



**MEETING OF THE WOU BOARD OF TRUSTEES
MEETING NO. 55 – FEBRUARY 14-15, 2023**

FEBRUARY 14, 2023

3:00-5:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

To observe the meeting: wou.edu/livestream

Audio only, call: +1 346 248 7799 US | Meeting ID: 810 4838 3366

AGENDA

- I. CALL-TO-MEETING / ROLL CALL**
- II. CHAIR’S WELCOME**
- III. PRESIDENT’S WELCOME**
- IV. STAKEHOLDER UPDATES**
 - 1) SHARED GOVERNANCE**
 - a. ASWOU | Hunter Hall
 - b. [Faculty Senate](#) | Dr. Steve Scheck (pg. 4)
 - c. [Staff Senate](#) | Jenna Otto (pg. 6)
 - 2) UNION**
 - a. SEIU | Jackson Stalley
 - b. WOUFT | Dr. Melanie Landon-Hayes
- V. TRUSTEE COMMENTS, OBSERVATIONS, AND QUESTIONS**
- VI. BOARD CONVERSATION: [Accreditation Update](#) | Dr. Sue Monahan (pg. 9)**
- VII. RECESS**



FEBRUARY 15, 2023

CAMPUS COFFEE CHAT

9:00-9:45AM

WERNER UNIVERSITY CENTER | UPPER LEVEL, ACROSS FROM THE FREEDOM CENTER

— . . . — . . . — . . . — . . . —

PUBLIC MEETING

10:00AM-3:00PM

WERNER UNIVERSITY CENTER | COLUMBIA ROOM

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AGENDA

I. CALL-TO-MEETING / ROLL CALL

II. CHAIR'S WELCOME

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

1) Meeting Minutes:

a) [November 15-16, 2022](#)

2) [FY23 Management Report](#) (As of December 31, 2022)

3) [FY2022 Financial Statements Audit](#)

4) [Single Audit \(audit of federal funds received\)](#)

5) [Minor: Ethnic Studies](#)

6) [Graduate Certificate: Healthcare Administration](#)

IV. FIRST PUBLIC COMMENT

V. STAKEHOLDER UPDATES

1) **WOU FOUNDATION REPORT** | Katie Wojke, Vice President for Advancement

2) **LEGISLATIVE REPORT** | Ricardo "Rico" Lujan Valerio, Director of Government Relations



- VI. [PRESIDENT'S REPORT](#) | President Jesse Peters (pg. 21)
(Senior Leadership Reports in [Appendix B](#))
- VII. **BREAK**
- VIII. **LUNCH / SHOWCASE PRESENTATION:** [Abby's House – Center for Equity and Gender Justice](#) | Kristin Perry, Director (pg. 27)
- IX. **ACADEMIC & STUDENT AFFAIRS COMMITTEE (ASAC)**
 - 1) Committee Chair Report | Trustee Leah Mitchell & Chair Betty Komp
 - 2) Committee Recommendations for Board Discussion/Action
 - a. [New Degree Approval: Bachelor of Arts in Ethnic Studies](#) | Dr. Mary Pettenger, Dr. Ricardo Pelegrin Taboada (pg. 59)
- X. **DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COMMITTEE (DEIAC)**
 - 1) Committee Chair Report | Trustee Susan Castillo
 - 2) Committee Recommendations for Board Discussion/Action
 - a. No action items.
- XI. **EXECUTIVE, GOVERNANCE & TRUSTEESHIP COMMITTEE (EGTC)**
 - 1) Committee Chair Report | Chair Betty Komp
 - 2) Committee Recommendations for Board Discussion/Action
 - a. [Revision of Board Statement on the Delegation of Authority, section 1.6](#) (pg. 107)
 - b. [Revision of EGTC Charter](#) (pg. 111)
- XII. **FINANCE & ADMINISTRATION COMMITTEE (FAC)**
 - 1) Committee Chair Report | Trustee Gayle Evans
 - 2) Committee Recommendations for Board Discussion/Action
 - a. No action items.
- XIII. **SECOND PUBLIC COMMENT**
- XIV. **ANNOUNCEMENTS/COMMENTS**
- XV. **ADJOURNMENT**



Faculty Senate Report to the Board of Trustees, February 14 – 15, 2023

Since my November 2022 report to the Board of Trustees, Faculty Senate has continued to devote much of its attention to routine caretaking of WOU's portfolio of courses and programs – add/drop/modify courses or program curricular requirements to better serve student needs. However, some of this curricular work is more complex (e.g., new graduate/undergraduate degrees or certificates) that may have impacts on university operations.

The faculty behind such curricular proposals believe the effects on university operations will be positive or else those proposals would not be forthcoming. But the faculty have one principal lens through which to view the ROI of proposals – will it be good for students? The faculty does recognize that any proposal for a major curricular change requires further review by deans, provost and president, before it is brought before the Academic and Student Affairs Committee and ultimately, the full Board. After Board endorsement, a proposal continues to be subject to review by the state Provosts' Council and the Higher Education Coordinating Commission. If it is a new graduate program, a review by outside expert(s) is required. Finally, a proposal is reviewed by our accreditor, the Northwest Commission on Colleges and Universities.

The main message I wish to convey today is not this review process, it is this: the faculty is a body of academics. However, successfully launching any curricular program is more than just solid underlying academics. It's the successful execution of the program that determines the ROI. And, as with any entrepreneurial enterprise, a good idea without an identified market, without a solid design associated with it, and without strategic branding/marketing of it, is doomed.

The curricular process at WOU will be successful if all parties in the creation and implementation of programming thoughtfully and thoroughly engage. From the faculty within an academic unit thoughtfully and thoroughly considering all aspects of the academic curriculum proposed -- including the starting point of what evidence exists that leads us to move in this direction -- to the review by Faculty Senate for “second opinion” of why WOU should engage in the proposed programming. Layered throughout the process is the role of administrators in engaging with the faculty on validating costing and implementation issues associated with the proposed programming.

This brings me to my challenge to you, the board members committed to the fiduciary oversight of the university. And always the professor, I do wish to make a professorial comment on the word: fiduciary. My experience has taught me that oftentimes individuals believe that it only applies to dollars and cents budgetary oversight. But, as more appropriately applied, it's “a duty of utmost good faith, trust, confidence, and candor...to act with the highest degree of honesty and loyalty....” (extracted from Blackwell Law Dictionary).

Thus, WOU Trustees play an important role; and not a simple perfunctory one. Routinely I read news accounts about individual trustees or whole boards of trustees running roughshod over the faculty and/or president and unilaterally disrupting academic programming. This is trustee behavior at its worst. I have confidence that all of you are serving on the WOU Board of Trustees to ensure WOU is successful in serving its public mission. So I ask for you to take that commitment to heart and to be passionate in your pursuit of excellence for WOU academic programming. You do this by bringing your professional experiences to the table to help ensure that the programs being proposed have the best chance of being successful, thereby contributing to the sustainability of WOU and service of its mission. Asking tough questions of administrators or faculty members proposing new programs is not, as children often call it, “being mean,” it’s being fully engaged, responsible fiduciaries that can help WOU be its best. For that, I thank you.

Respectfully,

Stephen Scheck, Senate President

Staff Senate Report to the Board of Trustees

February 14, 2023

Dear Board of Trustees,

Mid-way through the 2022-2023 school year and going into our third year of the COVID pandemic, WOU continues to face many challenges. As our enrollment declined, so did our tuition revenue. In 2020, the WOU community endured cuts to numerous staff (and faculty) positions in addition to furloughed hours. While, for a time, we were bolstered by additional Federal and State COVID funds, that does not seem to have been enough to prevent us from facing a new round of layoffs and cuts to spending. As you can imagine, Wou staff is greatly concerned about what changes to this next budget cycle will mean for them - and for the University as a whole.

Even with the uncertainty and stress, we can still celebrate some of the positives:

University Council has resumed activity.

Policy Council has been revised and we should start to see policies move through the revision process.

New Employee Orientations have re-started.

Staff Connections Committee has been very active with increased membership and multiple events on campus.

Staff employee recognition continues to be popular and a morale booster to everyone nominated.

As we move into a critical stage of the budget planning for the upcoming fiscal year, WOU staff are most concerned about how cuts to spending will impact staffing levels and which positions might be eliminated. With the assumption that there will be layoffs, one question that keeps coming up is “how will layoffs be handled this time around?” Will the University (and HR) be prepared to handle things in a “more humane and professional notification process”? What resources might we put in place to help those

affected? Once layoffs happen, what support will there be for those of us that remain - how will we know which tasks and responsibilities will be taken on by someone new?

Some of what we hope to see comes down to three areas:

Preparation

Give people as much notice as possible that they will be losing their job. Do not rely on the minimum possible notice. If supervisors are not part of the budget discussions, help them prepare for the loss of staff as well. Ensure that HR staff are trained in some of the basic FAQs about the unemployment process (including loss of insurance and other benefits) and be able to direct people to other appropriate resources when necessary.

Information/Communication

Send out information in a timely and respectful manner. Make sure that any pertinent information reaches all employees - not just those that have regular access to University email. Communicate updates/changes to the campus community as known and continue to disseminate information over regularly scheduled intervals.

Support

Be proactive about providing resources to affected individuals and departments. Actively reach out to affected individuals with helpful tools and resources. Ensure that any posted information is the most accurate and up to date. Prepare supervisors to engage in difficult conversations and to act with compassion and empathy. Make sure that any changes to processes, workload and job responsibilities are clearly communicated to remaining staff (or students or faculty when necessary).

We recognize that some cuts to the budget must be made in order to ensure our financial viability. And we also encourage our leadership to consider making strategic **investments** in areas that may produce long-term savings or increase University revenue over time. Cutting just by numbers and percentage points may solve our immediate problems, but will not bring us the transformation and growth that we need to succeed over time. We look to our leaders to have the strength to help us navigate through this difficult situation and we ask that you move forward through this process with honesty, integrity and a vision for a future of a better system that will benefit all of us who are a part of it.

Staff Senate Membership for 2022-2023

Classified Senators:

Amanda Bales, Jenna Otto (President), Keats Chaves, Michael Gonzalez,
Michelle Gallagher, Jason Horne

Unclassified Senators:

Adrian Trujillo, Ambre Plahn (Secretary/Recorder), Keegan Gormally, Kelly Rush
(Vice President), Michael Reis, Vacant

TOP 10

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



Western Oregon
UNIVERSITY

10 WHY ACCREDITATION?

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

9 WE STATE OUR MISSION.

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

8 WE DEFINE MISSION FULFILLMENT.

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

7 WE TRACK AND REDUCE EQUITY GAPS.

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

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

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

TOP 10

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

4

WE PLAN, ALLOCATE RESOURCES, ASSESS AND CONTINUALLY IMPROVE.

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

WE USE INDICATORS TO TRACK OUR PROGRESS.

For student learning—alignment of course learning outcomes to larger purposes (e.g., program and institutional learning outcomes); assessment of learning outcomes; completion of program review; NSSE measures of academic challenge and high impact practices.

3

OUR YEAR SEVEN EVALUATION IS COMING UP.

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

2

For student achievement: graduation rates at four and six years; excess credits at graduation. Other measures that keep us on track: affordability; first to second year retention.

EVERYONE AT WOU PLAYS A ROLE IN MISSION FULFILLMENT.

1



Western Oregon University
Office of Academic Affairs
wou.edu/provost
provost@wou.edu
503-838-8271

UPDATE:

UPCOMING COMPREHENSIVE EVALUATION AND SITE VISIT

BY THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

(NWCCU)

SUE MONAHAN
ACCREDITATION LIAISON OFFICER
FEBRUARY 14, 2023

STARTING POINT IN 2016

Notice of Concern (Private Sanction) related to five recommendations

- Define mission fulfillment and outcomes that represent mission fulfillment (Recommendation 2)
- Establish objectives and meaningful, assessable and verifiable indicators of achievement that allow us to evaluate mission fulfillment (Recommendation 3)
- Establish student learning outcomes for all programs, courses and degrees that are meaningful, assessable and verifiable (Recommendation 4)
- Establish a broad-based, inclusive, data-driven planning and budgeting process that is aligned with how we define mission fulfillment and success in achieving it (Recommendation 6)
- Engage in comprehensive, on-going, systematic assessment that leads to mission fulfillment and supports continuous improvement (Recommendation 7)

HOW DID WOU RESPOND?

THROUGH STRATEGIC PLANNING, WE DEFINED OUR MISSION.

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

WE MADE A PLAN FOR MISSION FULFILLMENT.

GOALS

Goals

- **Student success**, defined as our students complete degrees
- **Academic excellence**, defined as defined as well-defined curricular and co-curricular opportunities that enable students to engage in purposeful learning experiences

OBJECTIVES

- More flexible course delivery
- Timely and efficient degree completion
- Effective supports
- Positive and personalized interactions with students
- Affordability
- Aligning course, program and institutional goals for learning
- Academic programs that respond to evolving needs of students
- Outstanding teaching, research and scholarship that serve student success
- Expand engagement in high impact learning

**WE BUILT
UNIVERSITY-LEVEL
SYSTEM FOR**

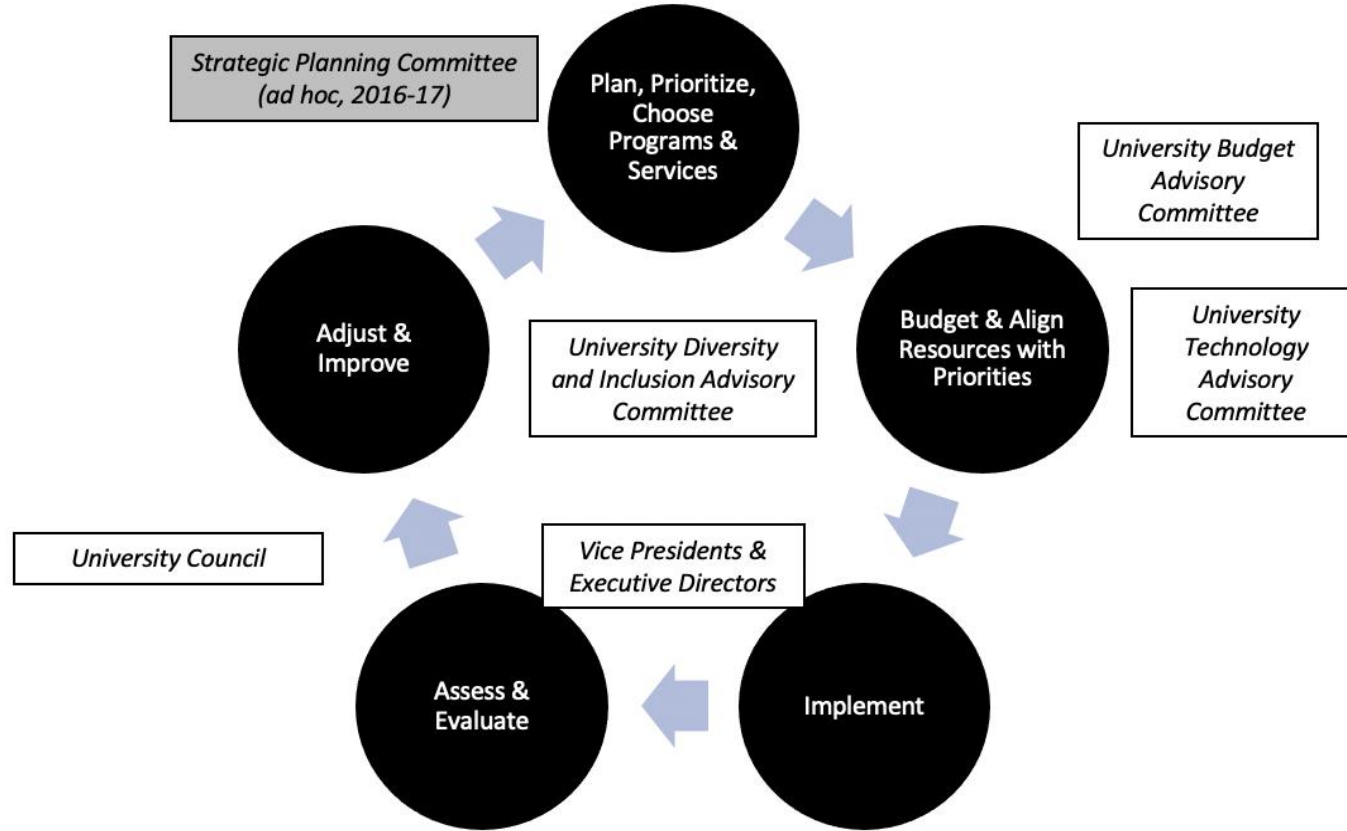
PLANNING

BUDGETING

ASSESSMENT

AND

**CONTINUOUS
IMPROVEMENT**



WE CENTERED STUDENT LEARNING

- **Course** learning outcomes so faculty and students share an understanding of what we are learning
- Aligning course outcomes to **program** learning outcomes so that requirements have clear purpose
- Alignment to **institutional** learning outcomes so that all curriculum contributes to our shared vision for student learning
- Collecting **evidence** of assessment of learning and continuous improvement in instruction
- Interdisciplinary Faculty Learning Communities to study and improve student learning
- Review and renewal through academic program review

WE GOT THINGS DONE!

Curricular review and revision that led to:

- a 180-credit framework for undergraduate degrees
- a new General Education program
- a reduction in complexity of graduation requirements
- Streamlining of academic program requirements

Improved 4- and 6-year graduation rates

Reduction in excess credits at graduation

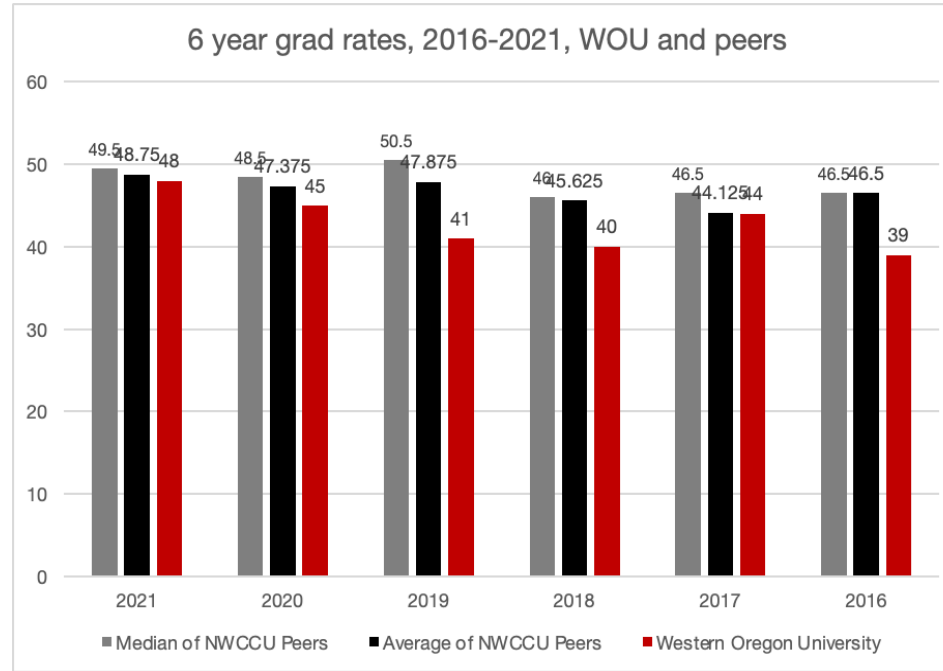
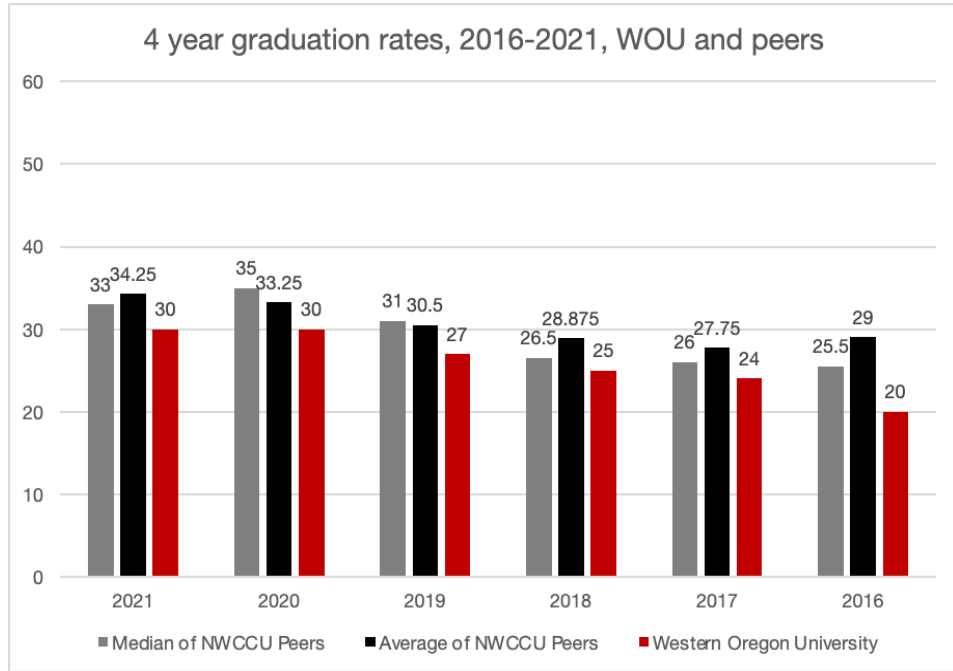
Increased options for how students take courses and additional online programs

Managed tuition increases and remissions so that WOU remained one of Oregon's less expensive public university options

Began planning to become a Hispanic-Serving Institution

Developed new programs for the needs of evolving students

- Interdisciplinary graduate programs like Organizational Leadership, Justice Studies, Human Performance
- Interdisciplinary undergraduate programs like Cybercrime Investigation and Enforcement, Creative Production, Data Analytics, Ethnic Studies
- Doctoral programs in health professions on the horizon



Graduation rates have improved, and we have narrowed the gap between WOU and our [peers](#). Graduation rates have improved for all subgroups of students that WOU tracks: Sex, Race, Ethnicity, SES, First Gen, Rural/Non-rural.

UPCOMING EVALUATION AND VISIT

April 12-14, 2023

In our Year Seven Evaluation and Site Visit, the NWCCU will focus on:

1. Mission
2. Institutional Effectiveness (Planning, budgeting, assessment, continuous improvement)
3. Student Learning
4. Student Achievement

We have made substantial and intentional progress in these areas since 2016.

In addition, the NWCCU will review additional information we have provided about financial planning and fiscal stability in response to the Year Six Report

Questions?

February 14, 2023

President's Report to the Board of Trustees:

During my first six months as President of Western Oregon University, there have been many changes as we prepare for and implement institutional shifts. There are major projects and initiatives either in progress or about to take place, and the faculty and staff are collaborating as we set new goals and implement new strategies for a sustainable future.

We remain an active and vibrant institution focused on student success. And we are in a perfect moment to evaluate our strengths while we simultaneously explore and innovate. We must push ourselves to ask difficult questions, to demand improvement, to hold each other accountable, and to listen to new ideas. With COVID as a catalyst, higher education is shifting at a rapid pace, and we must be responsive. And for me, I want that response to be proactive rather than reactive; we must take action that improves how we serve students and sets us up to be a university that is known for how we foster success in a rapidly shifting landscape.

Currently, we are engaged with the following major initiatives. More detail can be found in the reports from the senior leadership ([Appendix B](#)) and in additional comments below:

- 1) Making and implementing permanent budget cuts
- 2) Lobbying within a new legislative session
- 3) Establishing a strategic planning process
- 4) Hosting an accreditation visit with Northwest Commission on Colleges & Universities (NWCCU)
- 5) Continuing the equity assessment process
- 6) Searching for a Provost, a Secretary to the Board of Trustees, an Executive Director of HR, a Director of Marketing and Communications, and a Director of Admissions

Areas of Focus:

- 1) Enrollment & Budget: On January 31, I hosted an informal town hall meeting focused on the budget. This was a meeting where members of the WOU community could come together and ask questions and make comments. We also explained the timeline for the reduction process, and I emphasized that we are taking enough time to understand the ramifications of our decisions and also provide employees space for feedback. These cuts, along with the realized savings for this physical year, will

extend the runway for us to increase enrollment and revenue and reach fiscal sustainability.

- All employees should be making efforts to reduce spending for the current fiscal year; this will increase the fund balance for the next fiscal year. Those strategies have been communicated to campus. We must do much more in this area, as spending has not slowed as much as expected.
- Vice Presidents and direct reports to the president are implementing their strategies as they meet goals for reduction amounts in their areas. The overall goal is to reduce the E&G operating budget by \$5 million dollars for the next fiscal year.
- Area leaders will develop plans for meeting those goals while soliciting feedback from their units. The plans will articulate the ramifications of the reductions. The date for submitting those plans to the President's Office is February 17th.
- February 20-March 3 will be used to refine the overall budget reduction plan, taking time to solicit additional discussion if needed. The senior leadership will get together and have discussions about the potential plan.
- If layoffs are necessary to meet the reductions, we will notify the affected employees as soon as possible. We want people in any eliminated position to have as much time as possible, a request that also was articulated during the town hall.
- The University Budget Advisory Committee and the Academic Sustainability Committee are also engaged in discussion as we move through the process.
- We are posting information on the Budget Office's website as well, including a list of questions and answers: <https://wou.edu/budget/>

On the enrollment side, Vice President for Student Affairs Tina Fuchs is working with both our Admissions Office (Interim Director Anna Hernandez-Hunter) and Education Advisory Board (EAB) Consulting Group to increase our applications, acceptance rates, and enrollment numbers. Similarly, Provost Winingham and the Graduate Office (Dean Hillary Fouts) are working towards increased student numbers. Interim MarCom Director Paula Baldwin is placing ads in new areas/markets, working on our website, and pushing messaging about WOU into media outlets.

- 2) Strategic Planning: I have asked Associate Provost Judy Sylva to serve as the lead for our strategic planning process. Soon we will be communicating the timeline to campus; the goal will be to quickly evaluate the current plan, solicit feedback from campus constituents, draft a new strategic plan, circulate for comments and suggestions, and finally present to the Board of Trustees for approval.

- 3) Vacant Positions: As mentioned above, we still have several key positions that are in the process of being filled. We tried for an aggressive timeline on our searches, and we had success in filling the Director of Government Relations, the Public Information Officer / Social Media Manager (Assistant Director of MarCom), and the Vice President of Advancement and Director of the Foundation Board. However, we have restarted the searches for Director of Admissions and Executive Director of Human Resources. Pushing the start date to July 1st should result in deeper pools of applicants; applicants will have more time to transition into a new position.

With the resignation of General Counsel, Ryan Hagemann, I had an opportunity to consider how the office might be reconfigured. This is especially necessary during a time of budget constraints. Carson Campbell is now the Interim General Counsel, and I am not backfilling the Deputy General Counsel position. Carson and I are working on ways to streamline and shift functions in the office. I also have separated the position of Secretary to the Board from that of General Counsel. Even with the addition of this position, we will realize significant cost savings, and we will have greater capacity to support the Board of Trustees and maintain a policy review process for WOU. This person will also have the ability to lead special projects as needed.

Anthem Executive is the search firm we have engaged for the Provost Search. They visited campus and solicited feedback from campus constituents. The position profile and ad should be public very soon. The search committee is:

Chair: Dominique Vargas

WOUFT Representative: Melanie Landon-Hays

SEIU Representative: Sharyne Ryals

ASWOU Representative: Connor Goehring

Faculty Senate Representative (2): Leigh Graziano & Chung-Fan Ni

Staff Senate Representative: Keegan Gormally

Dean Representative: Hillary Fouts

Student Affairs Representative: Emmanuel Macias

Finance & Administration Representative: Jason Krawczyk

Search Advocate: Adry Clark

- 4) Hispanic Serving Institution (HSI) Status: I have appointed an HSI Advisory Committee to guide our work in this area. The committee is charged with making sure that we understand the procedures for attaining the status and meeting necessary benchmarks. They are also planning the next HSI Summit we will host in March at WOU. We have asked many leaders from around the state to attend: other college & university presidents, HECC officers, K-12 leaders, members of the state legislature, etc.

Committee Members:

Doris Cancel-Tirado (co-chair)
Lucas Cordova
Julian Elizalde
Priscilla España
Kathy Espino Perez
Hillary Fouts
Michael Gonzales
Anna Hernandez-Hunter (co-chair)
Mary Pettenger
David Szpakowski

- 5) Government Relations: As you know, we have a new Director of Government Relations, Ricardo Lujan Valerio. This is a very important legislative session, and Rico is working with me, senior leadership, and the Legislative Advisory Council (LAC). The LAC coordinates efforts with the Oregon Council of Presidents (OCOP) to develop our strategies. I have already met with Senator Wagner and Speaker Rayfield. I testified to the House Committee on Higher Education as well, and I'm sure there will be many more meetings and testimonials over the next few months. We need to articulate why higher education is worth the investment and why Western is the institution of note when it comes to serving underserved communities and providing educational access in Oregon. We are also exploring some requests for federal congressionally directed spending.
- 6) Northwest Commission on Colleges & Universities (NWCCU) Accreditation: In March we will have our seven-year reaccreditation visit. Much work has gone into the preparation for this visit. A special thanks to Provost Winningham, Sue Monahan, Katherine Schmidt, and the entire Academic Affairs team for their efforts. The University Council has also met several times in preparation for the visit. I believe the visiting team will want to see that we are using assessment tools for continuous

improvement, that the university community has ample opportunity to provide feedback on strategic directions and initiatives, and that WOU has a clear map towards financial sustainability.

- 7) College Restructure Taskforce: I have received the report from the College Restructure Taskforce, and the members presented their recommendations to the Provost and me. There is campus support for a structure that seeks to equalize workload within the colleges. I have indicated that the next logical step will be to form a smaller implementation team that can develop a timeline and clear actions for me and the Board of Trustees to consider. We will tackle this with greater focus after our accreditation visit is over.

- 8) Equity Assessment: Our consultant, Jordan Shelby West, was on campus the first week of February to conduct focus group listening sessions. The WOU Equity Assessment is a multi-year four phase partnership that will allow us to assess the university's climate and inform our decisions as we continue to prioritize taking an inclusive, innovative, and equity-focused approach to serving our university community. Focusing on diversity, equity, inclusion, and access are imperative to us creating a learning, living, and working environment in which all members of our community can thrive.

As a reminder, the WOU Equity Assessment includes four phases:

- Phase I: Qualitative Assessment of University Climate
 - Conduct focus groups and one-to-one interviews
 - Develop a summary of observations and recommendations for WOU
 - Present findings to university community
 - University community develops action items based on recommendations to implement beginning in the 2023-2024 academic year
- Phase II: Review of student-related policies, practices, procedures, and programming
 - Develop summary of review and recommendations
 - University community updates policies, practices, procedures, and programming based on recommendations
- Phase III: Review of employee-related policies, practices, procedures, and programming

- Develop summary of review and recommendations
- University community updates policies, practices, procedures, and programming based on recommendations
- Phase IV: University-wide Survey
 - Develop survey, informed by three previous phases
 - Implement survey for university community in fall 2024
 - Present findings and recommendations to university community
 - University community develops actions items based on recommendations to implement beginning in the 2025-2026 academic year

Finally, I thought the board would be interested in a few key statistics that paint a clear picture of who WOU serves. We need to embrace this part of our institutional identity and tell this story proudly and publicly.

Students of Color

35.66% of WOU's Fall 2022 students identified as students of color.¹

Hispanic Students

22.41% of WOU's Fall 2022 students were Hispanic.

Oregon Residents

79.43% of WOU's Fall 2022 undergraduates are residents.

First Generation

47.02% of Fall 2022 undergraduates are first generation students.

Pell Grants

36.93% of undergraduates received a Pell Grant in Fall 2022.²

Pell Grants and First Generation

19.61% of Fall 2022 undergraduates received a Pell Grant and are first generation.

¹ Students of color – students who self-identified as Asian, Hispanic, Black/African American, American Indian/Alaskan Native, Two or more races, or Pacific Islander.

² Financial Aid data, like Pell Grants, continues to change until June. These numbers are accurate as of 02/01/2023.



ABBY'S HOUSE



Kristen Perry, MS
Director and Confidential
Advocate

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How our office impacts students



01.

About Us



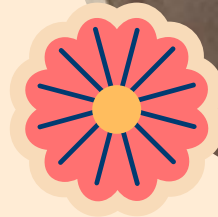
Our Name

Abby's

- Abigail Scott Duniway
 - Social justice advocate
 - First woman to register to vote in Oregon

House

- To be a place of comfort and safety for students



Our Mission

Our mission is to provide the campus community with educational opportunities, resources, and referral services designed to promote equity and non-violence.

We embrace a feminist model that empowers all people to actively stand against all forms of violence and oppression, while providing safety, support, and space for healing to individuals who experience disruptions in their wellbeing.



Our Values



Social Justice



Safety



Growth



Community



Resilience



Empowerment



Our Staff



Kristen

Director and Confidential
Advocate



Blanca

Bilingual Confidential
Advocate



Maria

Basic Needs Coordinator

Student Staff

Student Employees



Keep office open, plan events and workshops, run Food Pantry and Stitch Closet

Internships



Project based focused on their interests and internship requirements

Volunteers



Keep the Food Pantry and Stitch Closet open, assist with inventory and deliveries



Funding

**\$153,000 &
\$124,000**

VOCA Grant

\$233,000

Basic Needs Funding

\$20,000

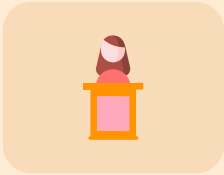
Incidental Fee



The slide features a decorative border with various floral and leaf motifs. In the top-left corner, there is a pink flower with white stripes. In the top-right corner, there are overlapping pink, orange, and teal scalloped shapes. In the bottom-left corner, there are overlapping pink, orange, and teal scalloped shapes. In the bottom-right corner, there is a teal leaf and a yellow flower with white stripes. The background is a light cream color with a wavy orange border.

02.

Our Services



Educational Programming



Confidential Advocacy



Basic Needs Resources



Educational Programming

- Violence Prevention
 - Consent, healthy relationships, bystander intervention, stalking
- Gender Equity
 - LGBTQ issues, reproductive rights, gender in the workplace, masculinity
- Basic Needs
 - SNAP workshops, food insecurity, life skills workshops





Confidential Advocacy



Basic Needs Resources





03.

Data



3,700+



People reached by Abby's House programming since
Welcome Week



Since Welcome Week...



36

Number of events/programs

32

Average number of students at
each event

5

Number of athletic game
collaborations

Confidential Advocacy

since Welcome Week

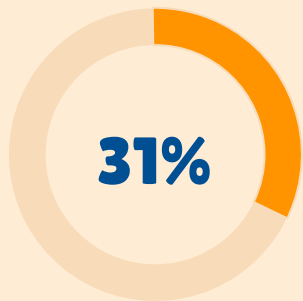


24

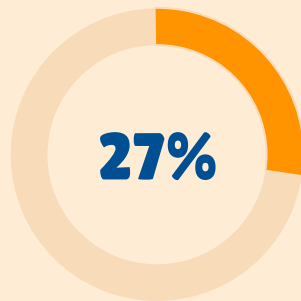
Number of students served

\$3,014

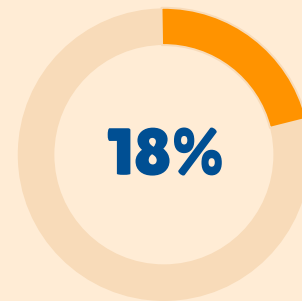
Funding used for emergency services



**Reporting
Options**



**Academic
Assistance**



**Financial
Assistance**

Basic Needs

since Welcome Week



22

Number of students served

\$3,014

Funding used for gift cards

Basic Needs since winter 2021



22

Number of students served

\$3,014

Funding used for gift cards

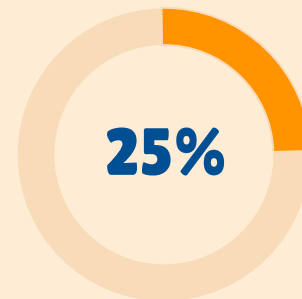




**Food
Insecure**



**Housing
Insecure**



Transportation





494+

Number of people who visited this year

676

Number of items given out this year

2,493

Number of items given out since Fall 2021



WOU Food Pantry

A large, empty, light brown rounded rectangular box.

Number of people visited

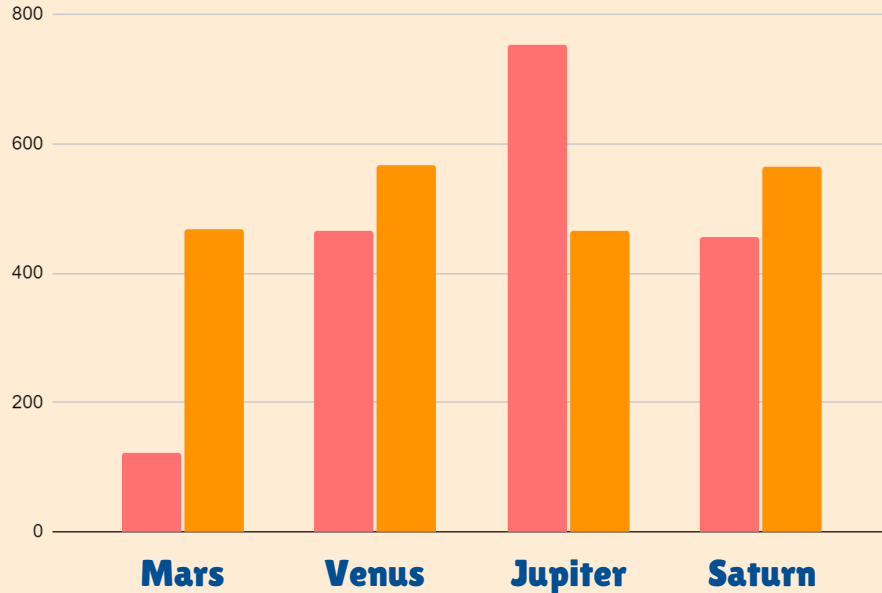
A large, empty, light brown rounded rectangular box.

Number of people impacted

A large, empty, light brown rounded rectangular box.

Pounds of food given out since Fall
2021

You can use this graph



Mars

Mars is actually a very cold place

Venus

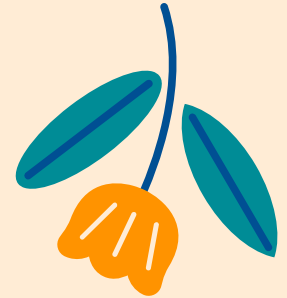
Venus has extremely high temperatures

Follow the link in the graph to modify its data and then paste the new one here. [For more info, click here](#)



04.

Student Impact





“If it weren't for you, or Abby's House, I might've not been here, or I would've dropped school because I didn't believe I was able to make both work, but you made sure I could in anyway I needed. I will never forget the help and support I felt because I had never received it.. I know I did a lot of the emotional work, but your services and kindness very much saved my life AND got me through it, in a healthy manner. I always appreciate you and your kindness and empathy because went a huge way for me. Thank you always.”

– Student survivor



“I transitioned into this position... and was pleasantly welcomed into a very supportive space. As I approach my one-year anniversary as a Basic Needs Peer Educator, I'm still surprised at the flexibility, compassion, and genuine concern about my well-being and success from the professional staff. I truly enjoy being able to do this work and see how we're causing change in other people's lives. I'll definitely miss working here following graduation!”

– **Drew Finley, student staff**

Thanks!

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 @abbyshousewou

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

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

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

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

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

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

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

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

COMMITTEE RECOMMENDATION:

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

Bachelor of Arts – Ethnic Studies

Anticipated start date - Fall 2023

Why a new major?

- Student / Alumni WOU Administration request
- Expanding two minors: Latin American Studies and Chicano Studies
- Oregon State-wide Efforts
 - K-12 Education: Oregon House Bill 2845 Ethnic Studies Standard for Social Science
 - ORS 350.375 Cultural competency requirements at public universities and community colleges
- National, State and Local Efforts to increase cultural competency / Growing field of Diversity, Equity, Inclusion and Belonging (DEIB)
- WOU Diversity Initiatives
 - WOU Hispanic Serving Institution designation
 - WOU Diversity Strategic Plan, Goal 3: “Recruitment and Retention of Students calls for *Increase outreach and enrollment of underrepresented and underserved student populations within the region* with the action of - Assess which current WOU programs/initiatives best support underrepresented and underserved students. Expand these programs and initiatives to meet/reflect student need. Develop new programs that target unmet need.”

Market Demand

- Diversification of the Workforce
- Need for Interpersonal Skills
- Increasing Societal Actions
- Growth in DEIB Field
 - Non-profits, Human Resources, Public Health, Education

Relationship to WOU Mission and Goals

The proposed BA in Ethnic Studies supports WOU's mission, values, and strategic plan as it is (a) interdisciplinary, (b) creates new opportunities for WOU students while enhancing the diversity of the community, and (c) provides professional development through the core courses including a practicum and capstone. Our strategic plan calls for the University to:

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

Major Design

- Interdisciplinary - 20 disciplines
- Total Credits: 60
- Core – 6 courses (24 credits)
 - 5 new courses
 - 2 in General Education (ETH 201 and ETH 202)
- Concentration – 4 choices (12 credits)
 - Courses from existing WOU courses
- Electives – (24 credits)

Designed to appeal to:

- all students who are interested in working in the Diversity, Equity, Inclusion and Belonging (DEIB) field and other careers that serve diverse populations
- students from historically underrepresented groups

Provides:

- Breadth in diverse disciplines and/or can focus directly on certain regions/groups
- High-Impact Practicum required to connect classroom learning to the community and develop marketable skills

Major – Mission & Learning Outcomes

Mission

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

Learning Outcomes

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

Major – catalog copy

Total Credits: 60

Core Courses: Credits 24

Required Courses:

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

Choose One Concentration: Credits 12

Option 1: Choose One Concentration:

- Chicax/Latinx and Latin American Studies: Credits 12
- African American and African Studies: Credits 12
- Global Ethnicities Studies: Credits 12
- Indigenous Studies: Credits 12

Option 2: Intersectionality Studies Concentration: Credits 12

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

Electives: Credits 24

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

Minor – Catalog Copy

Core courses: 12 credits

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

Electives: 12 credits

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

Total: 24 credits

Core Faculty

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

Anticipated Enrollment

Headcount projections, first 5 years of program

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

Headcount Projection

FTE projections, first 5 years of program

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

Other Oregon Programs

- All of the public universities in Oregon have an existing major and/or minors in Ethnic Studies or related ethnicity-focused programs.
- Seven private colleges in Oregon also have ethnic studies or related ethnicity-focused programs.
- Several community colleges in Oregon have ethnic studies or related ethnicity-focused programs or courses that might provide pathways for students who transfer to WOU.
- WOU students who received a BA in Ethnic Studies could continue their education at several Oregon public universities for a Graduate Certificate, Master's Degree and/or Doctor of Philosophy at Oregon State University, Portland State University and the University of Oregon.

Budget – Year 1

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: 2023-24

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$10,000					\$10,000
Graduate Assistants (Include FTE)	0					0
Support Staff (Include FTE)	0					0
Fellowships/Scholarships	0					0
OPE	\$3,000					\$3,000
Nonrecurring	\$2,000					\$2,000
Personnel Subtotal	\$15,000					\$15,000
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	\$15,000	0	0	0	0	\$15,000

Budget – Year 2

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)	\$10,250	0	0	0	0	\$10,250
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	\$3,075	0	0	0	0	\$3,075
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$15,325	0	0	0	0	\$15,325
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	\$15,325	0	0	0	0	\$15,325

Budget – Year 3

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)	\$15,000	0	0	0	0	\$15,000
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	\$4,500	0	0	0	0	\$4,500
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$21,500	0	0	0	0	\$21,500
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	\$21,500	0	0	0	0	\$21,500

Budget – Year 4

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)	\$15,375	0	0	0	0	\$15,375
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
COPE	\$4613	0	0	0	0	\$4613
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$21,988	0	0	0	0	\$21,988
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	\$21,988	0	0	0	0	\$21,988

Questions?



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: Liberal Arts and Sciences

Department/Program Name: Social Science

Degree and Program Title: BA in Ethnic Studies

1. Program Description

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

05.0200 Ethnic Studies

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

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

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

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

Ethnic Studies, B.A.

Core Courses: Credits 24

Required Courses:

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

Choose One Concentration: Credits 12

Option 1: Choose One Concentration:

- Chicanax/Latinx and Latin American Studies: Credits 12
- African American and African Studies: Credits 12
- Global Ethnicities Studies: Credits 12
- Indigenous Studies: Credits 12

Option 2: Intersectionality Studies Concentration: Credits 12

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

Electives: Credits 24

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

Total Credits: 60

Concentrations

Chicanx/Latinx Studies and Latin American Studies Concentration *

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

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

Total Credits: 12

African American and African Studies Concentration *

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

Total Credits: 12

Global Ethnicities Studies Concentration*

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

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

Total Credits: 12

Indigenous Studies Concentration *

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

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

Total Credits: 12

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

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

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

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

Core faculty:

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

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

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

This major requires the development of five new courses:

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

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

g. Other staff.

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

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

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

i. Anticipated start date.

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

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

- c. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

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

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

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

3. Accreditation

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

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

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

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

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

N/A

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

N/A

4. Need

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

Headcount projections, first 5 years of program

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

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

FTE projections, first 5 years of program

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

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

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

Year 1: 0 Year 2: 0 Year 3: 0 Year 4: ~ 10 Year 5: ~15
Degrees could be conferred in Year 2 if students transfer to WOU with eligible courses completed. This would change the results to be:
Year 1: 0 Year 2: 5 Year 3: 5 Year 4: ~ 15 Year 5: ~15

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

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

- d. Evidence of market demand.

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

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

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

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

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

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

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

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

N/A

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

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

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

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

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

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

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

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

For the Ethnic Studies program, faculty from each of the disciplinary areas will be charged with assessment of their program specific learning outcomes. Assessment of the core courses will be coordinated by the Ethnic Studies Director and Division of Social Sciences. Each of the three program-specific learning outcomes will be assessed at least once every three years, starting with one for each of the first three years. Members of the Ethnic Studies committee will design rubrics for each Learning Outcome and meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed and considered for implementation. The primary assessment vehicles will be the evaluation of core course outcomes, and student practicums and capstone projects.

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

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

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

6. Program Integration and Collaboration

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

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

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

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

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

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

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

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

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

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

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

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

N/A

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

7. External Review

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

N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

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

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

2. No additional resources needed?

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

3. Additional resources needed?

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

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Western Oregon University

Academic Year: 2016-2017

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$10,000					\$10,000
Graduate Assistants (Include FTE)	0					0
Support Staff (Include FTE)	0					0
Fellowships/Scholarships	0					0
OPE	\$3,000					\$3,000
Nonrecurring	\$2,000					\$2,000
Personnel Subtotal	\$15,000					\$15,000
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	\$15,000	0	0	0	0	\$15,000

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)	\$10,250	0	0	0	0	\$10,250
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	\$3,075	0	0	0	0	\$3,075
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$15,325	0	0	0	0	\$15,325
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	\$15,325	0	0	0	0	\$15,325

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)	\$15,000	0	0	0	0	\$15,000
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	\$4500	0	0	0	0	\$4500
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$21,500	0	0	0	0	\$21,500
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	\$21,500	0	0	0	0	\$21,500

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)	\$15,375	0	0	0	0	\$15,375
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	\$4613	0	0	0	0	\$4613
Nonrecurring	\$2,000	0	0	0	0	\$2,000
Personnel Subtotal	\$21,988	0	0	0	0	\$21,988
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	\$21,988	0	0	0	0	\$21,988



P15219
Ethnic Studies (Major - BA)

New

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

The queue for this request is:

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

Division Social Sciences

Request for a: Program

Level Undergraduate

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

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

Type of program Major

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

Summary/Rationale for proposal

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

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

Anticipated start date Fall 2023

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

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

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

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

Faculty Listing

Professors

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

Mission, Learning Outcomes, Etc.

Mission

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

academic institutions.

Learning Outcomes

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

Description

Core Courses: Credits 24

Required Courses:

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

Choose One Concentration: Credits 12

Option 1: Choose One Concentration: Credits 12

- ? Chicax/Latinx and Latin American Studies: Credits 12
- ? African American and African Studies: Credits 12
- ? Global Ethnicities Studies: Credits 12
- ? Indigenous Studies: Credits 12

Option 2: Intersectionality Studies Concentration: Credits 12

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

Electives: Credits 24

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

Total Credits: 60

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

[Concentrations - *included here for reference only*]

Chicax/Latinx Studies and Latin American Studies Concentration *

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

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

African American and African Studies Concentration *

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

Global Ethnicities Studies Concentration*

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

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

Indigenous Studies Concentration *

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

Total Credits: 12

Catalog ID:

Will you allow "S" graded courses to meet program requirements? Yes
Will you restrict which course requirements can be met with an "S" grade? No

Required HECC Form

Thumbnail	Name	Size	Actions
	WOU BA Ethnic Studies Proposal.pdf	386369	

Degree Type BA

Credits required for degree 60

Describe any prerequisite credits needed for the college ready freshman

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

Program Outcomes

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

Learning Outcomes (formatted for catalog)

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

Pathway to graduation

The total credits required for completing the major are 60. As noted previously, the core courses for the Ethnic Studies major do not have prerequisites (ETH 405 Capstone requires the student to be an Ethnic Studies major but this can be waived by the instructor). Students have 93 different courses in the concentrations and electives, almost all of the courses do not have prerequisites (BA361 is required for BA392), so they have many options to complete the major within 60 credits. Several of the lower division courses are available at Oregon Community Colleges and can be completed prior to beginning at WOU for transfer students. Many of the courses are also part of the General Education requirements so can count in both categories.

A sample 4-year plan:

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

Year Two

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

Year Three

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

Year Four

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

Programs affected/consulted

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

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

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

Faculty and Facilities Needed (for Dean review only)

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

Notes/Comments

The CIP for Ethnic Studies is: 05.0200 Ethnic Studies

This full proposal includes:

Ethnic Studies major (this proposal)

Concentration - Chicax/Latinx and Latin American Studies P15220

Concentration - African American and African Studies P15221

Concentration - Global Ethnicities Studies P15222

Concentration - Indigenous Studies P15223

Ethnic Studies minor - P15225

Courses:

ETH 201 C15226

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

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

Supporting Documents

Thumbnail	Name	Size	Actions
	Program approval emails.docx	40945	

Related Courses:

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

Division Chair decision:

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

Comments:

Division Curriculum/Graduate Chair decision:

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

Comments:

Curriculum Committee decision:

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

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

Faculty Senate decision:

✓
 Page 105 of 115

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

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

LAS Dean decision:



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

Comments:

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

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

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

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

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

Executive Governance & Trusteeship Committee (EGTC), Revision of the Board Statement on Delegation of Authority of Western Oregon University

The WOU Board of Trustees, prior to assuming full governance authority of the University on July 1, 2015, approved several core policy statements, including the Board Statement on the Delegation of Authority. Since that time, informed by the day-to-day operations of the University, key revisions could assist with the continuous improvement of the University's processes.

The Statement on the Delegation of Authority was reviewed at the EGTC [November 1, 2022 meeting](#). The recommended edits and revisions were then considered at the Board of Trustees meeting on [November 16, 2022](#). After thorough discussion, the recommended changes to section 5 were approved but it was determined that the Committee would meet again to specifically review Section 1.6 before adopting additional edits to the document.

The Committee met again on [December 16, 2022](#) to specifically review section 1.6. After discussion and further review, the Committee felt it was necessary to request input from key University staff of the business and administrative affairs to ensure that the language aligned with the University's current processes and practices.

Upon Chair Komp's request, President Peters asked Vice President of Finance & Administration, Dr. Ana Karaman, to form a workgroup for this review. The team was comprised of Dr. Karaman, University Controller Shadron Lehman, and Director of Accounting Heather Brophy.

After reviewing the Delegation of Authority documents from the other Oregon Public Universities, the workgroup created a comparison spreadsheet. Dr. Karaman discussed the findings with President Peters, and based on the summary and discussion, the proposed language in the document below was developed.

The committee met on January 27, 2023 to review and approve the proposed recommendations.

COMMITTEE RECOMMENDATION

The Executive, Governance, & Trusteeship Committee recommends that the Western Oregon University Board of Trustees accept the changes to Section 1.6 in the Delegation of Authority as presented in the docket.



**Board Statement on Delegation of Authority
Board of Trustees of Western Oregon University**

Redline Edits for the Jan 27 2023 EGTC Meeting

1.6 Business and Administrative Affairs. The Board retains sole authority for the business and administrative affairs of the University set forth in this section 1.6. All other authority for business and administrative affairs, including the authority set forth in section 2.8, is delegated to the President. If a business or administrative transaction delegated to the President, separately or in aggregate through one or more related transactions, reaches or surpasses any threshold described below, the transaction shall be presented to the Board for approval.

- 1.6.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
- 1.6.2 The approval of the execution of instruments relating to real property, including the sale, purchase, conveyance, or lease of real property, where the anticipated cost or value to the University exceeds ~~\$500,000~~ \$1,000,000.
- 1.6.3 The approval of the appointment of external auditors.
- 1.6.4 ~~The approval of a capital project budget that is anticipated to exceed \$500,000, including for architects, construction managers, engineers and other professional consultants; and approval of any increase to a capital project budget that causes the total of all increases to the capital project budget to exceed \$500,000.~~ The approval of transactions or projects for which the total anticipated cost or value to the University exceeds \$1,000,000.
 - a. In calculating the total anticipated cost or value of a transaction or project, all costs or value reasonably related to the transaction or project shall be considered.
 - b. no university official shall execute instruments committing the University to such projects or transactions prior to obtaining Board approval.
 - c. When the cost or value to the university of a particular transaction or project was not anticipated to exceed \$1,000,000, but subsequent events have caused the transaction to exceed that amount, Board approval is required prior to execution of any further instruments related to the transaction or project.
 - d. In the case of goods or services contracts of a continuing or intermittent nature (such as rental, service, or supply contracts) where the ultimate cost or value to the university is inestimable, the cost or value of the contract shall be estimated on an annual basis.
 - e. If the Board has approved a transaction or project having a cost or value to the University in excess of \$1,000,000, subsequent Board review of the matter (or of transactional instruments related to it) is not required so long as the fundamental nature, cost, and/or value of the project does not change to a substantial degree. In the case of changes to the cost or value of the project,

they are substantial if the cost or value changes by the lesser of 10% or \$1,000,000.

f. Examples of types of transactions or projects which may exceed \$1,000,000 in cost or value to the University (and which, when they are anticipated to exceed that limit, require advance Board approval) include (but are not limited to):

1. Contracts for the acquisition, disposal or provision of goods and services;

2. Real property transactions;

3. Instruments relating to borrowing or debt finance transactions;

4. Capital projects that have not already been addressed by prior board action, such as action relating to either the University budget or related financing transactions.

1.6.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of ~~\$500,000~~\$1,000,000, singularly or in the aggregate.

1.6.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$1,000,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Western Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.

1.6.7 Consent to the encumbrance of University real property by the State of Oregon.

~~1.6.8 The approval of the execution of any other instruments, including but not limited to instruments related to the acquisition, disposal or provision of goods and services, where the anticipated cost or value to the University exceeds \$500,000; and approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$500,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental, service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.~~

~~1.6.98-~~ The approval of any settlement agreement or release of claims which are or may be in excess of ~~\$500,000~~\$250,000.

~~1.6.109~~ The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.



**Board Statement on Delegation of Authority
Board of Trustees of Western Oregon University**

Clean copy with edits incorporated from January 27, 2023 EGTC meeting.

1.6 Business and Administrative Affairs. The Board retains sole authority for the business and administrative affairs of the University set forth in this section 1.6. All other authority for business and administrative affairs, including the authority set forth in section 2.8, is delegated to the President. If a business or administrative transaction delegated to the President, separately or in aggregate through one or more related transactions, reaches or surpasses any threshold described below, the transaction shall be presented to the Board for approval.

- 1.6.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
- 1.6.2 The approval of the execution of instruments relating to real property, including the sale, purchase, conveyance, or lease of real property, where the anticipated cost or value to the University exceeds \$1,000,000.
- 1.6.3 The approval of the appointment of external auditors.
- 1.6.4 The approval of transactions or projects for which the total anticipated cost or value to the University exceeds \$1,000,000.
 - a. In calculating the total anticipated cost or value of a transaction or project, all costs or value reasonably related to the transaction or project shall be considered.
 - b. no university official shall execute instruments committing the University to such projects or transactions prior to obtaining Board approval.
 - c. When the cost or value to the university of a particular transaction or project was not anticipated to exceed \$1,000,000, but subsequent events have caused the transaction to exceed that amount, Board approval is required prior to execution of any further instruments related to the transaction or project.
 - d. In the case of goods or services contracts of a continuing or intermittent nature (such as rental, service, or supply contracts) where the ultimate cost or value to the university is inestimable, the cost or value of the contract shall be estimated on an annual basis.
 - e. If the Board has approved a transaction or project having a cost or value to the University in excess of \$1,000,000, subsequent Board review of the matter (or of transactional instruments related to it) is not required so long as the fundamental nature, cost, and/or value of the project does not

change to a substantial degree. In the case of changes to the cost or value of the project, they are substantial if the cost or value changes by the lesser of 10% or \$1,000,000.

f. Examples of types of transactions or projects which may exceed \$1,000,000 in cost or value to the University (and which, when they are anticipated to exceed that limit, require advance Board approval) include (but are not limited to):

1. Contracts for the acquisition, disposal or provision of goods and services;
2. Real property transactions;
3. Instruments relating to borrowing or debt finance transactions;
4. Capital projects that have not already been addressed by prior board action, such as action relating to either the University budget or related financing transactions.

- 1.6.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$1,000,000, singularly or in the aggregate.
- 1.6.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$1,000,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Western Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.
- 1.6.7 Consent to the encumbrance of University real property by the State of Oregon.
- 1.6.8 The approval of any settlement agreement or release of claims which are or may be in excess of \$250,000.
- 1.6.9 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

Executive Governance & Trusteeship Committee (EGTC), Revision of the Committee Charter

Prior to assuming full governance authority of the University on July 1, 2015, the WOU Board of Trustees approved charters for its (then) three standing committees. Each charter included a recommendation for annual review and reassessment.

The EGTC charter was reviewed and amended at the committee's [November 1, 2021 meeting](#), removing the university president as a member of the Committee. This amendment was then approved by the Board of Trustees at the [November 17, 2021 meeting](#).

To fulfill the recommendation for annual review, EGTC has provided a careful review of its charter to ensure alignment with the current practices of the committee and the university.

At its [January 13, 2023 meeting](#), members of EGTC continued their conversation to review recommended changes that are outlined in red in the document below.

In addition to the recommended edits and updates, the section titled “Advancement and Advocacy” was addressed. It was noted that the responsibilities as outlined in that section are not the role of a governance committee, but rather duties of administration, in alignment with approved strategy and business plans. This section was removed from the current [Charter](#).

COMMITTEE RECOMMENDATION

The Executive, Governance, and Trusteeship Committee recommends that the Western Oregon University Board of Trustees accept the changes to the Committee Charter as presented in the docket.



Western Oregon University Board of Trustees Executive, Governance, and Trusteeship Committee (EGTC) Charter

MISSION

The Executive, Governance, and Trusteeship Committee (EGTC) of the WOU Board of Trustees is charged with ensuring (A) effective Board function, (B) presidential performance, (C) empowering University staff to position the University strategically with external audiences, and (D) monitoring legal and compliance risk to the Board and University. The EGTC is responsible for making recommendations to the Board, consistent with Board Statements and University policy, regarding presidential employment, board evaluation and performance, the University's strategic plan, advancement and advocacy, and litigation, [and supporting financial stability](#).

AUTHORITY AND RESPONSIBILITIES

Employment of the President

The EGTC is responsible for any and all recommendations to the WOU Board of Trustees regarding the employment of the President, including, but not limited to, performance evaluations, including the form, process, and factors on which the President will be evaluated, terms and conditions of employment, [compensation package](#), contract negotiations, discipline or termination of the President, and, when necessary, the conduct of a search for a new President or the appointment of an interim or acting President.

Strategic Plan

The EGTC is responsible for guiding, reviewing and approving the form, direction, and content of the University's draft strategic plan. The President of the University develops the plan and presents the draft reviewed and approved by the EGTC to the WOU Board of Trustees for adoption.

Board Governance & Best Practices

The EGTC is responsible for developing an evaluation process [and other governance best practices](#) for the performance of the Trustees to improve Board function.

Board Retreat

The EGTC is responsible for organizing and recommending the structure of the retreat of the WOU Board of Trustees.

Board Membership

When Board vacancies occur, the EGTC will assess Board needs and identify ideal characteristics of a new trustee (e.g., skill-sets, experience, geographic representation that the current board might lack). EGTC will then bring this information to the full Board for discussion in a public meeting. The university community will be invited to submit recommendations about ideal characteristics to the Board. At the time that the Board notifies the Governor's Office of the impending vacancy(ies), the Board will also communicate their identified ideal characteristics.

Litigation, Legal Services, and Risk Management

The EGTC is responsible for bringing, consistent with other Board Statements, any and all recommendations regarding litigation or settlement of claims to the WOU Board of Trustees. The EGTC is responsible for accepting any and all reports with regard to legal services, [collective bargaining](#), compliance, or enterprise risk management from the [General Counsel](#). The EGTC will strategically assess risk to the University and recommend actions to the Board, as appropriate, to complement the Board's Finance & Administration Committee's responsibilities and recommendations for [financial](#) audit and insurance coverage. [The EGTC shall serve as the Board's Internal Audit Committee.](#) [When acting as the Internal Audit Committee, the EGTC shall consider matters pertaining to internal controls, enterprise risk management, internal or external auditors, as the Board or President shall use, and audit plans and reports.](#)

Board Statements

The EGTC is responsible for bringing any and all recommendations to the WOU Board of Trustees regarding Board Statements including, but not limited to presidential employment, including evaluation, presidential searches, and presidential contracts, legal services, trusteeship, board evaluation, conflict of interest, ethics, compliance, and work with government officials, including, but not limited to the Governor, Oregon Secretary of State, Treasurer, Attorney General, [Higher Education Coordinating Commission \(HECC\)](#) or legislators.

ORGANIZATION

Membership; Structure; Quorum

[The EGTC, consistent with the Board Statement on Committees, will consist of the Board chair, the Board vice-chair, and three other members as appointed by the Chair.](#) The Board chair will serve as the EGTC chair. A quorum of the EGTC will be three committee members.

Meetings

The EGTC will meet at least four times each year. EGTC meetings will be conducted in substantial compliance with the Board Statement on the Conduct of Public Meetings. Because committees may meet more frequently than the full Board of

Trustees, the Chair or staff are encouraged to convene meetings by telephone or videoconference for the convenience of the committee members.

Agenda, Minutes, and Reports

The chair, in collaboration with the staff designee, is responsible for establishing the agendas for meetings. An agenda, together with relevant materials, will be sent to committee members at least seven (7) days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the Secretary to the Board, reviewed by the committee chair, and approved by committee members at the following meeting.

Staff Designee

The [Board Secretary](#) and his/her designee will be staff to the EGTC.

Review of Charter

This charter shall be reviewed and reassessed by the EGTC at least annually, and any proposed changes shall be submitted to the board for approval.

Document History

- Discussed and revised at the May 27, 2015 EGTC Meeting
- Approved by the Board of Trustees at the October 28, 2015 Meeting
- Amendment considered and recommended EGTC meeting November 1, 2021
- Amendment approved by the Board of Trustees at November 17, 2021 meeting
- *Discussed and revised at the January 27, 2023 EGTC Meeting