our Compliance Audit under the Uniform Guidance

As communicated in our letter dated April 24, 2020, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements and major program compliance does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Western Oregon University solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated December 2, 2020.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Western Oregon University is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2020. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are as follows:

Collectability of receivables and student accounts are based on past history and current market conditions. We reviewed the underlying assumptions and past history to determine that the estimate appears reasonable.

The remaining obligation under the other postemployment benefit (OPEB) plans is based on actuarial estimates provided by Milliman and audited by independent auditors. We evaluated the key factors and assumptions used to develop the OPEB assets/(liabilities) in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability is based on actuarial estimates provided by the Oregon Public Employee Retirement System (OPERS). We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the University's financial statements relate to:

Note 14 – Employee Retirement Plans – This describes the details and assumptions of the Oregon Public Retirement System (OPERS) Plan and the related net pension liability.

Note 15 – Other Postemployment Benefits (OPEB) – This describes the details of the postemployment benefit plans.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. No such misstatements were detected during the course of our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the University's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management that are included in the management representation letter dated December 2, 2020.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the University, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the University's auditors.

Other Matters

The financial statements include the financial statements of Western Oregon University Development Foundation (the Foundation), which we considered to be a significant component of the financial statements of the University. The financial statements of the Foundation were audited by other auditors, and we did not assume responsibility for the audit performed by the other auditors, rather we have referred to their audit in our report. Our decision to refer to the report of the other auditor is based our evaluation of the materiality of the Foundation with respect to the financial statements as a whole. Our audit procedures with respect to the Foundation included required correspondence with the other auditor, obtaining and reading their auditor's report and the related financial statements, and other procedures as considered necessary.

This report is intended solely for the information and use of the members of the Board of Trustees, State of Oregon, and management of Western Oregon University and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Sully LLP". The signature is written in a cursive, flowing style.

Boise, Idaho

Finance & Administration Committee (FAC), Independent Accountant's Report on Applying Agreed Upon Procedures to Statement of Revenues and Expenses of the University's Athletic Program.

The University's independent accountant issued their Report on Applying Agreed-Upon Procedures to the University's Statement of Revenue and Expenses (Unaudited) (hereinafter "the Statement") of the University's Athletic Program on January 28, 2021.

The public accounting firm, Eide Bailly LLP (hereinafter "Auditor"), assisted the University in evaluating whether the accompanying Statement is in compliance with the National Collegiate Athletic Association (hereinafter "NCAA") Bylaw 3.2.4.15 for the year ended June 30, 2020. The Auditor was not engaged and did not conduct an examination or review, the objective of which would be the expression of an opinion on the compliance of the accompanying Statement. Accordingly, the Auditor does not express such an opinion or conclusion.

COMMITTEE RECOMMENDATION:

The WOU Finance and Administration Committee recommends the Western Oregon University Board of Trustees accept the Independent Account's Report on Applying the Agreed Upon Procedures.



Agreed Upon Procedures
June 30, 2020

Athletic Program
Western Oregon University

Independent Accountant’s Report on Applying Agreed-Upon Procedures..... 1
Exhibit A 2
Statement of Revenue and Expenses - Unaudited 12
Notes to Statement of Revenue and Expenses - Unaudited..... 14
Appendix A..... 16



Independent Accountant's Report on Applying Agreed-Upon Procedures

Rex Fuller, President
Western Oregon University
Monmouth, Oregon

We have performed the procedures enumerated below, which were agreed to by Western Oregon University (the University), on assisting the University in evaluating whether the accompanying Statement of Revenue and Expenses – Unaudited (the Statement) of the University's Athletic Program (the Program) is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 3.2.4.15 for the year ended June 30, 2020. University's management is responsible for the Statement and related notes (unaudited) and the Statement's compliance with those requirements for the year ended June 30, 2020. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are described in Exhibit A.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion on the compliance of the accompanying Statement of Revenues and Expenses (unaudited), related notes of the Athletic Department and Appendix A. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the President of Western Oregon University and the Athletic Department and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Boise, Idaho
January 28, 2021

Compliance and Internal Control

1. We obtained written representations from management as to the fair presentation of the Statement, completeness of required schedules and related financial information, adequacy of controls, compliance with NCAA rules and regulations, and other information we considered necessary for the year ended June 30, 2020. We also verified the mathematical accuracy of the amounts on the Statement and agreed the amounts to supporting schedules provided by the Program for the specific revenue and expense line items which were required to be tested within these agreed-upon procedures.

We found no exceptions as a result of these procedures.

2. We obtained an understanding of the Program's control environment and accounting systems. If unique or unusual items were identified or were not addressed in connection with the audit of the Institution's financial statements, we were to test those specific elements of the Program's intercollegiate athletics.

During our procedures and during discussions with management, we noted no unusual or unique items that warranted additional testing, nor items that were not covered by the audit of the Institution's financial statements.

Affiliated and Outside Organizations

3. We obtained written representations from management that Western Oregon University Development Foundation (the Foundation), through its affiliated programs, was the only outside organization created for or on behalf of the Program.

We found no exceptions as a result of these procedures.

4. We obtained from management a summary of revenue for or on behalf of the Program by affiliated and outside organizations and written representations as to the fair presentation of the summary. We agreed the amounts reported to supporting documentation.

We found no exceptions as a result of these procedures.

5. We obtained an understanding and tested the University's procedures for gathering information on the nature and extent of affiliated and outside organizational activity for, or on behalf of, the Program.

We found no exceptions as a result of these procedures.

6. We obtained the independent auditor's report and any other communications to management regarding any internal control related matters for the Foundation to identify any significant deficiencies or material weaknesses relating to their internal control.

Neither the audit report of the Foundation, dated September 12, 2020 nor the other communications indicated any significant deficiencies or material weaknesses.

7. We were asked to obtain a schedule of all athletics dedicated endowments maintained by athletics, the University, and affiliated organizations. From this schedule we were to agree the fair market value in the schedules to the supporting documentation, the general ledger and audited financial statements if available.

As the athletic related endowments are maintained by the Foundation, we relied on the Foundation's audit for the year ended June 30, 2020, which would have addressed the items above. As such, no further procedures were deemed necessary.

Notes and Disclosures

1. We obtained a list of contributions received by the Program.

Total contributions received directly from the Foundation were greater than 10% of the total contributions; this was made up of several programs and sources.

2. We obtained a description of the University's policies and procedures over the Program's capital assets. We agreed the capital asset schedule provided by the University to the general ledger and to the Statement, as applicable. We obtained the repayment schedules for the Program's debt that was maintained by the University during the reporting period. We agreed the repayment schedules to the Statement. We recalculated the totals.

We found no exceptions as a result of these procedures.

3. There were no repayment schedules for outstanding intercollegiate athletics debt maintained by the institution during the reporting period as a result of there being no outstanding debt associated with Athletics.

Statements of Revenue and Expenses (the Statement)

General

1. For each revenue and expense category which was greater than or equal to 4.0% of total revenues and expenses, respectively, we agreed the reported amount to supporting schedules provided by the Program and we compared a sample of items from the supporting schedule to adequate supporting documentation. Additionally, for each revenue and expense category, which was greater than 10% of total revenues and expenses, respectively, we compared the revenue and expense categories for the year ended June 30, 2020 to the revenue and expense categories for the year ended June 30, 2020, inquiring of management for any variances noted that were over 10%.

The Program does not prepare its budget based on the reporting format prescribed by the NCAA in the Statement. Instead, the budget is prepared based on revenue and expense line items as prescribed by the University. This budget is based on prior year activity, contractual and other adjustments. Most budget fluctuations that would meet the variance criteria are already discussed in the prior year to current year comparison. Thus, a budget analysis was not performed. In addition, the Foundation is not required to prepare, and does not prepare, an itemized budget of its athletic accounts.

All variances were explained by management and are documented in Appendix A. No procedures were performed with respect to management's explanations of variances.

Revenue

1. Ticket Sales

For the reporting period, total ticket sales revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

2. Student Fees

- a. We were asked to compare and agree student fees reported by the University in the Statement for the reporting to student enrollments during the same reporting period and recalculated totals.

We recalculated the student fee revenue shown on the Statement within 1% of the total amount. Based upon discussions with management, the allocation and the fee are proposed annually by the Incidental Fee Committee as a lump sum amount. This lump sum allocation is determined in the prior year and is independent from current year enrollment and Student Incidental Fee Receipts. Any under/over realized revenue is supported by the Incidental Fee fund reserve. We also obtained an understanding of the process for how the fee is charged to students during our audit procedures over the University.

- b. We obtained and documented an understanding of the University's methodology for allocating student fees to intercollegiate athletics programs.

We found no exceptions as a result of these procedures.

- c. As the athletics department is reporting that an allocation of student fees should be countable as generated revenue, we recalculated the totals of their methodology to support that they are able to count each sport. We tied the calculation to supporting documents such as seat manifests, ticket sales reports and student fee totals.

We obtained an understanding of the methodology used in the University's allocation of student fees as noted in 2a above. Using the methodology, we tied out five of the transactions within Football, Women's Outdoor Track, Basketball, Softball and Baseball noting that the allocation and the supporting documentation agreed to the amount recorded.

3. Direct State or Other Governmental Support

We compared the direct state or other governmental support recorded by the Program during the reporting period to the supporting schedule. From this supporting schedule, we were then asked to recalculate the totals and to tie out to corroborative supporting documentation.

The total direct state or other governmental support line accounts for \$939,613 in revenue. The entire amount relates to Lottery funds received directly from the State of Oregon. We confirmed the entire amount of this revenue. In addition, we haphazardly selected five of the Federal Work Study transactions and tied out to supporting documentation noting no exceptions.

4. Direct Institutional Support

We compared the direct institutional support recorded by the University during the reporting period with the institutional supporting budget transfers documentation and other corroborative supporting documentation and recalculate totals.

The total transferred from the University to the Program was \$3,160,158. The amount originally budgeted to transfer to the Program was \$3,214,552, with the difference transferred back to the University. We reviewed the approved budget as well as the board minutes approving the budget on June 12, 2019. As the difference between the original budgeted amount and the final amount transferred was \$1,796, or less than 1%, no budget amendments were made.

We found no exceptions as a result of these procedures.

5. Transfers Back to the University

There were no transfers back to the University during the reporting period.

6. Indirect Institutional Support

For the reporting period, total indirect institutional support revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

7. Guarantees

For the reporting period, guarantees reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

8. Contributions

We obtained a schedule of all contribution revenue related to the Program and agreed the amounts to the Statement. We agreed a sample of four contributions to checks, deposits, and/or other supporting detail.

We noted no contributions that represented more than 10% of total contributions revenue. While the total contributions received from the Foundation was greater than 10% of the total contributions, this was made up of several programs and sources. Of these funds received from the Foundation, we noted no individual contributions greater than 10% of the total. We found no exceptions as a result of these procedures.

9. In-Kind

For the reporting period, in-kind revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

10. Compensation and Benefits Provided by a Third Party

There were no compensation or benefits provided by a third party during the reporting period.

11. Media Rights

There were no media rights revenue during the reporting period.

12. NCAA Distributions

For the reporting period, total NCAA distributions revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

13. Conference Distributions

There were no conference distributions during the reporting period.

14. Program, Novelty, Parking and Concession Sales

For the reporting period, total program, novelty, parking and concession sales revenue reported was less than 4% of the total revenues. Therefore, no general or specific procedures were performed.

15. Royalties, Licensing, Advertisement, and Sponsorships

For the reporting period, total royalties, licensing, advertisement, and sponsorship revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

16. Sports Camp Revenue

For the reporting period, total sports camp revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

17. Athletics Restricted Endowment and Investment Income

For the reporting period, total athletics restricted endowment and investment income revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

18. Other Operating Revenue

For the reporting period, total other operating revenue reported was less than 4% of the total revenue. Therefore, no general or specific procedures were performed.

19. Bowl Revenue

There was no Bowl revenue reported during the reporting period.

Expenses

1. Athletic Student Aid

We selected a sample of 10% (with a maximum sample size of 40, based on the University utilizing the NCAA Compliance Assistant software) of the students from the listing of University student aid recipients (25 from a listing of 234 students) and obtained individual student-account detail for each selection. This listing total was agreed to the Statement. We compared total aid allocated from the related aid award letter to the student's account.

We found no exceptions as a result of these procedures.

We recalculated totals for each sport with the difference being less than 4%. Therefore, there were no exceptions as a result of these procedures.

2. Guarantees

For the reporting period, total guarantee expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

3. Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities

We obtained a list of coaches paid by the University during the reporting period. We examined the contracts for a sample of coaches, including men's football and men's and women's basketball for a total of five contracts.

We compared and agreed the financial terms and conditions of each coach selected to the related salaries, benefits, and bonuses recorded by the Program and agreed those terms to the list of expenses paid for coaches that was reported on the Statement.

Also, we compared the recorded salary amounts to the payroll summary registers from the reporting period for the coaches selected.

We found no exceptions as a result of these procedures.

4. Coaching Other Compensation and Benefits Paid by a Third-Party

There were no expenses related to coaching salaries, benefits and bonuses paid by a third-party during the reporting period.

5. Support Staff/Administrative Compensation, Benefits, and Bonuses Paid by the University and Related Entities

We obtained a list of support staff/administrative personnel paid by the University during the reporting period and tied out the listing to the Schedule. From this listing, we selected a sample of five transactions and performed the following:

- Obtained and inspected reporting period summary payroll registers for each selection,
- Compared and agreed related summary payroll register to the related support staff administrative salaries, benefits and bonuses paid by the University, and recalculated the totals.

We found no exceptions as a result of these procedures.

6. Support Staff/Administrative Compensation, Benefits and Bonuses Paid by a Third Party

There were no expenses related to support staff/administrative compensation, benefits and bonuses paid by a third-party during the reporting period.

7. Severance Payments

There were no severance payments during the reporting period.

8. Recruiting

For the reporting period, total recruiting expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

9. Team Travel

We obtained an understanding of the University's team travel policies. We compared and agreed these policies to the related NCAA policies. We reviewed general ledger detail to the Schedule for the reporting period. From this supporting schedule, we selected a sample of five expenditures and agreed these to supporting documentation.

We found no exceptions as a result of these procedures.

10. Equipment, Uniforms and Supplies

For the reporting period, total equipment, uniforms and supplies expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

11. Game Expenses

For the reporting period, total game expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

12. Fund Raising, Marketing and Promotion

For the reporting period, total fund raising, marketing and promotion expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

13. Sports Camp Expenses

For the reporting period, total sports camp expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

14. Spirit Groups

For the reporting period, total spirit group expenses reported was less than 4% of total expenses. Therefore, no general or specific procedures were performed.

15. Athletic Facilities Debt Service, Leases and Rental Fees

There were no expenses associated with athletic facilities debt service, leases or rental fees incurred during the reporting period.

16. Direct Overhead and Administrative Expenses

We reviewed general ledger detail to the Schedule for the reporting period. From this supporting schedule, we selected a sample of five expenditures and agreed these to supporting documentation.

We found no exceptions as a result of these procedures.

17. Indirect Institutional Support

For the reporting period, the total indirect institutional support reported was less than 4% of the total expenses. Therefore, no general or specific procedures were performed.

18. Medical Expenses and Medical Insurance

For the reporting period, the medical expenses and medical insurance expenses reported was less than 4% of the total expenses. Therefore, no general or specific procedures were performed.

19. Memberships and Dues

For the reporting period, the memberships and dues expenses reported was less than 4% of the total expenses. Therefore, no general or specific procedures were performed.

20. Other Operating Expenses and Transfers to University

For the reporting period, the other operating expenses and transfers to University expenses reported was less than 4% of the total expenses. Therefore, no general or specific procedures were performed.

21. Student-Athlete Meals (non-travel)

For the reporting period, the student-athlete meals (non-travel) expenses reported was less than 4% of the total expenses. Therefore, no general or specific procedures were performed.

22. Bowl Expenses

There were no Bowl expenses reported during the reporting period.

Minimum Agreed-Upon Procedures for Other Reporting Items**1. Excess Transfers to Institution and Conference Realignment Expenses**

The University does not have such expenses, therefore this procedure was not performed.

2. Total Athletics Related Debt

The University does not have athletics related debt, therefore this procedure was not performed.

3. Total Institutional Debt

We agreed the total outstanding institutional debt to supporting documentation and the institution's audited financial statements and general ledger.

We found no exceptions as a result of these procedures.

4. Value of Athletics Dedicated Endowments

The University does not have a dedicated athletic endowment, therefore this procedure was not performed.

5. Value of Institutional Endowments

We agreed the total fair market value of the institutional singular endowments to supporting documentation and the institution's general ledger.

We found no exceptions as a result of these procedures.

6. Total Athletics Related Capital Expenditures

The University did not have such expenses, therefore this procedure was not performed.

Western Oregon University
Statement of Revenue and Expenses - Unaudited
Year Ended June 30, 2020

	Football	Men's Basketball	Women's Basketball
Operating Revenue			
Ticket Sales	\$ 28,500	\$ 6,837	\$ 4,688
Student Fees	256,503	109,076	88,168
Direct Institutional Support	-	-	-
Indirect Institutional Support	-	-	-
Direct State or Other Government Support	-	-	-
Guarantees	50,000	-	5,500
Contributions	1,974	56,750	1,280
NCAA Distributions	-	-	-
Conference Distributions	-	-	-
Program, Novelty, Parking, and Concession Sales	3,090	3,166	3,940
Royalties, Licensing, Advertisement and Sponsorships	-	-	-
Sports Camp Revenues	4,900	6,295	1,560
Athletics Restricted Endowment and Investments Income	12,294	216	594
Other Operating Revenue	11,224	1,731	8,279
Total operating revenue	<u>368,485</u>	<u>184,071</u>	<u>114,009</u>
Operating Expenses			
Athletic Student Aid	211,429	201,709	133,333
Guarantees	-	3,742	5,728
Coaching Salaries, Benefits, and Bonuses paid by the University and Related Entities	484,037	203,101	177,789
Support Staff/Administrative Compensation, Benefits and Bonuses paid by the University and Related Entities	2,619	3,781	-
Recruiting	15,108	5,379	3,787
Team Travel	173,078	60,221	55,233
Sports Equipment, Uniforms and Supplies	39,946	9,405	7,547
Game Expenses	65,700	27,480	26,488
Fund Raising, Marketing, and Promotion	2,500	-	-
Sports Camp Expenses	60,419	5,679	-
Spirit Groups	-	-	-
Direct Overhead and Administrative Expenses	93,508	28,464	24,002
Indirect Institutional Support	-	-	-
Medical Expenses and Insurance	6,235	252	933
Memberships and Dues	1,500	2,500	-
Student-Athlete Meals	1,466	-	-
Other Operating Expenses	477	-	430
Total operating expenses	<u>1,158,022</u>	<u>551,713</u>	<u>435,270</u>
Excess (Deficiency) of Revenue over Expenses	<u>\$ (789,537)</u>	<u>\$ (367,642)</u>	<u>\$ (321,261)</u>

Western Oregon University
Statement of Revenue and Expenses - Unaudited
Year Ended June 30, 2020

	Other Sports	Non Program Specific	Total
Operating Revenue			
Ticket Sales	\$ -	\$ -	\$ 40,025
Student Fees	659,910	143,056	1,256,713
Direct Institutional Support	-	3,214,552	3,214,552
Indirect Institutional Support	-	220,162	220,162
Direct State or Other Government Support	-	939,613	939,613
Guarantees	-	-	55,500
Contributions	257,469	176,081	493,554
NCAA Distributions	14,280	1,712	15,992
Conference Distributions	-	-	-
Program, Novelty, Parking, and Concession Sales	2,127	2,558	14,881
Royalties, Licensing, Advertisement and Sponsorships	-	7,967	7,967
Sports Camp Revenues	57,548	11,439	81,742
Athletics Restricted Endowment and Investments Income	9,920	11,926	34,950
Other Operating Revenue	30,594	775	52,603
Total operating revenue	1,031,848	4,729,841	6,428,254
Operating Expenses			
Athletic Student Aid	688,845	-	1,235,316
Guarantees	-	-	9,470
Coaching Salaries, Benefits, and Bonuses paid by the University and Related Entities	904,207	-	1,769,134
Support Staff/Administrative Compensation, Benefits and Bonuses paid by the University and Related Entities	457,965	979,091	1,443,456
Recruiting	26,302	-	50,576
Team Travel	341,056	-	629,588
Sports Equipment, Uniforms and Supplies	50,674	3,813	111,385
Game Expenses	62,178	13,731	195,577
Fund Raising, Marketing, and Promotion	1,000	35,708	39,208
Sports Camp Expenses	52,050	-	118,148
Spirit Groups	3,101	-	3,101
Direct Overhead and Administrative Expenses	170,442	192,444	508,860
Indirect Institutional Support	-	-	-
Medical Expenses and Insurance	15,571	72,231	95,222
Memberships and Dues	2,110	31,351	37,461
Student-Athlete Meals	-	-	1,466
Other Operating Expenses	7,774	-	8,681
Total operating expenses	2,783,275	1,328,369	6,256,649
Excess (Deficiency) of Revenue over Expenses	\$ (1,751,427)	\$ 3,401,472	\$ 171,605

Note 1 - Basis of Presentation

The revenue and expenses shown in the accompanying Statement of Revenue and Expenses – Unaudited (the Statement) of the Athletic Program of Western Oregon University (the Program) have been prepared on the accrual basis of accounting. The purpose of the Statement is to present a summary of revenue and expenses of the Program for the year ended June 30, 2020. The Statement presents only a selected portion of the activities of Western Oregon University (the University) and is not intended to nor does it present the financial position, changes in financial position, or cash flows for the year ended June 30, 2020, for the University or the Program.

For reporting purposes, the sports in which Western Oregon University Athletics participates are reported separately. The administrative functions of Western Oregon University Athletics, which supports all sports, have been combined and reported within the category “Other.”

Note 2 - Summary of Significant Accounting Policies

Revenues

Revenues from operations have been allocated based on management’s estimate of which sport generated the income. Gifts have been allocated as directly by the donor. Financial aid support has been allocated based on the actual payments made in support of each activity.

Note 3 - Contributions

The Western Oregon University Development Foundation was the single largest donor source to Western Oregon University Athletics with contributions of \$493,554 for a total of 100% of total contributions for the year ended June 30, 2020. The contributions received from the Western Oregon University Development Foundation represents gifts from various donors made for the benefit of Western Oregon University Athletics.

Note 4 - Capital Assets

Capital assets are recorded at cost at the date of acquisition or estimated acquisition value at the date of donation in the case of contributed assets.

The University capitalizes assets according to the following policy: equipment with a cost of \$5,000 or more and an estimated useful life that is greater than one year; major additions to buildings and building improvements when the addition increases the value by at least \$50,000; major additions to land improvements and infrastructure when the addition increases the value by at least \$50,000.

Major additions to assets which are not completed at year end are included in the financial statements as construction in progress. Upon completion, the assets are transferred to the appropriate asset category and depreciated.

Depreciation is computed using the straight line method over the estimated useful lives of the asset being depreciated as follows:

Buildings	15-50 years
Building and land improvements	20 years
Infrastructure	10-20 years
Equipment	5-11 years

The University follows standardized policies and procedures established by the Board of Trustees for acquiring, approving, depreciating, and disposing of capital assets.

Routine repairs and maintenance expenses are charged to operations in the year in which the expenses are incurred.

Capital asset activity for the Program for the year ended June 30, 2020, is as follows:

	<u>July 1, 2019</u>	<u>Additions</u>	<u>Retirements</u>	<u>June 30, 2020</u>
Depreciable Capital Assets				
Vehicles and equipment	\$ 87,974	\$ -	\$ -	\$ 87,974
Improvements other than buildings	55,488	-	-	55,488
Total depreciable capital assets	<u>143,462</u>	<u>-</u>	<u>-</u>	<u>143,462</u>
Less Accumulated Depreciation				
Vehicles and equipment	80,978	3,358	-	84,336
Improvements other than buildings	55,488	-	-	55,488
Total accumulated depreciation	<u>136,466</u>	<u>3,358</u>	<u>-</u>	<u>139,824</u>
Total Net Capital Assets	<u>\$ 6,996</u>	<u>\$ (3,358)</u>	<u>\$ -</u>	<u>\$ 3,638</u>

We compared revenues and expenses reported in the Statement for the year ended June 30, 2020 to those in the Statement for the year ended June 30, 2019 and obtained explanations from management, as detailed below, for line items greater than 10% of total revenue or expenses and variances greater than 10% of the June 30, 2019 balances.

Revenues

Direct State or Other Government Support – The \$428,016 (84%) increase is a result of an increase in legislation and increase in sports lottery appropriation from the state.

Expenses

Support Staff/Administrative Compensation, Benefits, and Bonuses Paid by the University and Related Entities – The \$316,839 (28%) increase was due to multiple new hires within the support staff as well as annual salary increases.

Team Travel – The \$318,817 (34%) decrease in team travel is due to the spring sports not traveling for most of the season as a result of COVID-19.

EGTC, Board Statement on Presidential Vacancies

On October 10, 2020, President Rex Fuller announced his retirement. President Fuller's current employment agreement with Western Oregon University runs through September 30, 2021. Because President Fuller was appointed prior to the Western Oregon University Board assuming responsibility for the University on July 1, 2015, the Board and University have not had the occasion to revisit or revise the policy statements governing the appointment of the university president.

Consistent with Senate Bill 270 (2013), all rules, policies, and procedures of the former Oregon University System (OUS) transferred to the independent universities, such as Western Oregon University, by operation of law. See Senate Bill 270 (2013), Section 170(8) ("Notwithstanding any other provision of this section, the lawfully adopted rules and policies of the State Board of Higher Education pertaining to a university with a governing board that are in effect on the effective date of this 2013 Act continue in effect until lawfully superseded or repealed by the standards or policies of the governing board or the university. References in rules or policies of the State Board of Higher Education to the state board or an officer or employee of the state board are considered to be references to the governing board or an officer or employee of a university with a governing board."). As such, the former OUS policy on Executive Searches, Appointments, and Management continues to apply to Western Oregon University.

At November 18, 2020 and January 11, 2021 meetings, the Board met in executive session, without waiving the attorney-client privilege, to review legal advice regarding the former OUS policy that continued to apply to the University (consistent with ORS 192.660(2)(f) in order to consider a record otherwise exempt from disclosure). After the executive sessions and with the discussions as a foundation, the Board's Executive, Governance and Trusteeship Committee (EGTC) met on January 14, 2021 to deliberate on a new Board Statement on Presidential Vacancies to replace the former OUS policy. The new Board Statement, along with its required guidelines, to be considered later in the Board meeting, is intended to govern the upcoming searches for an interim and regular successor due to President Fuller's retirement.

COMMITTEE RECOMMENDATION

The EGTC recommends that the full Board approve the Board Statement on Presidential Vacancies as included in the written docket materials and repeal, in its entirety, the former OUS policy Executive Searches, Appointments, and Management.



Board Statement on Presidential Vacancies

1.0 Policy

The Western Oregon University Board of Trustees (“Board”) wishes to ensure an orderly, transparent process to identify and appoint a university president at such time a vacancy occurs in the position.

2.0 Purpose

The purpose of this Board Statement on Presidential Vacancies is to provide clear steps necessary for the Board to discharge its fiduciary duty in searching for and appointing a president to serve as the University’s chief executive and governing officer, as well as the statutory president of the University’s faculty.

3.0 Guiding Principles and Process: Regular Successor

3.1 Authority. Consistent with Oregon Revised Statutes (ORS) 352.096, the Board retains the sole responsibility and authority for the selection and appointment of the university president and delegates to the Board Chair the authority to organize and conduct the search and identification of a slate of finalists, consistent with this Board Statement, on its behalf.

3.2 Guidelines. At such time as the Board needs to search for a regular successor to the university president, the Board Chair will recommend search guidelines, consistent with this Board Statement, to the Board for approval. The guidelines may include, but are not limited to, elements such as whether or not to use a search firm to assist in the search process, the appointment of a representative search committee to assist the Board Chair by identifying finalists for the position, and the proposed timelines for the completion of the process.

3.3 Communication. The guidelines described at Section 3.2 will include various communication strategies, including but not limited to a website dedicated to the search process, to ensure faculty, staff, and students, as well as the broader community, are informed of the search and its process.

3.4 Search Firm. The guidelines described at Section 3.2 will include a recommendation the university contract for the services of a search firm to assist the Board, the Board Chair, and the search committee in the discharge their respective

duties in the search for a regular successor to the university president. A search firm, among other duties, will assist the Board, Board Chair, university, and search committee in the development of a leadership profile or other document to assist in the recruitment of candidates. The Board Chair may direct the search firm to gather input from a variety of stakeholders when preparing the leadership profile, including but not limited to Faculty Senate, Staff Senate, ASWOU, WOUFT, SEIU, the WOU Foundation, and the WOU Alumni Association. Any leadership profile or charge document developed by the search firm and/or search committee for the search must be approved by the full Board prior to its use in the search.

3.5 Search Committee. (1) Consistent with ORS 352.096(3), a single search committee will be organized to assist the Board Chair in the search process by identifying, recruiting, interviewing, and evaluating candidates for the Board Chair's consideration and transmittal to the Board for consideration. The search committee must be representative of the university community and include at least one sitting president of a public university in Oregon.

(2) The guidelines described at Section 3.2 will include the composition of the representative search committee for the search.

(3) The Board Chair will appoint all search committee members after consultation with the university community and receiving recommendations for individuals from the Faculty Senate, Staff Senate, and Associated Students of Western Oregon University (ASWOU), the university's shared governance groups. The Board Chair will consider recommendations from the shared governance groups for membership on the search committee. The Board Chair's decision on the search committee membership is final.

(4) The search committee will contain at least three Board trustees, one from each of the Board's standing committees as described in the Board Statement on Committees. The Board Chair will appoint one of the trustees to serve as the search committee chair.

(5) The Secretary to the Board will serve as a non-voting, ex-officio member of the search committee and as the search coordinator.

(6) The essential duty of the search committee is to recommend finalists for university president to the Board Chair. The search committee does not appoint or otherwise employ the university president. The search committee may meet with the Board Chair to describe its deliberations and to transmit its finalists to the Board Chair for consideration. The search committee may describe the strengths and weaknesses of each finalist to the Board Chair. The search committee will not rank or order the finalists.

(7) Before transmitting the search committee's slate of finalists to the full Board, the Board Chair will meet in executive session with the Board's Executive, Governance and Trusteeship Committee (EGTC) to determine whether to make any changes to the slate of finalists for the Board's consideration.

(8) Upon the identification of the slate of finalists after the Board's EGTC convenes, the Board Chair will transmit the slate to the full Board. Prior to the next steps in the search process, the full Board may also meet in executive session to determine whether to make any changes to the slate of finalists.

3.6 Board Deliberations. (1) Upon receipt of the slate of finalists for university president from the Board Chair, the Board, consistent with the guidelines described at Section 3.2, will:

- (a) Interview each finalist in executive session;
- (b) Convene in executive session after all finalists are interviewed to deliberate on the finalists; and
- (c) Prior to any action in an open session of the Board to appoint a university president, express preferences to the Board Chair as to the finalist with whom the Board would like the Board Chair to negotiate the possibility of appointment. If the negotiation is unsuccessful, the Board Chair will seek further input from the Board before negotiating with any other finalist.

3.7 Consultation with the Office of the Governor. Consistent with ORS 352.096(1), prior to the appointment of a university president, and at appropriate times throughout the process, the Board Chair will apprise the Oregon Governor of the progress of the search and appointment process for university president.

3.8 Board Action. Upon successful negotiation of the terms and conditions of employment between the Board Chair and the finalist, the Board will vote on the appointment of a successor university president at an open session of the Board.

4.0 Guiding Principles and Process: Interim Successor

4.1 Authority. Consistent with Oregon Revised Statutes (ORS) 352.096, the Board retains the sole responsibility and authority for the selection and appointment of the university president and delegates to the Board Chair the authority to organize and conduct the search for an interim successor, consistent with this Board Statement on Presidential Vacancies, on its behalf.

4.2 Guidelines. At such time as the Board needs to identify and appoint an interim successor for university president prior to the initiation of a search for a regular successor, the Board Chair will recommend search guidelines, consistent with this Board Statement, to the Board for approval.

4.3 Advisory Committee. The guidelines described at Section 4.2 will include whether or not the Board Chair requires an advisory committee to assist in stakeholder consultations, the identification of potential candidates, or the interview of potential candidates for an interim president. If required, the Board Chair will consult with the university community and receive recommendations from the Faculty Senate, Staff Senate, and ASWOU, the university's shared governance groups. The Board Chair's decision on the advisory committee membership is final.

4.4 Consultation. Prior to recommending a finalist or finalists for an interim successor, the Board Chair, consistent with the guidelines described at Section 4.2, will consult faculty, staff, and students, as well as the broader community (e.g., the WOU Foundation), regarding the scope of the process, the identification of potential candidates, and any other topic relevant to the appointment of an interim successor.

4.5 Recommendations. (1) Consistent with the guidelines described at Section 4.2 and after the consultation described at Section 4.4, the Board Chair will identify a finalist or a slate of finalists for an interim successor to the Board for consideration.

(2) Before transmitting a finalist or slate of finalists to the full Board, the Board Chair will meet in executive session with the EGTC to determine whether to make any changes to the finalist or slate of finalists for the Board's consideration.

4.6 Board Deliberations. (1) Upon receipt of the recommended finalist or the slate of finalists for an interim successor from the Board Chair, the Board, consistent with the guidelines described at Section 4.2, will:

- (a) Interview the finalist or finalists in executive session;
- (b) After all of the interviews, convene in executive session after all of the interviews to deliberate; and
- (c) Prior to any action in an open session of the Board to appoint an interim successor, express preferences to the Board Chair as to the finalist with whom the Board would like the Board Chair to negotiate the possibility of an interim appointment.

4.7 Board Action. Upon successful negotiation of the terms and conditions of employment between the Board Chair and the finalist, the Board will vote on the appointment of an interim president at an open session of the Board.

5.0 Confidentiality

The Board requires that all search committee members, advisory committee members, search firm employees, and university employees involved with or privy to any information about any search or process to appoint a regular or interim successor respect the confidentiality requirements included in any relevant guidelines described at Section 3.2 or 4.2, as appropriate.

6.0 Conflicts of Interest

The Board requires that all search committee members, advisory committee members, search firm employees, and university employees involved with any search or process to appoint a regular or interim successor uphold the highest ethical standards, including but not limited to declaring any actual or potential conflict of interest that would impede or inhibit the person's ability to participate in the process.

6.0 Document History

- (1) EGTC, January 14, 2021

EXECUTIVE SEARCHES, APPOINTMENTS, AND MANAGEMENT

(Promulgated October 8, 2010, by majority vote of the Board; Amended July 9, 2014).
Complete document history below.

POLICY/PURPOSE

To ensure effective executive leadership of the Oregon University System (“OUS”), including the Office of the Chancellor and the seven OUS institutions, the Board will deploy the following standards for the search, appointment, reappointment, and evaluation of the executive and governing officers of the System, including the Chancellor and the presidents of each of the OUS institutions.

AUTHORITY/CROSS-REFERENCES

- Oregon Revised Statutes Chapter 351
- Oregon Revised Statutes Chapter 352
- Oregon Administrative Rules, Division 20
- Oregon Administrative Rules, Division 21
- Board Policy on Policies & Internal Management Directives
- Board Policy on Executive Leadership and Management

PROCEDURES/GUIDELINES/PROCEDURES

(A) *Selection and Appointment of the Chancellor*

- (1) The Board retains the sole responsibility for the selection and appointment of the Chancellor and authorizes the Board president to conduct the search on its behalf.
- (2) When it becomes necessary to hire a Chancellor, the Board president will initiate a search. The search will be conducted in a manner consistent with guidelines recommended by the Governance and Policy Committee and approved by the Board. The search guidelines will be designed to ensure appropriate public notice and will address affirmative action considerations.
- (3) A single search committee will be responsible for assisting the Board president by identifying, recruiting, and evaluating possible candidates for Chancellor. The Board, in addition to a search committee, may contract for the services of a consulting or executive search firm in order to assist it recruiting candidates and organizing and executing the search process.
 - (a) The Board president will appoint members of the search committee. At least one member of the search committee will be a current member of the State Board of Higher Education. The Board president will appoint a search committee chair, who will be a current member of the State Board of Higher Education.



- (b) The Board president will appoint a senior employee of the Office of the Chancellor to serve as coordinator of the search. The coordinator will serve as a non-voting ex-officio member of the committee.
 - (4) The search committee will recommend finalists to the Board president. The Board president may meet with the search committee to discuss the strengths and weaknesses of the finalists. The search committee will not rank the finalists.
 - (5) Consistent with the guidelines approved by the Board at Section (A)(2), the Board president will interview the finalists. The Board president, after consultation with the search committee and members of the Governance and Policy Committee, is authorized to narrow the field of finalists that will be forwarded to the Board.
 - (6) Consistent with the guidelines approved by the Board at Section (A)(2), the Board will interview the finalist or finalists in executive session. Following the interviews, the Board president will negotiate terms and conditions of employment with the Board's first preference for Chancellor. If the negotiation is unsuccessful, the Board president will seek further advice from members of the Board before negotiating with other finalists.
 - (7) Upon the successful negotiation of the terms and conditions of employment, the Board will vote on the new Chancellor's appointment at a public meeting of the Board.
- (B) *Selection of an Interim or Acting Chancellor*
- (1) When the position of Chancellor becomes vacant prior to the appointment of a regular successor, the Board president will, after consultation with the members of the Governance and Policy Committee and other constituents as necessary, recommend a candidate for interim Chancellor.
 - (2) The Board president or designee will interview the recommended candidate for interim Chancellor. The Governance and Policy Committee or the Board, in its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.
 - (3) At its next regular meeting or at a special meeting, the Board will vote on the interim Chancellor's appointment. The interim Chancellor will serve until the Board has appointed a regular Chancellor or until the interim Chancellor has been relieved of the duties and responsibilities of Chancellor. Throughout his/her term, the interim Chancellor will serve at the pleasure of the Board.
 - (4) When an incumbent Chancellor is temporarily unable to discharge his/her duties, leaves for a period that, in the judgment of the Board chair, warrants a temporary replacement, or in any other circumstance determined advisable by the Chancellor or

the Board, the Board chair, after consultation with members of the Governance and Policy Committee and other constituents as necessary, will recommend a candidate for acting Chancellor.

(5) The Board president or designee will interview the recommended candidate for acting Chancellor. The Governance and Policy Committee or the Board, in its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.

(6) At its next regular meeting or at a special meeting, the Board will vote on the acting Chancellor's appointment. The acting Chancellor will serve until the incumbent is able to resume his/her duties or until the acting Chancellor has been relieved of the duties and responsibilities of Chancellor. Throughout his/her term, the acting Chancellor will serve at the pleasure of the Board.

(C) *Selection of an Interim Chancellor as Regular Chancellor*

(1) When the Board must decide whether to search for a Chancellor or move an interim or acting Chancellor to regular status, the process at Section (B) will be used.

(D) *Evaluation of the Chancellor*

(1) The Chancellor will be evaluated for performance by the Board pursuant to the process, standards, and criteria established by the Board's Governance and Policy Committee. The Chancellor and Board president will be consulted as the Board's Governance and Policy Committee establish the evaluative process, standards, and criteria.

(E) *Selection and Appointment of an Institution President*

(1) The Board retains the sole responsibility for the selection and appointment of institution presidents and delegates authority to the Chancellor to conduct the search on its behalf. The direct costs of the presidential search will be borne by the institution.

(2) When it become necessary to hire an institution president, the Chancellor, after consultation with Board leadership, will initiate a search process. The search will be conducted in a manner consistent with guidelines established by the Chancellor and approved by the Board. The search guidelines will be designed to ensure appropriate public notice and will address affirmative action considerations.

(3) A single search committee will be responsible for assisting the Chancellor and the Board by identifying, recruiting, and evaluating possible candidates for the position of institution president. The Board, in addition to a search committee, may contract for the services of a consulting or executive search firm in order to assist it recruiting candidates and organizing and executing the search process.



- (a) The Chancellor will appoint the members of the search committee after consultation with Board leadership. The search committee will include at least one current Board member. A current Board member will serve as chair of the search committee.
 - (b) The Chancellor will appoint a senior employee of the Office of the Chancellor to serve as coordinator of the search. The coordinator will serve as a non-voting ex-officio member of the committee.
 - (c) The Chancellor will appoint a campus-based search coordinator after consultation with the senior employee of the Office of the Chancellor assigned to the committee, the search committee chair, and institutional leadership.
- (4) The search committee will recommend finalists to the Chancellor. The recommendations should be accompanied by a detailed report of the strengths and weaknesses of each candidate, especially in terms of the desired qualifications for the position. The report may include summaries of the evaluations from individuals and groups who provided information to the search committee. The recommendations from the search committee will be unranked.
 - (5) The Chancellor will interview the committee's finalists. The Chancellor is authorized to narrow the field of candidates, but only after consultation with the search committee. The Chancellor is authorized to rank the candidates.
 - (6) The Board will interview the finalists forwarded by the Chancellor in executive session.
 - (7) Consistent with the guidelines approved by the Board at Section (F)(2), the Board will interview the finalist or finalists in executive session. Following the interviews, the Chancellor will negotiate terms and conditions of employment with the Board's first preference for institution president. If the negotiation is unsuccessful, the Chancellor will seek further advice from members of the Board before negotiating with other finalists.
 - (8) Upon the successful negotiation of the terms and conditions of employment, the Board will vote on the new institution president's appointment at a public meeting of the Board.

(F) Selection of an Interim or Acting Institution President

- (1) When the office of institution president become vacant prior to the appointment of a regular successor, the Chancellor will, after consultation with Board leadership, campus leadership, and other constituencies as necessary, recommend the name of a candidate for interim president.



(a) The Board president or designee will interview the recommended candidate for interim president. The Board, in its discretion, may meet in executive session to discuss the recommended candidate's strengths and weaknesses.

(b) At its next regular meeting or at a special meeting, the Board may appoint the candidate as interim president. The interim president will serve until the Board has appointed a regular institution president or until the interim president has been relieved of the presidential duties and responsibilities. Throughout his/her term, the interim president will serve at the pleasure of the Board.

(2) When an incumbent institution president is temporarily unable to discharge his/her duties, takes a leave for a period that, in the judgment of the Chancellor and the Board, warrants a temporary replacement, or in any other circumstance determined advisable by the Chancellor or the Board, the Chancellor, after consultation with Board leadership, campus leadership, and other constituencies as necessary, recommend a candidate for acting president.

(a) The Board president or designee will interview the recommended candidate for acting president. The Board, in its discretion, may meet in executive session to discuss the recommended candidate's strengths and weaknesses.

(b) At its next regular meeting or at a special meeting, the Board may appoint the candidate as acting president. The acting president will serve until the Board determines that the incumbent is able to resume his/her official duties or until the acting president has been relieved of the presidential duties and responsibilities. Throughout his/her term, the acting president will serve at the pleasure of the Board.

(G) *Selection of an Interim Institution President as President*

(1) When the Board must decide whether to search for an institution president or move an interim or acting president to regular status, the process at Section (G) will be used.

(H) *Evaluation of an Institution President*

(1) The institution president will be evaluated for performance by the Chancellor and the Board pursuant to the process, standards, and criteria established by the Board's Governance and Policy Committee. The institution president, Chancellor, and Board president will be consulted as the Board's Governance and Policy Committee establish the evaluative process, standards, and criteria.

DOCUMENT HISTORY

- Promulgated October 8, 2010, by majority vote of the Board
 - Amended July 9, 2014.



- Former Policy for Presidential Search Process:
 - Adopted by the Oregon State Board of Higher Education, Meeting #535, March 21, 1986, pp. 122-130
 - Amended Meeting #560, February 17, 1988, pp. 64-70;
 - Amended Meeting #570, October 21, 1988, pp. 564-570;
 - Amended Meeting #581, October 20, 1989, pp. 457-463;
 - Amended Meeting #623, October 22, 1993, pp. 500-508;
 - Amended Meeting #627, April 22, 1994, pp. 130-136;
 - Amended Special Meeting, January 29, 1997, pp. 41-50;
 - Amended Meeting #667, October 17, 1997, pp. 462-472;
 - Amended, Meeting #667, pp. 462-472;
 - Repealed, Meeting #843, October 8, 2010.
- IMDs 1.102 through 1.155, repealed Meeting #843, October 8, 2010

EGTC, Draft Guidelines for Interim and Regular Presidential Searches

The draft guidelines included in the written docket materials are the companion piece to the draft Board Statement on Presidential Vacancies necessary to launch a presidential search occasioned by the retirement of President Rex Fuller. As previously discussed with the Board, the former Oregon University System (OUS) policy on Executive Searches, Appointments, and Management outlined policy and process requirements to conduct a presidential search. A draft Board Statement on Presidential Searches, as mentioned, is also included in this docket.

Regardless of whether the presidential searches are governed by the former OUS policy or the new draft Board Statement on Presidential Vacancies, both require the Board approval of guidelines to govern a present search. The guidelines are designed to speak to the requirements and circumstances of the current search facing the Board, as long as it is consistent with the overarching policy statement governing the search itself.

On January 14, 2021, the Board's Executive, Governance, and Trusteeship Committee (EGTC) met to deliberate on both the Board Statement on Presidential Vacancies and guidelines to govern present searches. At its meeting, the EGTC confirmed its recommendation that, due to timeline and the profound uncertainty of the COVID-19 pandemic, to launch a search for an interim president to serve as the Board and the University prepares to launch a search for regular successor to start in Fall 2021. This approach would allow the Board and the University to launch a presidential search for a regular successor on the typical cycle to hire university president (i.e., launch search in the fall with a target of an appointment in late spring/early summer).

Consistent with this strategy, the EGTC reviewed guidelines for both the interim search and the search for a regular successor.

COMMITTEE RECOMMENDATION

The EGTC recommends the Board approve the Draft Guidelines for Interim and Regular Presidential Searches as included in the written docket materials and delegate to the Board Chair, consistent with the Board Statement on Presidential Vacancies and the guidelines, the authority to launch a search for an interim president, and, at the appropriate time, consistent with the guidelines, a search for a regular successor.

Draft Guidelines for the Interim and Regular Search for University President

On October 10, 2020, Dr. Rex Fuller announced his retirement as WOU President. President Fuller's current employment agreement extends through September 30, 2021. Because, in part, typical presidential searches take advantage of a full academic year hiring cycle (e.g., starting in the fall), complicated by the profound uncertainty of the COVID-19 pandemic and its impact on the search process, the EGTC recommends that the Board appoint an interim president to serve until the university is able to complete a search for and onboard a regular successor. While the former Oregon University System (OUS) policy on Executive Searches, Appointments and Management transferred to WOU by operation of law, the EGTC is also recommending several changes to that document which will result in a new Board Statement on Presidential Vacancies. Anticipating that the Board will approve the new Board Statement, these guidelines, contemplated by the Board Statement, govern the searches for both an interim president and a regular successor.

Interim Successor

(1) Timeline. The Board anticipates deliberation at its February 17, 2021 meeting and, observing President Fuller's contract extends through September 30, 2021, the appointment of an interim president between June and September 2021 in order to facilitate some overlap between the assumption of interim duties and Dr. Fuller's retirement.

(2) Search Firm. The Board does not believe a search firm is required to assist with the search for an interim president. The Board Chair may revisit this should the need for a search firm arise.

(3) Advisory Committee. Consistent with Section 4.3 of the Board Statement on Presidential Vacancies, in order to assist the Board Chair in her recommendation of a finalist or finalists for interim president, the Board Chair will appoint an advisory committee. This committee can assist with "stakeholder consultations, identification of potential candidates, and the possible interview of candidates for an interim president. Excluding the Board Chair and the Secretary to the Board, the committee should not have more than nine members. The Board Chair should consult with Faculty Senate, Staff Senate, and the Associated Students of Western Oregon University, the university's shared governance groups, among other constituents, on the composition of the advisory committee and receive recommendations from the shared governance groups for individuals to serve on the advisory committee. The Board Chair's decision on advisory committee membership is final. The committee will have: two (2) faculty members, two (2) unclassified employees (one at the director level or above), (2) two classified employees, one (1) student, one (1) member of the WOU Foundation Board, and one (1) member of the community at-large (e.g., mayor, city councilor, City of Monmouth official) All advisory committee members will be expected to sign a

confidentiality and conflict of interest agreement prior to any participation in search activities.

(4) Communication. The Board expects clear and regular communication about the search for an interim president. This may include, but is not limited to, a publicly accessible search website where periodic updates and information may be posted.

(5) Consultation. Consistent with the Board Statement on Presidential Vacancies, the Board Chair will consult the university community, including shared governance groups, extensively about the characteristics of an interim president, the process to identify candidates, and any other topics relevant to the appointment.

(6) Confidentiality. The Board requires absolute discretion and confidentiality from any advisory committee member, search firm employee, or trustee regarding the conduct of the interim search process. All advisory committee members will sign a confidentiality agreement prior to any participation in search activities.

(7) Conflict of Interest. The Board requires any advisory committee member, search firm employee, or trustee to declare any and all actual or potential conflicts of interest that may impede or impinge the individual's ability to participate in the search process.

Regular Successor

(1) Timeline. The Board expects the search for a regular successor to start, in earnest, in the fall 2021 when faculty, staff, and students start a new academic year. The Board anticipates the appointment of a regular successor as university president in July 2022. The Board expects, to the extent practicable, a sufficient overlap between the interim and regular successors in order to assist in an effective transition.

(2) Search Firm. The Board believes that a search firm is an invaluable asset to the search for a regular successor. The Board expects the Board's Office to issue a competitive solicitation to secure a contract with a search firm to assist in developing a leadership profile for the university, developing a robust pool of qualified candidates, consulting and advising the search committee and the Board as the search unfolds, and working with the university and its stakeholder groups in developing the conditions and information necessary for a successful search. Consistent with the Board Statement on Presidential Searches, the Board expects any leadership profile or charge document developed by the search firm and search committee to be approved by the Board prior to its use in the search.

(3) Search Committee. The Board expects a broad-based, representative search committee to assist the Board Chair and the Board in their respective duties consistent with the Board Statement on Presidential Vacancies. The Board expects meaningful

engagement and consultation with the campus, including but not limited to the shared governance groups, about the search committee membership. Consistent with the Board Statement on Presidential Vacancies, the Faculty Senate, the Staff Senate, and ASWOU will recommend individuals to the Board Chair for membership on the search committee. The Board Chair's decision on search committee membership is final. The Board has identified the following seats on the search committee:

- (a) Three (3) trustees. One from each standing board committee and, one of those, as chair.
- (b) One (1) member of the president's cabinet.
- (c) One (1) AVP/Director.
- (d) One (1) Division Chair.
- (e) Four (4) faculty members.
- (f) Two (2) unclassified employees.
- (g) Two (2) classified employees.
- (h) Two (2) current students.
- (i) One (1) community member, such as a mayor, city manager, or city council member.
- (j) Chair of the WOU Foundation or designee.
- (k) Chair/President of the WOU Alumni Association or designee.
- (l) Public university president from another Oregon institution.
- (m) Board Secretary (non-voting, ex-officio)

(4) Open Search. The Board expects the search for a regular successor to be an open search. While the preliminary consideration of the candidate pool up to the final stage may be conducted in strict confidence, the Board expects all finalists to participate in public activities prior to the eventual appointment of a regular successor. The Board expects any public interview process to include as many members of the university community as reasonably possible, including but not limited to faculty, staff, students, Faculty Senate, Staff Senate, ASWOU, WOUFT and SEIU. The Board expects a clear and accessible evaluation mechanism so faculty, staff, and students may offer any and all input about the finalists to the Board.

(5) Communication. The Board expects clear and regular communication about the search for a regular successor, including but not limited to a publicly accessible search website where periodic updates and information may be posted

(6) Consultation. The Board expects the search for a regular search to be consultative. This includes, but is not limited to, required activities of the search firm and developing of a leadership profile or other statement that will be used to attract candidates to the pool. The Board Chair expects the search firm, in the development of the leadership profile for the search, to consult key stakeholder groups, including but not limited to the Faculty Senate, Staff Senate, ASWOU, WOUFT, SEIU, and the WOU Foundation.

(7) Confidentiality. The Board requires absolute discretion and confidentiality from any search committee member, search firm employee, trustee, or any other employee privy to information about the search regarding the conduct of the search process. Many potential candidates rely on discretion and confidentiality as they are exploring the possibility in the preliminary stages of the search. All search committee members will sign a confidentiality agreement prior to any participation in search activities.

(8) Conflict of Interest. The Board requires any search committee member, search firm employee, or trustee to declare any and all actual or potential conflicts of interest that may impede or impinge the individual's ability to participate in the search process.

(9) Total Compensation and Term Expectations. The Board expects that the term and compensation for the regular successor fall within industry best practices and the university's standard approach to determining compensation for unclassified employees, as applicable. Absent extraordinary circumstances, which the Board Chair may communicate to the Board as she negotiates with candidates, the Board expects the term of the employment agreement to be no longer than five (5) years (with a target of three (3) years) and for the base salary to be determined upon an examination of current comparators through the College and University Professional Association (CUPA-HR). Consistent with the university's practice to target the median of the CUPA-HR cohort of mid-sized public comprehensive universities for unclassified salaries, the Board expects the regular successor's salary to be determined by this methodology.