



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 10 – July 9, 2018
Public Site: Lieuallen Administration Building – Room 207D
09:00am – 10:00am**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) Approval April 4, 2018 meeting minutes

IV. ACTION ITEMS:

- 1) Proposal for MA in Organizational Leadership
- 2) Endorsement of WOU participation in Willamette Promise

V. REPORT & DISCUSSION ITEMS:

- 1) Fall 2018 Enrollment update
- 2) 2018-2019 Academic Affairs organization, staffing, and priorities
- 3) WOU's Salem presence update

VI. ADJOURNMENT



Draft Minutes

**WESTERN OREGON UNIVERSITY BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)
REGULAR MEETING
Meeting No. 9, April 4, 2018
ITC Building, Rm 205
11:00 – 12:00 PM**

(1) Call-to-Meeting and Roll Call

Committee Chair Lane Shetterly called the committee meeting to order at 11:05 AM. Trustees Shetterly, Gloria Ingle, Kelsee Martin, Gayle Evans and Dr. Cornelia Paraskevas in attendance; quorum present. Provost and Vice President for Academic Affairs Stephen Scheck and Vice President for Student Affairs Gary Dukes were present.

Invited guests attending: Dr. Mark Girod, Dean of the College of Education; Dr. Kathy Cassity, Dean of the College of Liberal Arts and Sciences, Dr. Sue Monahan, Associate Provost for Academic Effectiveness, Dr. Linda Stonecipher, Director of Graduate Programs.

(2) Approval of December 6, 2017 Draft Minutes

Trustee Martin moved approval; Trustee Ingel seconded -- minutes were unanimously approved as drafted.

(3) Action items:

Proposal for a new Applied Baccalaureate in Liberal Studies

Associate Provost Monahan reviewed the proposal with the committee. Trustee Paraskevas moved approval; Trustee Martin seconded -- the committee members unanimously recommend forwarding the proposal to the full Board of Trustees for approval. The program will tap a new enrollment market – students with applied science degrees -- and make use of WOU's future presence on Chemeketa Community College campus locations in Salem. Much of the faculty capacity is already in place so growth in the program will create the funding necessary for additional faculty assignments and the university's larger initiative to establish a physical presence in Salem will cover facility costs.

Proposal for new Graduate Certificates in Interpreting Studies – Educational Interpreting, Research, Professional Practice.

College of Education Dean Girod reviewed the proposal with the committee. Trustee Martin moved approval; Trustee Paraskevas seconded -- the committee members unanimously recommend forwarding the proposal to the full Board of Trustees for approval. This proposal packages existing programming into three distinct certificate pathways that can lead to a masters degree in interpreting studies or enable the individual to pursue a more limited scope of study. Defining the pathways as formal graduate certificates enables WOU to receive performance funding from the HECC for these curricular offerings. The course offerings are on-going so no new faculty are required. The certificates are essentially a zero cost development over current operating costs.

(4) Reports & Discussion Items

- a. Provost Scheck provided a summary of progress made on curricular redesign to support the 180 credits to degree initiative. The new General Education curricular framework was adopted by Faculty Senate at its March 13, 2018 meeting. Additionally, at the February 13, 2018 Faculty Senate meeting the Senate dropped the required minor and reduced the minimum number of upper-division credits from 62 to 60. All three Senate adoptions will support student attainment of the 180-credit degree. These changes will also position WOU to be well aligned with the State's HB2998 mandate of a core of transferable coursework from community college to university without loss of credit toward the baccalaureate degree.

Provost Scheck noted that Faculty Senate Executive Committee is reviewing applications for a faculty member to serve as the inaugural director of the new general education program.

- b. Vice President Dukes reviewed early statistics for admission to the fall 2018 class: overall applications are up. Admissions is gearing up for the admitted student receptions being held around the state and is also doing new student receptions in California and Hawaii. New recruitment efforts are being focused in selected cities in Texas. WOU will be extending the WICHE-rate of 150% of in-state tuition to Texas students.

Dukes noted that Student Affairs has implemented a bicycle rental program on campus with approximately 100 bicycles available around campus for short term rental. WOU is partnering with an outside firm, Spin on this community bicycle initiative.

(5) Adjournment

Chair Shetterly asked for any further discussion, hearing none, he thanked all for their participation; meeting was adjourned at 11:55 AM.

ASAC, Proposal for a new degree program: M.A. in Organizational Leadership and certificates in Operational Leadership and Executive Leadership

The Master of Arts in Organizational Leadership is a graduate degree designed to develop leadership skills applicable to professional sectors including business, government, nonprofit, or education. The program provides a multi-disciplinary focus on leadership, with instruction in organizational planning, dynamics of leadership, communication, creativity and innovation, team building, conflict resolution and mediation, and ethical decision-making. Furthermore, this multi-disciplinary approach itself arises from foundational roots in theories of organizational development, behavioral sciences, and change management. Thus, this program's focus is broader than the operational focus of many business administration degrees by highlighting coursework that will enable students to assume leadership roles in their workplace or community.

The program will serve working adults not only through the program's curriculum, but also through its design of incremental achievement steps. For example, the program incorporates two 'stacked' and independent certificate programs -- Operational Leadership and Executive Leadership- available at the graduate level. The Operational Leadership Certificate prepares individuals with the critical skills needed in entry-level leadership positions (e.g., first-level managers, or people who have recently been promoted to management roles). The Executive Leadership Certificate prepares individuals with the critical capabilities needed to assume higher-level leadership roles leading change, leading people, driving results, building coalitions – all within a broader understanding of organizational effectiveness. Then, an additional nine elective credits and a six credits of a capstone work action project (which serves as the exit requirement demonstrating mastery of the program) allow a student to complete the Master's program. Thus, qualified students may earn the Operational Leadership Certificate and Executive Leadership Certificates either as part of the Master's degree program or separately as stand-alone certificates.

For added flexibility, the first-level certificate in Operational Leadership may also be earned at the undergraduate level, for working adults who have not yet completed a baccalaureate degree (the courses are created as 400/500 sections).

The proposed degree program received Faculty Senate Approval on January 9, 2018 and the proposal is supported by the dean and provost. The program was externally reviewed in May and June of 2018. The WOU Academic and Student Affairs Committee met on July 9, 2018 to review the proposal. Upon approval by the WOU Board of Trustees the proposal will be forwarded to the Public Universities Provost Council, HECC and NWCCU for further review.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees approve the introduction of a new M.A. degree in Organizational Leadership, and associated certificates in Operational Leadership and Executive Leadership, as included in the docket materials.

Proposal for a New Academic Program

Institution: Western Oregon University
College: College of Liberal Arts and Sciences
Program: Organizational Leadership
Degree: Master of Arts in Organizational Leadership

1. Program Description

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

CIP (2010): 52.0213 – Organizational Leadership

Definition: A program that focuses on leadership skills that can be applied across a variety of settings including but not limited to business, government, nonprofit, or education.

Includes instruction on leadership theories, applications, models, and constructs of organizational leadership to communicate a practical and applied approach to leadership based on theory and research. Areas of instruction include organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other leadership skills.

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

The Master of Arts in Organizational Leadership is a graduate degree designed to develop leadership skills applicable to professional sectors including business, government, nonprofit, or education. The program provides a multi-disciplinary focus on leadership, with instruction in organizational planning, dynamics of leadership, communication, creativity and innovation, team building, conflict resolution and mediation, and ethical decision-making. Furthermore, this multi-disciplinary approach itself arises from foundational roots in theories of organizational development, behavioral sciences, and change management. Thus, this program's focus is broader than the operational focus of many business administration degrees by highlighting coursework that will enable students to assume leadership roles in their workplace or community.

The program's objectives are to serve working adults not only through the program's curriculum, but also through its design of incremental achievement steps. For example, the program incorporates two 'stacked' and independent certificate programs -- Operational Leadership and Executive Leadership- available at the graduate level.

The Operational Leadership Certificate prepares individuals with the critical skills needed in entry-level leadership positions (e.g., first-level managers, or people who have recently been promoted to management roles). The Executive Leadership Certificate prepares individuals with the critical capabilities needed to assume higher-level leadership roles leading change, leading people, driving results, building coalitions – all within a broader understanding of organizational effectiveness.

Then, an additional nine elective credits and a six credits of a capstone work action project (which serves as the exit requirement demonstrating mastery of the program) allow a student to complete the Master's program. Thus, qualified students may earn the Operational Leadership Certificate and Executive Leadership Certificates either as part of the Master's degree program or separately as stand-alone certificates.

For added flexibility, the first-level certificate in Operational Leadership may also be earned at the undergraduate level, for working adults who have not yet completed a baccalaureate degree (the courses are created as 400/500 sections). For example, this certificate may benefit working adult students also undertaking an Applied Baccalaureate in Liberal Studies designed for nontraditional students. If these students later wish to complete the Master's degree in Organizational Leadership, they will be able to fulfill the 12 credits at the graduate level through their choice of elective courses in the program. Additionally, in the future, WOU may consider instituting a Joint Undergraduate Master's Program (JUMP) that would allow qualified undergraduate students to take 12-15 credits as an undergraduate and have them apply to both graduate and undergraduate requirements; shortening the path to graduation.

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

All courses are new; sample syllabi can be seen in Appendix A. These courses also have the potential to serve as acceptable electives in other WOU graduate programs for which organizational leadership is particularly relevant (e.g., the MS in Management & Information Systems, or the MA in Criminal Justice). The program is interdisciplinary, with faculty from multiple academic departments and divisions. This will help reduce the workload for course development or instruction for any specific academic divisions at WOU but increase the challenge of effectively assessing and coordinating the program.

The Master of Arts in Organizational Leadership degree consists of 45 quarter credit hours of approved graduate courses. At least 33 credits must be taken at the 600-level; the balance may be at the 500-level. The degree has four components with currently specified courses shown below:

1. Operational Leadership Core – Undergraduate or Graduate Certificate (12 Credits)

- OL 491/591 Fundamentals of Leadership (3)
- OL 492/592 Building Effective Teams (3)
- OL 493/593 Organizational Communication (3)
- OL 494/594 Leading Across Cultures (3)

2. Executive Leadership Core -- Graduate Certificate (18 Credits)

- OL 611 Ethics in Leadership (3)
- OL 612 Conflict Management (3)
- OL 613 Human Behavior in Organizations (3)
- OL 614 Leading for Creativity and Innovation (3)
- OL 615 Strategic Leadership (3)
- OL 619 Leading Organizational Change and Development (3)

3. Executive Leadership Electives (9 Credits)

- OL 607 Special Topics (3) (Example: Information Technology)
- OL 618 Advanced Leadership (3)
- OL 622 Critical Thinking for Leaders (3)
- OL 624 Talent Management (3)
- OL 625 Executive Coaching (3)
- OL 626 Leading Sustainability (3)
- OL 627 Leadership: Keys to Mental and Physical Health (3)
- OL 628 Leadership and Work-Family Balance (3)
- or other electives approved by the program coordinator

4. Exit Requirements (6 credits)

- OL 616 Leadership Work Action Project (3)
- OL 617 Leadership Work Action Project Culmination (3)

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

The program is designed for working adults; therefore, convenience and flexibility for students is paramount. Courses will be offered primarily online with a blended online/classroom format in selected courses. Any courses offered in the blended online/classroom modality will be scheduled in early weekday evenings or Saturday morning to meet the availability of working adults. Otherwise, all online classes will be scheduled to allow for asynchronous activities in time periods appropriate for, and communicated to, the targeted enrollees in advance of enrollment.

To accommodate any blended course delivery, WOU is partnering with Chemeketa Community College in Salem, Oregon (approximately 13 miles from WOU's home campus) to use classroom facilities at the Chemeketa Center for Business & Industry (CBI) in downtown Salem. In addition to contemporary classrooms, there is sufficient office space for WOU program coordinators or faculty advisors to use if needed, a multi-station computer lab facility for students, 'perches' for student study, and the customary visitor facilities.

The program will rely on WOU's learning management system (Moodle) to support enhanced communication and instructional support for all courses as well as to robustly support online course delivery. Instructional and curriculum design support is available from a professional staff person in WOU's Center for Academic Innovation, who will assist in creating standardized course shells that serve faculty while ensuring consistency for students' interaction with the technology. After the program is approved and the course schedule is further refined, WOU will add additional Moodle help desk support for after hours or weekend assistance. This has typically been achieved using trained student workers.

Students in the program will have access to WOU's electronic library resources, as well as its physical holdings. The library provides students, faculty, and staff with access to over 135,000 journal titles, 99% of which are e-journals, as well as electronic copies of book chapters and journal articles.

Students who have admissions or other administrative questions will be able to get assistance from a designated program staff person, available on scheduled evenings at the CBI facility in Salem, or accessible by phone on the main campus.

e. Adequacy and quality of faculty delivering the program.

The currently designated teaching faculty in this program represents interdisciplinary expertise with nearly all holding doctorate degrees, or significant career expertise and Master's degrees. All are on full-time appointments, and on average, are at least fifteen years from retirement, which reduces challenges due to instructor turnover. Additional faculty at WOU have been identified to contribute their specific expertise to courses within the diverse topics planned for the 'Special Topics' course, elective courses or the exit requirement courses. Having multiple areas of specialization in faculty will enable better oversight and mentoring for development, research or implementation of the deliverables required in the more-individualized focus implicit in the exit requirement courses.

The program is currently housed within the College of Liberal Arts and Sciences, but as a multi-disciplinary program, it does not easily align with the traditional program organizational structure at WOU which assigns a college, division, and department to academic programs. Accordingly, WOU is investigating the best structure under which to organize this program and other interdisciplinary degree programs such as the Applied Baccalaureate (AB) in Liberal Studies, or the AB in Interdisciplinary Studies. WOU's Associate Provost for Academic Effectiveness is leading the effort with assistance from WOU's Registrar.

See Appendix B for the vitae of currently designated instructional faculty. Below is a listing of faculty with their home department, highest degree and source institution, and degree focus.

Dr. Nick Backus, Communication Studies
PhD, University of Kansas, Communication Studies

Dr. Debi Brannan, Psychological Sciences
PhD, Portland State University, Applied Psychology

Dr. Earlene Camarillo, Politics, Policy and Administration
PhD, Northern Arizona University, Political Science

Paul Disney, Business
MBA, Boston University
Colonel (Retired), US Army

Dr. David Foster, Psychological Sciences
PhD, The George Washington University, Industrial & Organizational Psychology

Dr. Bojan Ilievski, Economics
PhD, Southern Illinois University, Economics and Finance

Jennifer Yang, Business
Masters, Virginia Polytechnic Institute and State University, Public Administration

Dr. Kristin M. Mauro
PhD, Iowa State University, Educational Leadership

Dr. Weiwei Zhang
PhD, Oregon State University, Educational Leadership
In addition, Dr. Zhang serves as Academic Technologist & LMS Administrator.

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

This program will require the conceptual development of nineteen new courses, with full development rolled out over the first two years of the program. The eight core instructors are all full-time faculty with either tenured or non-tenure track status and will be primarily responsible for developing the courses; however, the workload of course development will be distributed across several academic departments and divisions, with the greatest impact to WOU's Business & Economics and Behavioral Sciences divisions.

WOU is intending an incremental introduction, with the first course offerings being those that lead to the first certificate, Operational Leadership. Courses will be scheduled for the first term following full internal and external approval for the certificate, and admission will be limited to a pre-defined number of students to avoid over-taxing faculty resources in the first year. Therefore, demand for faculty resources will not unduly burden existing programs, but rather, will increase in stages as the program's implementation progresses.

As WOU moves toward full implementation, assignment to one of the program's courses for core faculty will be a priority. The home departments for the faculty will proactively plan course schedules for academic terms in which an instructor may teach in this program. For example, some sections of a course at WOU's main campus may be small enough to be combined under another instructor, thus freeing up the core faculty member. Departments also have options to increase the workload of an instructor in its existing pool of professional part-time instructors to accommodate release of usual instructional workload for one of the core faculty.

Strengths for the faculty include a range of relevant published research appropriate to the interdisciplinary nature of the program, experience within the private sector as consultants or senior employees, and significant experience developing course content and teaching in both face-to-face and online environments. The greatest weakness for the participating faculty is the existing institutional structure in which faculty reside in divisions and departments, organized by academic disciplines. Thus, these faculty will be part of a real-time change management initiative to introduce an interdisciplinary approach to graduate studies.

g. Other staff.

Admissions will be facilitated by the existing staff of the Graduate Office.

Advising will be available from core program faculty, although additional assistance or support for operational issues (e.g., admissions or registrar forms or deadlines) will be available from a designated support staff person.

Coordination of the program's academic activities including marketing, admissions, advising, scheduling, assessment, and program review and revision will be managed through granting teaching release time to a professional instructor to serve in this role.

Support for student and faculty use of WOU's learning management system (Moodle) is provided by WOU's Academic Technologist; support for the LMS's technical infrastructure is provided during and after hours by WOU's University Computing Service staff; basic user support is provided by trained help desk staff.

Assistance to produce high-quality course materials in the online environment is available currently, although limited due to demand on the Academic Technologist. WOU's Associate Provost is currently investigating options to increase access to faculty, particularly for this program.

Finally, marketing and communication support for student recruitment is provided through WOU's Strategic Communications and Marketing Office.

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

WOU is partnering with Chemeketa Community College in Salem, Oregon, to use their Center for Business & Industry (CBI) in downtown Salem for specific classroom or office needs.. The CBI was opened in late 2009, and the roughly 53,000 square foot facility includes classrooms, computer labs, a presentation room, a small food services facility, and office spaces. This enables WOU to have access to both office and advising locations onsite as well as electronically-enabled classrooms. The building's location is easily accessible for public parking and mass transit, on bike and walking routes, and within a short walk for downtown private or government employee buildings.

Additionally, students in the program will have access to WOU's electronic library resources that may be accessed through the onsite computer lab, as well as from students' homes. Students may also request print titles through the library's online site. The library provides access to over 135,000 journal titles, 99% of which are e-journals as well as electronic copies of book chapters and journal articles to current faculty, students, and staff.

i. Anticipated start date.

WOU anticipates full implementation of the program in fall 2019, after approval from the WOU Board of Trustees, the Oregon Provosts Council, Oregon Higher Education Coordinating Commission (HECC), and WOU's institutional accrediting agency, Northwest Commission on Colleges and Universities (NWCCU).

However, WOU will introduce a limited set of course sections in fall 2018 or winter 2019, to primarily serve students already at WOU in undergraduate or graduate programs in Business, Criminal Justice, or Education Leadership programs. Such courses may also serve new students who are interested in the undergraduate Operational Leadership Certificate should that Certificate be approved at WOU's Board of Trustees meeting in July 2018.

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.

WOU's mission (Appendix C) was revised in January 2017, approved by the Oregon HECC in April 2017, and accepted by WOU's institutional accrediting agency (NWCCU) in July 2017. WOU's mission is "to create lasting opportunities for student success through transformative education and personalized support." WOU is distinguished by its student-centeredness, its personalized approach to a strong liberal arts education, and the high value it places on its role as an access institution in Oregon. WOU's strategic plan calls for the university to:

- Promote academic array that provides distinctive, high-quality programs (2.4.1).
- Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement (2.4.3)
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways (2.4.4)
- Support growth of academic programs to include new and innovative degrees and certificates (5.1.3)

The Master of Arts in Organizational Leadership program supports the University's mission and strategic initiatives in four ways:

- (1) expands the array of high-quality graduate programs provided by the university;
- (2) provides an innovative model of program delivery by both offering courses online and in-person;
- (3) promotes a collaborative and multidimensional educational experience by having courses taught by faculty from a wide array of disciplines; and
- (4) increases access to higher education by offering both degree and certificate options at both the undergraduate (i.e., the Operational Leadership Certificate) and graduate levels.

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

The Master of Arts in Organizational Leadership program is designed as 'stacked' curricula with two graduate certificates embedded within the program. This design is supportive of the needs of non-traditional, working adult students due to its multiple possible re-entry points so that if students stop out, they may more easily return to finish the program. For example, professionals entering their first leadership role may choose to complete only the Operational Leadership Certificate, and re-enter the program later to complete the

Executive Leadership Certificate, or the Master's degree. This design allows students to earn employer-valued, relevant skills for an existing or desired employment position, with the option to complete a Master's degree. Therefore, this program supports both access and diversity goals by providing a flexible, 'stacked' design that enables pursuit of higher education by a working adult population.

Many of Oregon's state agencies are located in downtown Salem, Oregon. The online or blended course delivery, supported by a central downtown location (CBI) enables state employees to minimize travel time between the workplace and faculty or advisor meetings.

The Operational Leadership Certificate serves Oregon's 40-40-20 Plan, mandated to ensure 40% of citizens attain at least a baccalaureate degree, 40% achieve at least an associate degree or certificate, and only 20% end their education at the high school level. For example, the certificate may be earned at the undergraduate level for adults possessing only a high school diploma, as well as for adults who wish to add additional workplace value to their current undergraduate degree. Others may choose to undertake one or both certificates to gain workplace credentials, as well as choose to undertake the Master's degree to gain access to higher supervisory or organizational positions.

The Master's degree program will also provide economic support for Oregon and its communities, as leader effectiveness is positively correlated with employee satisfaction, commitment, and performance, and negatively correlated with employee turnover¹. Consequently, improving leader effectiveness can have cascading positive effects for Oregon citizens in terms of improved quality of work life.

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;

This Master's degree program responds to the challenges in achieving the state's 40-40-20 goal by providing working adults the opportunity to enhance their knowledge and skills in areas that are directly transferable to their current and future employment while obtaining a graduate degree. The stackable curricular design also enhances accessibility to education for working adults, as it enables students to make shorter-term, more manageable time and financial commitments to the educational process via earning certificates on the way to completing a full Master's degree.

¹ Nyberg, A., Bernin, P., Theorell, T., SALTSA & Arbetslivsinstitutet, 2005. The impact of leadership on the health of subordinates. Stockholm: National Institute for Working Life Arbetslivsinstitutet.

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

The Master's degree program provides working adults the opportunity to enhance their knowledge and skills to work effectively with people from all backgrounds, lead others in a manner that supports sustainability, as well as lead in a manner that supports creative and innovative solutions to social, economic, and environmental challenges.

iii. address civic and cultural demands of citizenship.

Students completing the degree program will be able to apply teamwork, leadership, and communication skills to work effectively with people from diverse backgrounds.

They will demonstrate integration of their knowledge and skills by successfully engaging with and responding to civic, social, environmental and economic challenges at their places of work and in community service.

3. Accreditation

Organizational Leadership is not a field in which accreditation is available, and therefore the four statements below are not applicable. Note: the institution has been accredited by the Northwest Commission on Colleges and Universities since 1924, with its accreditation confirmed in January 2018 after the Commission reviewed WOU's most recent report submission.

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

4. Need

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

	Headcount projections, first 5 years of program				
	2019-20	2020-21	2021-22	2022-23	2023-24
MA Degree	15	35	40	40	40
Operational Certificate	15	20	25	35	35
Executive Certificate	5	10	10	10	10
Total	35	65	75	85	85

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

	2019-20	2020-21	2021-22	2022-23	2023-24
MA Degree	Start	15	20	20	20
Certificates	15	20	25	30	30

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

Program will primarily serve Oregon residents who are working adults. Most of these students would be classified as non-traditional students over the age of 25, returning to school after an extended break, and/or with family obligations. We anticipate a 50/50 mix of students attending part-time and full-time, depending on their ability to allocate time to complete coursework.

d. Evidence of market demand.

Demand for Leadership Development

According to the Global Human Capital Trends 2014 survey published by Deloitte University Press, “Companies face an urgent need to develop leaders at all levels—from bringing younger leaders online faster to developing leaders globally to keeping senior leaders relevant and engaged longer.” Research shows that the foundational and new leadership skills in high demand include: collaboration and team building, global cultural agility, driving creativity and innovation, and influence and inspiration (Global Human Capital Trends, 2014).

Potential Market

Data from the Leadership Development Factbook® (www.berstein.com/ldfactbook; 2012) suggests the industry of leadership development represents a \$14 billion marketplace. Furthermore, high-impact companies in the United States spend more than \$3,500 per person each year to develop mid-level leaders and over \$10,000 to develop senior leaders.

- 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).**

The program's location is not closely shared with another similar Oregon public university program. For example, Oregon State University offers an MBA in Organizational Leadership in Portland or Bend via online/hybrid delivery; however, that program is oriented more toward business administration than organizational leadership, with courses in finance, cost analysis, supply chain management, business law, negotiation, and marketing management.

Furthermore, support for this program is provided through a WOU-commissioned market analysis study that explored the viability of this program. The findings indicated that there was limited competition in WOU's market, and that WOU's status as a public university, and its proximity to the state capital gives this program a strong likelihood of increasing graduate enrollment for WOU.

There are no similar institutions that have a footprint in Salem, Oregon, offering online and blended delivery modalities, with the unique partnership of an Oregon public community college and Oregon public university. As is true for all Oregon public universities, potential students increasingly have an option of choosing a fully online, out-of-state degree program; in that case, competitors include Western Governors University (MS in Management and Leadership) and Southern New Hampshire University (MS in Organizational Leadership).

- 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?**

This program has been developed with working adults in mind. The program will help students develop the leadership skills in demand by organizations across all types of industries (e.g., public sector agencies, consumer business, or manufacturing), providing opportunities for advancement within their current fields.

Research with key leadership in Oregon state agencies located in Salem suggests a significant number of state employees are already identified by agency leaders as potential candidates for advancement as soon as they acquire a Master's degree. Senior executives in several state agencies have communicated a very favorable position on this program as a relevant credential for advancement.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The program will enable students to meet WOU's Graduate Learning Outcomes:

- OL-1: Demonstrate knowledge and application of principles, theories, and concepts of leadership within organizational settings. (Specialized Knowledge)
- OL-2: Develop critical intellectual skills, including critical thinking and analytical reasoning, ethical reasoning, and communicative fluency. (Intellectual Skills)
- OL-3: Apply teamwork, leadership, and communication skills to work effectively with people from diverse backgrounds. (Applied and Collaborative Learning)
- OL-4: Demonstrate integration of their knowledge and skills by engaging with and responding to civic, social, environmental or economic challenges at local, national or global levels. (Broad and Integrative Knowledge; Civic and Global Learning)

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

Faculty who teach in the program, guided by the program coordinator, will establish and assess program learning outcomes. The program will be subject to the regular seven-year academic program review process overseen by the University's Office of Academic Effectiveness. The primary data source for assessment will be the projects completed in the capstone courses OL 616 and OL 617. Secondary data sources for assessment may include assignments embedded within courses. Outcomes will be evaluated using elements from rubrics developed by WOU's Graduate Committee based on the Degree Qualifications Profile (DQP) developed by the Lumina Foundation.

Assessment results from the previous year will be reviewed by program faculty during each fall term. Curricular adjustment will be based on faculty discussions and proposals generated from the available data reflecting student performance.

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

Faculty who teach in the Organizational Leadership program have appointments in other academic divisions and are expected to meet the scholarly standards of their respective divisions. Per the WOU-WOUFT Collective Bargaining Agreement, scholarly expectations of faculty at WOU are expressed through the Boyer Model of Scholarship (Scholarship reconsidered: Priorities of the professoriate, Carnegie Foundation for the Advancement of Teaching; 1990), where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration, and teaching and learning. All tenure-track and tenured WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

The only Oregon public university that offers a similar Master's degree is Oregon State University (OSU), which offers a Masters of Business Administration in Organizational Leadership, which has a more traditional focus on business analytics. Warner Pacific University (Portland, OR) offers a Masters in Management and Organizational Leadership, in a private, Christ-centered institution. George Fox University (Newburg, OR) offers an undergraduate degree in management and organizational leadership.

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.

This program offers the first non-MBA Organizational Leadership degree in the state of Oregon. MBA degrees typically focus on the more analytical nature of business management. For example, OSU's MBA in Organizational Leadership offers courses such as Operations Management, Creating Value in Exchange, Markets and Valuation, and Financial and Cost Analysis. WOU's OL curriculum is devoted to the fundamental human processes of leadership and organizational change. While an MBA enables success in the business realm, WOU's OL program will enable success in any professional setting in large part because it includes instruction in organizational planning, dynamics of leadership, communication, creativity and innovation, team building, conflict resolution and mediation, and other widely applicable leadership skills.

This program complements existing programs at WOU (including the BA/BS in Business, the MA in Criminal Justice, or various graduate programs in the College of Education) through its two value-added certificates.

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

There are not existing similar public university programs in Oregon. However, if students satisfy WOU's residency requirements for graduation, they may petition to transfer graduate courses taken at other institutions with similar programs into the WOU Master's degree in Organizational Leadership.

d. Potential impacts on other programs.

Given that WOU's OL Master's degree curriculum differs substantially from OSU's MBA degree curriculum, there is no foreseeable negative impact on either program.

7. External Review

The external review was conducted by a team of three reviewers possessing terminal degrees with faculty roles and experience in comparable programs in organizational leadership and leadership studies in institutions outside Oregon. The review report, and WOU's response to the reviewers, follow.

Review Committee for Western Oregon University (WOU) Proposed Organizational Leadership (OL) Master's Program

Reviewers:

Jill Arensdorf, Ph.D.
Chair and Associate Professor
Department of Leadership Studies
Fort Hayes State University

Amanda Olejarski, Ph.D.
Associate Professor
Department of Public Policy and Administration
West Chester University

John Baker, Ed.D.
Associate Professor
Organizational Leadership
Western Kentucky University

Document: New Program Application

1. Program

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

Comments.

Program objectives and requirements are appropriate for a master's program in organizational leadership. The expected learning outcomes are broad and will allow flexibility to build the curriculum as the program progresses and better understands constituent needs, especially non-traditional students.

The program will have an advantage by drawing from an interdisciplinary faculty that will provide diversity and multiple perspectives desired for a master's program in organizational leadership. As the program progresses, we suggest the implementation of full-time faculty, advisors, and a full-time program coordinator for increased stability, growth, and the ability to adapt to student needs resulting in curriculum and program changes. Full-time faculty will also facilitate program assessment that may prove challenging as the program spans faculty from multiple colleges and disciplines. If full-time faculty and staff within the OL program are not possible, WOU should consider implementing an incentive system to accommodate the support needed for the program to operate as intended. It is critical that the program have a home department that can collaborate across departments and colleges.

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

Comments.

The OL program supports WOU's strategic plan and should provide a program that allows adults working full-time to earn the credentials they need to advance their professional careers. The incremental approach earning certificates as a student progresses toward a master's degree should provide for increased retention of students in the program. Offering online courses and hybrid courses that meet close to student populations during the evenings or weekend will also facilitate student learning.

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

Comments.

Faculty availability and expertise appears adequate and complementary to a leadership focus but with challenges. The main challenge for the OL Program is to ensure designated faculty remain focused on OL curriculum and students. Given the interdisciplinary focus of the program, drawing from faculty in other departments could place faculty in difficult situations where they must choose between tenured college/department priorities and OL requirements. Written agreements may facilitate guidance to faculty supporting the OL Program.

It is suggested that a course rotation be agreed upon and implemented either on a continual basis or for at least two years in advance to allow students the opportunity to plan their curriculum. This is especially critical for part-time students who work full-time and will need more time to complete the OL Program.

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

Comments.

There does not appear any duplication of the proposed OL Program to existing WOU programs or undergraduate majors. The structure of the proposed OL program is unique with its progression of certificates leading to a master's degree. WOU could consider a joint master's undergraduate program that would allow high-performing students the opportunity to take graduate courses in OL and have the OL course count for both undergraduate and graduate requirements. In other existing programs, undergraduate students who qualify for this program can take up to 12 credits as an undergraduate student and have them apply to both undergraduate and graduate program requirements. Often students have open electives that would support this program. Having undergraduate students participate in this type of program increases undergraduate retention while providing a pathway to the graduate program. This may appeal to those professionals who have not earned an undergraduate degree but have extensive professional experience.

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

Comments.

The ability of WOU to partner with Chemeketa Community College close to a targeted student population should facilitate student interest in the OL Program, increase WOU's presence in the Salem, Oregon community, and fulfill a need for students in the Salem area to have access to an interdisciplinary master's program. The practical and applied nature of the OL Program will appeal to non-traditional working professions needing a master's degree for professional development. Updated data analysis will need to continue to take place through the program to ensure that the program is meeting the needs of the target audience. A suggestion might be to do so through continuous program reviews.

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

Comments.

The concern iterated previously is the ability for designated faculty to remain focused on OL Program requirements. The administrative requirements to include advising, marketing the program, recruiting students, program revisions, and curriculum revisions will require the attention of dedicated faculty and administrators. In addition, the Leadership Work Action Project may prove time consuming for faculty. Relying on non-OL full-time faculty will necessitate clear guidance and dedicated time for participants to ensure the OL Program succeeds.

g. The program's major strengths and weaknesses.

Strengths:

- interdisciplinary focus that provides diversity of thought and views necessary for leadership development
- progressive, certificate-based program structure that allows earning academic credentials in addition to the master's degree
- flexible delivery methods to include online, hybrid, and evening/weekend meeting times and to accommodate nontraditional students
- minimal program costs by incorporating full-time faculty from existing departments.
- practical, applied versus theoretical focus will attract professional non-traditional students
- focused on a viable student population; non-traditional working professionals
- broad yet practical curriculum focus that incorporates subjects common to most organizational leadership programs
- partnership with Chemeketa Community College for resources will create greater awareness of the OL Program in the region
- curriculum and program intent lends to the use of part-time faculty

Weaknesses:

- no home department for the program – the program should have a home in an academic department that will best support its intent and have the dedicated resources to ensure its success. Ideally, the department is collaborative and works well with other programs and disciplines

- dependent on full-time faculty from other disciplines and department – could create potential conflicts of priorities for participating faculty
- program assessment could prove difficult across departments
- no dedicated advisors or administrators whose focus is the OL Program
- limited budget for future growth
- use of part-time faculty may cause budget concerns if funding is not available or limited for part-time faculty

2. Faculty

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

Comments.

The faculty members identified as core faculty possess the training, experience, and scholarly activity to serve as graduate faculty in their home department/discipline. As mentioned in a previous section of this report, it will be critical to allow opportunities for these faculty members to connect with leadership field of study. Professional development of participating faculty is important and it is suggested that selected faculty attend leadership-focused conferences such as Association of Leadership Educators and the International Leadership Association, both of which hold annual conferences and are connected to academic journals.

The proposal is unclear regarding scholarly expectations of faculty who support the OL Program – will there be expectations of leadership-specific scholarly activity along with their tenured requirements? This seems critical so that the faculty are remaining current in their own discipline, but also in the field of leadership studies.

Qualified terminal degreed K-12 teachers and others with extensive professional experience can provide needed part-time faculty to teach curriculum developed by full-time faculty. This may be a consideration as the program grows and matures.

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

Comments.

The faculty team seems to be appropriate in terms of size for the program size and projected scope of the student body. It has been stated that the faculty members do have projected longevity at WOU, which is a positive. As the program grows, more faculty will need to be hired and trained. One major concern that has been iterated throughout the report is the lack of an academic home for this program. As the program grows, one goal would be to hire faculty in an OL or Leadership Studies specific area who could coordinate and advise students. It will be essential that course development and assessment activities be coordinated throughout the program creation and evolution. One suggestion would be to have the faculty team, along with the other ancillary program coordinators/specialists,

meet regularly until a full time program coordinator is named and a home for the program is realized.

c. Areas of faculty strength and weakness.

Strengths:

- interdisciplinary faculty across multiple disciplines and backgrounds
- all faculty have full time appointments at WOU
- all faculty have published scholarship in their respective discipline
- faculty have extensive teaching experience in various delivery modes, both on campus and online
- faculty have access to teaching effectiveness resources through WOU Academic Technologist
- faculty have both academic, as well as experience in the private and/or public sector

Weaknesses:

- not much scholarship produced in the OL field of study
- faculty members may have to choose between discipline specific scholarship vs. OL scholarship activity
- no dedicated full time OL program faculty member for program coordination, curriculum oversight, program assessment, and advising
- reliance on the home department of the faculty for course scheduling (this could create confusion and lack of a cohesive program for students)

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

Comments:

Upon review of the documentation provided, it is evident that faculty teaching in the OL program will have availability in their workload to teach the program coursework. The nature of the student projects will afford the faculty the opportunity to provide their expertise and mentorship as valuable oversight to the student's culminating experience projects. We encourage the faculty to utilize the resources on campus to continually improve teaching effectiveness.

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

Comments:

The program is relying upon faculty members from other departments across the institution, which has been addressed above. Although the WOU program may not rely on adjunct faculty members in the early implementation of the program, it is clear that WOU is aware of the importance of evaluating the credentials for those adjunct faculty prior to getting them

involved. If the program grows, the reliance on and involvement of adjunct faculty will be crucial to maintain the program.

3. Need

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

Comments. WOU's proximity to the state capital provides a substantive market and is likely to increase the university's graduate enrollment. WOU would be well-served by working to promote active collaborations and partnerships with state agencies for students' capstone field work, as well as shadowing and interning opportunities. WOU's organizational leadership program meets the needs of working adults in the public, non-profit, and private sectors.

b. The overall need for the program within the institution, state and/or region, and nation.

Comments. According to a WOU-commissioned market analysis study exploring the validity of the program, there is limited competition for the proposed program. This need extends across WOU's market and is a reflection of growing trends nation-wide toward professional degree programs with WOU's flexibility and in the area of organizational leadership.

4. Resources

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

Comments. WOU's institutional resources (e.g., computer, library, classroom, etc.) are sufficient for the proposed program. The WOU-WOUFT CBA, however, may impose unintended limitations on the ability of faculty to conduct the scholarly research required to continue meeting the needs of graduate, professional students. WOU should consider providing research support for faculty to conduct applied research, which is connected with student success. Moreover, faculty in this type of graduate professional program should be supported at the institutional level for endeavors relating to professional scholarly growth, such as service in professional associations and related organizations.

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

Comments.

The proposed enrollment appears optimistic and the program will probably attract mostly part-time students. The use of graduate assistants can facilitate full-time and part-time

faculty with support on curriculum, grading, and other pedagogical and administrative requirements. The WOU-WOUFT CBA, however, may limit the use of graduate students teaching and/or assisting in a graduate program. WOU would do well to consider alternative models, such as engaging professional adjuncts and working at the institutional level to cultivate opportunities for graduate teaching and/or assisting in classroom activities.

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

Comments. WOU's institutional commitment appears to reflect national standards in this regard; however, the university should make every effort to promote transparency regarding financial support for students and faculty activities. Perhaps marketing available opportunities on a regular, semester basis would be sufficient.

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

Comments. WOU's institutional leaders are committed to the organizational leadership program and should be commended for their collaborative efforts. That the university has developed the first graduate degree in organizational leadership that is not housed in an MBA program is impressive.

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

Comments. Overall, WOU appears to meet sustainability concerns; however, the institution might consider ways in which it can bolster student-to-student and faculty involvement with recruiting and retention. Perhaps alternative workload assignments might be an option to facilitate faculty and student collaboration with state agencies.

Additional Comments on the Proposed WOU OL Program

The following comments pertain to the paragraphs of the Proposal for a New Academic Program – Organizational Leadership

Para 1.a.

- You may want to add that the program will include instruction on leadership theories, applications, models and constructs of organizational leadership to communicate a practical and applied based on theory and research.

- suggest changing “management” in last line to “leadership”

Para 1.b.

- Second para.: Stacking certificate will make the program extremely attractive to students as it will allow students to earn credentials along the way.

- Third para.: It may be helpful to emphasize that the first certificate is skills-based and second certificate is capabilities-based; nuanced distinctions but of practical importance.

- Fourth para.: Perhaps consider an official name for this "substantive work action project," such as a capstone or field work to signify its culminating impact on the program.

- Last para.: Suggestion: institute a Joint Undergraduate Master's Program (JUMP). This is probably a future program but would allow qualified undergraduate students to take up to 12 (18 quarter hour) credits as an undergraduate and have the apply to both graduate and undergraduate program requirements. The added benefit for the student is they would be billed for the graduate credits at the undergraduate rate - another attraction for working adults.

Para 1.c.

- First para.: An interdisciplinary program offers much potential and strengths; however, when it comes to program assessment and coordination, interdisciplinary programs can be challenging.

- Para. 3 (Executive Leadership Electives): Suggestion: add the comment, "Or other electives approved by advisor/program coordinator/department head" - this would provide flexibility to add courses that would enhance the program but not approved.

- Para. 4 (Exit Requirements): Consider making these courses variable credits as it would provide more flexibility for a student with a prolonged or unique project.

Para 1.d.

- First para.: Synchronous activities are difficult for working adults.

- First para.: It is unclear what this means re: "selected courses"- is the entire program available in hybrid or flexible format?

- Third para.: Standardization of coursework across an interdisciplinary program is key and should be stressed.

- Fifth para.: Our experiences indicate that working adults gain nothing from taking a GRE (and it does not predict student success in our program at WKU) and any other requirements create barriers for students decreasing their likelihood of applying to the program. Additionally, you may consider an alternative admission policy for this group as you may have students who has significant professional experience but did poorly as an undergraduate 20 years ago. A conditional admission may work as it would provide these students a means to demonstrate academic ability.

Para 1.e.:

- First para.: Question - do faculty meet the accreditation standards for your regional accreditation?

- First para.: Suggest emphasizing career expertise of faculty complement, given the marketing to professionals.

- Second para.: Finding a home in the program's infant stages will be essential for program assessment, management, etc. Having autonomy to shape the program as needed is critical. If housed in the wrong department and college it may prove difficult to have curriculum and program changes approved.

Para 1.f.:

- First para.: Will the eight core instructors be the ones developing the courses?
That was not clear in the proposal.

- Second para.: An elaboration on these calculations would be helpful in understanding the program's impact to existing offerings.

- Third para.: This may be in the plan for the program, but it is highly recommend tio have a course rotation. This will assist students and advisors in designing the program of study, as well as degree completion.

- Fourth para.: Could there be a chair or program director named to oversee the structure? If the program is to succeed it must have a full-time advocate. We had a part-time advocate who did the best they could but the program did not begin to thrive until it had full-time attention. We had 35 students with part-time oversight, we now have over 300 with full-time advocacy; if enrollment is important.

Para 1.g.:

- Second para.: Advising is critical - if possible, identify a full-time staff advisor. Faculty are great, but the work load along with going across campus for teaching faculty may prove too difficult.

- Third para.: What is meant by academic activities?

- Fourth para.: Additional course design and maintenance support will very likely be required.

- Last para.: Will there be expectations for faculty to market the program at WOU recruiting events? Relying on others to market usually produces limited results. A full-time program coordinator can best identify targeted student populations and external opportunities for marketing - and will know the program better than most marketers.

- Last para.: The program will likely require specific marketing by faculty and students in the program for the marketing push to be effective in targeting key demographics.

Para 2.a. (2): It is suggested to highlight the certificate to master's structure.

Para 2.b.

- First para.: How long are students allowed to stop out?

- Second para.: Recommend highlighting this re: flexibility and recruiting.

Para 2.c. i.: A strategy that would appeal to your targeted student populations is to market your program as practical and applied. This is not to mitigate theoretical approached, but most working adults want a program that is more practical and applied than theoretical.

Para 2.c. iii.: The program also has a cultural leadership course in its core.

Para 4.a.:

- The culminating project, as I understand it, will require much attention by the faculty, especially when completed - is there adequate staffing for a time-intensive project on top of other curriculum and program requirements for the projected 40 students?

- The projections seem optimistic.

Para 4.c.: The percentage of part-time students will be much greater (from experiences at WKU).

Para 4.d. Second para.: The sources are dated and you may want to include regional demographics that support the need for the program: number of students with a bachelor's degree, number of people in entry-level and mid-level leadership roles (not sure that exists) – to better show there is a need in WOU's region.

Para 4.e.

- Second para.: Suggest marketing early and often at targeted demographics (state capital).

- Third para.: There are many other online leadership programs; however, they probably don't all need to be listed here. If so, the International Leadership Association database provides great data regarding these programs.

Para 4.f. First para.: You may want to change para 1.a. to reflect the broad scope of the program as stated here (1.a. identifies four specific sectors).

Para 5.a.: Are these the program's learning outcomes or Graduate Learning Outcomes?

Para 5.b.: Are the above learning outcomes in section a the established learning outcomes?

Para 5.c.: There was mention of adjunct faculty earlier. What expectations, if any, would they have for scholarly work?

Budget comments:

- If possible, consider employing GAs in a teaching mode to assist faculty and assist with other program requirements.

- Would the faculty and other personnel costs go up each year with inflation and program growth?

The external review of the proposed Master of Arts of Organizational Leadership (OL) program identified many strengths of the program including:

- the true interdisciplinary focus necessary for leadership development.
- the first graduate degree in organizational leadership not housed in an MBA program.
- progressive, certificate-based program structure that incentivizes degree completion.
- targeted toward a student population of non-traditional working professionals.
- flexible delivery methods to accommodate targeted student population.
- minimal start-up costs by incorporating full-time faculty from existing departments.
- practical, applied focus based on theoretical foundations.
- broad yet practical curriculum focus that incorporates subjects common to most organizational leadership programs.
- partnership with Chemeketa Community College for resources will create greater awareness of the OL Program in the region.
- the curriculum and program intent encourages the use of part-time faculty with significant leadership experience.

As indicated by the reviewers, offering a leadership program using interdisciplinary faculty provides the curricular advantages of “diversity and multiple perspectives desired for a master’s program in Organizational Leadership.” This diversity of faculty will allow students to develop leadership skills that applicable across a variety of contexts (e.g., non-profits, public service, healthcare, etc.). The reviewers cautioned, however, that program growth, while positive, will increase many administrative demands placed on the program and that the interdisciplinary nature of the program will make meeting these demands even more challenging. These demands include: providing high quality academic advising; engaging in program assessment to enhance program quality and develop the program to meet identified student needs; marketing the program to the identified student population; managing enrollment in conjunction with the graduate office; scheduling which will necessitate close collaboration with other departments since core faculty members are shared with other departments; and facilitating program changes and curricular development through the campus curricular process.

WOU has already begun taking steps to meet the identified challenges of administering an interdisciplinary master’s program. The Organizational Leadership program is currently being housed within the College of Liberal Arts and Sciences (CLAS). This placement is logical as most of the current core faculty for the program are housed in Divisions located in CLAS. Dr. Foster will serve as the inaugural program head for the Organizational Leadership program and will provided course release(s) commensurate with other graduate programs to undertake the administrative duties necessary to develop and maintain the program. WOU is currently creating a budget line for the program within CLAS to support the professional development of participating faculty by encouraging attendance at leadership-focused conferences such as Association of Leadership Educators and the International Leadership Association. Dr. Foster, in fact, will be attending the Association of Leadership Educators conference on July 8th, 2018 thanks to the support of the Dean of CLAS.

As indicated by the reviewers, partnering with Chemeketa Community College for resources will create greater awareness of the OL Program in the region. Since the target student population for the Organizational Leadership program is working professionals in Salem, providing the OL program physical space within the Chemeketa Center for Business & Industry (CBI) in downtown Salem will facilitate more effective marketing and advising efforts for the program. Additionally, the reviewers recommended “instituting a Joint Undergraduate Master’s Program (JUMP) that would allow qualified undergraduate students to take a certain number of graduate credits as an undergraduate and have them apply to both graduate and undergraduate program requirements.” The program that would be the best match for OL would be the new AB in Liberal Studies that is also being delivered at the CBI. Both programs target the same population of non-traditional working professional who need degrees for professional advancement. Students would have the benefits of smoothly transitioning from their bachelor’s degree to their master’s degree and they would also benefit by being billed for some graduate credits at the undergraduate rate. Since the OL and AB in Liberal Studies programs have strong possibilities for partnership and since both programs are targeting the same student population, it makes sense to house both programs in the CBI.

As indicated by the reviewers, using existing senior tenure track, career non-tenure track, and part-time faculty with significant leadership experience to deliver course content will help minimize startup costs and expose students to leadership theory and practice from a variety of perspectives. While these factors are initial strengths for the program, the reviewers cautioned that, “The main challenge for the OL Program is to ensure designated faculty remain focused on OL curriculum and students. Given the interdisciplinary focus of the program, drawing from faculty in other departments could place faculty in difficult situations where they must choose between tenured college/department priorities and OL requirements.” To meet these anticipated challenges, the reviewers recommended “As the program progresses, we suggest the implementation of full-time faculty, advisors, and a full-time program coordinator for increased stability, growth, and the ability to adapt to student needs resulting in curriculum and program changes.” As we move forward with the program and the enrollment supports such costs, the OL program needs to be able to hire full-time faculty and administrative support within the program. In the interim, the reviewers recommended using “written agreements to facilitate guidance to faculty supporting the program.” These agreements are especially important for junior faculty wishing to participate in the program without harming their chances for tenure within their home department. The OL program will work closely with the Dean of CLAS and departments housing faculty supporting the OL program to ensure all parties understand how their participation will influence them during the tenure process in terms of their teaching, scholarship, and service requirements.

As indicated by the reviewers, the OL program is targeted towards non-traditional working professionals, which, if successful, will generate a new revenue stream for WOU. The reviewers cautioned, however, that standard admission requirements “may create barriers for students, decreasing their likelihood of applying to the program.” Standardized test scores and even GPA requirements may not be valid predictors of program success for “students who have significant

professional experience but did 'poorly' [in college] twenty years ago." The reviewers recommended developing an "alternative admission policy for this group [of students]." The OL program will work closely with the Office of Graduate Studies and the Provost's Office to identify and remove any barriers to student success in terms of entering and completing the program while, at the same time, maintaining high academic standards.

Budget Outline Form: Year 1 Academic Year: 2019-2020

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) (1.6 FTE)	\$82,800					\$82,800
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$23,400.00					\$23,400.00
Fellowships/Scholarships						
OPE	\$54,170					\$54,170
Nonrecurring						
Personnel Subtotal	\$160,370					\$160,370
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$3,000.00					\$3,000.00
Equipment	\$2,000.00					\$2,000.00
Other Expenses						
Other Resources Subtotal	\$5,000.00					\$5,000.00
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$165,370					\$165,370

Budget Outline Form: Year 2 Academic Year 2020-2021

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)	\$82,800					\$82,800
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$23,400.00					\$23,400.00
Fellowships/Scholarships						
OPE	\$54,170					\$54,170
Nonrecurring						
Personnel Subtotal	\$160,370					\$160,370
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$3,000.00					\$3,000.00
Equipment	\$2,000.00					\$2,000.00
Other Expenses						
Other Resources Subtotal	\$5,000.00					\$5,000.00
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$165,370					\$165,370

Budget Outline Form: Year 3 Academic Year 2021-2022
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)	\$82,800					\$82,800
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$23,400.00					\$23,400.00
Fellowships/Scholarships						
OPE	\$54,170					\$54,170
Nonrecurring						
Personnel Subtotal	\$160,370					\$160,370
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$3,000.00					\$3,000.00
Equipment	\$2,000.00					\$2,000.00
Other Expenses						
Other Resources Subtotal	\$5,000.00					\$5,000.00
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$165,370					\$165,370

Budget Outline Form: Year 4 Academic Year 2022-23

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)	\$82,800					\$82,800
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$23,400.00					\$23,400.00
Fellowships/Scholarships						
OPE	\$54,170					\$54,170
Nonrecurring						
Personnel Subtotal	\$160,370					\$160,370
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$3,000.00					\$3,000.00
Equipment	\$2,000.00					\$2,000.00
Other Expenses						
Other Resources Subtotal	\$5,000.00					\$5,000.00
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$165,370					\$165,370

ASAC, Request for endorsement of WOU's collaboration with K-12 school districts to offer accelerated credit via Willamette Promise

Willamette Promise is a regional consortium including WOU, OIT, Corban University, the Willamette Education Service District, and over 50 high schools in the Willamette Valley and northwest Oregon. In 2016-17, WOU awarded over 9000 credits to over 1800 students through WP.

Initiated as a pilot project in 2014 with a Regional Promise Replication Grant from the Oregon Department of Education, Willamette Promise expands opportunities to earn accelerated credit, enhances career-readiness and a college-going culture in Oregon's schools and communities, strengthens coordination and collaboration across educational sectors, and builds each student's confidence in his or her ability to succeed in college by awarding college credit when a student demonstrates college-level learning as defined by college faculty.

Willamette Promise's Assessment-Based Learning courses expand access: We create accelerated credit opportunities in more schools (e.g., smaller/rural), deploy a wider range of teachers, and thus reach more students. WOU faculty lead over 20 courses in 10 subject areas, working directly with K-12 educators in Professional Learning Communities to bring college rigor to high school classrooms. Preliminary HECC analyses found Willamette Promise students do as well or better at OSU, WOU and UO as non-Willamette Promise students. The program is affordable for students, who pay \$30 per year for all they credits the can earn. It is also sustainable for WOU, which receives \$51 per credit awarded from state SSCM funds, and K-12 school districts, which commit ADM fees to participate.

Willamette Promise's benefits to WOU and the state are substantial. WOU has strengthened its presence and visibility in high schools throughout our region. To date, 81 WP students have attended WOU, and as students complete community college and make 4-year university choices, we expect increases in that yield. WOU faculty are bridging the gap between high school and college with sustained contributions to the professional development of high school teachers across the state and a stronger pipeline of students prepared for college.

COMMITTEE RECOMMENDATION:

The WOU Academic and Student Affairs Committee recommends that the Western Oregon University Board of Trustees endorses WOU's engagement in accelerated learning through Willamette Promise.

	Resident	Nonres U.S.	International	Total This Year	Total Fall 2017	Percent Change	Total Fall 2016	Total Fall 2015
TOTAL APPLICATIONS								
First-Time Freshmen								
African-American	64	65	0	129	149	-13.4	160	155
American Indian	28	10	0	38	50	-24.0	42	64
Asian/Pacif Is	91	164	9	264	314	-15.9	389	412
Hispanic/Latino	509	249	47	805	689	16.8	838	544
Unknown ethnic group	196	189	7	392	149	163.1	61	187
White	1072	451	3	1526	1541	-1.0	1720	1935
Total First-Time Freshmen	1960	1128	66	3154	2892	9.1	3210	3297
Undergraduate Transfers								
Freshmen	106	71	61	238	124	91.9	236	103
Sophomores	283	93	7	383	188	103.7	320	181
Juniors	109	46	3	158	371	-57.4	197	336
Seniors	12	8	0	20	154	-87.0	25	91
Total Transfers	510	218	71	799	837	-4.5	778	711
Post-Bac Non-Grad	6	5	3	14	24	-41.7	15	25
Total Undergraduates	2476	1351	140	3967	3753	5.7	4003	4033
Masters	132	37	12	181	146	24.0	116	191
Post-Bac Grad	1	0	1	2	0	0.0	2	0
Total Graduates	133	37	13	183	146	25.3	118	191
TOTAL APPLICANTS	2609	1388	153	4150	3899	6.4	4121	4224
** Total Applicants Last Year	2373	1324	202	3899				
** Percent Change	9.9	4.8	-24.3	6.4				
ADMITTED								
First-Time Freshmen								
African-American	48	30	0	78	84	-7.1	107	109
American Indian	17	6	0	23	34	-32.4	26	46
Asian/Pacif Is	67	117	6	190	231	-17.7	271	318
Hispanic/Latino	358	165	30	553	457	21.0	633	401
Unknown ethnic group	147	118	7	272	103	164.1	47	133
White	827	310	1	1138	1051	8.3	1242	1429
Total First-Time Freshmen	1464	746	44	2254	1960	15.0	2326	2436
Undergraduate Transfers								
Freshmen	48	26	49	123	44	179.5	108	29
Sophomores	255	78	6	339	145	133.8	282	144
Juniors	99	42	3	144	335	-57.0	173	287
Seniors	12	7	0	19	143	-86.7	22	71
Total Transfers	414	153	58	625	667	-6.3	585	531
Post-Bac Non-Grad	5	3	2	10	17	-41.2	8	11
Total Undergraduates	1883	902	104	2889	2644	9.3	2919	2978
Masters	90	14	6	110	61	80.3	73	102
Post-Bac Grad	0	0	0	0	0	0.0	2	0
Total Graduates	90	14	6	110	61	80.3	75	102
TOTAL ADMITTED	1973	916	110	2999	2705	10.9	2994	3080
** Total Admitted Last Year	1726	827	152	2705				
** Percent Change	14.3	10.8	-27.6	10.9				



To: Lane Shetterly, Chair, Academic and Student Affairs Committee of the WOU Board of Trustees
From: Rob Winningham, incoming Interim Provost
Date: June 28, 2018
Re: Academic Affairs organization, staffing and priorities for 2018-19

As you know, there are a number of changes in structure and staffing in Academic Affairs for 2018-19 that become effective July 2. In addition to my service as Interim Provost:

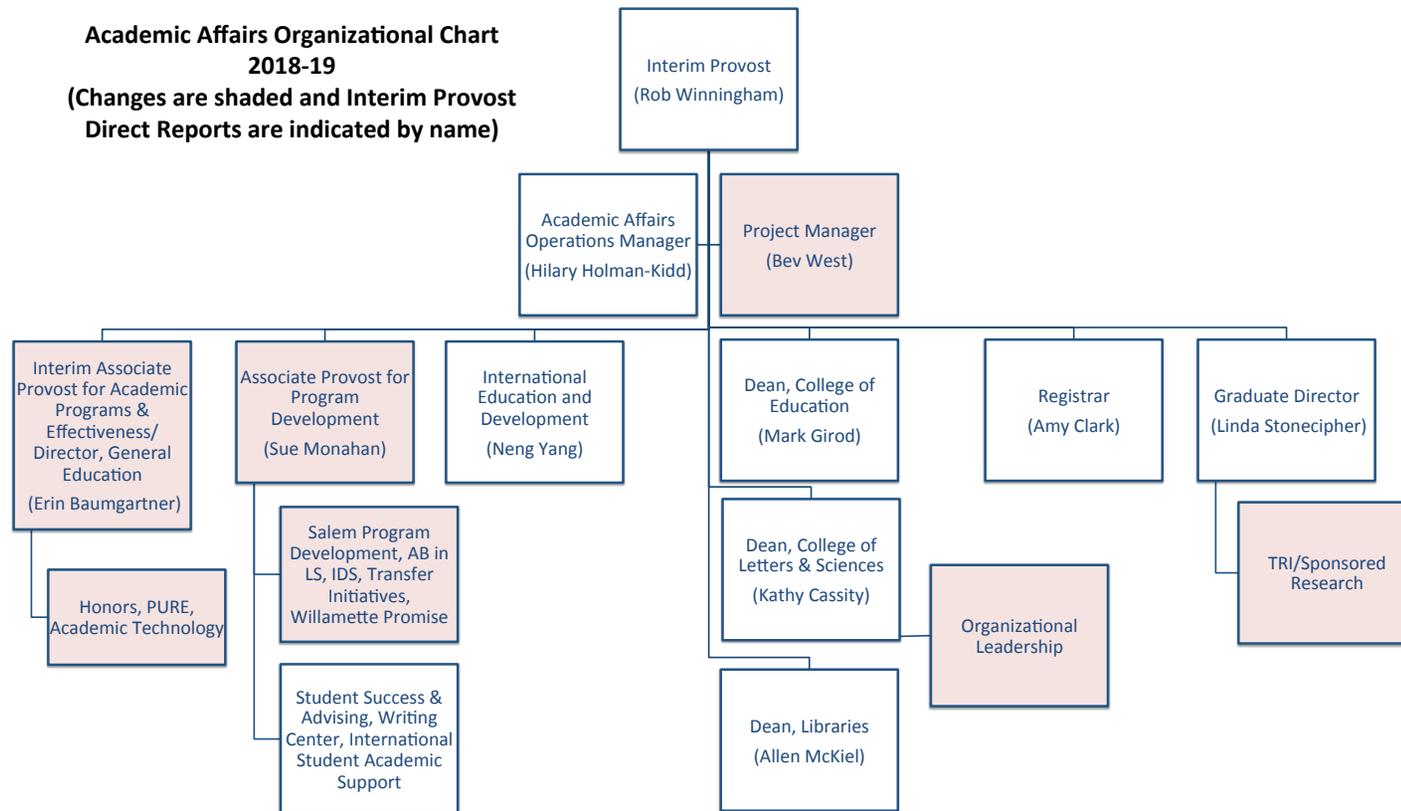
- Dr. Erin Baumgartner (Professor, Biology) will serve as Director of General Education and Interim Associate Provost for Academic Programs and Effectiveness.
- Dr. Shaun Huston (Professor, Geography) will serve as Coordinator of First-Year Seminars in the new General Education program
- Dr. Sue Monahan will shift to a role as Associate Provost for Program Development while maintaining her responsibilities for NWCCU accreditation
- The Research Institute will now report to the Director of Graduate Education, Dr. Linda Stonecipher
- The developing interdisciplinary Organizational Leadership program will report to the Dean of the College of Liberal Arts and Sciences, where most of its faculty are housed.
- Hilary Holman-Kidd's title will change to Operations Manager for Academic Affairs, where she will play a major role in our Salem start up, and Bev West is transitioning to a Project Manager role where she will support work on most of the initiatives

These changes align with the priorities we have established for 2018-19:

- Plan for smooth and successful implementation of WOU's new general education program in Fall 2019
- Establish Salem presence with four undergraduate programs and one graduate program delivered entirely at the Chemeketa Center for Business & Industry (CCBI) by Fall 2019
- Advance new academic programs, including the Doctorate in Physical Therapy
- Implement decentralized budgeting, and university's budget development system, in all colleges and academic affairs units
- Develop and implement a sustainable management and governance structure for The Research Institute
- Implement Academic Program Review in four programs
- Submit a successful Mid-Cycle Report to NWCCU

My staff will represent me at the July 9 ASAC meeting. They look forward to providing information or answering any questions on these priorities and our plans for making progress.

**Academic Affairs Organizational Chart
2018-19
(Changes are shaded and Interim Provost
Direct Reports are indicated by name)**



WOU in Salem

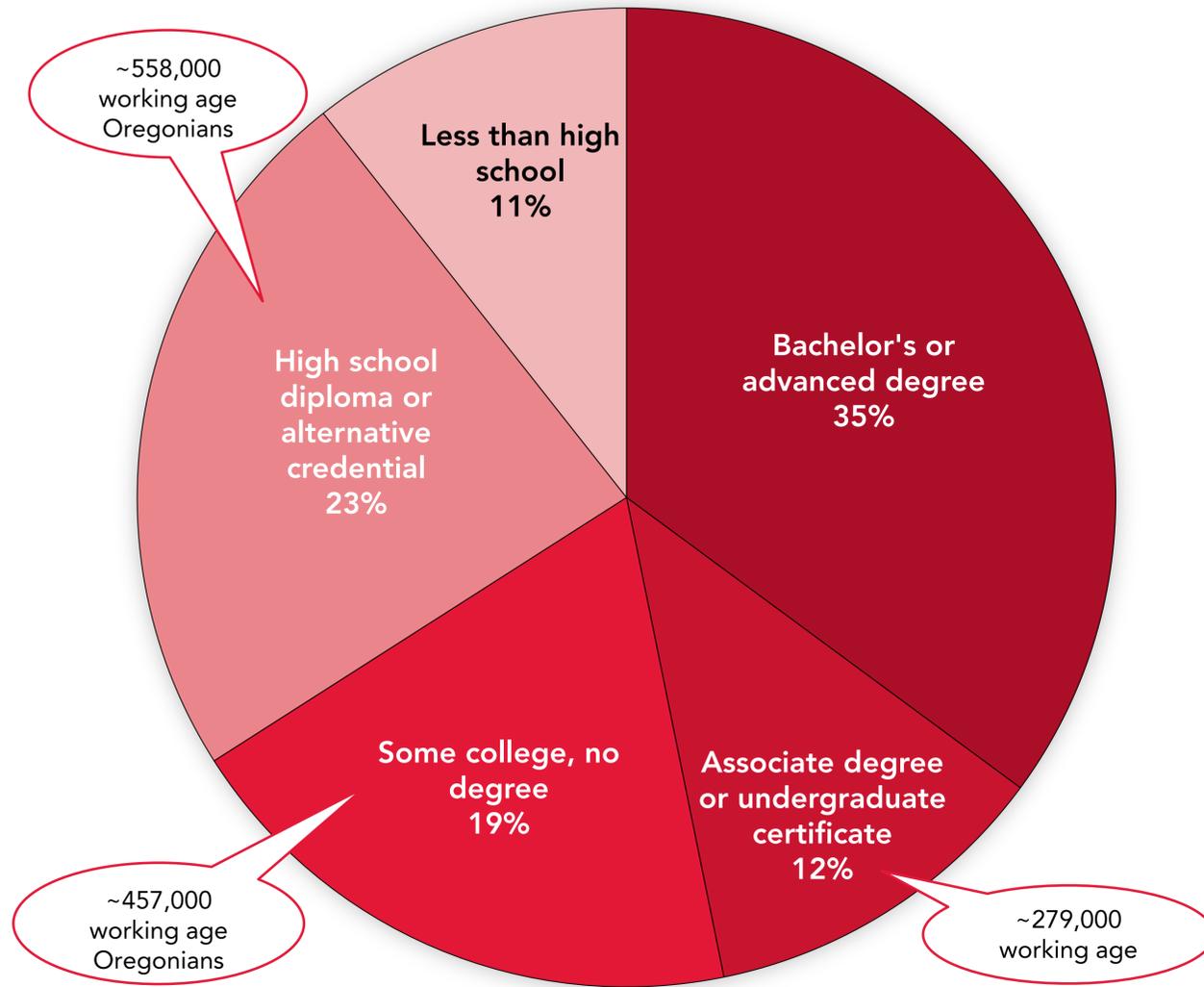
The Time Is Now



The Salem Opportunity: Undergraduate Degree and Degree Completion Programs

- ☑ Only **1 of 3 Oregonians** between the ages of 25 and 64 have a 4-year degree.
- ☑ Almost **10,000 Associate Degrees** are awarded each year by WOU's primary feeder community colleges.

Educational attainment of Oregon's working-age adults (ages 25-64)

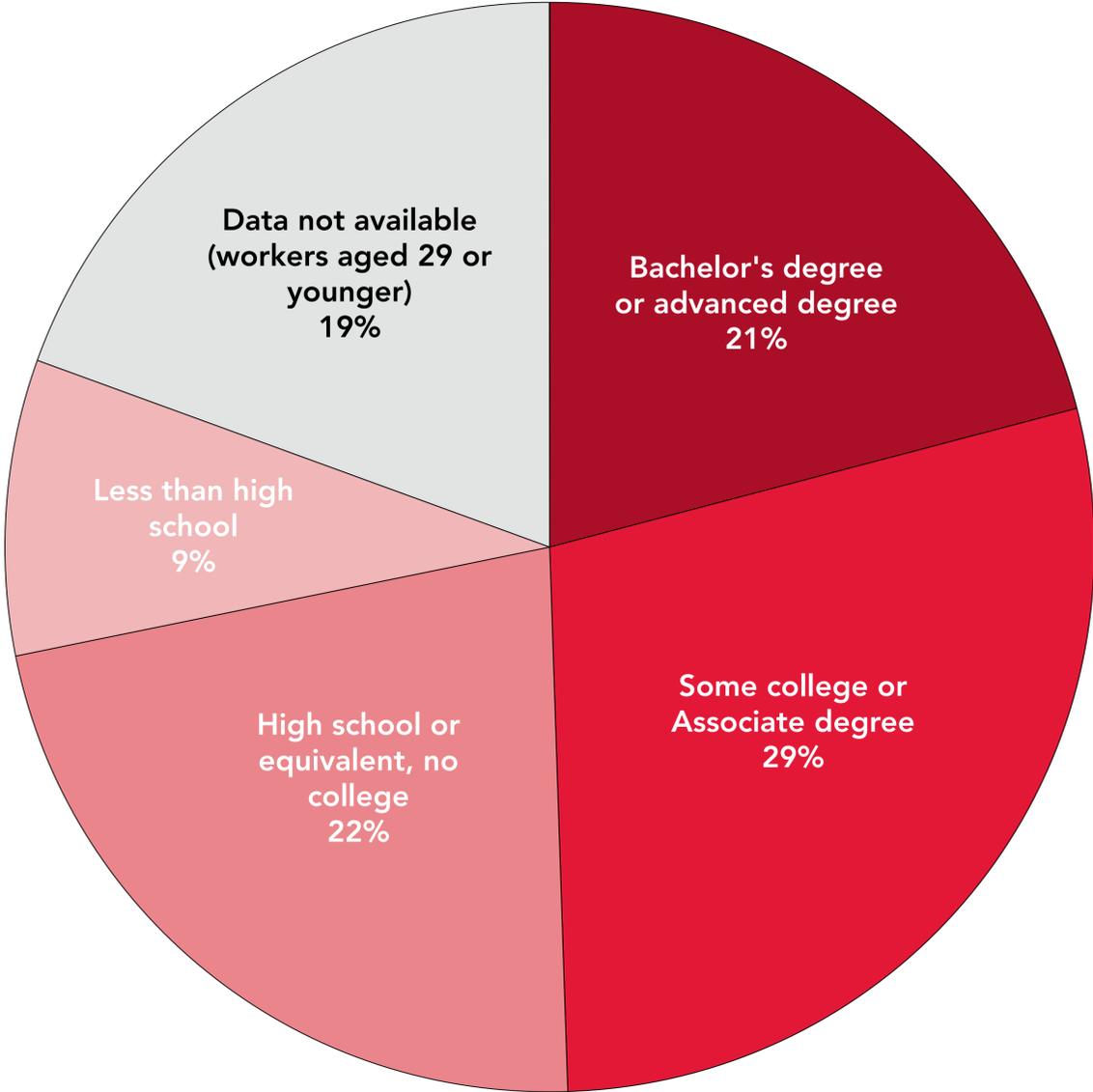


Source: 2015 data on educational attainment, 2016 Oregon population data; HECC, American Community Survey, US Census

	Associate Degrees awarded at seven main feeder CCs for WOU 2015-16		
	Transfer	AAS, Specialized or Equivalent	Total
Central Oregon Community College	533	293	826
Chemeketa Community College	1,058	478	1,536
Clackamas Community College	517	311	828
Lane Community College	941	445	1,386
Linn Benton Community College	262	389	651
Mt Hood Community College	342	684	1,026
Portland Community College	2,237	1,210	3,447
TOTAL for seven primary feeder CCs	5,890	3,810	9,700
IPEDS data: https://nces.ed.gov/collegenavigator/			
	1% of AAS degree recipients	38.1	
	2% of AAS degree recipients	76.2	
	5% of AAS degree recipients	190.5	
	5% of Chemeketa AAS degree recipients	23.9	
	10% of Chemeketa AAS degree recipients	47.8	



Salem Workforce Educational Attainment Data



Source: 2015 US Census

Jobs By Worker Educational Attainment

	Count	Share
Less than high school	7,819	8.8%
High school or equivalent, no college	19,941	22.3%
Some college or Associate degree	25,521	28.6%
Bachelor's degree or advanced degree	18,669	20.9%
Data not available (workers aged 29 or younger)	17,361	19.4%



New Programs for New Students: Serving Working Adults

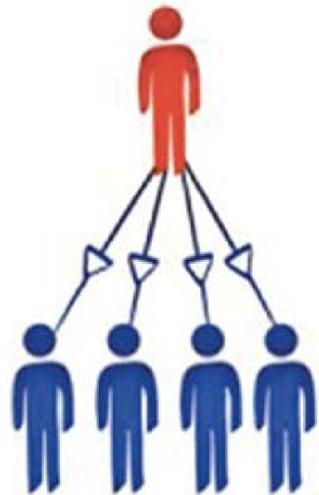
- **Teacher-oriented**

- **Dependency**

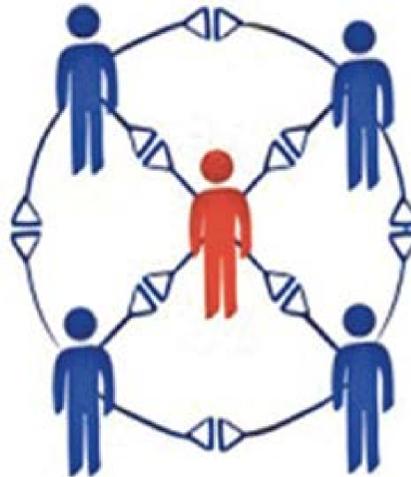
- **Subject-centered**

- **Externally motivated**

Pedagogy



Andragogy



- **Self-oriented**

- **Self-dependent**

- **Problem-centered**

- **Internally motivated**

Approach to learning



Practical concerns



Matt Bergman & Kim Priesmeyer (2017). What the heck is andragogy? How adults learn differently. Presented at Complete College America, New Orleans, November.

“Adult learners already comprise the largest portion of the U.S. college student population, and that number will likely grow as college education costs continue to increase and as businesses become leaner with technology. But states will have to contend with potential obstacles in academic service delivery and support services for this group, which may not have easily identifiable funding sources.

<https://www.educationdive.com/news/higher-ed-embraces-the-new-traditional-student/522765/>

Working Adult Learners

Who are adult learners?

- Highly motivated
- Self-directed
- Multi-level responsibilities
- High expectations
- Use of personal experience as a resource
- Practical, results-oriented

What do adult learners need and want?

- Require flexible learning options
- Require flexible scheduling
- Prefer accelerated term lengths
- Prefer experiential learning
- Need convenient services
- Often enroll part-time
- Often stop out
- Often enroll based on life trigger events

Programs Targeted for Delivery in Salem by 2019-20

(Courses in support of these programs will be delivered beginning in 2018-19)

Degree Program	4-year WOU student	AAOT Transfer Student	AAS Transfer Student
AB in Liberal Studies			YES
BA in Interdisciplinary Studies	YES	YES	YES, but not optimal
BA/BS in Psychology*	YES	YES	YES, but not optimal
BA/BS in Criminal Justice*	YES	YES	YES, but not optimal
AB in Psychology*			YES
Organizational Leadership		Graduate & Certificates	

*Undergraduate majors in Psychology and Criminal Justice can be completed almost entirely **online** at this time. When general education and elective course work is offered in flexible formats in Salem, those programs will be even more accessible to working adult students.



Flexible: Hybrid Courses

4 credit hours: meets in-person once per week for 1h 50m, has 1h 50m of online activity, and appropriate outside-of-class work (4-8 hours)

3 credit hours: meets in-person once per week for 1h 25m, has 1hr 25m of online activity, and appropriate outside-of-class work (4-8 hours)

Developed with support from Academic Technology/Faculty Development staff

Convenient: Evenings/Weekends

Consistent & predictable schedule of courses that students can count on and arrange work schedules around

Located at Chemeketa Center for Business & Industry in downtown Salem

2018-19: Tuesdays, Thursdays, Saturdays

2019-20: Expand to include Mondays, Wednesdays

Undergraduate Programs in Salem

Relevant: For Working Adults

Degree completion options for those with career-related Associate of Applied Science degrees

Bachelor degrees in Psychology, Criminal Justice and Interdisciplinary Studies for AAOT degree holders and others who seek a traditional 4-year degree

Application to civic life and work

Cohesive: Meaningful & Scaffolded

AB in Liberal Studies and Interdisciplinary Studies program offerings relate to program themes in content and with a signature assignment

Clusters of related courses – multidisciplinary or a sequence within a field.

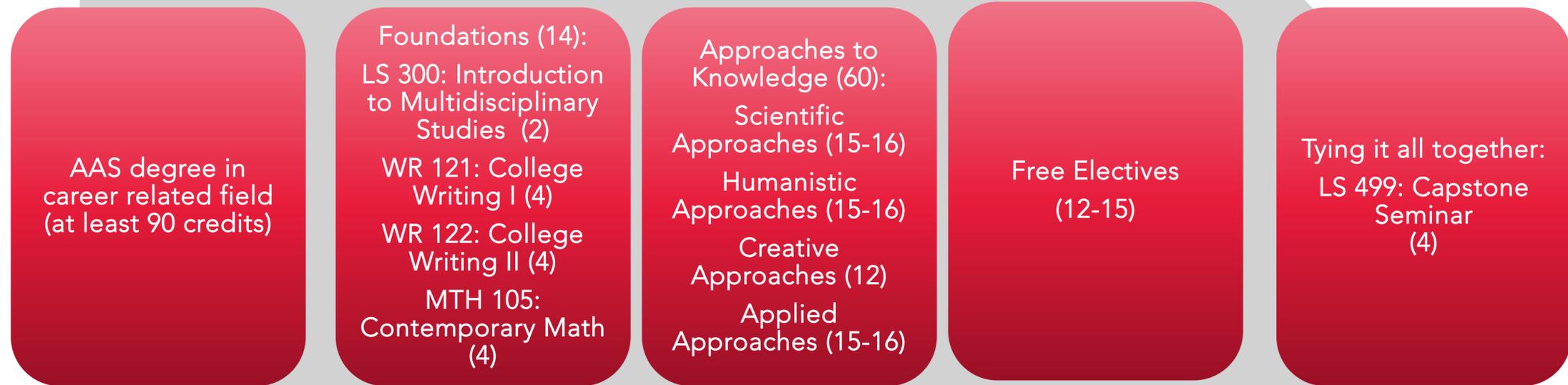
General Education courses curated to support bachelor degree programs and program themes

Goal: Structure programs to serve student's needs, interests and constraints. A consistent format, schedule and look to courses will reduce time conflicts and ease cognitive burden, allowing students to focus on **learning**.



The Applied Baccalaureate in Liberal Studies

90 credits to change your life



Enables completion of a four-year degree with an emphasis on **breadth of education** and developing essential skills of WOU's General Education:

- Foundational skills
- Multidisciplinary learning
- Engaged citizenship
- Critical thinking
- Integration and synthesis



Students work with advisors to design a **multi-disciplinary general education program**, primarily upper-division courses (and necessary pre-requisites), in diverse fields.



Serves **AAS** degree holders
(or comparable career-related 2-year degree)



Opportunities for Faculty and Programs: AB in Liberal Studies

- Develop **innovative specialized courses** for an audience of generalist adult learners
- Share the most important **tools, insights and lenses** from your discipline with diverse learners
- Collaborate across disciplines to create a **multi-disciplinary cluster** of ~3 courses around a common theme
- Scaffold learning for Salem-based students by developing a **sequence of courses** (e.g., an introductory course and two upper division specialized courses)
- Join a **community** of learners – faculty, staff and students – who act on their commitment to extend the benefits of a WOU education to non-traditional students

Creative Approaches

"Improvisation [is] the main *activity*, method, or operation of the imaginative faculty. Improvisation, more accurately, is not just what the imagination does, but is the adaptive meeting place between the organism and the environment. The improvising imagination draws on internal resources (i.e., thoughts, feelings, behaviors) and environmental resources (i.e., this tool, this pigment, behaviors) in service of various end goals."

Asma, Stephen. 2017. *The Evolution of Imagination*, pg. 4, Chicago University Press

Approaches to Knowledge

Scientific Approaches

"[W]hat unites scientific inquiry is the primacy of empirical test of conjectures and formal hypotheses using well-codified observation methods and rigorous designs, and subjecting findings to peer review."

"3 Guiding Principles for Scientific Inquiry." National Research Council. 2002. *Scientific Research in Education*. Washington, DC: The National Academies Press. doi: 10.17226/10236.

Humanistic Approaches

"We all are self-reflective. We try to make sense of what it means to be human and how to relate to one another. We seek to understand ourselves and the world around us, and always we think about how things could be, or should be, or might have been. Humanistic inquiry takes us into realms that lie at the heart of what it means to be a thinking, feeling person, and into realms of interpretation and analysis beyond what facts and figures alone can tell us"

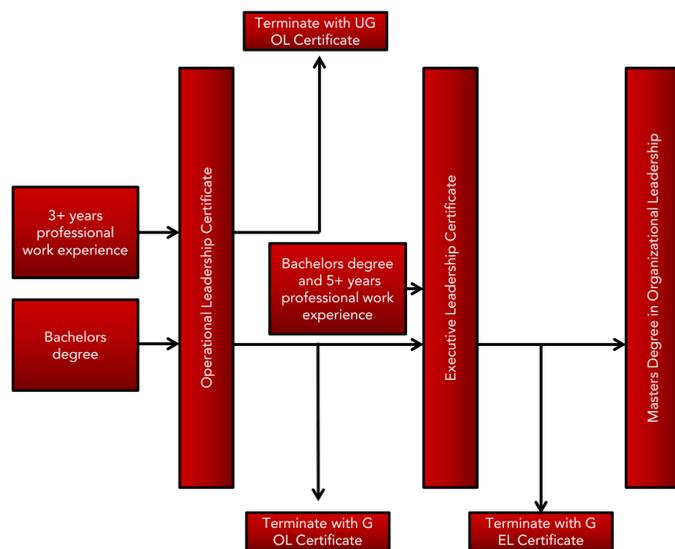
USC, General Education webpage



Organizational Leadership: Master of Arts Degree and Certificates

Designed for today's adult learners

- ✓ Action-based learning
- ✓ Practical application to communities and workplaces
- ✓ Online and hybrid formats
- ✓ Multiple entry and exit points

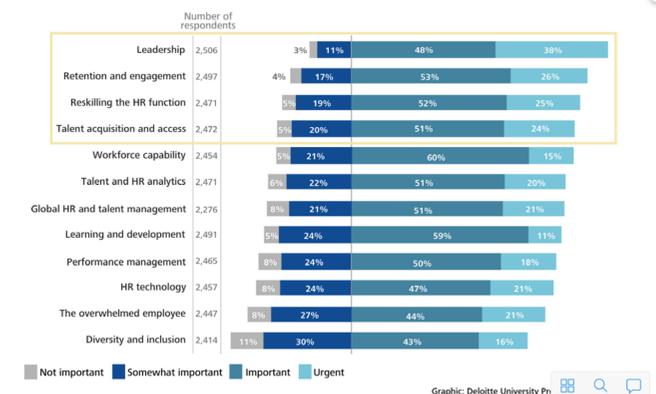


Skills for 21st century leadership and success

- ✓ Organizational change and development
- ✓ Dynamics of leadership
- ✓ Communication
- ✓ Creativity and innovation
- ✓ Team building
- ✓ Conflict resolution and mediation
- ✓ Ethical behavior
- ✓ Employee engagement
- ✓ Employee health and well-being

Meets urgent regional and national needs

Figure 1. Perceived urgency of 12 global trends



Salem employers:

- Public:
 - State government
 - over 21,000 employees.
- Private
 - Salem Health
 - almost 4,000 employees.

A professional market analysis found that the Organizational Leadership program has a strong likelihood of growing WOU's graduate enrollment because of:

- Limited competition in WOU's market
- WOU's presence as a public university
- WOU's proximity to the state capital

Implementation

Presently undergoing HECC-mandated external review; next steps: the program proposal will be submitted to the HECC and then to the NWCCU as a substantive change to WOU's academic programming.

Two courses will be offered in Winter 2019, and two more in Spring 2019. These courses are included in the 2018-19 funding request for start-up of WOU's Salem presence.

By Fall 2019, the program will be ready for full implementation.

A 2019-20 budget request to cover instructional and operational costs will be submitted to WOU's budget process in 2018-19.



Preliminary Schedule – First Floor at Full Capacity

Room 102
(max 25)
453 sq. ft.

	Monday	Tuesday	Wednesday	Thursday
5:30 - 7:20	LS 300 (2)	Free Elec (3-4)	FYS-Q (4)	LD CREAT (3-4) EK-LAP (3-4)
7:30 - 9:20	LD SCI (3-4) EK-SCI (8-10) F-CT (3-4) IK-CSG (3-4)	Free Elec (3-4)	UD CREAT (3-4) UD APP (3-4)	UD SCI (3-4) UD APP (3-4)

Saturday	
8:00 - 9:50	Free Elec (3-4)
10:00 - 11:50	Free Elec (3-4)
12:00 - 1:50	Free Elec (3-4)

Room 103
(max 30)
684 sq. ft.

	Monday	Tuesday	Wednesday	Thursday
5:30 - 7:20	UD SCI (3-4) UD APP (3-4)	LD SCI (3-4) EK-SCI (8-10) F-CT (3-4) IK-CSG (3-4)	Free Elec (3-4)	LS 499 (4)
7:30 - 9:20	F-HP (4)	LD CREAT (3-4) EK-LAP (3-4)	MTH 111 (4) F-MATH (4-8)	Free Elec (3-4)

Saturday	
8:00 - 9:50	LD HUM (3-4) EK-SOC (3-4) F-COM (3-4) F-CT (3-4)
10:00 - 11:50	LD CREAT (3-4) EK-LAP (3-4)
12:00 - 1:50	LD HUM (3-4) EK-SOC (3-4) F-COM (3-4) F-CT (3-4)

Room 104
(max 35)
1,004 sq. ft.

	Monday	Tuesday	Wednesday	Thursday
5:30 - 7:20	LD CREAT (3-4) EK-LAP (3-4)	FYS-W (4)	UD HUM (3-4) UD APP (3-4)	UD APP (3-4) IK-STS (3-4)
7:30 - 9:20	UD CREAT (3-4) UD APP (3-4)	UD APP (3-4) IK-STS (3-4)	LD HUM (3-4) EK-SOC (3-4) F-COM (3-4) F-CT (3-4)	UD HUM (3-4) UD APP (3-4)

Saturday	
8:00 - 9:50	UD SCI (3-4) UD APP (3-4)
10:00 - 11:50	UD HUM (3-4) UD APP (3-4)
12:00 - 1:50	UD CREAT (3-4) UD APP (3-4)

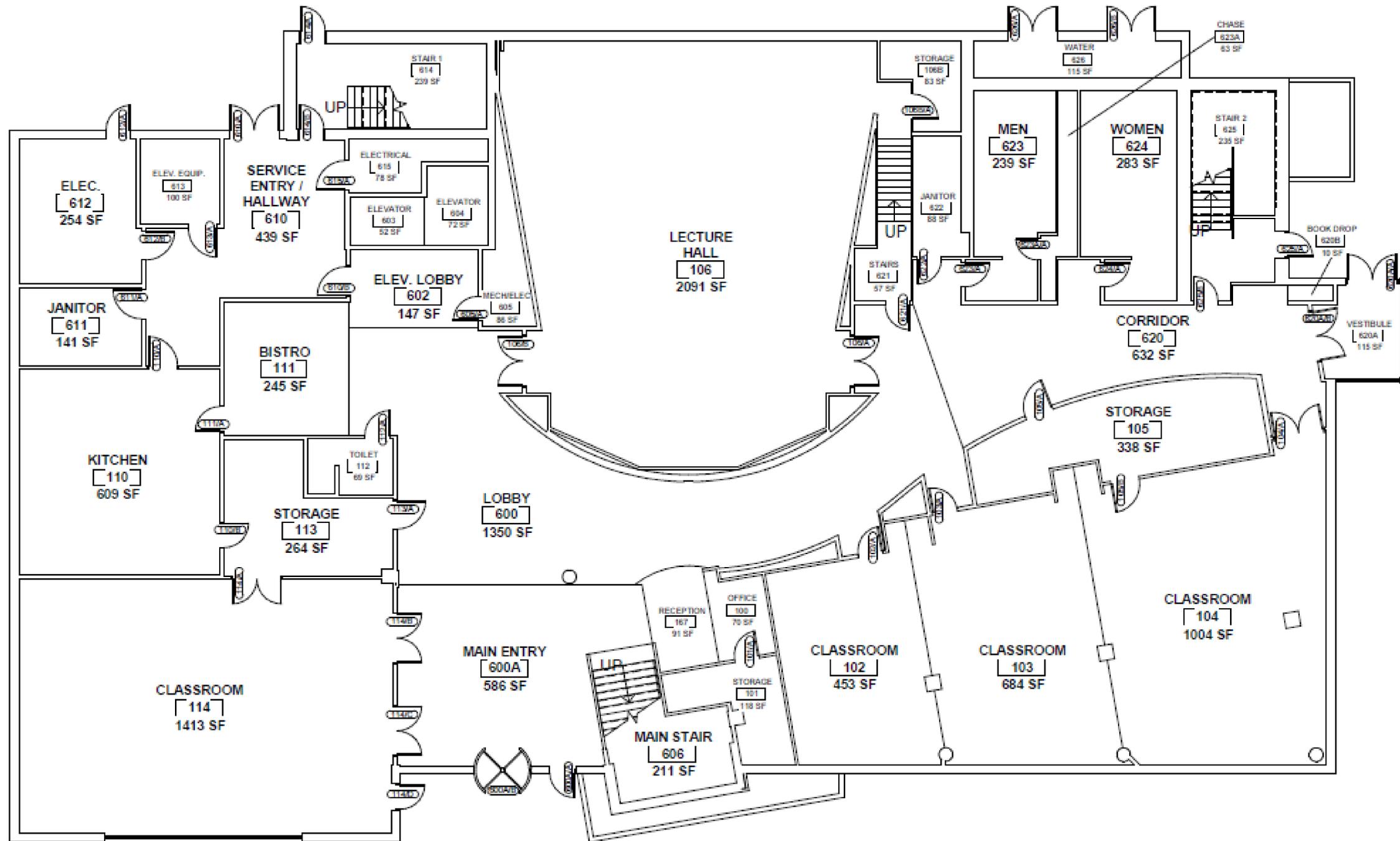
Room 114
(max 40)
1,413 sq. ft.

	Monday	Tuesday	Wednesday	Thursday
5:30 - 7:20	LD HUM (3-4) EK-SOC (3-4) F-COM (3-4) F-CT (3-4)	WR 121 (4) F-WRIT (0-8)	WR 122 (4) F-WRIT (0-8)	MTH 105 (4) F-MATH (4-8)
7:30 - 9:20	UD SCI (3-4) UD APP (3-4)	UD HUM (3-4) UD APP (3-4)	LD SCI (3-4) EK-SCI (8-10) F-CT (3-4) IK-CSG (3-4)	Free Elec (3-4)

Saturday	
8:00 - 9:50	UD APP (3-4) IK-STS (3-4)
10:00 - 11:50	IDS Capstone (1)
12:00 - 1:50	UD APP (3-4) IK-STS (3-4)

Each block represent a class section that could meet multiple Gen Ed and/or ABLS requirements.

CCBI – First Floor



Useable Space

Classroom 114 – Max Capacity 40

Classroom 102 – Max Capacity 25

Classroom 103 – Max Capacity 30

Classroom 104 – Max Capacity 35

Lecture Hall could be used for special events



Chemeketa Center for Business and Industry

