EXECUTIVE SUMMARY

1. Institution and Program

Oregon State University, M.A. Environmental Arts and Humanities (Attachment 1)

2. Program Description

The goal of the M.A. is to provide students with a degree program about the cultural, moral, historical, spiritual, creative, and communication dimensions of environmental issues and to prepare them for work in such positions as environmental NGOs, government and land agencies, advocacy groups, corporations, green business, journalism, conservation and stewardship, formal and informal education, and other environmental positions that require strong, creative communication and reasoning skill sets and humanistic understanding. We anticipate enrolling ten students in the first year of the program, fourteen students in the second year of the program, and twenty students in subsequent years.

In its foundation courses, the M.A. will provide students a reciprocal understanding of the working methods of environmental science and environmental arts/humanities. Then it invites students to focus on one of three concentration areas: the environmental imagination (arts, communication, creative writing, moral imagination), environmental action (community leadership, movement building, media power, cultural diversity, social justice, the history of structural change), or environmental thinking (moral reasoning, critical thinking about environmental issues, conceptual analysis of complex problems, reasoning with facts and values). Students in the M.A. program will learn these skills in the context of work in a particular area of concern, work that will include courses, collaborative field experience, and the thesis or project.

Environmental Arts and Humanities faculty resources include a director and staff. The program currently has more than fifty affiliated faculty at OSU.

The financial plan for the M.A. in Environmental Arts and Humanities Program reflects strong interdisciplinary support across campus. In the first four years, the program will receive financial support from the Graduate School, College of Liberal Arts, College of Science, College of Forestry, and College of Agricultural Sciences. After the fourth year the program will be largely self-supporting.

3. Target Population

The M.A. in Environmental Arts and Humanities is designed for students with undergraduate degrees in the arts/humanities or the environmental/natural resource sciences and a deep interest in broadening their education to include arts/humanities-based perspectives and skills.
RECOMMENDATION

All appropriate University committees and the OSU Faculty Senate have positively reviewed the proposed program. The Provost recommends that the Academic Strategies Committee recommend to the Board that it approve the establishment of an instructional program leading to a master of arts degree in Environmental Arts and Humanities, effective winter 2016 pending the approval of the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities.
Proposal for a New Academic Program

New Graduate Degree Proposal:
M.A. in Environmental Arts and Humanities

Oregon State University
College of Liberal Arts

September 12, 2014
Proposed Effective Term: Fall Term 2015 (201601)

CPS Tracking #: 85127

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number (contact your Registrar or campus Institutional Research office for this number).

CIP #: 240199
Title: Liberal Arts and Sciences, General Studies, and Humanities, Other
Definition: Any single instructional program in liberal arts and sciences, general studies, and humanities not listed above.

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

What are environmental arts and humanities? The arts and humanities (philosophy, history, religious studies, literature, music, theater, etc.) are conceptual discourses that work in the world of creative imagination, conceptual analysis, and historical and moral reasoning. In contrast, the sciences, natural resource sciences, and social sciences (zoology, chemistry, fisheries, sociology, anthropology, etc.) are empirical discourses that work in the world of experimental and observational data, models, and the scientific method. OSU provides excellent graduate degrees in the environmental sciences and social sciences. This proposal is for an M.A. degree in Environmental Arts and Humanities of comparable excellence, to teach arts/humanities-based skills and understandings of the natural environment and to create a fruitful transdisciplinary discourse among environmental arts and humanities and the sciences. In this way, the proposed new M.A. in Environmental Arts and Humanities adds a significant degree program to OSU’s superb environmental curriculum, and by that means, empowers students to build transdisciplinary knowledge and understanding that can be the foundation of new forms of cultural and ecological thriving on a chaotic, increasingly crowded planet.

What is the M.A. in Environmental Arts and Humanities? The degree program is designed for students with undergraduate degrees in the arts/humanities or the environmental/natural resource
sciences and a deep interest in broadening their education to include arts/humanities-based perspectives and skills. In its foundation courses, the MA will provide students a reciprocal understanding of the working methods of environmental science and environmental arts/humanities. Then it invites students to focus on one of three graduate areas of concentration: the **environmental imagination** (arts, communication, creative writing, moral imagination), empowered **environmental action** (community leadership, movement building, media power, cultural diversity, social justice, the history of structural change), or empowered **environmental thinking** (moral reasoning, critical thinking about environmental issues, conceptual analysis of complex problems, reasoning with facts and values). Students in the MA program will learn these skills in the context of work in a particular area of concern, work that will include courses, collaborative field experience, and the thesis or project.

**What is the goal of the MA in Environmental Arts and Humanities?** Broadly understood, the goal of the MA is to provide students with a degree program about the cultural, moral, historical, spiritual, creative, and communication dimensions of environmental issues. It will build upon, and add to, the collaborative nature of faculty and student engagement, across several disciplines, in events and programs sponsored by the Environmental Arts and Humanities initiative at OSU. MA students will graduate prepared for good, wise work in such positions as environmental NGOs, government and land agencies, advocacy groups, corporations, green business, journalism, conservation and stewardship, formal and informal education, and other environmental positions that require strong, creative communication and reasoning skill sets and humanistic understanding.

### Program Summary

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<td>o Environmental Imagination</td>
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<td>o Environmental Action</td>
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<td>o Environmental Thinking</td>
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<td><strong>Graduate Minors:</strong> Environmental Arts and Humanities</td>
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<td><strong>Course Designators:</strong> EAH (to be established)</td>
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<td><strong>Credit Hours:</strong> 56 (minimum)</td>
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<td><strong>Delivery Mode and Location:</strong> On-Campus in Corvallis</td>
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<td><strong>Admission Requirements:</strong> Baccalaureate Degree; 3.2 GPA; GRE; Transcripts; Letters of Recommendation (3); and Personal Statement</td>
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<td><strong>Proposed Start Date:</strong> Fall Term 2015 (Banner 201601)</td>
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c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Admission Criteria

• Bachelor degree from an accredited institution with a degree in humanities, arts, natural resources, or sciences preferred, but not required.
• Minimum undergraduate GPA of 3.2 (4.0 scale).
• Satisfactory GRE score for the General Test (determined by the Admissions Committee).
• Official copy of academic transcripts.
• Demonstrated foreign language proficiency equivalent to that attained at the end of a second-year university course in that language with a grade of C (2.00) or better. English is not considered a foreign language for purposes of this requirement. If the applicant has not completed the foreign language requirement, it may be completed during the MA program.
• Three letters of recommendation that specifically evaluate academic abilities (including the ability to bridge disciplines), ability to work collaboratively and independently, and commitment to environmental arts and humanities work.
• Personal statement (no more than 700 words) describing the nature of the student's interest in environmental arts and humanities and her or his academic and work objectives, and explaining how the MA in Environmental Arts and Humanities will help the student fulfill those interests and objectives.
• Supplementary materials. From the faculty members affiliated with the OSU Environmental Arts and Humanities or other OSU faculty, the applicant should select two people whose work matches his or her own interests. For each faculty member, write a paragraph explaining the mutual benefits of working together.

Pre-requisites

For formal admission to the program, students must demonstrate a basic level of literacy in both the humanities and the sciences. Generally, an undergraduate major in a humanities or arts field will provide evidence of sufficient understanding of the arts/humanities, and a major in a scientific or natural resource field will provide evidence of sufficient literacy in science.

Otherwise, students can demonstrate a sufficient level of understanding by their record of course work, which may be taken as part of the undergraduate degree. Students may be provisionally accepted to the MA in Environmental Arts and Humanities and then take pre-requisite courses while enrolled in the MA, but these will not count toward the MA.

• To demonstrate basic literacy in the arts and humanities: At least three courses at the introductory level and two at the upper division level, with a grade of B or higher, to include at least one course each in ethics, logic/critical thinking, and composition; and other courses in the arts and humanities.

• To demonstrate basic literacy in the sciences: At least three courses at the introductory level and two at the upper division level, with a grade of B or higher, in areas of atmospheric sciences, biology, chemistry, ecology, environmental science, geography, geology, oceanography, physics, or in applied sciences including agriculture, forestry, fisheries, range, or wildlife.

Program Course Requirements

Students will be required to complete a minimum of 56 credit hours for graduation (Table 1). The Environmental Arts and Humanities Foundation and Core classes will provide students with a common background in environmental arts and humanities and will encourage the formation of a collaborative academic community. The other coursework (Graduate Area of Concentration, Electives, and Engagement) will allow students to shape a program that serves their academic and professional goals.
Table 1. Program course requirements for the MA in Environmental Arts and Humanities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Environmental Arts and Humanities Foundation</td>
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<td>Electives</td>
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<td>Engagement</td>
<td>14</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
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</table>

Environmental Arts and Humanities Foundation (12 credits)

All students will be required to complete the following courses during their first year in the program.

1. **EAH XXX: Environmental Arts and Humanities Field Course.** The Environmental Arts and Humanities Field Course is an intensive week of study for incoming students. Living together in a field station in ancient forests, students will explore the dynamic relationships between the arts, humanities, and sciences, the history and theory of environmental humanities, the role of environmental humanities in addressing environmental crises, and the moral urgency of action. Students will also begin to explore potential thesis or project ideas. The course will offer a chance for students to form a collaborative academic community. (3 credits, before Fall)

2. **EAH XXX: Environmental Arts and Humanities Methods and Practice.** Through lectures and discussions, students will be introduced to various methods of inquiry in the arts and humanities. Students will become proficient in a method of inquiry that complements their research interests and/or career goals. (3 credits, Fall)

3. **EAH XXX: Environmental Science Methods and Practice.** Students will gain a working understanding of the scientific method, theory, and analysis, including how to interpret and evaluate risk assessment, statistics-based arguments, and graphs. Students will also gain an understanding of the history and role of the sciences in environmental discourses. (3 credits, Fall)

4. **EAH XXX: Professional Development.** Students will attend weekly lectures by professionals, researchers, and scholars in environmental arts and humanities fields. Each guest lecturer will focus on an environmental arts and humanities topic, using a method of humanities inquiry. Students will have the opportunity to network with professionals and will be introduced to possible research topics, projects, fieldwork or internships, and career paths. (1 credit, Fall)

5. **EAH XXX: Thesis or Project Proposal Writing for Environmental Arts and Humanities.** Students will receive guidance and feedback as they develop their thesis or project proposal including their topic, method of inquiry, plan for fieldwork or internship, timeline, and budget. They will then present their proposal to their colleagues and committee. (2 credits, Spring)

Environmental Arts and Humanities Core (9 credits)

This coursework will provide students with an interdisciplinary understanding of environmental arts and humanities from diverse points of view. Students will choose three classes to complete in their first year. The selection of courses should be broad, including no more than one from any department.
• ART XXX: Art and Nature*
• COMM 412/512: Environmental Communication (3)
• COMM XXX: The Rhetoric of Land Use (3)**
• ENG 482/582. Studies in American Literature, Culture, and the Environment (4)
• ES XXX: Environmental Racism*
• FS 599: Conservation Ethics (2-3)
• FS XXX: Workshop: Critical Reasoning about Environmental Issues**
• HST 481/581: Environmental History of the United States (4)
• HST XXX: Global Environmental History*
• PHL 440/540: Environmental Ethics (3)
• PHL 443/543: Worldviews and Environmental Values (3)
• EAH XXX: Classics of American Environmental Thought*
• FES 523, Quantitative Analysis in Social Science

* Will be developed with support from Environmental Arts and Humanities.
** Currently under development.

Graduate Areas of Concentration (12 credits)

Graduate Areas of Concentration will provide students with in-depth understandings and skills in one of three areas: 1) Environmental Imagination, 2) Environmental Action, and 3) Environmental Thinking. Students will be required to select one Graduate area of concentration and complete a minimum of twelve credits in that area. The learning goals for each Graduate area of concentration and the related coursework are described below.

1. Environmental Imagination

The primary learning goal is to empower students’ creative imagination with a set of understandings and skills that will help them envision and build the new cultural mores and institutions that a changing world requires. These include:

• Arts and the environment. Given that the arts are a powerful expression of cultural values and worldviews, what does the story of art tell us about the rich array of cultural understandings of the natural world? How can the arts invite new ways of thinking about the fundamental questions of humanity: What is the world? Who are we, we humans? And how ought we to live? How can the arts encourage a public discourse about what is of lasting value?

• Communicating about the environment and environmental science. What are honest and effective ways to communicate scientific information to the general public? How are various media most effectively employed to inform civic discourse? How can scientists and communicators work most effectively together?

• Creative writing about the environment. How has writing about nature changed over time, and how has it changed and challenged cultural ways of perceiving nature? How can one write powerfully in the variety of forms of the nature essay, poem, and story? What is the necessary new literature of resilience and renewal? How can literature imagine the future?

• Moral imagination. What can we learn from imagining ourselves in another’s place? What is the role of moral imagination in fostering empathy and compassion? How can moral imagination evolve and grow in art and literature? How do we engage in dialogue in situations of moral ambiguity, contested values, and diverse points of view?
Environmental Imagination Courses

- ART XXX: Art and Nature*
- ART 546: Documentary Photography (3)
- ART 562: Directions and Issues in Contemporary Art (3)
- ART 569: Methods and Theory of Art History
- COMM 550: Communication and the Practice of Science (3)
- COMM XXX: Environmental Rhetoric**
- ENG 582: Studies in American Literature, Culture, and the Environment (4)
- ENG 545: Studies in Nonfiction (4)
- ENG 575: Studies in Criticism (4)
- FES 493/593: Environmental Interpretation (4)
- PHL 539: Philosophy of Nature (3)
- PHL 562: Aesthetics of the Natural World (3)
- WR 448/548: Magazine Article Writing (4)
- WR 462/562: Science Writing (4)
- WR 525: Advanced Scientific and Technical Writing (4)

* Will be developed with support from Environmental Arts and Humanities.
** Currently under development.

2. Environmental Action

The primary learning goal is to empower students with understanding and skills that will make them effective advisors and leaders of environmental action. These include:

- Cultural diversity and environmental justice. How do people from various histories and cultures understand their relation to the natural world? How should principles of justice, equity, and human rights shape environmental decisions? How can decisions be made collaboratively, inclusively, and fairly across cultural differences? How can a diversity of ideas and perspectives build community resilience?

- The history and structure of cultural change. How do paradigmatic and structural changes occur? How can that knowledge inform strategies for building movements and creating cultural change? What are the roles of science, art, music, religion, popular media, etc. in social change?

- Community leadership. What is a good life? What is a resilient community? How can emerging ideas about participatory democracy shape progress toward shared goals? What are the elements of effective leadership? What are the most effective means to reach democratic decisions in a community setting?

Environmental Action Coursework

- AEC 532: Environmental Law (4)
- ANTH 577: Ecological Anthropology (4)
- COMM 426/526: Intercultural Communication: Theories and Issues (3)
- COMM 442/542: Bargaining and Negotiation Processes (3)
- COMM 599: Environmental Conflict Resolution (3)
- ES 560: Ethnicity and Social Justice (3)
- FW 549: History of Fisheries Science (3)
- HST 481/581: Environmental History of the United States (4)
- HST XXX: Global Environmental History*
- HSTS 421/521: Technology and Change (4)
- HSTS 422/522: Historical Studies of Science and Politics (4)
3. Environmental Thinking

The primary learning goal is to empower students with strong reasoning skills that will enable them to make useful contributions to a complicated, multi-valued environmental discourse. These skills include:

- Practical moral reasoning about facts and values. *How does one formulate reasoned arguments about moral issues? What are the processes of deliberative choice by which we use facts and values to reach wise decisions?*

- Critical thinking about environmental issues. *How does one evaluate competing arguments in society’s “collaborative effort in search of truth” in a context where public discourse about environmental issues is complicated, noisy, well-funded, highly contentious, and sometimes violent? How does one bring sound arguments and cogent, compelling reasons to the marketplace of ideas?*

- Religious and spiritual traditions and environmental issues. *How do humanity’s widely varied worldviews frame environmental issues and obligations? How do they shape public discourse?*

- Conceptual analysis of complex problems. *What are useful and systematic approaches to problems that are multi-disciplinary, multi-valued, and laced with uncertainty?*

**Environmental Thinking Courses**

- ANTH 481/581: Natural Resources and Community Values (4)
- ECON 439/539: Public Policy Analysis (4)
- ENSC 520: Environmental Analysis (3)
- ES 448/548: Native American Philosophies (3)
- FES XXX: Conservation Ethics (3-4)**
- FES XXX: Critical Thinking About Environmental Issues (3-4)**
- FW 537: Structured Decision Making in Natural Resource Management (2)**
- HSTS 515: Theories of Evolution and Foundations of Modern Biology (4)
- PHL 539: Philosophy of Nature (3)
- PHL 540: Environmental Ethics (3)
- PHL 541: Classical Moral Theories (3)
- PHL 542: Contemporary Moral Theories (3)
- PHL 543: Worldviews and Environmental Values (3)
- PHL XXX: Philosophy of Adaptive Ecosystem Management (3)**
- PHL XXX: Spirituality and the Environment: Green Yoga**
- PS 461/561: Environmental Political Theory (4)
** Electives (9 credits)**

Students will work with their major professor and committee to select electives that inform students’ Graduate areas of concentration and meet their learning, research, and career goals. Because the degree is designed to empower students to work effectively with emerging, contemporary issues, students may, with the approval of their committee, choose electives from any academic unit at OSU. Suggested topic areas include, but are not limited to, land use, climate change, biodiversity, art and the environment, democracy and the environment, food and agriculture, consumerism and marketing, and green technologies.

Students are especially encouraged to use their elective credits to pursue an OSU graduate certificate that will help them meet their academic and career goals. Examples of possible graduate certificates are the Graduate Certificate in Fisheries Management, the Graduate Certificate in Management for Science Professionals, the Graduate Certificate in Marine Resource Management, the Graduate Certificate in Sustainable Natural Resources, and the Graduate Certificate in Water Conflict Management and Transformation. Students may also fulfill their elective credits by participating in the Natural Resources Leadership Academy.

** Engagement (14 credits)**

Engagement credits allow students, with the guidance of their committee, to pursue their area of interest in depth and to create a final thesis or project that combines practical experience and scholarly insight. At its best, the student’s Engagement work will provide a new, useful way to address an urgent environmental challenge.

Students are required to develop a plan for their Engagement credits with their committee by the end of Year One. The plan must bring the Engaged Fieldwork and the Thesis/Project into a well-considered and fruitful synergy. Engagement credits can be on any topic or subject pertaining to Environmental Arts and Humanities, as agreed upon by the student’s committee. There are no limitations or preferences for a particular theoretical or methodological approach, as long as the approaches are within the purview of Environmental Arts and Humanities.

Engagement credits are of two kinds: Fieldwork and Thesis/Project credits.

1. **EAH XXX: Fieldwork** (up to 8 credits): Fieldwork credits give students hands-on experience in their field of inquiry. Fieldwork may be completed in the US or internationally and may include, but is not limited to, internships, research, collaboration with scientists and/or humanities scholars, and applied projects.

2. **EAH XXX: Thesis/Project** (up to 8 credits): Students may choose to complete either a thesis or a project. The student’s work will be overseen by her or his major professor—graduate faculty with significant expertise in the area of the student’s thesis or project topic. Other committee members’ roles will be determined by the committee as a whole on a case-by-case basis. For example, if a student chooses the thesis option, a committee member might oversee one essay while the major professor oversees the other essay and the framing introduction. By the end of Year One students will have submitted a written Thesis or Project Proposal to their committee for feedback and they will have agreed on the structure of the thesis or project.

All students will be required to make a final thesis or project presentation and defend the work to the committee, as determined by the student’s committee. Students must submit a draft of their thesis or project to their committee for review six weeks prior to their presentation and oral examination.
Successful theses and projects will:

- Make a relevant, significant, and novel contribution to an environmental issue of importance to the future.
- Create synergies between the humanities and environmental sciences.
- Model excellent work at the junction of the environmental arts, humanities, and sciences.
- Illustrate an in-depth understanding of a specific issue, topic, or question.
- Demonstrate an understanding of diverse cultural approaches.
- Illustrate an awareness of the theoretical issues and arguments raised and discussed in the literature on the subject.
- Be equivalent in content, sophistication, and expertise to a publishable paper in a respected journal, popular press, or relevant outlet.

**Thesis Options:** Students can develop a written thesis of appropriate length and format as agreed upon by their committee. Theses can include, but are not limited to 1) a sustained argument broken into closely related chapters or sections, or 2) a number of articles (e.g., magazine articles, scholarly articles) that develop arguments on distinct but related topics with a framing introduction that addresses their relationship.

**Project Option:** Student's projects can take any form with the approval of the student's committee. Examples include developing a community program, making a documentary film, and creating multi-media or art exhibits.

The following examples of Engagement Credits are provided to illustrate how Fieldwork and Thesis/Project credits can work together to strengthen a student’s program of study:

**Environmental Imagination Area of Concentration:** A student might, for example, be interested in climate change and forest fires. After Year One, the student completes seven Fieldwork credits doing summer fieldwork with a science graduate student who is studying the effects of forest fires on the carbon-storing capacity of ponderosa pinelands. Dry, sooty work, indeed, but the campfire conversations are inspiring and the work provides material for the student's scholarly interests. After the fieldwork, the student completes seven Thesis credits and writes an article for a popular magazine such as Discover, a personal essay for publication, and the “broader impacts” portion of the next grant proposal.

**Environmental Action Area of Concentration:** A student might, for example, be interested in justice issues related to the epidemiology of climate change. At the end of Year One, the student completes three Project credits while studying theories of justice and, with a research scientist at OSU, building expertise on the effects of disease spread due to a warming planet. Then, during the Fall term of Year Two, the student registers for nine Fieldwork credits and does a residency in Florida and Louisiana. After the residency, the student registers for two more Project credits and creates an online tool that provides local policy-makers and advocates with easily accessed data and justice-based considerations useful for decisions about both climate change mitigation and adaptation projects.

**Environmental Thinking Area of Concentration:** A student might, for example, be interested in the public discourse about building energy infrastructure in developing nations. In the Fall term of Year Two, the student registers for nine Fieldwork credits and travels to three Liberian communities that are engaged in heated debates about the development of the country’s energy infrastructure. The student goes to community meetings; spends time in the field with anthropologists; talks with community members, governmental, and non-governmental organization; and reads widely about energy. When the student returns, they register for five Project credits and designs and produces informational pamphlets, workshops, and/or films that analyze energy infrastructure arguments, achieving a moral and practical clarity that had eluded policy makers and non-profit leaders.
Graduate Minor in Environmental Arts and Humanities

To complete a graduate minor in Environmental Arts and Humanities, students will take a minimum of 12 credit hours from the following categories:

1. Environmental Arts and Humanities Foundation (4 credits)
   - Either Environmental Arts and Humanities Methods and Practice (3 credits) or Environmental Science Methods and Practice (3 credits).
   - EAH XXX: Professional Development (1 credit)*

2. Environmental Arts and Humanities Core (8 credits)

   * Will be developed with support from Environmental Arts and Humanities.

   - 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).

All Environmental Arts and Humanities Foundation courses will be offered on OSU’s main campus, and students’ schedules will be accommodated through day and evening courses. Other courses, such as core coursework and electives, may be available on campus and online. This proposed program will meet the 50 percent rule whereby half or more of the minimum 56 credit hours required for the degree program will be met by stand-alone graduate courses (Table 2).

Table 2. Students in the MA in Environmental Arts and Humanities program will enroll in at least 29 stand-alone courses (52% of their coursework).

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<td><strong>Total</strong></td>
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<td><strong>29</strong></td>
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*Some courses in these areas are stand-alone, which will increase the percentage of stand-alone courses.

e. Ways in which the program will seek to assure quality, access, and diversity.

The new MA in Environmental Arts and Humanities particularly acknowledges and addresses issues of cultural and racial difference that have often been ignored in the public environmental discourse. These include issues of injustice and the violation of human rights that have been an important part of environmental history. Moreover, the new degree offers students the opportunity to see the relation of culture and environment through a variety of lenses, a diversity of indigenous and cross-boundary perspectives that will increase creativity and insight.

In alignment with the Oregon University System we will strive to proactively enhance the representation, inclusion, and engagement of broadly diverse populations through our curriculum, research, and community engagement. Specifically, we will collaborate with the Dean of Student’s Office, the Graduate School, and University Advancement to identify lists of underrepresented and qualified undergraduate students. We will create targeted, national recruitment materials such as posters and brochures to reach these students, and we will send personal recruitment letters to exceptional students each year. For
example, we will provide such appropriate recruitment materials to Graduate School representatives attending the annual conferences of the Society for the Advancement of Chicano and Native Americans in Science (SACNAS), the California Forum for Diversity in Graduate Education, and the National Name Exchange Conference. We will contact potential applicants directly using names from the spreadsheets and/or other databases generated from these annual meetings by the Graduate School. We will also recruit directly from OSU, leveraging our faculty strengths in environmental justice, women’s empowerment, and racism to identify promising students. We will also enhance the visibility of the graduate program among underrepresented groups, specifically by coordinating public events with OSU’s Office of Diversity Development and its Cultural Resource Centers (CRCs) as these develop, including the Women’s Center, Native American Longhouse, Centro Cultural César Chávez, Asian and Pacific Cultural Center, and the Lonnie B. Harris Black Cultural Center. We will also collaborate with OSU’s INTO program to recruit international students.

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

We anticipate enrolling eight students in the first year of the program, ten students in the year two, fourteen students in year three, and twenty students in year four.

<table>
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<th>Academic Year</th>
<th>Number of Graduate Students Admitted Per Year</th>
<th>Total Number Students Enrolled Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>2015-16</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2016-17</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>2017-18</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>2018-19</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>2019-25</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>30</td>
</tr>
</tbody>
</table>

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

We anticipate conferring approximately 47 degrees by the fifth year. To minimize attrition in the program, we will work closely with students to provide mentoring and financial support.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>7</td>
</tr>
<tr>
<td>2017-18</td>
<td>10</td>
</tr>
<tr>
<td>2018-19</td>
<td>13</td>
</tr>
<tr>
<td>2019-20</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

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

Once the terrain of a limited number of academics and activists, the arenas of environmental activity have grown as exponentially as the world’s environmental challenges. So have the demographics of those working on environmental issues, which are now broadly, often globally, construed. It is reasonable then to expect that our student demographics will vary somewhat from the traditional, to include a new ethnic and international diversity, as well as a diversity of experience, interests, and goals. The program is designed for students with undergraduate degrees in the environmental or natural resource sciences and/or the humanities. While some students may come directly from undergraduate
programs, it’s likely that more will have recent professional or volunteer experience in the environmental or humanities fields. Again, while many will come from Oregon or other areas of the United States, the INTO and other programs will help make the program available to international students as well. The program will be a mix of traditional and non-traditional students, and although most students will be enrolled full time; the program can be adjusted to accommodate part-time students.

   i. **Adequacy and quality of faculty delivering the program.**

In terms of quality, the faculty in the environmental arts and humanities at Oregon State University is particularly strong, including a high proportion of full professors and faculty with nationally and internationally recognized research and writing programs. Among them are an endowed chair, an OSU Distinguished Professor, a Fulbright Scholar, and the most cited conservation biologist in the nation. Moreover, numerous recent hires at OSU have great promise to develop interdisciplinary interests and collaborations in the environmental arts and humanities. The cohort is rapidly growing, given OSU’s current commitment to sustainability and interdisciplinarity, including recent hires in environmental philosophy and environmental ethics.

   j. **Faculty resources – full-time, part-time, adjunct.**

Environmental Arts and Humanities faculty resources include a Director, Program Director, Executive Committee, and affiliated faculty, as described below.

**Environmental Arts and Humanities Director:** The Director is responsible for advancing the educational, research, and public-import goals of the environmental arts and humanities. The Director will implement the new OSU M.A. in Environmental Arts and Humanities degree program, building coalitions of support and excellence. The Director is also responsible for creating long-term funding streams for the degree. As a scholar, the Director will conduct her or his collaborative, interdisciplinary research or artistic endeavors related to the environment. She or he will teach three to four graduate-level courses in the Environmental Arts and Humanities curriculum and advise students. This is a full-time, 1.00 FTE, 9-month, tenure-track position with appointment as an Associate Professor or Professor in the Graduate School and an appropriate academic unit (i.e., college, school, or department).

**Environmental Arts and Humanities Program Manager:** The Program Manager is responsible for helping to advance the educational, research, and public-import goals of the Environmental Arts and Humanities. The Program Manager will promote the program and recruit students regionally, nationally, and internationally. He or she will also develop and manage local, national, and international internship and research opportunities and funding for students’ Engaged Fieldwork credits. The Program Manager will host Environmental Arts and Humanities events and collaborations on campus and assist the Director in securing ongoing funding for the program. This is a part-time, 0.5 FTE, 9-month faculty position.

**Environmental Arts and Humanities Executive Committee:** This committee of at least four faculty and two members of the community will set directions and provide oversight of the Environmental Arts and Humanities Program.

**Environmental Arts and Humanities Affiliated Faculty:** To date, the Program includes over fifty affiliated faculty from across campus including the College of Liberal Arts; College of Public Health and Human Sciences; College of Forestry; College of Science; and the College of Earth, Ocean, and Atmospheric Sciences. Each affiliated faculty was formally invited to join the Program and accepted the invitation by email. Please see Appendix A for a complete list of affiliated faculty.
k. Other staff.

**Administrative Assistant:** A part-time (0.25 FTE) staff will manage administrative duties for the Program.

**Graduate Teaching Assistants (GTA):** Six student GTAs will be offered during each academic year.

l. **Facilities, library, and other resources.**

OSU Libraries (OSUL) monograph, serial, discover, and audiovisual holdings were assessed for adequacy in May 2012 and again in February 2015. Briefly, OSUL resources were judged by library staff to be marginally adequate to support the MA in Environmental Arts and Humanities program. Weaknesses were found in both monographs and serials and both would benefit from infusions to support student research. When compared to three peers, OSU’s monograph collection ranked third out of four. When compared to the holding of highly ranked serials, OSU lacks key titles. OSUL recommended expanding the EBL e-book program to include subjects pertinent to the MA program and adding subscriptions for *Environment and History; Review of Environmental Economics and Policy; Environmental Ethics; Worldviews: Global Religions, Culture, and Ecology;* and *the Journal for the Study of Religion, Nature, and Culture.*

m. **Anticipated start date.**

We anticipate starting the program in Fall Term 2015.

2. **Relationship to Mission and Goals**

   a. *Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.*

   The proposed MA in Environmental Arts and Humanities is actively engaged in advancing Oregon State University’s mission to promote “economic, social, cultural and environmental progress for the people of Oregon, the nation and the world” by educating leaders who can respond to the culturally and ecologically complex environmental issues the world faces today and in the future.

   In particular, the MA in Environmental Arts and Humanities will support this mission and meet OSU’s goals for access, learning, research, and service by teaching skills in practical reasoning, moral reasoning, critical thinking, effective communication (including writing), collaborative decision-making, and by providing an understanding of the diverse aesthetic, cultural, moral, historical, and spiritual dimensions and drivers of environmental issues and decisions.

   The degree will be both deeply and broadly collaborative, finding in cross-college synergies new strengths and possibilities to further students’ ability to imagine, understand, and communicate ideas about environmental issues. The connections and integrations between faculty in the arts, humanities, and sciences will propel the program’s students into engaged scholarship and teaching, direct service, and public policy formation, preparing them for leadership positions in environmental non-governmental organizations, government and land agencies, advocacy groups, corporations and other careers that require both an understanding of the scientific endeavor and the cultural context, and strong skill sets and knowledge essential to wise decisions in a complicated world.
b. **Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.**

The MA in Environmental Arts and Humanities addresses all three Signature Areas of Distinction in the current OSU Strategic Plan, including the goals of the Division of Arts and Sciences, in the following ways:

**Advancing the Science of Sustainable Earth Ecosystems:** The MA in Environmental Arts and Humanities will develop citizens with a deeper understanding of the Earth’s complex cultural and environmental ecosystems by bringing the sciences in closer connection to and in collaboration with the arts and humanities. By fostering rigorous, intentional, interdisciplinary collaboration among OSU’s arts and humanities programs and top-ranked science programs, the MA program will tap the full powers of, not only empirical knowledge, but also cultural, moral, and spiritual understanding, and thus empower graduates with the tools required to creatively address the world’s most complex and compelling problems.

**Improving Human Health and Wellness:** Because we live in a time of severe environmental emergency (climate change, species loss, habitat degradation, water shortages, toxic pollution, epidemics, etc.), human health and wellness—both physical and mental—are compromised all around the world, but especially among economically and geographically marginalized people. This creates complicated issues of environmental justice and real challenges to human rights. There can be no healthy people without a healthy planet. The MA in Environmental Arts and Humanities will empower advances in understanding and action, by bringing together empirical information about human health with clear conceptual understandings of justice and the nature of human thriving.

**Promoting Economic Growth and Social Progress:** Adapting to changing planetary conditions, inventing new ways to thrive and prosper, finding new avenues to fulfill human potential -- these are the challenges the University needs to address. Doing so will require all the powers of the human mind -- imaginative and creative, conceptual and analytic, and observational and experimental. Because the challenges are not neatly compartmentalized, the most important skill sets and knowledge bases will necessarily be interdisciplinary. By convening this interdisciplinary discourse and by educating students to use all the powers of their minds, the new MA in Environmental Arts and Humanities will be an essential part of the University’s work to promote economic and social progress, even as the world’s needs change and the challenges steepen.

c. **Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.**

Adding the MA in Environmental Arts and Humanities degree program will increase access for students by opening a new program for ten new students per year. The new program advances the quality of learning at OSU by synthesizing knowledge that had previously been taught in isolated pockets, and so addressing a need for education that is as multi-disciplinary and interdependent as the challenges students will face in their work. It is strongly positioned to create new, innovative knowledge by bringing faculty from varied disciplines together in collaborative teaching and research teams, recognizing the need for new approaches to the multifaceted problems for sustainable living. The MA in Environmental Arts and Humanities will quickly provide economic and cultural support of Oregon because the program is particularly designed to educate students who will be well- and broadly educated leaders for organizations working creatively at every level to plan for a future that is sustainable and just.
d. **Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.**

The next decade will present challenges that are unprecedented in their danger and scale. At the same time, it will present correspondingly important opportunities. Meeting these challenges and opportunities will require new thinkers and new forms of local and global dialogue based on a scientific understanding of Earth’s environmental and ecological systems, and grounded in a deep understanding of the sources of human wisdom and values. Working together, the humanities, arts, and sciences can meet these challenges.

The MA in Environmental Arts and Humanities positions OSU to help lead the region’s and nation’s efforts to build responsible, sustainable bio-cultural communities and re-imagine our place in the local and global systems that sustain our lives. OSU is one of only two higher education institutions in the country that has been designated as a “land, sea, space, and sun-grant university.” The only other institution with all four “grant” designations is Cornell University in New York. OSU is also Oregon’s only land-grant institution with extension offices in every county and with experiment stations located throughout the state. The scholarship and teaching that will come out of the program will involve the community in the identification of important issues and the creation of knowledge about those issues and their solutions, thus extending OSU throughout the state, the nation, and the world.

3. **Accreditation**

Not applicable; there is not a standard accrediting body or association for this degree.

4. **Need**

   a. **Evidence of market demand.**

We analyzed market demand in two ways. First, we conducted a student needs assessment in 2011 at Oregon State University. Second, Riley Research Associated completed a market analysis in June 2013. The assessments showed that there is a strong market demand from students who want to participate in the program and from employers who would hire graduates from the program, as detailed below.

**Student Needs Assessment**

Prospective students were identified through their enrollment in upper-division, undergraduate courses with an environmental focus. Students were asked how much they agreed with a series of four statements (Table 3). Seventy-nine students responded to the survey. When asked if they agreed with the statement “I am interested in a career in Environmental Humanities,” 53% (42 students) reported that they strongly or mildly agreed. Students were also given a list of example coursework in Environmental Humanities and asked if they agreed with the statement “I would enroll in courses that deal with Environmental Humanities.” Eighty-nine percent (70 students) reported that they strongly or mildly agreed with the statement. When asked to report their level of agreement with the statement, “If available, I would like to pursue the MA in Environmental Humanities at OSU,” 39% (31 students) reported strongly or mildly agreeing. Finally, respondents who reported that they strongly or mildly agreed with the last question were asked how certain they are that they would pursue the proposed MA degree program. Of the 35 students who responded to this question, 20% (7 students) were very certain or certain that they would pursue the degree, and 80% (28 students) were somewhat certain that they would pursue the degree (Table 4).
Table 3. Students who completed the Environmental Humanities needs assessment were asked how much they agreed with a number of statements pertaining to Environmental Humanities. (Note: The proposal degree title has evolved since the survey was conducted in early 2011.)

<table>
<thead>
<tr>
<th>Response Count (%)</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>Mildly Agree</th>
<th>Mildly Disagree</th>
<th>Neutral</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. I am interested in environmental issues.</td>
<td>57 (57%)</td>
<td>0 (0%)</td>
<td>21 (27%)</td>
<td>2 (1%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Q2. I am interested in a career in Environmental Humanities.</td>
<td>37 (47%)</td>
<td>0 (0%)</td>
<td>30 (38%)</td>
<td>2 (3%)</td>
<td>5 (6%)</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Q3. I would enroll in courses that deal with Environmental Humanities.</td>
<td>33 (42%)</td>
<td>1 (1%)</td>
<td>6 (8%)</td>
<td>1 (1%)</td>
<td>30 (38%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Q4. If available, I would like to pursue the MA in Environmental Humanities at OSU.</td>
<td>28 (41%)</td>
<td>5 (7%)</td>
<td>30 (44%)</td>
<td>2 (3%)</td>
<td>6 (8%)</td>
<td>3 (4%)</td>
</tr>
</tbody>
</table>

Table 4. Students who completed the Environmental Humanities needs assessment were asked how certain they were about pursuing a MA in Environmental Humanities if they indicated that they mildly or strongly agreed with the statement, “If available, I would pursue the MA in Environmental Humanities at OSU.”

<table>
<thead>
<tr>
<th>Response Count (%)</th>
<th>Somewhat Certain</th>
<th>Certain</th>
<th>Very Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you answered &quot;mildly agree&quot; or &quot;strongly agree&quot; in Q-4, how certain are you that you would pursue the MA?</td>
<td>28 (80%)</td>
<td>6 (17%)</td>
<td>1 (3%)</td>
</tr>
</tbody>
</table>

Market Analysis

Riley Research Associates conducted an environmental scan of current programs and career opportunities. They also conducted an exploratory survey of business leaders in various industries to assess the demand and appeal of hiring students with a degree in Environmental Arts and Humanities. Key finding from their market analysis are summarized below.

Respondents were asked to indicate how valuable an Environmental Arts and Humanities degree would be to their organization and industry. A majority (68%) felt the degree would be very or somewhat valuable, 24% did not see a direct value for their organization, and 9% were undecided. A number of industries were more likely to attribute value to the degree, and thus might provide job opportunities. Career opportunities for OSU graduates in EAH are especially promising in the following fields:

- Government (health and waste sectors)
- Waste management
- Business services
- Renewable energy
- Non-profits
- Law
- Wilderness conservation
- Environmental management
- Social services
Respondents were read descriptions of three focus areas, and asked which would be valuable. All three were considered valuable, with the vast majority calling Environmental Thinking valuable (88%), followed by Environmental Action (74%) and Environmental Imagination (59%). Many respondents saw the potential for such skills in their industries, particularly in communications skills. They recognized the value of graduates being able to understand environmental issues, and articulate them to the general public. Technical skills were also seen as a desirable compliment to the communications skills.

About half of respondents felt a Master of Arts degree in Environmental Arts and Humanities would be more valuable than a different master degree (53%). Twenty four percent of respondents said this degree would be less valuable, 15% said there would be no difference, and 9% were undecided. Some of those who saw more value in such a degree felt it indicated a high level of specialized education and that the graduate would have more comprehensive skills than someone with a different degree. Respondents who felt the degree would be less valuable were often more focused on hiring someone with technical skills applicable to their industry.

Creating a Program that Stands Out Among the Competition

Riley Research Associates also analyzed how OSU could best position the MA in Environmental Arts and Humanities to appeal to potential students and employers. Their analysis indicated that Environmental Humanities is an emerging field with market potential in a variety of industries. OSU is in a position to provide a rigorous, comprehensive approach to green solutions, sustainability, environmental protection, and community activism.

Beyond simply educating students about issues, the degree establishes ways for students to actively engage the public and transform discussions. It gives those with a passion for environmental issues a way to concretely communicate their ideas to a multitude of audiences.

The degree portends to go beyond teaching skills that benefit a variety of industries; the program combines basic skills with action and engagement, providing benefits that other degree programs do not provide. OSU can position their degree as unique among the other Environmental Studies offerings, offering students and employers a more comprehensive package. Potential employers get the benefit of an employee with environmental knowledge based in the sciences, with the added skill set from humanities and arts for enhanced communication, public leadership and engagement, along with the ability to creatively transfer information to targeted audiences and create action.

To help make this degree more marketable to both students as well as prospective employers, OSU can emphasize the variety of industries applicable for graduates with such a degree, but could also call attention to the program’s ultimate goal of equipping graduates to make change happen in their fields of interest.

As environmental issues continue to grow in importance, there are a number of new and existing markets emerging which are placing more and more importance on environmental impact. But emphasizing the focus on impact, graduates will have a unique and attractive skill set for this emerging market, bringing innovation, critical and creative thinking, and problem-solving solutions to their employers.
Presently, educational institutions in Oregon provide specialized and departmentalized education in the various aspects of environmental management. But the environmental problems that we face are not departmentalized, nor are they exclusively technical or scientific. Finding solutions to problems that have implications in ethics, religion, history, and diverse cultural practices—as well as in science and technology—requires a new approach to education, one that meaningfully gathers and synthesizes skills and information from a variety of fields.

\[d. \text{ Manner in which the program would address the civic and cultural demands of citizenship.}\]

Solving the environmental emergencies that face society—climate disruption, drought, seacoast flooding, environmental injustice, environmental refugees, food supply disruption, etc.—and planning new life-ways that increase the chances for human thriving under changing conditions, will require a civil discourse that is rational and well-informed. The proposed program aims directly at providing the reasoning skills and the information that will allow constructive discourse to take place.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students with an MA in Environmental Arts and Humanities will meet the following university and program learning outcomes:

**University learning outcomes**

- Conduct research or produce some other form of creative work
- Demonstrate mastery of subject material
- Conduct scholarly or professional activities in an ethical manner

**Program learning outcomes**

- **All Students**: Demonstrate a deep understanding of the diverse cultural, moral, historical, aesthetic, and spiritual dimensions of environmental decisions
- **Students Enrolled in the Environmental Imagination Graduate Area of Concentration**: Demonstrate an understanding of creative imagination by envisioning and building the new cultural mores and institutions that a changing world requires.
- **Students Enrolled in the Environmental Action Graduate Area of Concentration**: Demonstrate the skills and understandings needed to become an effective advisor and leader of environmental action.
- **Students Enrolled in the Environmental Thinking Graduate Area of Concentration**: Demonstrate strong reasoning skills and make a useful contribution to a complicated, multi-valued environmental discourse.

Graduates will be prepared for leadership positions in environmental non-governmental organizations, government and land agencies, green businesses, advocacy groups, corporations and other careers that require scientific background and the strong skill sets and humanistic understandings essential to wise decisions in a complicated world.

\[b. \text{ Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.}\]

Program outcomes, measures and benchmarks for each of the learning outcomes are summarized in the University Level and Program Level tables, below. All program outcomes, measures, and benchmarks will be reported in 2020.
<table>
<thead>
<tr>
<th>List the university and program level student learning outcomes (GLO).</th>
<th>Conduct research or produce some other form of creative work</th>
<th>Demonstrate mastery of subject material</th>
<th>Conduct scholarly or professional activities in an ethical manner</th>
<th>Program level GLO 1: Demonstrate a deep understanding of the diverse cultural, moral, historical, aesthetic, and spiritual dimensions of environmental decisions</th>
<th>Program level GLO 2: AOC-specific (environmental imagination; environmental action; environmental leadership)</th>
<th>Program level GLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)</td>
<td>Annual</td>
<td>Annual</td>
<td>Annual</td>
<td>Annual</td>
<td>Annual</td>
<td></td>
</tr>
<tr>
<td>List the measures/methods/instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)</td>
<td>a) Students complete the EAH Foundation course “Thesis or Project Proposal Writing for Environmental Arts and Humanities” (D), and b) students defend their thesis or project (D)</td>
<td>a) Students complete their EAH coursework (D), and b) students defend their thesis or project (D)</td>
<td>a) Students work closely with their academic advisors to plan research methods in an ethical manner (I), and b) Students successfully</td>
<td>a) Students successfully complete their EAH Foundation and Core Courses (D), b) Students’ Engagement Credit proposals</td>
<td>a) Students successfully complete the courses in their Graduate AOC (D), b) Students’ Engagement Credit proposal</td>
<td></td>
</tr>
<tr>
<td>What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students?</td>
<td>a) Students earn a grade of B or higher, and b) the graduate committee approves the student’s thesis or project following the defense</td>
<td>a) Students earn an overall GPA of at least 3.0, and b) the graduate committee approves the student’s thesis or project following the defense</td>
<td>a) Students advisor approves his or her research methods and b) Students earn a grade of B or higher</td>
<td>a) Students earn a grade of B or higher in Foundation and Core coursework, and b) students’ advisors rank their Engagement Credits proposal to be good or excellent</td>
<td>a) Students earn a grade of B or higher in Graduate AOC coursework b) students’ advisor rank their Engagement Credits proposal to be good or excellent, c) students’ Graduate Committee ranks their thesis or project to be good or excellent following the defense</td>
<td></td>
</tr>
</tbody>
</table>

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1. Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

2. Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.
Program performance indicators will be tracked by surveying graduates annually. These surveys will advise the Program Director about employment trends and training needs for graduates. There are no licensure issues to consider.

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

Indicators of faculty success will include activities that promote environmental arts and humanities including:

- Well-informed publications in disciplinary and/or interdisciplinary journals and books
- Advising and mentoring Environmental Arts and Humanities students
- Participation in professional meetings, conferences, and workshops that pertain to Environmental Arts and Humanities
- External funding for research and outreach activities
- Involvement and leadership in local, national, and international organizations and committees that further that support the environmental arts and humanities

6. Program Integration and Collaboration
   a. Closely related programs in other OUS universities and Oregon private institutions.

A number of institutions have interdisciplinary Environmental Studies programs, primarily but not exclusively integrating social science with environmental science.

University of Oregon

The Environmental Studies Program has a masters and a doctoral program in Environmental Studies. These interdisciplinary programs include collaborations with the Schools of Arts and Sciences, Architecture and Allied Arts, Journalism and Communication, and Law. The graduate curriculum emphasizes individualized degree planning that students can tailor to their individual goals and interests. As with the proposed MA in Environmental Arts and Humanities, many students enter the Environmental Studies masters program with science backgrounds, receive training in environmental arts and humanities, and then apply those skills to applied problems. Students may also take courses and work with faculty at partner institutions, including OSU. Because aspects of these programs are closely aligned, there is great potential for joint classes between UO and OSU.

The Environmental Studies doctoral program successfully trains students in the environmental humanities in focal departments such as English, Philosophy, and History. OSU's Environmental Arts and Humanities students who are interested in pursuing a doctoral degree may find the Environmental Studies appropriate. (For more information see http://envs.uoregon.edu/graduate.)

Portland State University

The Institute for Sustainable Solutions offers a Graduate Certificate in Sustainability, which is a multidisciplinary study of the environmental, social, and economic dimensions of sustainability. While this certificate does include coursework in some overlapping areas, such as history and sociology, environmental humanities is not the focus of the certificate. (For more information see http://www.pdx.edu/sustainability/graduate-certificate-sustainability.)
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.

The MA in Environmental Arts and Humanities will complement related programs in a number of ways.

The MA in Environmental Arts and Humanities will provide the humanities complement to the Oregon State University Cascades Campus’ B.A and B.S. in “Social Science with an Option in Community Development and Leadership.” The focus of the proposed Social Science degree program is to enable students to understand the social and cultural forces at work as communities begin to move toward a more environmentally sustainable future. The MA in Environmental Arts and Humanities will have a particularly useful partnership with the low-residency MFA in Creative Writing program at the OSU Cascades branch campus. Although the workshops for OSU’s MFA students are at maximum capacity, many other courses taught through or created for the MA in Environmental Arts and Humanities will be useful to the OSU Cascades MFA students. One can imagine low-residency MFA students creating a deeply rich synergy between on-line and Corvallis campus courses.

Especially exciting are the possibilities for collaboration between the proposed Environmental Arts and Humanities MA and OSU’s existing MA, MS, and PhD in Environmental Science. The Environmental Science program is a strong program that emphasizes natural and social sciences, but is not directly designed to provide a home for arts or humanities students. However, paired, the two programs can serve the full panoply of student needs. More important, they can share introductory courses, team faculty in interdisciplinary courses, and team students in collaborative, cross-disciplinary field experiences. The Directors of the two programs have begun conversations about these possibilities, which are rich and productive.

The MA in Environmental Arts and Humanities also has the potential to collaborate with and bolster enrollment in a number of certificate programs at OSU. Environmental Arts and Humanities students will be encouraged to take coursework toward the completion of one of five Graduate Certificate or Summer Academy programs at OSU to fulfill their MA elective requirements. These programs include the 1) Graduate Certificate in Fisheries Management, 2) Graduate Certificate in Management for Science Professionals, 3) Graduate Certificate in Marine Resource Management, 4) Graduate Certificate in Sustainable Natural Resources, and 5) Graduate Certificate in Water Conflict Management and Transformation. Students may also fulfill their elective credits by participating in the Natural Resources Leadership Academy which is a unique opportunity for professionals and graduate students to enhance leadership skills, gain knowledge, and connect with others in natural resources fields.

Environmental Arts and Humanities students will also have the opportunity to collaborate with the Spring Creek Project for Ideas, Nature, and the Written Word, which is housed in the School of History, Philosophy and Religion. Spring Creek Project is a convening organization that sponsors writers’ residencies, readings, lectures, conversations, and symposia on issues and themes of critical importance to the health of humans and nature. Spring Creek is an ideal partner for Environmental Arts and Humanities, because its programs are directly pertinent to the kinds of projects that EAH graduate students may pursue. Spring Creek also offers student internships.

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

The Program is collaborating with other programs whenever appropriate.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

We anticipate that the impacts will be positive.
The program requires the development of five Foundation courses: Environmental Arts and Humanities Field Course (3 credits), Environmental Arts and Humanities Methods and Practice (3 credits), Environmental Science Methods and Practice (3 credits), Professional Development (1 credits), Thesis or Project Proposal Writing for Environmental Arts and Humanities (2 credits). These courses will be developed and taught by the Environmental Arts and Humanities Director and by affiliated faculty. These are courses that can be useful to related programs and their students.

A number of courses will be developed for each Graduate Area of Concentration, as indicated above. For example, in the Environmental Imagination Graduate Area of Concentration, faculty will be invited to create courses such as Art and the Environment, Environmental Literature, and Music and the Environment. The program budget includes funds to support the development of these courses. Again, we anticipate that other programs will send students to these courses.

Affiliated faculty will serve as mentors and committee members to the MA students. Because students will select an interdisciplinary committee, it is anticipated that the addition of eight to ten Environmental Arts and Humanities students per year will not significantly increase the burden on any one academic unit. We also anticipate that collaborations between humanities and science students -- all interested in environmental issues -- will create efficiencies related to enrollment and budgets.

7. Financial Sustainability (attach the completed Budget Outline)
   a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Financial sustainability in Year 1 through Year 4: The financial plan for the MA in Environmental Arts and Humanities reflects strong interdisciplinary support for the program across campus. The program will receive financial support from the Graduate School, College of Liberal Arts, College of Science, College of Forestry, and College of Agricultural Sciences. CLA will provide three GTAships; the other colleges will support one each. Support from the Graduate School is budgeted to pay for a program manager, whose responsibilities will include helping students work through their programs of study, writing grant proposals, and coordinating programming. Graduate School support is also envisioned to pay for an administrative assistant.

Prior to this proposal’s approval, in Year 0 (AY 2015-2016) the program will receive financial support from the College of Liberal Arts; the Environmental Arts and Humanities Director will begin work, shepherd this proposal, craft course proposals, execute programming, and recruit students.

Beginning in Year 1 (AY 2016-2017) the program will begin receiving additional support from the Graduate School, College of Science, College of Forestry, and College of Agricultural Sciences. The support will provide funding Graduate Teaching or Research Assistantships for six MA students, and a Fieldwork Fund that will provide funding to support MA students’ Engagement projects and travel. The first class of students will matriculate into the program Year 2. The Fieldwork budget is less in Year 1 because this part of the curriculum is anticipated to take place at the end of students’ first years or start of their second years. The budget from CLA includes compensation to faculty for developing courses directly pertinent to the program.

In Years 2 and 3 (2017-2019) the program will continue to receive fiscal support from across campus, as in year 2. In Year 4, allocations previously under “Graduate School” will be moved to College of Liberal Arts. For calculation purposes, compensation adjustments at 2% are included for all personnel.

Contributions from the Graduate School and each contributing college are outlined below:
### Graduate School

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Graduate School</th>
<th>College of Liberal Arts</th>
<th>College of Forestry</th>
<th>College of Science</th>
<th>College of Agricultural Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>11224</td>
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<td>11,664</td>
<td>11,664</td>
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<td>Year 4 Support (2018-2019)</td>
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<td>11,891</td>
<td>11,891</td>
<td>191,881</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>412,789</td>
<td>46,221</td>
<td>46,221</td>
<td>46,221</td>
<td>769,715</td>
</tr>
</tbody>
</table>

1. **Graduate School** annual support beginning in Year 1 includes:
   - **Personnel**: 0.5 FTE Environmental Arts and Humanities Program Manager, and 0.25 FTE administrative assistant.
   - **Other Resources**: Supplies and services, marketing for student recruitment.

2. **College of Liberal Arts** annual support beginning in Year 1 includes:
   - **Personnel**: Administrative stipend for Environmental Arts and Humanities Director will be 10% of existing salary (0.1 of base); and one month of summer salary. Beginning in Year 2, a contribution to support faculty in developing new courses related to Environmental Arts and Humanities.
   - **GTA**: Three GTA positions (annual, three terms each) beginning in Year 1.
   - **Other resources**: Marketing and outreach support for student recruitment, library resources costs, and contributions toward the Fieldwork Fund.

3. **College of Forestry** annual support beginning in Year 1 includes:
   - **GTA**: One annual GRA or GTA position for an EAH graduate student to assist with relevant courses within the College of Forestry, or to assist College of Forestry faculty who are participating in the EAH graduate program.

4. **College of Science** annual support beginning in Year 1 includes:
   - **GTA**: One annual GRA or GTA position for an EAH graduate student to assist with relevant courses within the College of Science, or to assist College of Science faculty who are participating in the EAH graduate program.

5. **College of Agricultural Science**: annual support beginning in Year 1 includes:
   - **GTA**: One annual GRA or GTA position for an EAH graduate student to assist with relevant courses within the College of Agricultural Science, or to assist College of Agricultural Science faculty who are participating in the EAH graduate program.

**Financial sustainability beyond Year 4**: The program will be largely self-supporting in Year 5 (2017-2018). The Director of Environmental Arts and Humanities will be responsible for establishing funding streams in collaboration with the Environmental Arts and Humanities Executive Committee, OSU.
Foundation, INTO and e-campus, and participating colleges. These funding streams will cover the costs of new faculty hires, GTAs and GRAs, recruiting and retaining students and faculty, and library resources.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

The program will need office space, but it will not need new or expanded facilities. The program will use current computer and networking technology.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

During the first four years of the program, faculty will participate in the Environmental Arts and Humanities program as part of their current assignments, which makes it difficult to calculate the student/faculty ratio using traditional measures (i.e., number of faculty in a department compared to number of students). However, we anticipate enrolling ten students at most in the MA program, and there are 50 FTE faculty affiliated with the program (see Appendix A). Hence we can roughly estimate the student faculty ratio to be 1:1, though this is not exact because faculty will be participating in the MA program at varying levels of involvement.

d. Resources to be devoted to student recruitment.

The Environmental Arts and Humanities Director will work with the Dean of Student’s Office, the Graduate School, and University Advancement to produce recruitment brochures and posters, which will be sent to universities with relevant departments and programs in the United States and Canada. Personal recruitment letters will also be sent to underrepresented and qualified undergraduate students each year using resources such as the Western Name Exchange, the McNair Scholars Directory, and the Society for the Advancement of Chicano and Native American Students. We have budgeted for annual recruitment efforts.

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

The plans for external review of the program will follow the guidelines in the regulations referenced above.

**Robin W. Kimmerer**, Professor, Department of Environmental and Forest Biology, State University of New York  
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Email: javuceti@mtu.edu
Leslie Francis, Associate Dean for Faculty Research and Development, College of Law, University of Utah
College of Law, University of Utah
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Fort Collins, CO 80523
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adrian.howkins@colostate.edu

Paul B. Thompson, Professor and W.K. Kellogg Chair in Agricultural, Food and Community Ethic, Michigan State University
Department of Philosophy,
503 South Kedzie Hall, Michigan State University
East Lansing, MI 48824-1032
Phone: (517) 432-0316
Email: thomp649@msu.edu
APPENDICES

A – Budget
B – Environmental Arts and Humanities Faculty
C – Transmittal Sheet
D – Executive Summary
E – Accessibility Form
F – Library Evaluation
G – Space / Facility Evaluation
H – External Review Report and Response
I – Letters of Support
J – Liaison Comments
## Budget Outline Form

**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.

<table>
<thead>
<tr>
<th>Institution: Oregon State University</th>
<th>Indicate the year:</th>
<th>X</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
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</thead>
<tbody>
<tr>
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<td>Academic Year: 2015-2016</td>
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Prepare one page each of the first four years

### Personnel

<table>
<thead>
<tr>
<th>Category</th>
<th>Column A From Current Budgetary Unit</th>
<th>Column B Institutional Reallocation from Other Budgetary Unit</th>
<th>Column C From Special State Appropriation Request</th>
<th>Column D From Federal Funds and Other Grants</th>
<th>Column E From Fees, Sales and Other Income</th>
<th>Column F LINE ITEM TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Faculty (Include FTE)*</td>
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<td>32,682</td>
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### Other Resources

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<th>Column C From Special State Appropriation Request</th>
<th>Column D From Federal Funds and Other Grants</th>
<th>Column E From Fees, Sales and Other Income</th>
<th>Column F LINE ITEM TOTAL</th>
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### Physical Facilities

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<th>Column B Institutional Reallocation from Other Budgetary Unit</th>
<th>Column C From Special State Appropriation Request</th>
<th>Column D From Federal Funds and Other Grants</th>
<th>Column E From Fees, Sales and Other Income</th>
<th>Column F LINE ITEM TOTAL</th>
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</thead>
<tbody>
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<td>Construction</td>
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<tr>
<td>Major Renovation</td>
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<td><strong>195,039</strong></td>
</tr>
</tbody>
</table>

**Director’s administrative stipend and summer salary**

**Graduate assistants all paid at .33 FTE, 3 in College of Liberal Arts, 3 in other Colleges as noted**

**Program Director/Manager salary paid by Graduate School**

**Paid by College of Liberal Arts: promotion/events, miscellaneous (related to field study); paid by Graduate School: marketing and recruitment**
## Budget Outline Form

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.

<table>
<thead>
<tr>
<th>Institution: Oregon State University</th>
<th>Program: Environmental Arts and Humanities</th>
<th>Academic Year: 2016-2017</th>
</tr>
</thead>
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<table>
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<tr>
<th>Column A</th>
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<th>Column C</th>
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<td>State Appropriation</td>
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<td>Sales and Other</td>
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<td>Income</td>
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<td>TOTAL</td>
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</tbody>
</table>

**Personnel**

- Faculty (Include FTE)*: 22,375
- Graduate Assistants (Include FTE)**: 33,336
- Support Staff (Include FTE)***: 36,975
- Fellowships/Scholarships: OPE 7,727
- Nonrecurring: 30,763

**Personnel Subtotal**: 63,438

**Other Resources**

- Library/Printed: 862
- Library/Electronic: 862
- Supplies and Services: 38,490

**Other Resources Subtotal**: 44,910

**Physical Facilities**

- Construction: 22,550
- Major Renovation: 6,000

**Physical Facilities Subtotal**: 28,550

**Grand Total**: 86,850

*Director's administrative stipend and summer salary
**Graduate assistants all paid at .33 FTE: 3 in College of Liberal Arts, 3 in other Colleges as noted
***Program Director/Manager salary paid by Graduate School
****Paid by College of Liberal Arts: promotion/events; miscellaneous (related to field study); paid by Graduate School: marketing and recruitment
## Budget Outline Form

**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.

<table>
<thead>
<tr>
<th>Institution: Oregon State University</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
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<td>From Special</td>
<td>From Federal</td>
<td>Sales and Other</td>
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<td>State Appropriation</td>
<td>Funds and Other</td>
<td>Income</td>
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<td>Unit</td>
<td>Request</td>
<td>Grants</td>
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<td>TOTAL</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
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<tr>
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<td>Equipment</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Construction</td>
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<td>Major Renovation</td>
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<td></td>
<td>188,871</td>
</tr>
</tbody>
</table>

*Director's administrative stipend and summer salary
**Graduate assistants all paid at .33 FTE, 3 in College of Liberal Arts, 3 in other Colleges as noted
***Program Director/Manager salary paid by Graduate School
****Paid by College of Liberal Arts: promotion/events; miscellaneous (related to field study); paid by Graduate School: marketing and recruitment
## Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

**Institution:** Oregon State University  
**Program:** Environmental Arts and Humanities  
**Academic Year:** 2018-2019

Indicate the year:  
- First  
- Second  
- Third  
- **Fourth**

*Prepare one page each of the first four years*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Oregon State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Environmental Arts and Humanities</td>
</tr>
<tr>
<td>Academic Year</td>
<td>2018-2019</td>
</tr>
</tbody>
</table>

<table>
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<th><strong>Column B</strong></th>
<th><strong>Column C</strong></th>
<th><strong>Column D</strong></th>
<th><strong>Column E</strong></th>
<th><strong>Column F</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>From Current Budgetary Unit</td>
<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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<tr>
<td><strong>Personnel</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (Include FTE)*</td>
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<td></td>
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<td>23,279</td>
</tr>
<tr>
<td>Graduate Assistants (Include FTE)**</td>
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<td>34,683</td>
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<td>69,365</td>
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<tr>
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<tr>
<td>Fellowships/Scholarships</td>
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<tr>
<td><strong>Other Resources</strong></td>
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</tr>
<tr>
<td>Library/Printed</td>
<td>1,005</td>
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<td>1,006</td>
</tr>
<tr>
<td>Library/Electronic</td>
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<tr>
<td>Supplies and Services</td>
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<tr>
<td>Equipment</td>
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<tr>
<td><strong>Other Expenses</strong>**</td>
<td>20,550</td>
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<tr>
<td><strong>Other Resources Subtotal</strong></td>
<td>21,556</td>
<td></td>
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<td>21,556</td>
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<tr>
<td><strong>Physical Facilities</strong></td>
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<td></td>
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<td>Construction</td>
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<td>Major Renovation</td>
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<td></td>
<td></td>
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<tr>
<td>Other Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Facilities Subtotal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>150,192</td>
<td>35,673</td>
<td></td>
<td></td>
<td>191,861</td>
</tr>
</tbody>
</table>

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*Director’s administrative stipend and summer salary  
**Graduate assistants all paid at .33 FTE; 3 in College of Liberal Arts, 3 in other Colleges as noted  
***Program Director/Manager salary paid by Graduate School  
****Paid by College of Liberal Arts: promotion/events; miscellaneous (related to field study); paid by Graduate School: marketing and recruitment
MEMORANDUM OF UNDERSTANDING
ENVIRONMENTAL ARTS AND HUMANITIES MASTER OF ARTS

The Environmental Arts and Humanities Master of Arts program is currently undergoing evaluation in Oregon State University's curriculum proposal system. One element of the degree proposal is that it is an interdisciplinary one. To highlight the program's proposed interdisciplinary status, we would like to point out that, in addition to the College of Liberal Arts, three other OSU Colleges have agreed to support the program.

This memorandum of understanding details the support pledged by the Colleges of Liberal Arts, Science, Agricultural Sciences, and Forestry in the form of one graduate assistanceship per year, for the first four years of the program, at .33 FTE. Each GTA will be assigned to assist with appropriate courses offered by the funding College, and/or to assist faculty whose disciplinary home is in the funding College.

The provisions of this MOU become effective Fall 2015.

We the undersigned concur with the provisions outlined above:

Larry Rodgers, Executive Dean
Division of Arts & Sciences
Dean, College of Liberal Arts

Date

Sastry Pantula, Dean
College of Science

Date

Dan Arp, Dean
College of Agricultural Sciences

Date

Thomas Maness, Dean
College of Forestry

Date
### Appendix B: Environmental Arts and Humanities Affiliated Faculty

<table>
<thead>
<tr>
<th>College of Liberal Arts</th>
<th>Affiliated Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Chris, PhD, Professor of English (<a href="mailto:canderson@oregonstate.edu">canderson@oregonstate.edu</a>)</td>
<td>Chris Anderson is a Professor of English and a Catholic deacon. He has written a number of books in some way concerned with questions of spirituality and the environment, including both creative nonfiction and poetry, and he teaches courses in writing, writing theory, and religion and literature. His latest book is a book of poems, The Next Thing Always Belongs. He is especially interested in exploring environmental questions in the context of the Judeo-Christian tradition.</td>
</tr>
<tr>
<td>Barnd, Natchee, PhD, Assistant Professor of Ethnic Studies (<a href="mailto:Natchee.Barnd@oregonstate.edu">Natchee.Barnd@oregonstate.edu</a>)</td>
<td>My environmental arts and humanities interests center on environmental racism: the unequal impact of environmental harm or burden on communities of color and indigenous peoples in the United States. I am interested in the ways racialized individuals and communities engage in artistic resistance and self-determination as environmental justice. I am generally concerned with the intersections between environmental theories, practices, and policies with issues of race, culture, space, and indigeneity.</td>
</tr>
<tr>
<td>Betjemman, Peter, PhD, Associate Professor and Graduate Coordinator of the MA in English (<a href="mailto:peter.betjemann@oregonstate.edu">peter.betjemann@oregonstate.edu</a>)</td>
<td>Peter Betjemann’s research focuses on various cultural presentations of the “natural.” His published work and his teaching often address the ways in which human-made forms serve as conduits for raising environmental consciousness or – the darker underbelly of the same phenomenon – for packaging and selling its image. Primarily a scholar of nineteenth and early twentieth century American literature and culture, he has particular interest in the era’s building practices, and studies everything from “rustic” garden structures to Arts and Crafts furniture as manifestations of nineteenth-century desire to channel (for salutary and for mercenary purposes) nature’s physical forms. In fiction written between 1800 and 1925, one finds an enormous archive of thinking about built things – the sod houses that appear in so many of Willa Cather's novels, for instance – as repositories of an emerging environmental awareness.</td>
</tr>
<tr>
<td>Browne, Neil, PhD, Associate Professor of English and Liberal Studies (OSU Cascades) (<a href="mailto:Neil.Browne@osucascades.edu">Neil.Browne@osucascades.edu</a>)</td>
<td>My work focuses on the intersections of American Pragmatism, particularly John Dewey, and American literature and culture, in terms of what I call pragmatist ecology, a way of thinking about ecology as inclusive of both cultural and physical environments. I have also been examining the interrelationships between American visual art and literature in their (often transnational) relation to historical, cultural, and physical environments. I have a burgeoning interest in working landscapes.</td>
</tr>
<tr>
<td>Figueroa, Rob, PhD, Assistant Professor of Philosophy (<a href="mailto:robert.figueroa@oregonstate.edu">robert.figueroa@oregonstate.edu</a>)</td>
<td>Environmental philosophy; environmental justice</td>
</tr>
<tr>
<td>Gottlieb, Evan, PhD, Associate Professor, School of Writing, Literature and Film (<a href="mailto:evan.gottlieb@oregonstate.edu">evan.gottlieb@oregonstate.edu</a>)</td>
<td>In my primary areas of research – eighteenth-century and Romantic British literature – I have books and articles published or forthcoming on nationalism, globalization, and Sir Walter Scott. More recently, I have also become strongly interested in connections between Romanticism, eco-criticism, and the contemporary philosophical movement called Speculative Realism. My current book project, which investigates precisely these connections, is titled Romantic Realities: British Romanticism and Speculative Realism, and is under contract with Edinburgh University Press.</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Contact Information</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Guerrini, Anita, PhD</td>
<td>Horning Professor of Humanities (<a href="mailto:anita.guerrini@oregonstate.edu">anita.guerrini@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Hamblin, Jacob Darwin</td>
<td>(<a href="mailto:jacob.hamblin@oregonstate.edu">jacob.hamblin@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Holmberg, Karen, PhD</td>
<td>Associate Professor of English (<a href="mailto:Karen.Holmberg@oregonstate.edu">Karen.Holmberg@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Jenkins, Stephanie, PhD</td>
<td>Assistant Professor of Philosophy (<a href="mailto:stephanie.jenkins@oregonstate.edu">stephanie.jenkins@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Lopéz-Cevallos, Daniel, PhD</td>
<td>MPH, Associate Director of Research, Center for Latino/a Studies and Engagement, Adjunct Professor of International Health (<a href="mailto:Daniel.Lopez-Cevallos@oregonstate.edu">Daniel.Lopez-Cevallos@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Malewitz, Raymond</td>
<td>Assistant Professor, School of Writing, Literature, and Film (<a href="mailto:Raymond.Malewitz@oregonstate.edu">Raymond.Malewitz@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Moore, Kathleen, PhD</td>
<td>Distinguished Professor Emerita of Philosophy, Senior Fellow, Spring Creek Project (Kathleen Dean Moore, Distinguished Professor Emerita, Philosophy)</td>
</tr>
<tr>
<td>Muraca, Barbara, PhD</td>
<td>Assistant Professor of Philosophy (<a href="mailto:barbara.muraca@oregonstate.edu">barbara.muraca@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Orosco, Joseph, PhD</td>
<td>Associate Professor of Philosophy (<a href="mailto:joseph.orosco@oregonstate.edu">joseph.orosco@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Osborne, Michael A., PhD</td>
<td>Professor of History (<a href="mailto:osbornmi@onid.orst.edu">osbornmi@onid.orst.edu</a>)</td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Peltonaki, Kirsi, PhD, Associate Professor of Art History</td>
<td>(<a href="mailto:kirsi.peltomaki@oregonstate.edu">kirsi.peltomaki@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Pflugfelder, Ehren, PhD, Assistant Professor, School of Writing, Literature and Film</td>
<td>(<a href="mailto:ehren.pflugfelder@oregonstate.edu">ehren.pflugfelder@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Robinson, David, PhD, Oregon Professor of English; Distinguished Professor of American Literature; Director, Center for the Humanities</td>
<td>(<a href="mailto:drobinson@oregonstate.edu">drobinson@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Rosenberger, Nancy, PhD, Professor of Anthropology</td>
<td>(<a href="mailto:nrosenberger@oregonstate.edu">nrosenberger@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Stuart Sarbacker, Associate Professor of Philosophy</td>
<td>(<a href="mailto:stuart.sarbacker@oregonstate.edu">stuart.sarbacker@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Thompson, Allen, PhD, Associate Professor of Philosophy</td>
<td>(<a href="mailto:Allen.Thompson@oregonstate.edu">Allen.Thompson@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Trischa Goodnow, Ph.D., Professor of Speech Communication</td>
<td>(<a href="mailto:tgoodnow@oregonstate.edu">tgoodnow@oregonstate.edu</a>)</td>
</tr>
<tr>
<td>Valls, Andrew, PhD, Associate Professor of Political Science</td>
<td>(<a href="mailto:Andrew.Valls@oregonstate.edu">Andrew.Valls@oregonstate.edu</a>)</td>
</tr>
</tbody>
</table>
### College of Forestry

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betts, Matthew G., PhD</td>
<td>Associate Professor Landscape Ecology (<a href="mailto:matthew.betts@oregonstate.edu">matthew.betts@oregonstate.edu</a>)</td>
<td>I study the ways that landscape composition and pattern influence animal behavior, species distributions and ecosystem function. As humans are one of the primary drivers of landscape characteristics globally, much of my work is applied and focused on management and conservation. However, understanding mechanisms is key to generalization, so a central part of my research program is basic in nature and links landscape ecology to behavioral ecology and physiology. The complexity of ecological systems requires powerful tools that extend beyond ecology into other disciplines - particularly mathematics, computer science, political science as well as the humanities. Members of my lab engage actively in such interdisciplinary collaborations.</td>
</tr>
<tr>
<td>Bliss, John, PhD</td>
<td>Associate Dean for Graduate and International Programs (<a href="mailto:john.bliss@oregonstate.edu">john.bliss@oregonstate.edu</a>)</td>
<td></td>
</tr>
<tr>
<td>Law, Beverly, PhD</td>
<td>Professor, Professor of Global Change Biology &amp; Terrestrial Systems Scienc, Director of the TERRA-PNW research group, and Leopold Leadership Fellow (2004) (<a href="mailto:bev.law@oregonstate.edu">bev.law@oregonstate.edu</a>)</td>
<td>Dr. Law's research focuses on the effects of climate change, extreme events and human actions on forests, woodlands and shrublands. Her approach is interdisciplinary and multi-scale, combining biometeorology, remote sensing, and modeling across landscapes and regions over seasons to decades.</td>
</tr>
<tr>
<td>Needham, Mark, PhD</td>
<td>Associate Professor and Gene D. Knudson Chair in Forestry Education Director of the Natural Resources, Tourism, and Recreation (NATURE) Studies Lab (<a href="mailto:mark.needham@oregonstate.edu">mark.needham@oregonstate.edu</a>)</td>
<td>Dr. Nedham's research areas include human dimensions of natural resources, recreation, tourism, and wildlife; social psychology of natural resource issues; marine and terrestrial parks and protected areas; ski area management; norms and standards of quality; carrying capacity and crowding; specialization; conflict; risk; social trust; survey and quantitative methods.</td>
</tr>
<tr>
<td>Nelson, Michael P., PhD</td>
<td>Professor of Environmental Ethics and Philosophy, Ruth H. Spaniol Chair of Renewable Resources, Lead Principle-Investigator for the Hj Andrews LTER Program, Senior Fellow with the Spring Creek Project (<a href="mailto:mpnelson@oregonstate.edu">mpnelson@oregonstate.edu</a>; 201k Richardson Hall; <a href="http://www.michaelpnelson.com">www.michaelpnelson.com</a>)</td>
<td>Though his training is in philosophy and environmental ethics, Dr. Nelson's current work lies at the edges of philosophical ethics, social science, and ecology. Most recently his work has focused on formal critical thinking, large carnivore conservation, climate change, and topics in science communication, advocacy, and policy.</td>
</tr>
<tr>
<td>Salwasser, Hal, PhD</td>
<td>Professor of Forest Ecosystems and Society (<a href="mailto:hal.salwasser@oregonstate.edu">hal.salwasser@oregonstate.edu</a>)</td>
<td>My scholarship and research interests are in the areas of: (1) the intersection of culture/society and natural ecosystems and resources through time and across cultures, (2) sustainable uses and management of ecosystems for multiple uses and values, and (3) factors influencing the evolution and revision of American federal conservation policies, including conservation ethics.</td>
</tr>
<tr>
<td>Shinderman, Matt, PhD</td>
<td>Senior Instructor of Natural Resources and Program Lead of OSU-Cascades Sustainability Double-Degree (OSU Cascades) (<a href="mailto:Matt.Shinderman@osucascades.edu">Matt.Shinderman@osucascades.edu</a>)</td>
<td>Dr. Shinderman teaches courses ranging from endangered species ecology to environmental politics and policy, and his scholarly interests include sustainability performance assessment, ecological assessment in urban landscapes, ecological restoration and species adaptation to climate change.</td>
</tr>
<tr>
<td>Still, Christopher, PhD</td>
<td>Assistant Professor (<a href="mailto:chris.still@oregonstate.edu">chris.still@oregonstate.edu</a>)</td>
<td>My research integrates modeling and measurements and has many aspects related to climate and global environmental change. This research is focused on the role of clouds in the ecological structure and function of forests, on the global biogeography and biogeochemistry of C4 grassy vegetation, and on linkages between the carbon and water cycles at a range of spatial and temporal scales.</td>
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</table>
**College of Public Health and Human Sciences**

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<th>Name</th>
<th>Role and Research Focus</th>
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<tr>
<td>Strauss, Steven, PhD</td>
<td>Dr. Strauss’s research is centered on methods for genomic analysis and genetic engineering of tree crops for wood and bioenergy. Key aims are methods for genetic containment to reduce environmental impacts, regulatory impediments to application, and social disruptions. He also teaches, engages in outreach to the public, and has conducted research on public and scientist perceptions of GMOs and chemicals used in agriculture and food.</td>
</tr>
<tr>
<td>Bethel, Jeffery, PhD</td>
<td>My research interests include infectious disease epidemiology, health effects of climate change, and disaster preparedness. Currently, my research group is working to identify populations vulnerable to natural and man-made disasters and to develop interventions to increase household- and community-level preparedness. I am also leading a study to identify risk factors for heat-related illness among farmworkers in Oregon as outdoor workers have been identified as a population vulnerable to climate-related health effects.</td>
</tr>
<tr>
<td>Harding, Anna, PhD</td>
<td>My expertise is in environmental health, including environmental contamination and population-based risk, water quality, and community involvement. For 15 years I have been engaged with communities impacted by contaminated substances. I am the Principal Investigator (PI) of the Community Engagement Core for OSU’s NIEHS-funded Superfund Research Center, investigating PAH exposures associated with traditional cultural practices with the Confederated Tribes of the Umatilla Indian Reservation. I have also participated in a Tribal-funded project to analyze nutrient profiles of native food plants that are important to the Tribal community. I headed up the outreach aspect of an NIEHS-funded grant using biological passive samplers in the Gulf of Mexico oil spill and employing novel outreach strategies to reach audiences in the Gulf states impacted by the spill. I worked for 12 years previously with the Technical Outreach Services for Communities Program, with the EPA-funded Western Region Hazardous Substances Research Center, in which we provided technical assistance to minority and low-income communities affected by a wide range of hazardous substances.</td>
</tr>
<tr>
<td>Kile, Molly, ScD</td>
<td>Trained as an environmental epidemiologist, Molly Kile’s research focuses measuring human exposure to environmental pollutants, including arsenic, polybrominated diphenyl ethers (PBDEs) and polycyclic aromatic hydrocarbons (PAHs) and evaluating their effects on maternal-child health. This includes exploring epigenetic modifications that could link prenatal exposures with disease risk later in life. Her research has focused on the long-term environmental health impact of exposure to arsenic in groundwater in Bangladesh. More recently, she has become involved with community-based environmental health outreach in Native American Tribes of the Pacific Northwest.</td>
</tr>
<tr>
<td>Kincl, Laurel, PhD</td>
<td>My research interests includes optimizing occupational and environmental exposure assessment for epidemiological and toxicological studies. I am also involved in research evaluating interventions for preventing and reducing work-related injuries and illnesses in special populations, specifically young workers and people with disabilities. I also facilitate community engagement with research investigators in the Environmental Health Sciences Center.</td>
</tr>
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### College of Science

<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Education Area</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blaustein, Andrew, PhD</td>
<td>Professor of Zoology</td>
<td>Zoology; ecology; conservation biology. Director of</td>
<td><a href="mailto:blaudstein@oregonstate.edu">blaudstein@oregonstate.edu</a></td>
</tr>
<tr>
<td>Mason, Bob, PhD</td>
<td>Professor of Zoology; J.C. Braly</td>
<td>I am interested in the interrelationships among</td>
<td><a href="mailto:masonr@science.oregonstate.edu">masonr@science.oregonstate.edu</a></td>
</tr>
<tr>
<td>Orr, Matt, PhD</td>
<td>Instructor of Biology, OSU Cascades</td>
<td>natural products chemistry, behavioral biology,</td>
<td><a href="mailto:Orr.Matt@osucascades.edu">Orr.Matt@osucascades.edu</a></td>
</tr>
<tr>
<td>Santelmann, Mary, PhD</td>
<td>Associate Professor; Senior Research</td>
<td>My research interests center around biogeography,</td>
<td><a href="mailto:santelmm@geo.oregonstate.edu">santelmm@geo.oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### College of Agricultural Sciences

<table>
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<th>Name</th>
<th>Position</th>
<th>Education Area</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert, Dennis, PhD</td>
<td>Assistant Professor, Landscape and</td>
<td>My research includes development of state-wide</td>
<td><a href="mailto:albertd@hort.oregonstate.edu">albertd@hort.oregonstate.edu</a></td>
</tr>
</tbody>
</table>

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October 14-16, 2015 Board of Trustees Meetings  
Academic Strategies Committee  
Page 40
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giannico, Guillermo R., PhD, Associate</td>
<td>Dr. Guillermo R. Giannico is a fisheries</td>
<td>specialist focusing on salmonid ecology and watershed management. He holds</td>
</tr>
<tr>
<td>Professor &amp; Extension Fisheries Specialist</td>
<td>professor degrees in biology, resource</td>
<td>management and environmental studies. As part of his</td>
</tr>
<tr>
<td></td>
<td>management and environmental studies. As part</td>
<td>responsibilities at OSU he extends information and educational material</td>
</tr>
<tr>
<td></td>
<td>of his responsibilities at OSU he extends</td>
<td>and also provides professional assistance to Extension agents,</td>
</tr>
<tr>
<td></td>
<td>information and educational material and</td>
<td>government agency personnel, watershed councils, and the public in general</td>
</tr>
<tr>
<td></td>
<td>also provides professional assistance to</td>
<td>on salmonid ecology and behavior, fish habitat restoration,</td>
</tr>
<tr>
<td></td>
<td>Extension agents, government agency</td>
<td>aquatic ecology, and watershed management-related issues in support of</td>
</tr>
<tr>
<td></td>
<td>personnel, watershed councils, and the public</td>
<td>the Oregon Plan for Salmon and Watersheds.</td>
</tr>
<tr>
<td></td>
<td>in general on salmonid ecology and behavior,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fish habitat restoration, aquatic ecology,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and watershed management-related issues in</td>
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</tr>
<tr>
<td></td>
<td>support of the Oregon Plan for Salmon and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watersheds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gregory, Stan, PhD, Professor of Fisheries</td>
<td>Stream ecosystems: channel dynamics, woody</td>
<td>Dr. Guillermo R. Giannico is a fisheries specialist focusing on salmonid</td>
</tr>
<tr>
<td>and Wildlife (<a href="mailto:stanley.gregory@oregonstate.edu">stanley.gregory@oregonstate.edu</a>)</td>
<td>debris, water chemistry, benthic algae,</td>
<td>ecology and watershed management. He holds degrees in biology, resource</td>
</tr>
<tr>
<td></td>
<td>invertebrates, fish, salamanders, and</td>
<td>management and environmental studies. As part of his responsibilities at</td>
</tr>
<tr>
<td></td>
<td>riparian vegetation. Landscape perspectives</td>
<td>OSU he extends information and educational material and also provides</td>
</tr>
<tr>
<td></td>
<td>for stream ecosystems. Influence of human</td>
<td>professional assistance to Extension agents, government agency personnel,</td>
</tr>
<tr>
<td></td>
<td>activities on ecosystem structure and</td>
<td>watershed councils, and the public in general on salmonid ecology and</td>
</tr>
<tr>
<td></td>
<td>function. Historical reconstruction of rivers</td>
<td>behavior, fish habitat restoration, aquatic ecology, and watershed</td>
</tr>
<tr>
<td></td>
<td>and riparian forests. Development of</td>
<td>management-related issues in support of the Oregon Plan for Salmon and</td>
</tr>
<tr>
<td></td>
<td>restoration perspectives and practices that</td>
<td>Watersheds.</td>
</tr>
<tr>
<td></td>
<td>are consistent with natural stream processes.</td>
<td></td>
</tr>
<tr>
<td>Marcus, Craig, PhD, Professor and</td>
<td>toxicology, environmental risk analysis,</td>
<td>Dr. Brook studies climate history to understand how the earth system</td>
</tr>
<tr>
<td>Department Head, Environmental &amp; Molecular</td>
<td>uncertainty decision-making</td>
<td>responds to climate change. His work uses polar ice cores as recorders of</td>
</tr>
<tr>
<td>Toxicology (<a href="mailto:craig.marcus@oregonstate.edu">craig.marcus@oregonstate.edu</a>)</td>
<td></td>
<td>past climate change, and focuses on the relationship between greenhouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gases and climate change, on time scales of decades to hundreds of</td>
</tr>
<tr>
<td>Muir, Patricia, PhD, Professor, Botany &amp;</td>
<td>I am an applied plant ecologist. I work to</td>
<td>thousands of years. One clear outcome of ice core studies is the</td>
</tr>
<tr>
<td>Plant Pathology (<a href="mailto:muirp@science.oregonstate.edu">muirp@science.oregonstate.edu</a>)</td>
<td>understand consequences of land management</td>
<td>recognition that human activities have radically altered the levels and</td>
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<td>practices for native plants and invasion by</td>
<td>cycles of major greenhouse gases, pushing the atmosphere toward a state it</td>
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<td>exotic plants. Research has focused on</td>
<td>has not seen for at least 50 million years.</td>
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<td>chaparral and oak ecosystems in SW Oregon,</td>
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<td>where landscape-level fuel reduction</td>
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<td>treatments have been implemented. I have</td>
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<td>also studied the impacts and sustainability</td>
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<td></td>
<td>of commercial &quot;moss&quot; harvesting from Pacific</td>
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<td>Northwest and, most recently have</td>
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<td></td>
<td>evaluated the invasion potential of a</td>
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<td></td>
<td>widely-planted non-native species, *Kochia</td>
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<td>prostrata*, in Idaho.</td>
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**College of Earth, Ocean, and Atmospheric Sciences**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Description</th>
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<tbody>
<tr>
<td>Brook, Edward, PhD, Professor of</td>
<td>Dr. Brook studies climate history to understand</td>
<td>Dr. Brook studies climate history to understand how the earth system</td>
</tr>
<tr>
<td>Geosciences and Leopold Leadership</td>
<td>Geosciences and Leopold Leadership Program</td>
<td>responds to climate change. His work uses polar ice cores as recorders of</td>
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<tr>
<td>Program Fellow (<a href="mailto:brooke@geo.oregonstate.edu">brooke@geo.oregonstate.edu</a>)</td>
<td>Fellow</td>
<td>past climate change, and focuses on the relationship between greenhouse</td>
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<td>gases and climate change, on time scales of decades to hundreds of</td>
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<td>thousands of years. One clear outcome of ice core studies is the</td>
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<td>recognition that human activities have radically altered the levels and</td>
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<td>has not seen for at least 50 million years.</td>
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<td>Cone, Joe, PhD, Assistant Director &amp;</td>
<td>With Oregon Sea Grant since 1983, Joe is a</td>
<td>With Oregon Sea Grant since 1983, Joe is a science communicator by</td>
</tr>
<tr>
<td>Communications Leader, Oregon Sea Grant</td>
<td>science communicator by profession: an editor,</td>
<td>profession: an editor, writer, and video producer; and also a researcher</td>
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<tr>
<td>(<a href="mailto:joe.cone@oregonstate.edu">joe.cone@oregonstate.edu</a>)</td>
<td>writer, and video producer; and also a</td>
<td>very interested in interdisciplinary projects that integrate natural science,</td>
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<td>researcher very interested in interdisciplinary</td>
<td>social science, humanities, and public engagement. In 2013 he is leading</td>
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<td>projects that integrate natural science,</td>
<td>four projects related to environmental risks and actions, climate change</td>
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<td>social science, humanities, and public</td>
<td>communication, and climate adaptation planning.</td>
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<td>engagement.</td>
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<td>Gosnell, Hannah, PhD, Associate Professor</td>
<td>Dr. Gosnell’s research interests have to do</td>
<td>Dr. Gosnell’s research interests have to do with land use, water resource</td>
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<td>of Geography (<a href="mailto:gosnellh@geo.oregonstate.edu">gosnellh@geo.oregonstate.edu</a>)</td>
<td>with land use, water resource</td>
<td>management, climate change and environmental governance in the context of</td>
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<td>management, climate change and environmental</td>
<td>rural/agricultural landscapes undergoing socioeconomic and ecological change,</td>
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<td>governance in the context of rural/agricultural</td>
<td>and the ways in which laws and institutions might evolve to better reflect</td>
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<td>landscapes undergoing socioeconomic and</td>
<td>changing geographies. She is especially interested in the sociocultural</td>
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<td>ecological change, and the ways in which</td>
<td>dimensions of landowner decisionmaking and collaborative conservation; and</td>
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<td>laws and institutions might evolve to better</td>
<td>in the role that attitudes, values, and identity play in the transition to</td>
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<td>reflect changing geographies. She is especially</td>
<td>more sustainable, “climate smart” agriculture.</td>
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<td>interested in the sociocultural dimensions</td>
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<td>of landowner decisionmaking and collaborative</td>
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<td>conservation; and in the role that attitudes,</td>
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<td>values, and identity play in the transition</td>
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<td>to more sustainable, “climate smart”</td>
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<td>agriculture.</td>
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<td>Research Interests</td>
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<tr>
<td>Grant, Gordon, PhD, Research Hydrologist,</td>
<td><a href="mailto:gordon.grant@oregonstate.edu">gordon.grant@oregonstate.edu</a></td>
<td>I’m interested in how and why rivers change their forms and courses. Specifically, I study how a variety of “drivers” of channel change, including climate, land use, dams, floods, and volcanic processes affect flow, sediment transport, and consequent changes in channel structure, pattern, and behavior. More broadly, I’m interested in how water moves through landscapes (including forests and hillslopes), and how human actions influence and are influenced by water in its many forms.</td>
</tr>
<tr>
<td>USDA Forest Service, PNW Research Station;</td>
<td></td>
<td>Courtesy Professor in the College of Earth, Ocean, and Atmospheric Sciences</td>
</tr>
<tr>
<td>Hales, Burke, PhD, Associate Professor</td>
<td><a href="mailto:bhales@coas.oregonstate.edu">bhales@coas.oregonstate.edu</a></td>
<td>I’m a Professor in Ocean Ecology and Biogeochemistry in the College of Earth, Ocean, and Atmospheric Sciences. My interests focus on interdisciplinary study of carbon cycles at ocean boundaries—sediment-water, air-sea, land-ocean, and, recently, organism-environment. I’m an applied and field scientist, and much of my insight has come from the observational technologies we develop that allow data to be collected in challenging environments with faster, smaller, cheaper instrumentation.</td>
</tr>
<tr>
<td>Ocean Ecology and Biogeochemistry</td>
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<tr>
<td>Jones, Julia, PhD, Geosciences Professor</td>
<td><a href="mailto:Julia.Jones@oregonstate.edu">Julia.Jones@oregonstate.edu</a></td>
<td>land use, climate change and disturbance effects on hydrology, geomorphology, water quality</td>
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<td>and Ecosystem Informatics IGERT Director</td>
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<tr>
<td>Nolin, Anne, PhD, Associate Professor of</td>
<td><a href="mailto:anne.nolin@gmail.com">anne.nolin@gmail.com</a></td>
<td>Research Interests: Snow processes in mountain environments, hydroclimatology, cryosphere-climate interactions, remote sensing of snow and ice, surface energy balance modeling, radiative transfer modeling, digital image processing. Specialty: Mountain hydroclimatology, snow and ice in the climate system, remote sensing.</td>
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<tr>
<td>Geosciences</td>
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<tr>
<td>Schmittner, Andreas, PhD, Associate</td>
<td><a href="mailto:aschmitt@coas.oregonstate.edu">aschmitt@coas.oregonstate.edu</a></td>
<td>I’m interested in climate science with a focus on global scale physical, biological, and chemical processes. Most of my research revolves around the ocean. I’m particularly fascinated by its interactions with the atmosphere, ice, and biosphere. I create and use models to better understand past and possible future changes. Communication of climate science, including impacts of human activities, is also important to me.</td>
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<tr>
<td>Professor of Physics of Oceans and</td>
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<td>Atmospheres</td>
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<tr>
<td>Smith, Court, PhD, Emeritus Professor in</td>
<td><a href="mailto:csmith@oregonstate.edu">csmith@oregonstate.edu</a></td>
<td>My interests center on the interaction between values, intentions, and actions to achieve adaptive capacity when dealing with culturally complex environmental changes. Adaptive capacity includes cultural changes needed to adapt to unknown and uncertain futures. In research, mentoring, teaching, and communication, I seek to work across disciplines, to listen to the perspectives of those from different backgrounds than my own, and to identify ways to improve human well-being.</td>
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<td>Anthropology, Associate Director of the</td>
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<td>Water Resources Graduate Program</td>
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<td>Institute for Natural Resources</td>
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<tr>
<td>Gaines, Lisa, PhD, Institute for Natural</td>
<td><a href="mailto:lisa.gaines@oregonstate.edu">lisa.gaines@oregonstate.edu</a></td>
<td>Lisa has more than 20 years of experience working with universities, government agencies, and NGOs to develop and manage multi-institutional natural resource and international development projects and programs. Within INR she leads multi-institutional research and science review teams, facilitates planning and policy dialogues, develops and implements policy research, leads multi-institutional proposal development teams, and has been INR's Associate Director for the past five years.</td>
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<tr>
<td>Resources Director and Primary Contact for</td>
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<td>the Oregon Explorer Program</td>
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Appendix C: Transmittal Sheet

Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building – Oregon State University

For instructions, see http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals. Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)
(Category I Final Approval: Oregon State Board of Higher Education)

- [x] New degree program
- Major (substantive) change in existing program

Abbreviated Proposal (Abbreviated Category I) [Abbreviated Category I Final Approval: OSU Provost]

- Rename of an academic program or unit
- Establishment of a new college, school, department or program
- Reorganization – moving responsibility for an academic program from one unit to another
- Merging or splitting an academic unit
- Termination of an academic program or unit
- Suspension or reactivation of an academic program or unit
- New certificate program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process

Title of Proposal: M.A. in Environmental Arts and Humanities

Effective Date: April 30, 2013

School/Department/Program: Environmental Arts and Humanities Initiative

College: College of Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

Kathleen Moore 5/1/13

Print (Department Chair/Head; Director)

Date

Kathleen Moore

Sign (Department Chair/Head; Director) Date

Larry Rodgers, Dean

Print (Dean of College)

October 14-16, 2015 Board of Trustees Meetings

Academic Strategies Committee
Executive Summary

The M.A. in Environmental Arts and Humanities is designed for students with undergraduate degrees in the arts/humanities or the environmental/natural resource sciences and a deep interest in broadening their education to include arts/humanities-based perspectives and skills. In its foundation courses, the MA will provide students a reciprocal understanding of the working methods of environmental science and environmental arts/humanities. Then it invites students to focus on one of three concentration areas: the environmental imagination (arts, communication, creative writing, moral imagination), environmental action (community leadership, movement building, media power, cultural diversity, social justice, the history of structural change), or environmental thinking (moral reasoning, critical thinking about environmental issues, conceptual analysis of complex problems, reasoning with facts and values). Students in the MA program will learn these skills in the context of work in a particular area of concern, work that will include courses, collaborative field experience, and the thesis or project.

Broadly understood, the goal of the MA is to provide students with a degree program about the cultural, moral, historical, spiritual, creative, and communication dimensions of environmental issues, to prepare them for good, wise work in such positions as environmental NGOs, government and land agencies, advocacy groups, corporations, green business, journalism, conservation and stewardship, formal and informal education, and other environmental positions that require strong, creative communication and reasoning skill sets and humanistic understanding. We anticipate enrolling ten students in the first year of the program, fourteen students in the second year of the program, and twenty students in subsequent years.

Environmental Arts and Humanities faculty resources include a Director and staff. The Program currently has more than fifty affiliated faculty at OSU.

The financial plan for the MA in Environmental Arts and Humanities Program reflects strong interdisciplinary support across campus. In the first four years, the program will receive financial support from the Graduate School, College of Liberal Arts, College of Science, College of Forestry, and College of Agricultural Sciences. After the fourth year the program will be largely self-supporting.
Appendix E: Accessibility Form

OSU
Oregon State University

Category I Proposal
Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: MA in Environmental Arts and Humanities
Effective Date: May 1, 2013

Department/Program: Environmental Arts and Humanities
College: Graduate School / College of Liberal Arts

☐ Faculty Guidelines (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
☐ Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Kathleen Dean Moore
Print (Department Chair/Head; Director)

Sign (Department Chair/Head; Director) Date

5/1/13
Appendix F: Library Evaluation

OSU Libraries
Collection Development

Updated Library Evaluation for Category I Proposal

Master of Arts in Environmental Arts & Humanities
Title of Proposal

Graduate School
Department

Liberal Arts
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ ] inadequate to support the proposal (see budget needs below)
[x] marginally adequate to support the proposal
[ ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: $3,000 for monographs
$798 for new journal subscriptions

Year 2: $862 for journals
Year 3: $931 for journals

Comments and Recommendations:

Date Received: 1/30/15

Date Completed: 2/2/15

Laurel Kristick
Collection Assessment Librarian

Signature

Kerri Goergen-Doll
Head of Collections & Resource Sharing

Signature

Faye A. Chadwell
University Librarian

Signature

October 14-16, 2015 Board of Trustees Meetings
Academic Strategies Committee
Page 46
Appendix G: Space / Facility Evaluation

MA in Environmental Arts and Humanities
Oregon State University
Space Evaluation

On April 12, 2013, Carly Lettero, Environmental Arts and Humanities Program Director, submitted the Category I proposal to Jean Duffett for a space evaluation. Jean’s evaluation is below:

From: Duffett, Jean
Monday, May 06, 2013 11:40 AM

Carly,

Thank goodness for checking in. I had a sinking feeling that I had not responded on this issue.

Given that CLA will be moving into Bexell Hall where there should be space in the future, the Category I proposal for the MA in Environmental Arts and Humanities is acceptable regarding its space evaluation.

Thank you for the opportunity to review this proposal.

Jean Duffett, AIA|Architectural Space Planner
OSU Campus Operations|Real Property & Space Services
128 Oak Creek Building|Corvallis, OR 97331
Ph: 541-737-3014

--------------------------------------------------

To: Duffett, Jean
Cc: Beach, Gary
Attachments: Environmental Arts and Humanities (233 KB)
Sent Items Friday, April 12, 2013 10:24 AM

Jean,

At Gary Beach's request, I'd like to submit the attached Category I proposal for space evaluation.

Please let me know if you have any questions.

Sincerely,
Carly Lettero
3 August 2015

Dr. Brenda McComb
Dean, Graduate School
526 Kerr Administration Building
Oregon State University
Corvallis, OR 97331

Dear Dr. McComb,

The External Review Panel has completed its report, which is enclosed. In short, we unanimously support the creation of the Master of Arts in Environmental Arts and Humanities at Oregon State.

Oregon State is well positioned to offer such a degree. The university’s faculty, mission, resources, and location combine to make it an ideal setting for connecting the arts, humanities, and social and natural sciences in environmental inquiry. The MA in Environmental Arts and Humanities is poised to attract students from diverse geographical and disciplinary backgrounds and will provide its graduates with invaluable skills and experiences that will support them in their career and personal goals.

The Panel does have some recommendations for your consideration as you move forward with this proposal. These are outlined in more detail in our report, but we list them here briefly for emphasis: the Program will require dedicated space on campus for both its administrative staff and students; year-round administrative support is necessary to adequately facilitate student success; early investment in recruitment and marketing for the degree will help ensure its vitality; initial and on-going professional development for participating faculty will promote clear communication among them regarding programmatic expectations and student progress.
Sincerely.

Lisa M. Brady
Boise State University

James H. Capshew
Indiana University

Lisa H. Sideris
Indiana University

Paul B. Thompson
Michigan State University

1910 University Drive Boise, Idaho 83725-1925
Phone (208) 426-1255 bsuhistory@boisestate.edu sspa.boisestate.edu/history
MA in Environmental Arts and Humanities
External Review Panel Report

Lisa M. Brady, James H. Capshew, Lisa H. Sideris, Paul B. Thompson
3 August 2015

The external review panel strongly and unanimously supports the creation of the MA in Environmental Arts and Humanities Program at Oregon State University.

Executive Summary

The External Review Panel (hereafter the Panel) evaluated the written proposal and supplemental documents and met with the Program Director, Program Coordinator, faculty, Deans, and prospective students associated with the proposed MA for Environmental Arts and Humanities (hereafter the Program), as well as with other individuals who will be in a position to support it (e.g., library staff). It is the Panel’s opinion that the proposed Program is thoughtfully designed, intellectually rigorous, and perfectly poised to fill a need at local, state, and national levels for professionals who are committed to broad engagement with and deep understanding of pressing environmental issues. The Program enjoys wide support from all necessary constituents (faculty, staff, students, institution leadership, and community partners). Oregon State University is especially well suited to offer such a Program because of the institution’s strengths in environmental research, its commitment to faculty and student development in such areas of study, and its positive relationship with the surrounding community.

Although the Panel believes that the Program is ready to move forward as proposed, several resource considerations bear special mention. For the Program to be successful Oregon State leadership will need to commit dedicated space for the administration of the Program, large enough to also accommodate gathering and work space for students so that they can best take advantage of the collaborative nature of the Program. Due to the unique character of the Program, which requires year-round communication with students working with diverse and potentially far-flung community partners, the institution should dedicate resources to ensure 12-month administrative support. Funds and technical support need to be made available in the immediate term to facilitate appropriate recruitment and marketing efforts to ensure that the candidate pool for admission is the strongest possible. Finally, the Panel strongly advises institutional leadership to provide support for immediate and on-going professional development of affiliated faculty. The Program’s transdisciplinary nature requires clear communication between faculty from diverse disciplinary backgrounds and clear understanding of what will constitute acceptable research and appropriate culminating products by the Program’s students.

Detailed Report

1. Program
   a. The program is animated by the conviction that neither the sciences nor the humanities can meet environmental challenges alone. The objective is to offer a degree program that highlights the unique and vital contributions of the arts and humanities to environmental education, including the cultural, moral, historical,
spiritual, creative, and communication aspects of environmental issues that do not receive sufficient coverage in existing programs. This skill set can empower students to become informed decision-makers and effective leaders on complex environmental issues. The Panel notes that OSU is well positioned to provide such coverage (more on this below). As the program develops, we especially encourage the committee to forge connections with the arts beyond the literary arts, such as theatre, music, film and photography, and studio art.

The program requirements are diverse and well conceived. They address many of the necessary features of a successful postgraduate education, including professional development, hands-on experience and outreach, theory and method, and independent, in-depth work on a final project or thesis. We urge the Program to further clarify the scope and parameters of the final project/thesis, so that students do not attempt more than they can complete in a 2-year program. The areas of concentration—Environmental Imagination, Action, and Thinking—are suggestive of the different but overlapping paths students may pursue in their course of study. The Panel notes that each of these areas of study can help students develop practical skills, such as environmental communication, that will be valuable to employers, and they should be marketed as such. The Program committee may want to consider renaming the tracks, a suggestion that emerged from our discussions. The current titles for each of the focus areas are ambiguous and their distinctions are not readily discerned.

The program will be offered on OSU’s main campuses and is administered through the College of Liberal Arts (CLA). It is guided by a full-time director, a half-time program manager, a part-time administrative assistant, and an Executive Committee. Affiliated Faculty are drawn from colleges across the university. The proposal clearly articulates program goals and student learning outcomes and plans to assess student progress annually.

b. The program aligns well with the OSU’s mission and strategic goals of educating students to address significant challenges at the global, state, and local level. For example, the Program’s strengths include engaged scholarship, service and outreach, and public policy formation, among others. With regard to student access and diversity, this degree is likely to appeal to a diverse body of students, including nontraditional students, as well women and minority students with interests in environmental justice, gender, or indigenous knowledge and traditions. Moreover, because environmental issues are inextricably linked to health and wellbeing, the Program will advance knowledge on the relationship between human health and a healthy and sustainable environment.

c. As noted above, OSU is in an excellent position to administer this degree. On the Arts and Humanities side, key assets contributing to the wealth of the Program include the Spring Creek Project and the MFA in Creative Writing; a number of environmental philosophers and ethicists are housed within the School of History, Philosophy and Religion. OSU has longstanding strengths in the environmental and
applied sciences, forestry, and public policy. The Special Collections and Archives Research Center (SCARC) of the Valley Library is an important supporting asset. Courses are currently available or are being developed in all of the key areas of environmental arts and humanities and some may be offered online. Coursework is designed in such a way that students will work closely with faculty in developing and completing a final project or thesis.

d. There are several interdisciplinary initiatives and programs at OSU and beyond with which the proposed degree program can readily cross-pollinate. Students pursuing coursework at the undergraduate or graduate level in Food Studies will likely find their way to the Program, as will students in existing programs such as Public Policy, Women, Gender, and Sexuality Studies, and Creative Writing. The Spring Creek Project may provide internship possibilities and facilitate students’ research and writing projects. The Panel encourages the Program to collaborate closely with existing initiatives, such as the Food Studies certificate, whose focus on social justice makes for a natural fit. While the Program is clearly designed to foster community engagement beyond institutional walls, we also encourage the committee to strategize about ways of bringing the unique bioregional and cultural features of Corvallis and the state of Oregon (agriculture, winemaking, geographical/geological distinctiveness and beauty) into the curriculum so as to highlight place-based education and “sense of place” within the overall curriculum.

Connections between the Program and the existing MA, MS and PhD in many areas of the environmental sciences at OSU will likely foster new collaborations, shared coursework and other research and internship opportunities. Students in the program may also take courses and work with faculty at the nearby University of Oregon’s Environmental Studies Program. For students wishing to pursue doctoral work, the proposed program may be a springboard to PhD work in Environmental Studies at the University of Oregon. The Panel agrees that these relationships are a win-win for the proposed program and for other programs and initiatives at OSU and around the state.

e. Extant environment-focused programs at Oregon State do an excellent job of training students in the natural sciences; this program, in contrast, fills a need in Oregon and beyond for professionals broadly trained in other aspects of environmental research and work. The Program will provide students with opportunities to synthesize what we know (and think we know) about the natural world and to create new ways of understanding and applying that knowledge. Based on the informal student survey and the Market Analysis study, there is a clear demand by students and employers for this kind of program. As the Program is not duplicated at any other Oregon campus (or, to the Panel’s knowledge, elsewhere in the nation), it will prove to be highly cost effective if properly funded and resourced.
f. The Program, although it will tap into resources across the Oregon State campus (primarily in the form of faculty teaching and research mentorship), will have an overall positive impact on the University and on its current programs. The Program is transdisciplinary in nature, so its demand on faculty time and effort will be distributed across a variety of academic units and the individual impact on specific departments will likely be small. In addition, the Program’s students will boost enrollments in courses across the curriculum (but not in an unsustainable way) and will potentially add diverse perspectives in classes that might typically have only students from a single disciplinary background. Thus, the Program promises to complement existing programs rather than detract from them.

g. The Program’s major strengths are three-fold. First, it draws upon already established programs on the Oregon State campus and upon the university’s commitment to and pool of expertise in environmental research. Second, the program breaches disciplinary boundaries, thus allowing students to create personally relevant courses of study that will, in turn, make them more appealing to employers and partners who value broad understanding of environmental questions and who want professionals with finely honed critical thinking and wide-ranging research skills. Third, the program is unique in its pairing of the arts and humanities with the natural sciences, thus filling an identified need in the training of future environmental professionals.

The Program could, in the near or intermediate future, consider expanding its scope to provide focused study of food and agriculture, to incorporate more faculty with international expertise, to capitalize on Oregon State’s unique location (which would help students to better grasp the importance of place in environmental research), and to better define and integrate the non-literary creative arts in its curriculum. Each of these things, together or separately, would serve to further strengthen the Program academically, its university-wide reputation and support, and its ability to attract larger and highly qualified cohorts of students.

The Panel believes that the proposal it reviewed could have more strongly articulated Oregon State’s track record for collaborative research and creative activity at the faculty level.

2. Faculty

a. Oregon State University is a leading research university and the quality of its faculty reflects this fact. OSU is at or near the top in several environmental science fields. Faculty in liberal arts disciplines have degrees from highly ranked departments and, perhaps more importantly, are recognized by their peers as making substantive contributions to the body of literature in the environmental humanities. OSU has made strategic hires in all of the arts and humanities disciplines over the last decade. Given the breadth of topics in the environmental arts and humanities, no one group of faculty members could possibly assure complete coverage. At the same time, the very breadth of the field means that a large number of courses can be offered to satisfy degree requirements. The Program will not depend heavily on any
single individual and, given trends in the arts and humanities, it should not be difficult to recruit new faculty with a strong interest in supporting it. Relative to the capabilities of other universities, OSU looks very strong in environmental philosophy and in creative arts. The concentration and research productivity of OSU faculty in these areas exceeds that of other universities offering doctoral degrees. The quality of the environmental science programs combined with OSU’s tradition of low barriers to collaboration is also a strength and arts programming associated the Spring Creek Project is a national model for such collaboration. OSU has yet to match the record of leading institutions such as Arizona State University in integrating humanities into interdisciplinary and transdisciplinary teams.

b. The Panel notes that given the relatively small number of graduate students pursuing degrees in arts and humanities disciplines, faculty should be well positioned to undertake the supervision of MA students in the new Program. At the same time, we are concerned that the Program’s growth and student support may be constrained by the limited course release and 9-month contract for the Director and the half-time, 9-month appointment for the Program Coordinator. Given that students in the Program will be undertaking projects with significant community engagement, we believe that administrative support should be available and funded on a 12-month basis. Support may be needed in the summer months to provide assistance and guidance to students who are working on projects at that time and, equally important, to insure that community partners who agree to work with OSU students working on project-related activities do not feel abandoned by OSU.

c. In addition, we feel that the Director should identify a group of “core” faculty (smaller than the fifty-some currently listed in the proposal) who can be relied upon to undertake intellectual leadership of the Program, but who would be distinct from (though it might overlap with) the Executive Committee, which we presume will primarily serve in an advisory capacity to the Director and Program Coordinator. This core group needs to jointly develop a consensus on two key elements of the Program as currently described in the plan. The first is the three areas of emphases: It is important that both prospective and enrolled students hear a common message on how these areas of emphasis are being conceptualized. The second concerns the project track that may be substituted for the more conventional MA thesis. Although we do not see the need for revision of the way that this option is defined, there should be more clarity on what will be expected from students, and on the role that faculty advisors should play in development and oversight of project work. In particular, OSU has an interest in insuring that project work proposed by students does not create unrealistic expectations among partner groups. We recommend that this core faculty be supported with resources for convening in a retreat setting and bringing in consultants and/or facilitators as they work to strengthen their joint conception of these two key Program elements.
3. Need  
da. Although there is no ready-made “job market” for holders of an MA in environmental arts and humanities, we believe that there is convincing anecdotal evidence that those who complete the Program will develop capabilities that substantially enhance their ability to undertake socially and intellectually important work. Scientists working on environmental issues are increasingly coming to recognize that while their research is highly suggestive of both environmental problems and possible solutions, there are significant gaps between the highly technical nature of the way in which their results are reported and the mindset or activity of people in other walks of life. As such, many universities are undertaking experiments in different ways of organizing and integrating the environmental sciences more effectively. Some of the more promising approaches rely on humanities disciplines to help with the conceptualization of values that drive behavior, and with the use of narrative to frame messages. The arts are being successfully used through the Spring Creek Project to bring environmental topics to new audiences and to heighten their emotional impact.

b. We believe that OSU has both developed a novel and quite promising way to approach this need with the proposed Program and that it is uniquely situated with respect to its faculty, its institutional culture, and its geographical location. As noted above, the recognized strength of environmental science at OSU means that students will have access to scientists at the cutting edge of all relevant fields. The university appears poised to undertake experiments with new, collaborative and transdisciplinary methods for undertaking action-oriented research on environmental issues and the Program can reasonably be expected to have significant spillover benefit in facilitating the development of new research capabilities for environmental topics. Oregon and the Pacific Northwest are nationally recognized as sites of mobilization and experimentation with new approaches to environmental problems. Unique employment opportunities are emerging as businesses seek to reduce environmental impact and find ways to market themselves to an environmentally sensitive public. Government agencies are becoming more receptive to programming that utilizes skills developed in the arts and humanities, especially in forest management. Finally, the Pacific Northwest is home to a large number of non-profit organizations that have significant environmental programming. The MA in Environmental Arts and Humanities will be especially valuable for individuals who seek employment in the non-profit sector, especially when the degree is combined with prior work experience or another degree in the environmental sciences. The Panel notes that the current text of the proposal does not do a good job of communicating the employment opportunities that we feel currently exist.

4. Resources  
a. Oregon State has excellent library resources overall, in both traditional media and digital forms, with notable strengths in the natural sciences, both pure and applied,
and the social sciences. Because of its history as a land grant institution and the former service role of the arts and humanities, the library collections in these disciplines and areas are less well developed, as the plan noted. We consider it adequate, however, to effectively serve the needs of graduate students in the EAH MA program in the near term. These collections should be expanded to support future growth in this program. It is worth pointing out that, because the environmental arts and humanities engage with scientific worldviews and disciplines through science publications such as journals, books, technical reports, and textbooks, the existence of deep library collections in science (comprises a notable asset for the program.

The Special Collections and Archives Research Center (SCARC), co-located in the Valley Library, is an outstanding scholarly asset to the program. With an excellent staff and ample facilities, SCARC is positioned to provide essential support, whether in terms of rich archival collections (in Natural Resources, History of Science, and University Archives, among others), research training support (including digital media methods), or fostering public discussion and other forms of outreach.

The program should develop a comprehensive listing of potential field sites, both at Oregon State and in the community, for student internships and educational partnerships. This is where the uniquely rich character of the program’s location can shine, and, over time, become woven into the University and community. For instance, at OSU: the Hatfield Marine Science Center, the Permaculture Design Program, and the H.J. Andrews Experimental Forest, among many others. In the local community, Corvallis Environmental Center, Institute for Applied Ecology, First Alternative Co-op, Heart of the Willamette Wineries, and Corvallis Craft Beer Association might be at the top of the list.

b. The Panel applauds the diverse funding for graduate students, in the form of graduate assistantships, from 4 Colleges (Liberal Arts, Science, Forestry, Agricultural Sciences). To that end, the Director must maintain good relations with the leadership and faculty of the supporting units to sustain these important funding streams. In addition, the cultivation of support from other Colleges, particularly the College of Earth, Ocean, and Atmospheric Sciences and the College of Public Health and Human Sciences, should be an important near-term goal.

c. Without having been given precise numbers, it is the Panel’s considered impression that the faculty workload is reasonable given projected student enrollments. Noted earlier, however, is our judgment that provision must be made for administrative support and academic advisement on a 12-month basis. Additional graduate student funding, for research fellowships and teaching assistantships, should be pursued in order to increase the attractiveness of the program.

d. The Panel had frank discussions with Dean Larry Rodgers, College of Liberal Arts, during the site visit, and he evidenced great enthusiasm for the new MA program. Because it has been under development for several years, the plan has undergone rigorous review and refinement, as well as network building among the supporting
deans of the other Colleges involved (Agricultural Sciences; Earth, Ocean, and Atmospheric Sciences; Forestry; Public Health and Human Sciences; Science). We had useful conversations with several school directors and leading faculty in the College of Liberal Arts (including the School of History, Philosophy and Religion; the School of Public Policy; and the School of Writing, Literature and Film), which confirmed that a wide consensus existed on the worthiness of the plan for an MA program in Environmental Arts and Humanities. This initiative has legs.

e. Oregon State has an ongoing commitment to be a national leader in research and education in a host of environmental sciences, and to aspire to a similar position in environmental studies centered on the liberal arts. The MA program in Environmental Arts and Humanities will bring a new level of integration and focus to these disparate efforts, and will eventually become, it is hoped, a worldwide beacon of environmental awareness, education, and scholarship.
EXTERNAL REVIEW: RESPONSE

August 31, 2015

TO: Brenda McComb, Dean of the Graduate School, Oregon State University

FROM: Jacob Hamblin, Professor of History (and Director of Environmental Arts and Humanities Initiative), Oregon State University

SUBJECT: External Review of Category 1 Proposal, MA in Environmental Arts and Humanities

The External Review for the MA in Environmental Arts and Humanities was extremely positive and supportive. It unambiguously endorsed the program, and provided many ideas for strengthening the program in future years. The review team did offer several constructive suggestions. The purpose of the present document is to acknowledge and respond where appropriate.

The suggestions came in two forms: a few editorial changes in the Category 1 proposal itself, and then an overall report assessing the program.

Most of the suggestions and/or comments raised by the external team are long-term ones that can be addressed as the program develops. There were some broader issues/questions that should be answered here for clarity's sake, and these can be grouped under “Summary Suggestions.” The review team’s detailed suggestions are then addressed, as are the Category 1 proposal editorial changes.

Summary suggestions

1. Space

“For the Program to be successful Oregon State leadership will need to commit dedicated space for the administration of the Program, large enough to also accommodate gathering and work space for students so that they can best take advantage of the collaborative nature of the Program.”

Discussion: During the site visit, the external review team was particularly concerned about this because there was no current or obvious space allotted to EAH. This is due to the fluid situation in the College of Liberal Arts as it plans the campus relocation of the dean’s office. In my conversations with Dean Rodgers (CLA) this past year, I have received every indication that there will in fact be space allotted for the administration of the EAH program, including gathering and/or work space for students.

Actions taken or planned, if any: After reading this report, I contacted CLA Associate Dean Marion Rossi (whose duties include infrastructure planning) to further clarify whether EAH will have space. His 8/26/15 email response to me indicated that there will be space
available in Winter 2017 (estimated) at CLA’s new location. CLA plans to have a “center for centers” that will include space for EAH and other centers of excellence. “In short,” he concluded, “we will have dedicated space committed to the program.”

2. Administrative Leadership in Summer

“Due to the unique character of the Program, which requires year-round communication with students working with diverse and potentially far-flung community partners, the institution should dedicate resources to ensure 12-month administrative support.”

Discussion: This concern was shared by several of the faculty members who reviewed the external team’s report. These faculty members do not insist on turning a 9-month appointment into a 12-month appointment, but rather they seek to ensure that the summer months are not a “dead zone” during which students cannot receive support or that recruitment is not being accomplished.

Actions taken or planned, if any: I agree with the spirit of the suggestion. In fact, it is already addressed in the proposal, which outlines summer support for the director in the form of one month of full-time salary, spread out over the summer months. This is adequate compensation for the expected administrative duties in the summer.

3. Core Faculty and Professional Development

“The Panel strongly advises institutional leadership to provide support for immediate and on-going professional development of affiliated faculty.”

Discussion: The team was excited about the enthusiasm of faculty members and administrators about this program, and they wished to ensure that there were plans in place to provide a) a sense of cohesiveness among faculty who regularly participate in programs, teaching, and advising, and b) plans to compensate not only faculty for professional development, but also home units for teaching time.

Actions taken or planned, if any: The external team emphasizes that regular meetings and clear communication among faculty members of diverse fields are crucial to ensuring consensus about what constitutes quality in culminating projects. I agree with this entirely. Currently we have a formal Board of Advisors, and then a much larger list of faculty who have some interest in being involved in our activities. What we lack is a formalized middle ground, drawn from those faculty members who intend to be involved on a regular basis, teaching courses or advising students. We plan to enact their useful suggestion to establish a middle-tier “core” of faculty who would be regularly involved with the program. In addition, we agree that on-going professional development is essential, and we have budgeted funds to compensate faculty to develop courses, or to compensate units for teaching.
Detailed suggestions

In section 1a, the team suggests that the scope and parameters of the final thesis should be clarified. This is a very important point that will require consensus among faculty, so that we do not have students producing final products of radically varying effort or quality. The best way to do this is to establish a core of faculty who meet on a regular basis to discuss standards in the program (see #3 above).

In the same section, the team also suggests that the areas of study (Environmental Imagination, Action, and Thinking) may need to be revised in time to suit the goals of the program, especially if other terms (such as “environmental communication”) are deemed more marketable to employers. I agree that flexibility about the names of areas of study may be necessary. This is the kind of change that would be put before the core faculty for discussion and decision.

In section 1d, the team encourages the EAH program to collaborate with existing initiatives, and we entirely agree.

In section 2b, the team repeats its concerns about 9-month and 12-month administrative support. See #2 above.

In section 2c, the team emphasizes the importance of a “core” group for establishing consensus on areas of emphasis and MA final product. They wished for a “middle ground” between the formal Board of Advisors/Executive Committee and the long list of faculty. As I stated in #3 above, I agree that identifying this “core” can be an important step in helping the program maintain its quality across several disciplines, and allowing it to adapt to changing needs.

In section 4a, the team suggests that as the program grows, we should develop a comprehensive listing of potential field sites for student internships and educational partnerships. We think this is a very good suggestion, and the team has done us a great service by already beginning a list. These contacts will not only be helpful to students, they also will help our faculty to maintain links in the community.

In section 4b, there is a minor error about which colleges have offered support to EAH. The correct colleges are Forestry, Science, and Agricultural Sciences, in addition to Liberal Arts. However, the point is well taken that it is important to maintain strong relationships and to cultivate further support among other colleges as the program matures.

Category 1 proposal editorial changes

“In addition to the specific suggestions below, the review panel suggested that you tweak your vision/description statement to highlight the collaborative nature of faculty engagement in the program and to better identify employment opportunities for graduates.”

(The review team wanted these highlighted earlier in the proposal and more prominently. Done—I have altered the “what is the goal” section on p. 2 of the Category 1 proposal with a sentence indicating faculty collaboration. I added “It will build upon, and add to, the
collaborative nature of faculty and student engagement, across several disciplines, in events and programs sponsored by the Environmental Arts and Humanities initiative at OSU.” This section then addresses the kinds of work students can imagine pursuing. The detailed student needs assessment and market analysis are included later in the proposal, starting on p. 16)

P. 4 Clarify language due to ambiguity about foreign language requirement. (Done, by eliminating redundant final point)

P. 4. Clarify requirement for literacy in the sciences. (Done, the wording was confusing and has now been revised).

P. 6. There was a discrepancy about credits required between the heading and the text. (Fixed)

P. 10. This is not an editorial change, but here the team emphasizes the need for core faculty to meet and agree on criteria.

P. 10. The team here points to the areas of study and the possible need in the future of revising them (no specific editorial change asked)

p. 12, 13, and 25. The team wonders here if the five-year range should begin with 2016 rather than 2015. We will keep this as it is, given that we will likely recruit students to begin in Winter or Spring 2016, depending on when the program is approved.
Appendix I: Letters of Support

Carly Lettero  
Program Manager, Environmental Humanities Initiative  
Oregon State University  
Corvallis, OR 97331

Dear Ms. Lettero,

I am writing in support of the new Masters of Arts program in Environmental Humanities at Oregon State University (OSU) and to describe its relevance to the Forest Service. Throughout my more than thirty years of working as a Forest Service scientist I have witnessed steady growth of the value of a strong grounding in several facets of environmental humanities for both agency scientists and land managers. Personnel who work in both roles need to be acutely mindful of the many ethical issues in the conduct of their work. This has been especially true in the Pacific Northwest where we have experienced so much conflict about the future use of public lands managed by the Forest Service and where science has played a major role in making policy decisions and guiding development of management practices. Serious conflicts, such as those concerning forests, commonly emerge from differences in fundamental personal and societal values. Environmental humanities can be extremely helpful in clarifying values issues and disentangling vocabulary with latent values messages. These tasks are important steps in dealing with conflict. Even within the realm of science, we see ethical issues raised in decisions about research studies, such as justification for experimental killing of barred owls with the intent of learning if doing so affects the potential for survival of spotted owls.

I come to these perspectives from a decade of collaboration with the Spring Creek Project for Ideas, Nature, and the Written Word in the Philosophy Department at OSU. Through this environmental humanities program we have engaged creative writers, philosophers, Forest Service land managers and scientists, and others in a series of workshops and public events on topics related to watershed health and restoration, climate change, and other themes in events conducted at Forest Service experimental forests and other lands. In these and other ways Forest Service personnel have benefitted from engagement with environmental humanities that have improved stewardship of the vast expanse of public lands in this region. Further development of environmental humanities at OSU through this new MA program will train resource professionals who may bring these skills to work for the Forest Service.

Sincerely,

Fred Swanson  
Research Geologist (Emeritus), Pacific Northwest Research Station, US Forest Service and  
Professor (Courtesy), Department of Forest Ecosystems and Society, Oregon State University

Date: October 11, 2012
October 1, 2012

Re: Master of Arts in Environmental Humanities at Oregon State University

To Oregon State University and the Oregon State Board of Higher Education:

This letter states my support for the proposed master’s program at Oregon State University—the Master of Arts in Environmental Humanities. As a fisheries scientist working on salmon conservation with Native American Tribes in the Columbia River basin, I am constantly faced with problems that cannot be solved by the kinds of highly technical solutions that science graduate programs typically offer. In addition to the techniques I learned in my own graduate training in science (PhD in Fisheries & Wildlife, OSU 2008), I am asked on an everyday basis to employ the kinds of skills the Environmental Humanities program would provide: the ability to think creatively, incorporate ethics into decision making, understand broad policy and social issues, and lead with wisdom. While these are sometimes acquired informally by environmental practitioners during the course of their career, the Environmental Humanities program would help formalize the kind of interdisciplinary education that is so badly needed and sought after today, and help to validate these skills as essential (versus optional) for every leader in the environmental field.

In addition to offering my wholehearted support for the ideas behind this program, I can also speak to the quality of professionalism and academic excellence of the people engaged in making it happen. Throughout my graduate training at OSU and into my career, I have had several quality interactions with Dr. Moore, Mr. Goodrich, Ms. Lettero, and other faculty and staff of OSU’s Philosophy Department and Spring Creek Project. Each of these interactions has deepened my appreciation of ethics and understanding of analytic thinking, with direct applications to the science and decision making I practice every day. The work that these gifted people are doing on the front lines if interdisciplinary science education is truly inspiring and will provide future leaders with the talents needed for solving complex environmental and social problems.

Sincerely,

Seth Michael White, PhD
Fisheries Scientist
University of Oregon

From: Alan Dickman [mailto:adickman@uoregon.edu]
Sent: Monday, May 13, 2013 8:55 AM
To: Moore, Kathleen Dean
Subject: Re: Back to you re OSU's proposed MA in Environmental Arts and Humanities

To Whom It May Concern:

Professor Moore has shared with me a draft of the proposal to offer and M.A. degree in Environmental Arts and Humanities at Oregon State University, and I have shared that proposal with core faculty of the Environmental Studies Program who are in the humanities here at the University of Oregon.

Our consensus is that, while the proposed program at OSU has similarities to ours and could possibly attract some of the same students, the other institutional resources and student populations are different enough that such competition would be minimal. Furthermore, the potential benefits to the programs at both institutions outweigh potential costs.

On behalf of the faculty of the Environmental Studies Program at the University of Oregon, I therefore express our support of the proposed new Master of Arts degree at Oregon State University.
July 6, 2013

Kathleen Dean Moore, Ph.D.
Distinguished Professor of Philosophy
Oregon State University
Corvallis, OR  97331

Re: New Graduate Degree Proposal: M.A. in Environmental Arts and Humanities

Dear Kathleen and others to whom it may concern,

As Director of the School of the Environment at Portland State University, I'm pleased to write a letter in support of the proposed new graduate degree program of M.A. in Environmental Arts and Humanities, to be located in Corvallis at Oregon State University. I do not see any conflicts with existing programs in Environmental Science or Environmental Studies or Sustainability Studies at Portland State University; rather, I view this proposed program as not only complementary to our efforts at PSU, but also as filling an important gap in both environmental and human oriented scholarship in the state as a whole. The proposal would form a unique and crucial bridge between environmental scholarship and the humanities in higher education in the state of Oregon, and I fully support it.

I'm particularly impressed with some of the elements of this program, including the nexus that students will develop among the areas of environmental imagination, environmental action and environmental thinking. This type of approach is unique in my experience, and gets to the basic psychological framework of humans to perceive and interact with environmental issues in ways both visceral and intellectual. Environmental scientists and scholars are often disappointed by the reality that knowledge enough is not sufficient to move people to accept, much less act upon, pressing environmental problems. The approach proposed by this program, however, goes beyond simply knowing to literally sensing environmental issues as human beings through a very experiential approach. By combining environmental understanding with the human experience as granted through the humanities, students of this proposed program should gain a fuller, more intrinsic, perception of environmental issues, as well as of ways to personally interact with and potentially help solve the pressing environmental problems and challenges of the current era.

Overall, I'm encouraged by this proposal, and think it's exactly the direction we need to move in higher education in the State of Oregon. I hope that we at Portland State University can find ways in which our students can interact with this program, including either as a next step for graduates from our undergraduate program in Environmental Studies or as perhaps one or more additional courses that our graduate students in the School of the Environment can take to augment their education. In sum, I fully endorse this proposal, and wish all involved much success in getting this program off the ground and flying high!

Sincerely,

J. Alain Yeakley
Director, School of the Environment
Professor, Environmental Science
phone: 503-725-8040
email: yeakley@pdx.edu
Appendix J: Liaison Contacts

From: Rodgers, Lawrence Larry.Rodgers@oregonstate.edu
Subject: Re: Env Arts & Humanities
Date: February 12, 2015 at 11:52 AM
To: Hamblin, Jacob Jacob.Hamblin@oregonstate.edu

I approve and support this.
Larry

Sent from my iPhone

On Feb 12, 2015, at 11:32 AM, Hamblin, Jacob <Jacob.Hamblin@oregonstate.edu> wrote:

Hi Larry,

I’m putting the proposal back into the system now. With Sabah’s email and some other minor adjustments that the Budgets and Fiscal Plans committee asked for (a new library assessment, which I now have), I think we should pass through this particular committee. The committee doesn’t require a new signature page from you, but if you could respond to this email with an affirmation that you have seen the revised budget pages, and that they align with your expectations of the program, that would be great. The major change is that in Year 4 I moved the portion of the program support from Graduate School/Provost over to CLA.

As soon as I have that from you, I’ll ensure that the committee has it and/or I’ll attach it as a document in the curriculum proposal system.

Documents attached are the revised Cat 1 and the four budget pages.

Best wishes,
Jake

***

Jacob Darwin Hamblin
Associate Professor of History
Director, Environmental Arts and Humanities
Oregon State University
310 Milam Hall
Corvallis, OR 97331
jacobdarwinhamblin.com

twitter: @jdhamblin

<Year 1 Budget. Environmental Arts and Humanities Feb 2015.xls>
<Year 2 Budget. Environmental Arts and Humanities Feb 2015.xls>
<Year 3 Budget. Environmental Arts and Humanities Feb 2015.xls>
<Year 4 Budget. Environmental Arts and Humanities Feb 2015.xls>
<Environmental Arts and Humanities Cat I Revision Feb 2015.doc>
From: Randhawa, Sabah sabah.randhawa@oregonstate.edu
Subject: Re: Environmental Arts and Humanities--thanks and a request
Date: February 6, 2015 at 9:24 AM
To: Hamblin, Jacob Jacob.Hamblin@oregonstate.edu
Cc: Rodgers, Lawrence Larry.Rodgers@oregonstate.edu, McComb, Brenda Brenda.McComb@oregonstate.edu

Jake,

I appreciate the time and effort that has gone in developing the graduate program in Environmental Arts and Humanities. I know that Dean Rodgers has been working with his dean colleagues for a number of years to get their engagement and buy-in into this interdisciplinary program, and it is great to see it coming to fruition.

The University is pleased to provide startup support for this interdisciplinary program. As with other interdisciplinary programs, the University’s support for the program will be for the first three years of the implementation process. The funds requested for University support for each of the first three years in the Cat I proposal seem reasonable and are consistent with the funding that we have provided to other programs in the past.

Please let me know if you need additional information

Sabah

Sabah Randhawa
Provost and Executive Vice President
Oregon State University
624 Kerr Administration Building
Corvallis, Oregon 97331-2153
Phone: 541-737-0733
Fax: 5410737-3033
Email: Sabah.randhawa@oregonstate.edu
May 1, 2013

TO: Kathleen Dean Moore, Interim Director, Environmental Arts and Humanities Initiative

FROM: Larry Rodgers, Executive Dean, Division of Arts and Science, Dean of the College of Liberal Arts

RE: Curriculum Liaison

Per your Liaison request regarding the MA in Environmental Arts and Humanities, I am offering, on behalf of CLA, my full support for the creation of this new degree. My support rests on evidence that the degree’s multidisciplinary perspective on the natural world meets a demand among students and a market in the region and beyond that OSU is uniquely positioned to address. The university is a national leader in its research, outreach and teaching surrounding the natural world (what I loosely like to term "outdoor science"). Because of CLA’s expertise, it is equally well positioned to address this large area of inquiry via employing the insights and methodologies of the humanities as well as through the written, visual and performing arts, and the study of ethics.

I am also offering my support in the context of authorizing the college budgeting of a tenure track position as director. The costs for this hire will be shared by the dean’s office (based on recurring ecampus/eram/summer school/INTO revenue streams) and the School with which the director’s tenure and appointment is affiliated.

I am quite excited about this degree and what it represents and fully expect it to meet a critical need in OSU’s ongoing desire to strengthen OSU’s arts and humanities.
From: Doescher, Paul  
Sent: Thursday, April 25, 2013 9:13 AM  
To: Moore, Kathleen Dean  
Cc: Lettero, Carly; Nelson, Michael.  
Subject: Liaison to environmental arts and humanities

Hi Kathy,

I would like to state “for the record,” that the Department of Forest Ecosystems and Society in the College of Forestry strongly supports the new M.A. in Environmental Arts and Humanities. In fact, several of our faculty are already engaged in this effort. For instance, we have a growing involvement in the Humanities through our association with the Spring Creek Project and Andrews LTER. As you know, Dr. Michael Nelson has recently been hired to direct the Andrews LTER, and with his background in philosophy and conservation ethics, he is directly involved in helping the department better integrate the humanities with the social and biophysical sciences.

Overall, we are ready to help foster close ties between our department and this new degree program. THANKS!

Paul S. Doescher  
Head, Department of Forest Ecosystems and Society  
Director, Natural Resources Program  
Oregon State University  
Corvallis, OR 97331  
541 737-6583
From: Bliss, John  
Sent: Wednesday, May 01, 2013 2:08 PM  
To: Moore, Kathleen Dean  
Cc: Bliss, John; Maness, Thomas; Rosenberger, Randall; Jensen, Edward C.  
Subject: Liaison to environmental arts and humanities

Kathy:
I am very pleased to provide this letter of support for the MA in Environmental Arts and Humanities. The urge to plow common ground between the sciences, arts, and humanities evidences evolution in our understanding of the interconnectedness of things. I see no conflict with or replication of any existing College of Forestry programs. On the contrary, this sort of trans-disciplinary development enhances what we are attempting to do. I anticipate hearing from students wanting to combine the new MA with an MS in one of our programs. It will be exciting to watch the possibilities unfold.

I am very supportive of the MA, and will work to help it succeed.  
Sincerely,

John

John C. Bliss  
Associate Dean for Graduate and International Programs  
College of Forestry  
Oregon State University  
541-737-4427
Dear Kathleen,

As (I believe) the only humanist on the faculty of the College of Forestry (COF), I welcome this program, I see many ways it can strengthen the programs in the COF. I don't see any conflicts with current curricula, but rather many opportunities for cooperation and enhancement. I recommend approval of this proposal.

Best, Michael

_______________________________
Michael P. Nelson, Ph.D.
Ruth H. Spaniol Chair of Renewable Resources and Professor of Environmental Philosophy and Ethics
Lead-PI, HJ Andrews LTER Program
Department of Forest Ecosystems and Society
Oregon State University
Corvallis, OR 97331
e-mail: mpnelson@oregonstate.edu
website: www.michaelpnelson.com
Hello Kathy,

I am writing to provide support to the proposed new degree, the Master of Arts in Environmental Arts and Humanities. I have circulated the proposal to the Public Health faculty who are listed as Affiliated Faculty in your proposal, and have received positive feedback from them. They also had suggestions for several graduate courses in Environmental and Occupational Health that are offered in our School that would be appropriate to include as either electives or in one of your focal areas. Your students would be welcome in our classes!

Classes that I recommend as electives include:
H540 Water and Human Health
H541 Air Quality and Human Health
H545 Occupational Health

For the focus area, I would also recommend:
H548 Environmental and Occupational Toxicology and Risk Assessment (so they could learn some of the language and how to interpret studies)

In addition, I suggest that you also consider Dr. Chunhuei Chi as an Affiliated Faculty. He is the Program Coordinator for the International Health Program and has research interests very aligned with the new program. See his website and description below of his research interests: http://health.oregonstate.edu/people/chi-chunhuei.

**Research Interests—Chunhuei Chi**
Equitable and sustainable health development for low-income nations; health systems finance; national health care systems and universal health care; evaluating equity and efficiency(extra-welfarism) in health care services and system finance; comparative health care systems; health development for displaced population; improvement of international health professional education; economic globalization and health development; and integrating allopathic, traditional, alternative and complimentary medicines into modern health care systems.

Good luck with the process, Kathy. I look forward to seeing it approved.

Best wishes,
Anna

Anna K. Harding, PhD | Professor & Co-Director
School of Biological & Population Health Sciences
College of Public Health & Human Sciences | Oregon State University

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October 14-16, 2015 Board of Trustees Meetings
Academic Strategies Committee
Community Engagement Core Leader
OSU Superfund Research Center
http://www.oregonstate.edu/superfund
From: Rossi, Marion  
Sent: Monday, May 06, 2013 5:40 PM  
To: Moore, Kathleen Dean  
Subject: Environmental Arts & Humanities---Liaison Response

Dear Professor Moore---I am writing to express my unequivocal and full support for the Environmental Arts and Humanities Initiative (program and directorship). As the Director of the School of Arts and Communication here at Oregon State I have shared this vision with many of my colleagues, all of whom have expressed their excitement as well. This innovative position and program is precisely the kind of forward-looking, unique perspective that OSU needs to bring to the people of Oregon in the 21st century. The problems such a program will consider, the challenges it will frame, and the answers that we may discover because of it are essential to all of us as educators, citizens, and human beings. I am particularly excited about the role the arts at OSU may play in such a dynamic nexus of action, thought, and creativity. I laud all involved and look forward to seeing all your hard work fructify as the program grows in the future. Best wishes.

MOR
Marion O. Rossi  
Director  
School of Arts & Communication  

149 Withycombe Hall  
Oregon State University  
Corvallis, OR 97331  

541-737-4917
May 8, 2013

Kathleen Dean Moore, Ph.D.,
Distinguished Professor of Philosophy Emerita
Oregon State University
Corvallis, OR 97331

Dear Kathleen,

Thank you for the opportunity to comment on the proposed M.A. in Environmental Arts and Humanities. I am writing to express my strong support for the program. I have stated many times that I believe art and literature are very effective mechanisms for increasing the understanding of environmental issues. The option in Environmental Imagination is especially useful for those with science or natural resources management undergraduate degrees who wish to become more effective communicators in a variety of forms. The Environmental Action option would normally cause me concern about an emphasis on activism, except that I find this program to be designed to enhance learning in collaboration and conflict resolution. A central part of this program should be on understanding different viewpoints, and I believe the option courses are well selected. Finally the Environmental Thinking option is outstanding! Science only brings us so far in solving complex natural resources issues. The courses that your program design team selected will take students deep into the issues of society's values, individualism, and ethics. I hope to have some of our own courses on this list in due time.

We are looking forward to this close collaboration between our College and this new degree program. I think faculty and students in Forest Ecosystems and Society will be strongly engaged.

Sincerely yours,

Thomas Maness
Cheryl Ramberg-Ford and Allyn C. Ford Dean
May 7, 2013

Kathleen Dean Moore
Distinguished Professor of Philosophy Emerita
Interim Director
Environmental Arts and Humanities Initiative

Dear Kathleen Dean Moore,

I write to fully and enthusiastically support the proposed Master of Arts Degree in Environmental Arts and Humanities.

The Category I proposal powerfully articulates the rationale for developing and locating this innovative master’s program at OSU, with leadership coming from arts and sciences. The proposal speaks to OSU’s mission in advancing social, cultural, economic, and environmental progress, while effectively arguing that students across the arts and sciences will benefit from building trans-disciplinary knowledge of environmental arts/humanities in a globally interdependent and culturally complex world. The proposal complements OSU’s aspirations to become a top land grant university with a reputation for excellence in environmental curricular programming and positions arts/humanities as central to achieving that goal.

The School of Writing, Literature, and Film was formed to bring together faculty in allied disciplines of creative writing, literature, film studies, rhetorics of science and arts to address just such contemporary and enduring humanistic and aesthetic issues as are outlined in this proposal. Specifically, the School has capacity for making significant contributions in the core area, through recent Provost’s Initiative hire in modern American literature, science, and eco-criticism. The strengths of our nationally rated MFA Program in Creative Writing are also represented in electives within the “Environmental Imagination” focus area. Several new rhetoric and writing faculty have joined us in the past two years (Tim Jensen, Ehren Pfugfelder), with scholarly interests in environmental rhetorics across digital and print culture. Faculty will be prepared to serve on thesis committees in arts and sciences.

The proposed degree complements, but does not conflict with curricular offered within the MA/English and MFA offerings.

Sincerely,

Anita Heller, Professor of English/Director, School of Writing, Literature, and Film
April 29, 2013

MEMO TO: Kathleen Dean Moore, Professor

FROM: Brenda McComb, Dean

RE: Liaison letter for MA in Environmental Humanities proposal

Kathy, as you know I have been a supporter of this new degree program from the very beginning having attended planning meetings and served on the advisory group over the last 3+ years. The interface between the Humanities and Environmental Sciences in the broadest sense provides a tremendous opportunity for students to express human emotions and values through a variety of forms as they relate to the pressing environmental issues facing the globe today. This interdisciplinary approach is compelling, can have significant policy implications, and work by faculty and students at this interface can produce a powerful message to audiences that extend far beyond academia.

You have assembled an impressive set of faculty to participate in the program and the level of interest among students seems sufficiently high to allow the program to be successful and meet minimum graduation rates within a few years.

One aspect of the Category 1 proposal that I will comment on is the budget. Support for the program is to come from a variety of sources, including support from the Graduate School during the first few years of its existence. Viewing the Graduate School as an incubator for programs such as this allows the program to grow and stabilize before migrating it to an administrative home in an academic unit. Funding to support this program, as will all interdisciplinary programs supported centrally, is at the discretion of the Provost and this one is no different. Should the proposal move forward, then we will need agreement from the Provost to provide an addition to the Graduate School recurring budget what would cover the costs for this program. I am copying Sabah on this memo to ensure that we close this loop before proceeding much further.

Please feel free to contact me if you or members of the Faculty Senate committees have questions about my support for the program.

Cc: Sabah Randhawa, Provost