



## Proposal for a New Academic Program

**Institution: Portland State University**

**College/School: College of the Arts**

**Department/Program Name: School of Music and Theater**

**Degree and Program Title: B.A./B.S. in Social Justice and the arts**

### 1. Program Description

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

50.1101 Community/Environmental/Socially-Engaged Art

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

The proposed BA/BS in Social Justice and the arts (SJA) is a pioneering degree housed in the School of Music & Theater within the College of The Arts. It is a product of, and integrated with, the Artist as Citizen Initiative (AasC) developed and administered by COTA faculty Darrell Grant, Suzanne Savaria, and Amanda Singer (see Appendix 1 for a description of the Artist as Citizen Initiative). SJA is an interdisciplinary major that creates multiple pathways for students to discover their potential to affect social change as members of local and global communities. It is intended to deliver a coherent academic sequence through which students can explore theory and practice at the nexus of artistic (e.g., music, theater, visual arts, creative writing, digital art and media, architecture, conceptual art and folk expressions of all kinds) and civic engagement.

Social advocacy and activism are core principles of the major, repositioning the arts as a collaborative engine connecting faculty & students across disciplines. SJA is designed to serve both students with a background in traditional artistic disciplines and those who have not had extensive arts training prior to PSU. The 24-credit core curriculum centers themes of social justice, anti-racism, civic engagement, activism, social movements, non-violence, placemaking, advocacy and organizing. It is integrated with 12-credits of foundational (lower division) courses in COTA's artistic disciplines, and 12 credits of social justice electives drawn from Social Work, Anthropology, Political Science, Sociology, English, Criminology, Black Studies, Chicano/Latino Studies, Women's Studies, and Conflict Resolution. At the upper-division level, the degree offers students two concentrations that, while sharing common values of creativity, civic engagement and community-building, offer different pathways through the curriculum. Students can complete upper-division requirements from a range of social justice and interdisciplinary arts electives, and those students who desire further training in individual arts disciplines can take 12 credits of upper-division coursework in music, art, design, theater, film, or architecture to complete this degree component. The major will culminate in a final practicum that integrates knowledge and establishes connections to cultural organizations locally and beyond.

Program objectives include:

- Highlighting historical contexts and connecting theoretical, activist, political, and practice-oriented approaches to the arts and social justice across core curriculum;
  - Introducing students to historic and current social justice movements to examine the implications of activism, movement building and community organizing on collaborative learning — including the relationship between theory and practice;
  - Increasing students' abilities to constructively and critically engage with peers, communities, and issues;
  - Cultivating students' reflexivity, so that they can effectively reflect on their own agency and mission in relation to the course learning, community challenges, and activist efforts;
  - Developing models of artistic engagement that highlight intersectionality, creating opportunities for participation in dialogue that leads to social, cultural and policy change;
  - Opening pathways for students to engage directly in activism and advocacy by creating artistic responses to social justice issues that engage and reflect diverse communities;
  - Creating opportunities for students to engage with K-12 schools, local and regional cultural organizations and socially-engaged artists;
  - Motivating students to broaden their areas of inquiry and pursue new knowledge in diverse subject areas.
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The BA/BS in Social Justice and the arts curriculum builds synergy between COTA, CUPA and CLAS by connecting topics across a range of disciplines. Units offering courses include Music, Theater, Art, Design, Art History, Architecture, Social Work, Anthropology, Political Science, Sociology, English, Criminology, Black Studies, Chicano/Latino Studies, Women's Studies. The degree requires a minimum of 72 credit hours to complete the following requirements in 5 areas A) Core Curriculum, B) Disciplinary Foundations, C) Social Justice Electives, D) Upper Division Requirements for the Concentration E) Culminating Experience.

*A. Core Curriculum (24 credits) all courses are 4 credits unless otherwise indicated*

COTA Artist as Citizen Curriculum (12 credits)

- COTA 135 COTA Artist as Citizen: A Survey of Art Activism
- COTA 235 COTA Artist as Citizen: Social Justice Movements, Artistic Response and Impact
- COTA 335 COTA Artist as Citizen: Engage in Art Activism

Social Justice Core (12 Credits to be selected from)

- Art 227 Introduction to Art and Social Practices
- CR 101 Nonviolent Interaction
- CR 201 Social Movement Messaging
- SOC 200 Introduction to Sociology
- CR 301U Intro to Conflict Resolution
- CR 302U Intro to Peace Studies
- CR 304U Participating in Democracy
- PA 311U Introduction to Civic Engagement

- PA 312U Foundations of Community Leadership
- PS 316U Politics and the Arts: 4 credits
- CFS 487 Examining Bias and Belief

*B. Disciplinary Foundation Core Courses: appreciation, theory, or performance (12 credits)*

- See Appendix 2 for disciplinary foundation course options.

*C. Social Justice electives (12 credits)*

- See Appendix 3 for social justice elective options.

*D. Concentration Requirements (select one)*

-Social Justice Concentration (12 credits to be selected from the following Interdisciplinary or Arts Electives):

- Des 333 Friendship: Design, Art and Social Change
- ArH 398 Contemporary Art
- Art 327 Intermediate Art and Social Practices
- Art 328 KSMoCA: Museum in a Public School
- Art 358 Video, Design & Community
- Art 497 A History of Art and Social Practice
- Eng 326 Literature, Community, and Difference
- Mus 369U Music and Social Change
- TA 369U Women, Theater, and Society

-COTA Concentration (12 credits to be selected from UD courses in a single COTA discipline)

*E. Race & Ethnic Studies from SGRN (8 credits\* to be selected from the following):*

- BSt 202 Introduction to Black Studies
- BSt 202 Introduction to Black Studies
- BSt 203 African American History I - Slavery to the Harlem Renaissance
- BSt 204 African American History II - From the Depression Era to Civil Rights
- BSt 206 Caribbean Studies
- BSt 207 Race, Class, and Gender
- BSt 211 Introduction to African Studies
- BSt 214 Contemporary Race and Ethnic Relations
- BSt 221 Introduction to African American Literature
- BSt 261 The African American Economic Experience
- ChLa 201 Introduction to Chicano/Latino Studies
- NAS 201 Introduction to Native American Studies

\*This requirement also applies to 90-credit transfer students who otherwise only take 3 credits of RESR

#### *F. Practicum (4 credits)*

As a culminating experience for the degree, students majoring in Social Justice and the arts will be required to engage in a 4-credit practicum. The SJA Practicum is intended to allow students to synthesize, integrate and reflect on what they learned throughout the course of their study, put their learning to work in the real world, and provide concrete opportunities to develop professional skills and abilities. It will be offered each Spring term and coordinated by core faculty Darrell Grant & Amanda Singer, with curatorial support by SJA affiliated faculty and community partners. The course will include weekly reflections, a curated community-based learning experience, an online seminar component, an interview with a professional in the field, and a final paper.

#### *G. Other requirements*

Students must satisfy all university requirements for either a BA or BS degree; satisfy a major residency requirement of a combined total from the major course list of 24 credits in courses numbered 300 and above from PSU; and maintain a 2.0 grade point average in the major.

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

The delivery methods of courses in the SJA major will be determined by the units offering each course, and will include fully-online, fully in-person, remote and hybrid methods of delivery. The COTA Artist as Citizen (COTA 135, 235, 335) and Disciplinary Foundation Core Courses, will continue to be offered in-person, due to their creative and community-based learning elements. Recognizing that the SJA major will serve students outside COTA, we expect to be flexible in delivery methods, and are open to exploring alternative modes of instruction, including "Attend Anywhere" as a means of improving instruction delivery. Internships, practicums and community-based learning courses may be held at off-campus class locations.

#### Course Scheduling:

Courses, including core curriculum class will be offered during fall, winter and spring terms. The COTA schools will communicate regarding scheduling of courses to ensure that students are able to satisfy their discipline-specific course requirements.

#### Use of technology:

Technology is utilized in all courses.

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

The SJA program draws on a number of experienced faculty already teaching at PSU, whose coursework centers on social justice. All the courses needed to initiate the degree are already offered in some form at PSU, including 3 core courses whose change proposals were approved in 2022-23. The major will also embed 8 credits of ethnic studies courses as requirements within the degree, reinforcing their significance both for first-time students and transfers. The majority of the core coursework will be delivered by tenured faculty. COTA Artist as Citizen 135, 235 & 335 courses also integrate teaching artists whose participation is supported by COTA Artist as Citizen Initiative funds.

Faculty leads for the program are:

Faculty	Rank	Role in the new degree
Darrell Grant	Full Professor	Teaches COTA Artist as Citizen Courses Co-director COTA Artist as Citizen Initiative; program assessment, community partnerships,
Amanda Singer	Associate Professor	Interdisciplinary Studies, Conflict Resolution & Peace and Justice Studies; COTA Artist as Citizen classes, program assessment.

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

**FACULTY FTE NEEDED TO OFFER THIS DEGREE ANNUALLY WILL BE**

Tenure Track Faculty FTE

Darrell Grant: 0.4 FTE (10 credits per year SJA coursework + 0.2 FTE (additional courses & administrative course release\*)

Non-Tenure-Track Faculty FTE

Amanda Singer- 0.66 FTE (24 credits a year in SJA)

Adjunct Faculty FTE (expected in Yr. 4)

0.3 FTE (6 credit hours=co-teaching 1 section of artist as citizen class per term.\*\*

Total Social Justice and the arts Major FTE = 1.56

\*Course release for Darrell Grant will support administrative demands of community-based learning courses, as well as the time spent cultivating community organizations and pursuing external funding.

\*\* Additional adjunct funding is expected in order to allow core faculty to expand course offerings, and administer Practicums and other culminating projects. Estimated FTE of 6 credits will be covered by external funding.

g. Other staff.

The School of Music & Theater has two support staff (OS2 positions), One Program and Operations Manager, a Director, and an Associate Director. The Program and Operations Manager will manage course fees, course listings, purchasing, and budget management for the program. The additional two staff will support online marketing, room scheduling, and communication to new students. Faculty co-leads Grant & Singer will cover many of the administrative duties for the SJA major, including overseeing curriculum, administration of community-based learning courses, scheduling, assessment, marketing, advising, and recruiting for the new degree. To support these activities 0.2 course release is proposed for Darrell Grant.

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

The resources of the PSU Library are adequate to meet the needs of the BA/BS in Arts and Social Justice. Since the program consists of pre-existing courses, the Library holds all of the necessary resources. Assuming the Library doesn't cancel important databases such as RILM Abstracts of Music Literature, the library's collections can continue to accommodate the needs of the program. As the program evolves it will be necessary for instructors to let the subject librarians know if the course readings change so that the Library's collection can continue to accommodate the needs of the courses.

- i. Anticipated start date.

Fall 2024

## **2. Relationship to Mission and Goals**

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

Former President Percy and Former Provost Jeffords identified the Social Justice and the arts major as aligning with PSU's missions and goals. Incoming President Cudd has expressed her intention to utilize the arts at PSU as a primary means of fulfilling our potential to restore the city of Portland. The SJA degree supports both of these goals by offering a wider pool of prospective students the opportunity to engage creatively with the arts, and by presenting a curriculum that embeds social advocacy as a core principle. The major promotes inclusion and equity by incorporating anti-racism, and supports service by creating community-based learning experiences and university/community partnerships that serve marginalized communities and amplify narratives of communities of color. The program supports student learning by increasing student awareness of social disparities, providing an innovative approach to their becoming reflective, integrative learners and critical and analytical problem solvers. It supports scholarship by building a platform from which to pursue the institution's goals of cross-campus collaboration. Additionally, by presenting creativity through the lens of social justice, the program highlights art's universality as cultural currency through which society can re-imagine its future. We believe this degree has the potential to profoundly change the way people see PSU.

The past decade has seen increasing involvement of artists with the issues affecting our society, and a corresponding rise in student interest in artistic activism & advocacy as critical components of their education and career choices. By teaching about how artists, cultural workers and other change agents support communities to cultivate, restore and strengthen the capacities required to live creatively, sustainably, non-violently and ethically, this program responds directly to the University's strategic priorities of equity & racial justice, student success and civic engagement. In addition to providing the opportunity for students with a diverse range of interests to coalesce around ideas around artistic empowerment & agency, the SJA degree addresses the need for a creative and adaptable workforce by bringing together curriculum from across schools and colleges, providing flexibility of educational choice, and using service-learning to guide students in the process of discovering careers and vocations that link their skills and mission with issues and challenges they can affect. Finally, Interdisciplinarity is also an aspiration that has been expressed at every level of PSU from administration and academic deans to faculty and students. This degree serves as a critical opportunity to figure out what an interdisciplinary program can look like at this institution.

Strategic "Key Levers" addressed include:

Innovation in academic programs, pedagogy and research: by creating an innovative curriculum that centers diversity, equity, social justice and creative solutions to world problems, partnering with teaching artists to deliver community-based learning curriculum, and engaging with community cultural institutions to create student internships;

Innovation in Strategic and targeted philanthropy: by creating new courses like the Artist as Citizen-directed, UNST Grant-making Capstone, which provides students \$25K in grants to give to regional cultural non-profits;

Energy and commitment from faculty, staff and students to make PSU stronger: through opportunities for faculty to explore co-instruction and interdisciplinary collaborations that break down traditional silos across between disciplines, creating connections that can transform our educational practices as an institution.

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

The curriculum offered in the SJA directly contributes to institutional and statewide goals through the outreach it supports in connection to the Artist as Citizen Initiative. These include partnerships with under-served Portland public schools, which increase student access through recruiting, service learning and outreach. The program promotes knowledge creation, economic and cultural support through regional partnerships with organizations ranging from Portland Street Art Alliance, to Bravo Youth Orchestra, to Portland Center Stage, as well as numerous internal projects on PSU campus. Each endeavor supports quality student learning by engaging PSU students as critical participants.

SJA also addresses a number of the NACE competencies of a Career-ready workforce, including: Career & Self-Development; Communication; Critical Thinking; Equity & Inclusion; and Leadership/Teamwork. It recognizes that, as future employees, students will be asked to demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures, and engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

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

We expect the SJA major to provide an attractive entry point for prospective and current students. The program offers flexible access to existing curriculum, which will improve students' ability to graduate in a timely manner. Because of its emphasis on mission, critical thinking, and personal reflection, and accessibility to other fields of study, we anticipate that this degree will encourage these students to pursue further study in programs such as Art and Social Practice, EMCR, Social Justice Studies, Education, Urban Planning, and Public Administration. The major has the potential to lead to employment without the need of an advanced degree. Our research tells us that there are current and emerging career opportunities in public, private, non-profit and community-based sectors of employment, including youth and cultural services, community organizing, public policy

analysis, conflict resolution, human relations, international NGOs, political campaigns, environmental advocacy, alternative media, and domestic non-profit and social services.

This degree is unique in the state and the region, and one of the first of its kind in the nation. It opens up a range of possibilities for students across the state interested in areas such as cultural management, advocacy, and arts administration, as well as directly contributing to the number of individuals with well-honed cultural creativity and artistic expression who can observe, analyze and innovatively respond to societal challenges. All areas of government: state, regional and local, as well as civic and business leaders have expressed the critical importance of harnessing the power of the arts to restore livability, economic vitality and hope to our city. PSU has both the opportunity and incentive to lead this work by training the next generation of artist/leaders, and by instilling the energy, creativity and agency that arts learning provides across professions and industries.

### 3. Accreditation

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

### 4. Need

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

The SJA major incorporates preexisting courses and faculty. It is unclear how many students will be taking these courses as majors. We therefore included two models of estimated enrollment. For the first, FTE and SCH estimates are based on an average of 6 credits of core SJA courses per term. The second is based on all coursework taken by SJA majors during the course of their 4 years. Starting with a conservative estimated headcount for declared majors in Year 1 of 12-15 students, for Year 2 & 3 we anticipate adding 20 students per year, and by Year 4 & 5 receiving 25 majors annually.

Based on enrollment in Core SJA curriculum estimated program-related SCH for the first five years is:

- First Year SCH ~ 270 (15 students, 6 SJA credits per term)
- Second Year SCH ~ 630 (35 students, 6 SJA credits per term)



- Third Year SCH ~ 990 (55 students, 6 SJA credits per term)
- Fourth Year SCH ~ 1440 (80 students, 6 SJA credits per term)
- Fifth Year SCH ~ 1620 (90 students, 6 SJA credits per term)

These projections are in part based on historic enrollments for the three COTA 135, COTA 235, and COTA 335 Artist as Citizen courses, which have averaged 15 students per term over the past 5 years. Initially offered as two credits courses, they have been revised and approved as 4 credits courses. Once connected to the degree, we anticipate adding additional sections of at least the two lower-division courses, which would increase FTE enrollment.

One of the goals of the SJA major is to attract new students to PSU by reducing barriers to entry. Because admission to the SJA major does not require an audition or portfolio review, it has the potential to address an underserved pool of students who are seeking an alternative to the traditional arts disciplines. Because of the relevance of the SJA major to the contemporary students' artistic and career goals, we feel it has the potential to follow the enrollment trajectory of the BA/BS in Sonic Arts and Music Production (SAMP). Introduced in Fall 2017, the SAMP program was designed to meet the needs of students interested in music degrees who were not performance-oriented or engaged in a traditional music discipline. At the time of approval, the department had projected a stable headcount of 100 students total in the program. Starting with only 15 students in 2017-18, SAMP majors numbered 125 students as of AY 2022-23.

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

We project a slow ramp up of graduates while new students complete that lower-division Artist as Citizen course sequence. We anticipate growth from incoming community college transfer students with existing lower-division arts credits, as well as students with transferable upper-division credits in humanities and history. We also expect the SJA major to be a strong retention and degree completion alternative for students who would otherwise not finish.

Year from program Inception	Graduates
1	0
2	12
3	15
4	25
5	25

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

We believe this degree has the potential to bring new students to PSU who otherwise would not attend. Because our lower-division arts requirements align well with existing articulated coursework at partner community colleges, we see this as a transfer-friendly degree for students interested in an

accessible, arts-focused course of study, and returning students looking for a route to degree completion. The significant role that art and artists have played in response to COVID-19, racial injustice, climate change, and political division have encouraged students to insist on stronger connections to mission and agency from their studies. Because of its unique nature, we believe the program will be attractive to students who are drawn to artistic disciplines, as well as non-traditional students seeking to embed creativity and social consciousness into their educational path. Our existing COTA Artist as Citizen courses draw a high percentage of students from majors outside the arts. We also see the SJA major appealing to students seeking a broad base from which to pursue graduate degree and certificate programs that draw on creativity to solve societal problems. These would include PSU's Masters in Art & Social Practice, Futures Studies, EMCR and Social Innovation & Social Entrepreneurship Certificate programs.

d. Evidence of market demand.

Today's students are altruistic. Many young people, particularly millennials and members of Generation Z, seek not only to make enough money to survive and thrive, but also to make a difference. They report a strong interest in work that helps others and are more likely to participate in activism and make charitable donations.<sup>1</sup>

Creativity is increasingly recognized as a vital component of innovation and problem solving, driving some of the brightest ideas in science and the humanities. It is regarded as one of the most desirable attributes by employers, yet many courses and degree programs leave students little room for creative exploration.<sup>2</sup>

The SJA major builds on the increasing nationwide growth of interdisciplinary degrees, and provides an important opportunity to shape what future interdisciplinary program look like at our institution.,

Among the programs we researched in preparing our degree proposal are:

- UC Berkeley -*Art & Social Change track*
- Brandeis University-*Minor in Creativity, the Arts, and Social Transformation*
- University of San Francisco-*Bachelor of Arts in Performing Arts and Social Justice (PASJ)*
- University of New England- *Applied Arts and Social Justice Certificate*
- Simon Fraser University- *Masters of Education in Arts for Social Change*
- The Moore College of Art and Design- *M.F.A. in community practice*
- North Park University (Chicago)- *Certificate in Music for Social Change and Human Values*
- University of Pennsylvania- *Dual Masters in Fine Arts & Social Work*
- University of Wisconsin-Peck School of the Arts-*Certificate in Arts & Social Entrepreneurship*

As well as initiatives including:

- Carnegie Mellon University-*The Center for the Arts in Society*
- The Colburn School - *Center for Innovation and Community Impact*
- Appalachian State University-*Social Change through the arts*

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<sup>1</sup> *Inside Higher Ed, May 19, 2021*

<sup>2</sup> *TimesHigherEducation, 2022*

- California College of the Arts in San Francisco- *Creative Citizens in Action*

One consistent theme throughout these models is interdisciplinarity. Incorporating courses in the humanities and social sciences with those that explore theory and practice around the arts, creativity, social justice and peace, they aim to increase students' capacity for intellectual, emotional, cultural and ethical resilience, providing them a sense of the critical paradigms relevant to social transformation including: conflict analysis and intervention; critical race studies; postcolonial studies; feminist, LGBT, and queer studies; disability studies; environmental studies and movements; immigration and refugee studies; histories of social change movements; human rights; urban planning; and the politics of representation in various media. This diverse background and experiences will prepare them for careers and vocations that link their talents and creativity with their concerns for social justice, peace, and the needs of communities.

We also believe that breadth and diversity of course selection will be an important attractor for the degree. We plan to focus in the initial years on developing strong advising to help students successfully navigate a path that works for them.

Anecdotally, students report a strong desire for courses that highlight relevance, resilience and purpose, which is a curricular focus of our sequence of three "Artist as Citizen" courses. Over the past four years these courses have consistently drawn students from across PSU schools and colleges. Students report a high level of satisfaction with these classes and repeatedly cite them as unique in their PSU experience. The majority of those who enroll in the first course in the sequence take at least one additional course. (See Appendix 4 for statements of support.)

SJA majors will also increase enrollment and take advantage of excess capacity in lower-division courses in COTA including non-audition ensembles in music, intro classes in Theater and Film, and introductory courses in Art +Design. At the same time, they increase the pool of potential students for these types of participatory learning experiences that support COTA goals of equity & curricular diversity. The major also meets the needs of cultural organizations and nonprofits seeking creative, motivated people to employ in a range of positions.

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

The past few years have seen a significant increase in university programs and initiatives that focus on social justice. These include the Center for Environmental Futures, Minor in Environmental Humanities, and PNW Just Futures Institute for Racial & Climate Justice at University of Oregon; the Social Justice Education Initiative, and Minor in Social Justice at OSU; and the Collective for Social & Environmental Justice at WSU Vancouver. However, there are currently no other degrees in the state or region that combine social justice and the arts. The one degree of this type on the West Coast — University of San Francisco's B.A in Performing Arts and Social Justice — is limited to performing arts, and does not include visual art, architecture or film. California State University, San Bernardino also offers a certificate in Art & Restorative Justice.

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

We will measure performance in individual classes based on student evaluations of the courses. To assess career readiness and continued engagement with program learning outcomes, we will track the retention of interns placed through our programs, graduate school admissions, and arts and social justice-affiliated employment for students in the program. To assess career readiness and continued engagement with program learning outcomes, we will track the retention of interns placed through our programs, graduate school admissions, and arts and social justice-affiliated employment for students in the program.

Employment opportunities open to students with this undergraduate degree include:

- Arts Administrator
- Community Development Director:
  - Cultural Affairs Director
  - Community Organizer
  - Civic Participation Coordinator
- Communications Specialist:
  - Public Relations
  - Marketing
  - Outreach
- Creative Director:
  - Art Director
  - Graphic Designer
  - Illustrator
- DEI Specialist:
  - Advocate
- Digital Platform Strategist:
  - Social Media Manager
- Education/Outreach Coordinator
- Fundraiser
- Museum Curation and Programming
- Peacebuilding (Domestic and International)
- Policy Analyst:
  - Researcher
- Program Manager
- Social Justice Advocate:
  - Human Rights Officer
- Social Worker:
  - Case Manager
  - Youth Advocate
- Video Producer:
  - Editor
  - Content Developer
- Writer:
  - Journalist
  - Grant writer
  - Copy writer
  - Editor

Other performance indicators include the number of successfully matriculated students in the major, and the balance between students pursuing COTA and non-COTA concentrations, and the quality of final projects and student e-portfolios.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The following are key learning outcomes of the program:

### Critical Thinking & Self Reflection

The Social Justice and the arts major will introduce students to a range of theories of change that link creative engagement with strategic thinking. They will acquire skills to think critically about artistic and cultural interventions, and begin to develop capacities to design, assess, enact, document and/or facilitate creative projects that contribute to more just communities. In addition to whatever artistic talents students may bring or cultivate through coursework, these capacities include the ability to:

- Pursue inquiry with multiple disciplinary frames of reference and multiple modes of knowledge-seeking and meaning-making;
- Become aware of themselves as listeners and listen with qualities of presence that elicit difficult-to-tell stories;
- Identify sources of resilience within themselves;
- Combine analytic insights with creative acts;
- Cultivate their own and others' creativity.
- Collaborate with teams of people from diverse backgrounds and disciplines;
- Understand the principles of engaging in a professional manner with community partners;

### Social Justice

Students will consider social justice within the larger frame of "social transformation" including theories and practices from peace-building, development, restorative justice, nonviolent social change, reconciliation, etc. They will learn about, witness the works of and engage with courageous and creative leaders of social transformation initiatives, as well as socially engaged artists whose works explore themes of social transformation and inspire action toward social justice. They will also:

- Explore the relationship between aesthetic quality and socio-political efficacy;
- Develop and articulate their own perspectives on the impact of the arts on social change;
- Demonstrate the ability to think critically about personal agency and empowerment as a member of a community; interact with artists from a broad range of cultures and life backgrounds;
- Engage directly with marginalized populations through community-based service-learning activities;
- Express their own commitments to social justice in creative ways.

Learning outcomes include:

- An understanding of theories of change implicit in social movements and in creative practices;
- The ability to think critically about the possibilities and limitations of various artistic and cultural approaches to social transformation;
- Experience in analyzing case studies of arts-based and culturally-informed social change initiatives;
- Formulating their individual relationships to activism, social change, and community engagement.

### Communication Skills

- Students will practice communication on multiple levels including through bringing artistic responses to the public
- Learning Outcomes include:
  - Expressing a basic understanding of cross-disciplinary artistic collaboration;
  - Demonstrating the ability to document a project from development to execution;
  - Discuss the pros and cons of a range of direct actions, strategies, approaches and tactics involved in artistic activism;
  - Articulating a personal view of their own self-agency and the role of artistic citizenship;
  - Engaging in and communicate self-reflection about their learning

### Integrative Learning

The SJA curriculum creates opportunities for Integrative learning which support students' ability to make connections among concepts and experiences in order to apply information and skills to novel and complex issues or challenges.

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

Learning outcomes will be assessed through direct and indirect measures. Direct measures include: student course evaluations, reviews of required coursework, and evaluation of final projects, papers, internships and other culminating experiences. Indirect measures include graduate/alumni surveys, and graduate school placement.

The SJA major will also be incorporated into the SOMT assessment plan which evaluates our programs based on Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The components of this assessment plan include: Assessment of reflective assignments that emphasize integrative learning skills; Assessment of the analytical aspects of the learning objectives using a rubric designed to evaluate inclusion of theory and methodologies. Submitted materials will be evaluated in dedicated faculty meetings and reported annually to the School Director and University.

We will use student evaluations of teaching (SET), and on-line student critical reflections on key components of coursework to evaluate core classes to assess students' satisfaction with the constituent courses. We will work with the COTA advisors to track students' progression through the program, as well as monitoring students' performance in upper-division courses to ensure that the prerequisite courses are providing students with the necessary background. The degree will

incorporate an e-portfolio that helps students integrate their learning with the experiences they encounter in their core coursework, with the goal of being able to actively draw on this learning in the future. SJA program faculty will review these e-portfolios to gain an understanding of how our curriculum, pedagogy, and assignments are furthering such integrative learning. We will evaluate learning outcomes using the LEAP “Principles of Excellence” framework to ensure that the assessment generates useful information that can immediately be applied to continuously improve the curriculum. Other evaluative tools will include instructor feedback, mandatory advising, monitoring milestones and transitions to upper-division courses, and final projects.

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

We are fortunate to draw on a diverse group of faculty who together bring a breadth of skills and research in a myriad of academic disciplines. Faculty affiliated with the major will pursue scholarly agendas appropriate with the type and level of research and/or creative work expected of faculty in their respective academic units. The promotion and tenure guidelines of the respective academic homes will also apply and guide the decision-making in that domain. Program faculty will be held to the same standards for research and scholarly activities as are expected of all PSU faculty at similar status and rank. We do expect that the interdisciplinary nature of the curriculum and pedagogy will lead to a higher degree of interdisciplinary and collaborative scholarship among affiliated faculty in all areas of scholarship, creative activities and community outreach, as evidenced by the support faculty have expressed for this program as a means of creating learning communities that cross disciplinary lines.

## **6. Program Integration and Collaboration**

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

None

- 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 Social Justice and the arts degree is complementary to several programs at PSU, as is reflected by the numerous collaborations that The Artist as Citizen Initiative has developed with programs and units across the institution, including the Creative Industries Program, -Social Innovation & Social Entrepreneurship Graduate Certificate, Art & Social Practice program, Emergency Management & Community Resilience & School of Urban Studies and Planning, Jordan Schnitzer Museum of Art. These collaborations have taken the form of class-based activities, community - based learning, artistic responses, outreach programs, and research collaborations. The majority of these activities will continue under the auspices of the Social Justice and the arts major.

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

Not applicable

- d. Potential impacts on other programs.

The goal of the BA/BS in Arts and Social Justice is to capitalize on existing areas of expertise to attract a broader audience of students to PSU. In addition to opening a path into the four COTA schools to students who have a passion for the arts, but prefer not to specialize in a single discipline.

In general, we expect the impact on the associated programs to be positive and make use of excess capacity in their courses. In some schools, however, including the School of Art + Design and the School of Film, certain core courses are currently restricted to majors and minors. In order to allow our students access to these disciplinary courses, should they be interested, we will advise them toward pursuing a minor in those subjects, which will be complementary to their studies in the SJA degree.

It is clear from many conversations with faculty from across the college that there is a strong desire to create interdisciplinary programming. We anticipate a very positive impact in terms of faculty connections improving across the units that will supply courses to the major, and strengthening connections across departments. We also believe the degree will draw attention to the work that many faculty across the institution are currently doing that centers social justice, and forge connections for the expansion of those efforts.

## **7. External Review**

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

Not applicable



## Appendix 1 - Description of Artist as Citizen Initiative

Started in 2016 by PSU College of the Arts (COTA) faculty Darrell Grant & Suzanne Savaria, the Artist as Citizen Initiative (AasC) is an interdisciplinary initiative that encompasses innovative curriculum, educational outreach and community-building. Open to students university-wide, AasC was expressly designed to sit at the intersection of artistic and civic engagement and to create pathways for students to discover their agency, creativity, and potential to affect social change as members of local and global communities. In the wake of the Black Lives Matter and #MeToo movements, massive climate change and a surging pandemic, AasC provides students tools to learn, adapt and respond to the issues that impact the shifting landscape of their lives, through a broad roster of classes, community engagement activities, and external partnerships. AasC's work aligns with PSU's mission to center social justice and anti-racism, amplify narratives of underrepresented communities, increase civic identity and identify pathways to impact for students. Outcomes of our work include: a) models of artistic engagement that highlight intersectionality, reframe narratives, and create a sense of belonging; b) knowledge of the issues that inhibit the safety of marginalized communities across our state; c) opportunities for dialogue that lead to social, cultural and policy change; d) channels through which PSU arts graduates can develop professional connections to our region's cultural organizations.

The AasC Initiative is entering the fifth year of a six-year effort to establish the first fully interdisciplinary Arts and Social Justice undergraduate degree in the country, which we hope can serve as a centerpiece for a future center for Arts and Social Justice at Portland State University. Professors Grant & Savaria currently deliver a total of 24 credits of curriculum, including six credits of undergraduate COTA Artist As Citizen courses, and three UNST Senior Capstone courses in Performing Arts Advocacy.

The Artist as Citizen Initiative also builds internal and external collaborative partnerships to develop and deliver social justice-centered arts outreach to K-12 Education, administers an "Arts Serve the City" Internship Program, and is working on the development of a signature Social Change Residency Fellowship program. AasC collaborates with internal partners across the institution to support work on equity and anti-racism, and has received capacity-building support from Oregon Community Foundation, The Henry Hillman Foundation, the Robert & Mercedes Eichholz Foundation, and a PSU Reimagine grant.

## Appendix 2: DISCIPLINARY FOUNDATION CORE COURSES (APPRECIATION, THEORY, OR PERFORMANCE)

Updated 3/1/23

### 12 credits (all lower division) to be selected from the following+

+Course list is based on current courses and is subject to change based on existing course offerings when the major is created. Some courses may require advisor approval, and other courses may apply.

#### Art & Design

- [Art 131 Introduction to Drawing I](#)
- [Art 230 Drawing II](#)
- [Art 250 Life Drawing I](#)
- [Art 255 Two-dimensional Animation I](#)
- [Art 257 Introduction to Video Art](#)
- [Art 260 Black and White Photography](#)
- [Art 261 Digital Photography](#)
- [Art 270 Introduction to Printmaking: Relief](#)
- [Art 271 Introduction to Printmaking: Etching](#)
- [Art 281 Intro to Painting](#)
- [Art 282 Painting Topics](#)
- [Art 291 Introduction to Sculpture](#)
- [Art 292 Introductory Sculpture Topics](#)
- [Art 294 Water Media](#)
- [Art 296 Digital Drawing, Painting, and Printmaking](#)
- [Des 120 Digital Graphics](#)

NOTE: A more extensive list of disciplinary courses is available to students who also pursue an Art minor

#### Art History

- [ArH 106 Introduction to Visual Literacy](#)
- [ArH 110 Visual Literacy](#)

#### Architecture

- [Arch 100 Introduction to Architecture](#)
- [Arch 101 Introduction to Environmental Design](#)
- [Arch 120 Visual Communication 1](#)
- [Arch 121 Visual Communication 2](#)

NOTE: A more extensive list of disciplinary courses is available to students who also pursue an Architecture minor

## Film

- [FILM 130 Introduction to Digital Filmmaking for Non-Film Majors](#)

NOTE: A more extensive list of disciplinary courses is available to students who also pursue a Film minor

## Creative writing

- [Wr 212 Introductory Fiction Writing](#)
- [Wr 213 Introductory Poetry Writing](#)
- [Wr 214 Introductory Nonfiction Writing](#)

## Music

- [Mus 101 Contemporary Music Theory I](#)
- [Mus 102 Contemporary Music Theory II](#)
- [Mus 103 Contemporary Music Theory III](#)
- [Mus 105 Introduction to Music Theory](#)
- [Mus 106 Aural Skills](#)
- [Mus 111 Music Theory I](#)
- [Mus 112 Music Theory II](#)
- [Mus 113 Music Theory III](#)
- [Mus 114 Sight Singing/Ear Training I](#)
- [Mus 115 Sight Singing/Ear Training II](#)
- [Mus 116 Sight Singing/Ear Training III](#)
- [Mus 129 Desktop Music Production](#)
- [Mus 145 Music Technology Lab](#)
- [Mus 174 Introduction to Music Technology](#)
- [Mus 187 Yoga, Relaxation and Flexibility for Musicians](#)
- [Mus 191 Group Lessons for Beginners I: Piano, Guitar or Voice](#)
- [Mus 192 Group Lessons for Beginners II: Piano, Guitar or Voice](#)
- [Mus 193 Group Lessons for Beginners III: Piano, Guitar or Voice](#)
- [Mus 194 Chamber Music](#)
- [Mus 195 Band](#)
- [Mus 196 Orchestra](#)
- [Mus 197 Chorus](#)
- [Mus 198 Jazz Lab Band](#)
- [Mus 200 Musical Instruments](#)
- [Mus 201 Introduction to Music](#)
- [Mus 202 Introduction to Music](#)
- [Mus 203 Music in the Western World](#)
- [Mus 204 Body Mapping for Musicians](#)
- [Mus 205 Listening I](#)

- Mus 206 Listening II
- Mus 211 Music Theory IV
- Mus 212 Music Theory V
- Mus 213 Music Theory VI
- Mus 214 Sight Singing/Ear Training IV
- Mus 215 Sight Singing/ Ear Training V
- Mus 216 Sight Singing/Ear Training VI
- Mus 224 Wellness for Musicians
- Mus 228 Sound Design
- Mus 229 Recording Theory
- Mus 231 Survey of Popular Music Since 1950
- Mus 232 Music and Style
- Mus 233 Music Notation
- Mus 240 Composition I
- Mus 241 Composition II
- Mus 242 Composition III
- Mus 245 SAMP I: Audio Recording
- Mus 246 SAMP II: Studio Techniques
- Mus 247 SAMP III: Studio Production
- Mus 261 History of Rock Music
- Mus 262 History of Rock Music
- Mus 271 Jazz Improvisation I
- Mus 272 Jazz Improvisation II
- Mus 273 Jazz Improvisation III
- Mus 274 Introduction to World Music
- Mus 291 Advanced Class Piano I
- Mus 292 Advanced Class Piano II
- Mus 293 Advanced Class Piano III

#### APPLIED MUSIC -1 OR 2 CREDITS

##### Theater

- TA 101 Theater Appreciation
- TA 102 Introduction to Acting
- TA 111 Stagecraft I
- TA 112 Stagecraft II
- TA 114 Technical Theater Production I
- TA 115 Technical Theater Production II
- TA 121 Introduction to Design for Theater
- TA 144 Voice for the Actor I
- TA 147 Movement for the Actor
- TA 151 Introduction to Theater Arts & Practice

- TA 201 Script Analysis
- TA 241 Improvisational Acting I
- TA 242 Improvisational Acting II
- TA 248 Acting I: Process

**Appendix 3: SOCIAL JUSTICE ELECTIVES (updated 3/1/23)**  
**(12 credits to be selected from the following)+**

+Course list is based on current courses and is subject to change based on existing course offerings when the major is created. Please note that electives require advisor approval, and other courses may apply.

Anthropology

- [Anth 318U Asian American Experience](#)
- [Anth 340 Design, Politics and Society](#)

Child & Family Studies

- [CFS 487 Examining Bias and Belief](#)
- [CFS 488 Structural Oppression](#)
- [CFS 489 Activism for Social Change](#)

Conflict Resolution

- [CR 301U Introduction to Conflict Resolution](#) (All CR Faculty Teach this course)
- [CR 303U Consensus Building](#) (Hastings, Singer)
- [CR 307 Conflict Management Skills](#) (Singer)
- [CR 312 Intercultural Conflict Resolution](#) (Singer)
- [CR 314 Introduction to Restorative Justice](#) (Singer)

Criminology & Criminal Justice

- [CCJ 301 Policing in America](#)
- [CCJ 365U Criminology and Social Justice Theory](#)

History

- [Hst 324 United States Civil Rights Movements](#)
- [Hst 335U Race and Ethnicity in U.S. History](#)
- [Hst 348U Slavery, the American Civil War, and Reconstruction, 1850-1877](#)
- [Hst 349U United States Indian Policy](#)
- [Hst 325 Chicano/a History, 1492-1900](#)
- [Hst 326U Chicano/a History, 1900-Present](#)

Social Work

- [SW 341 Social Justice Practice](#)
- [SW 339 Introduction to Oppression and Privilege](#)

Sociology

- [Soc 320U Globalization](#)
- [Soc 330 Sociology of Food Inequalities](#)
- [Soc 337U Prejudice, Privilege, and Power](#)

## Public Administration

- [PA 412 Civic Engagement: The Role of Governing Institutions](#)
- [PA 413 Civic Engagement: The Role of Individuals](#)
- [PA 414 Civic Engagement: The Role of Social Institutions](#)
- [PA 415 Civic Leadership Integrative Seminar](#)
- [PA 417 Ethical Leadership](#)

## Public Affairs-Policy

- [PAP 412 Introduction to Policy Advocacy](#)

## Political Science

- [PS 316U Politics and the Arts](#)
- [PS 317U Film and Politics](#)
- [PS 335U Race and Politics in the United States](#)
- [PS 483 Justice in the Modern World](#)

## Urban Studies & Planning

- [USP 316 Community Organizing and Social Change](#)
- [USP 300U Introduction to Urban Studies](#)
- [USP 301U Introduction to Community Development](#)
- [USP 302 Theory and Philosophy of Community Development](#)
- [USP 311U Introduction to Urban Planning](#)
- [USP 312U Urban Housing and Development](#)
- [USP 313U Urban Environmental Issues](#)
- [USP 314U The City in Film](#)
- [USP 316 Community Organizing and Social Change](#)
- [USP 317U Introduction to International Community Development](#)
- [USP 324U Healthy Communities](#)
- [USP 325U Community and the Built Environment](#)
- [USP 326U Neighborhood Conservation and Change](#)
- [USP 350U Inclusive Engagement](#)
- [USP 360 Real Estate Finance I](#)
- [USP 385U History of American Cities](#)
- [USP 386U Portland Past and Present](#)

## Black Studies

- [BSt 302U The Contemporary African American Experience](#)
- [BSt 304 The Civil Rights Movement](#)
- [BSt 318U Black Families in the U.S.](#)
- [BSt 319U Traditional Cultures of Africa](#)
- [BSt 325U Race and Ethnicity in Latin America](#)
- [BSt 335U The Multi-Racial Experience](#)

- [BSt 339U Afro-Futurisms/Black Science Fiction](#)
- [BSt 342U Black Feminism/Womanism](#)
- [BSt 345U Black Popular Music: Contextualizing the Black Experience](#)
- [BSt 351U African American Literature I](#)
- [BSt 352U African American Literature II](#)
- [BSt 353U African Women in Film](#)
- [BSt 356U Cuban Film: Politics and Culture](#)
- [BSt 357U Caribbean Spirituality and Resistance](#)
- [BSt 359U The African Diaspora in Europe](#)
- [BSt 362U African Prehistory](#)
- [BSt 363U African Cinema and African Cultures](#)
- [BSt 372U Post-colonial Studies of Africa](#)
- [BSt 377U Vodoun, Rasta and Islam in the African Diaspora](#)
- [BSt 378 Philosophy of Race](#)
- [BSt 384U African Immigrant Communities in Oregon](#)

#### Women's Studies

- [WS 306U Global Gender Issues](#)
- [WS 307 Resistance, Activism, and Social Change](#)
- [WS 317U Writing as Activism](#)
- [WS 332U Race, Class, Gender, and Sexuality in the United States](#)

#### Indigenous Nations Studies

- [NAS 334U Topics in Film Genres and Movements](#)
- [NAS 335U Topics in Literature and Film](#)
- [NAS 301 Introduction to Native American Languages](#)
- [NAS 306 Red Power](#)
- [NAS 342 Indigenous Gardens and Food Justice](#)
- [NAS 344 Indigenous Women Leadership](#)
- [NAS 346 Contemporary Issues in Indian Country](#)
- [NAS 346 Contemporary Issues in Indian Country](#)
- [NAS 348 Indigenous Practices for Environmental Sustainability](#)
- [NAS 351 Indigenous Philosophy](#)
- [NAS 392 Indigenous Ways of Knowing](#)



#### Appendix 4: STATEMENTS OF SUPPORT FROM FACULTY AND STUDENTS

“Art and Social Justice is an important nexus. We could see this program working in tandem with our nascent Creative Industries program, since both share a commitment to DEI and holistic, supportive working conditions.

Suzanne Savaria shared her and Darrell Grant's planning with us at a faculty listening session for Creative Industries April 2022. We look forward to further conversation and possible collaboration as both CI and Art and SJ programs develop. In particular, we welcome mindfully developing curricular electives with each others' students in mind, smoothing the path for students in both programs to expand their horizons across for-profit and non-profit sectors.”

--Drs. Kathi Inman Berens, Rachel Noorda and Susan Kirtley  
English Department and Creative Industries program

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“The School of Business at PSU is in full support of the proposed interdisciplinary B.A. in Arts and Social Justice. The program embodies PSU's mission to let knowledge serve the city, and it reflects our community's commitment to creating a more just world. It recognizes and embraces the interdisciplinary nature of social change work, and equips students to lead in those areas. This degree would strengthen PSU, our students, and our community.”

Abby Chroman  
Program Manager, Social Innovation and Entrepreneurship  
School of Business

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I am writing to you to add my voice of support for the proposed new degree (BA/BS) in Arts and Social Justice. In my view, this is a much-needed program, one which fits in exceedingly well with the university's mission to serve the community while teaching students about some of the most pressing social issues of the day. I also believe you, Grant, and the others involved in putting this program together have done a good job in conceptualizing the program, developing a meaningful interdisciplinary curriculum, and bringing together a strong group of faculty members to make it work. I would urge the university's curriculum committees and the faculty senate to approve the proposal. I look forward to being a part of it.

Richard Clucas  
Professor of Political Science, Executive Director, Western Political Science Association

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"I have had the distinct pleasure of working with the Artist as Citizen team, both in the classroom and on site at area schools. One of the most striking things to me about the program is the range of students the program effects. From college seniors to 5th graders, Artist as Citizen is finding ways to foster and grow the ever important connection between the arts and social justice."

Mo Phillips

Teaching Artist for Artist as Citizen courses and the Vestival Film Fest

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"I loved being part of Artist as Citizen during my last term at PSU. It allowed me to put into action all I had been learning as a film student, which is that art is what makes us human. Art builds a community and allows people to find connection to others and meaning they did not previously have. Working with the 5th Graders at Vestal, getting to see these children find their voice and realize people want to listen, was fulfilling in a way few other programs have succeeded in."

Lauren Park

Artist as Citizen student and Film Intern for Vestival Film Fest

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Taking the class art as a social practice from Suzanne and Darrell was unbelievably enjoyable! Not only did we have the absolute joy of working with a local elementary school, we are also exposed to different art mediums Including but not limited to photo editing, video editing, video recording, and volunteering with an art class through the elementary. I was truly changed through my experience working with the elementary school, and that experience may not have been possible if the art as a social justice major was not available. I'm grateful for the wonderful experience I was given because of the option of having art as a social justice major

Litty Johnson, Artist as Citizen 335 student:

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To whom it may concern,

The term I spent in the artist as citizen class was one of the most rewarding experiences. Having the opportunity to interact with a new generation and help them learn agency and supporting what they deem important was very touching. I believe that Artists as a citizens should be a required class for an arts degree, not only for the experience on a resume, but for the sense of duty it instills in the artist & musicians at PSU. Arts and Social Justice as a degree would help this school practice what it preaches.

Best,  
Isaiah

Isaiah Walker: Artist as Citizen 335 student.

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**COMMUNITY PARTNERS STATEMENTS OF SUPPORT**

Jessy Mina: Artist as Citizen Intern and Student - hired by Bravo Youth Orchestra after the internship

As a non-traditional music student, I wanted to come back to school with the pure intention of growing both as an artist and as a person. Artist as Citizen helped guide me through self-discovery on how to better connect with my community and provided an opportunity to practice that through its internship with BRAVO Youth Orchestras. The program helped me discover my advocacy voice and resulted in a position within BRAVO where I can continue the work that Artist as Citizen focuses on. Thank you to the program and the school for providing a direct channel to practice community work!

Sincerely,  
Jessy Mina

Neil Mattson: Montavilla Jazz

In the past five years The Artist as Citizen Initiative (AasC) has become an indispensable partner for Montavilla Jazz in our work at Vestal Elementary School. The AasC provides guidance and resources that complement our artist residency programming perfectly. In the past two seasons, my organization has relied on AasC to create student engagement protocols that allow our resident artists to focus on sharing their artistry and cultural wisdom within the carefully crafted frameworks provided by the AasC team and their college apprentices.



Portland State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a B.A./B.S. in Social Justice and the Arts.

### **Program Description and Justification**

1. Identify the institution, degree, and title of the program.
  - a. Institution: Portland State University
  - b. Degree: Bachelor of Arts/Bachelor of Science
  - c. Title: Social Justice and the Arts
  
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

Former President Percy and Former Provost Jeffords identified the Social Justice and the arts major as aligning with PSU's missions and goals. Incoming President Cudd has expressed her intention to utilize the arts at PSU as a primary means of fulfilling our potential to restore the city of Portland. The SJA degree supports both of these goals by offering a wider pool of prospective students the opportunity to engage creatively with the arts, and by presenting a curriculum that embeds social advocacy as a core principle. The major promotes inclusion and equity by incorporating anti-racism, and supports service by creating community-based learning experiences and university/community partnerships that serve marginalized communities and amplify narratives of communities of color. The program supports student learning by increasing student awareness of social disparities, providing an innovative approach to their becoming reflective, integrative learners and critical and analytical problem solvers. It supports scholarship by building a platform from which to pursue the institution's goals of cross-campus collaboration. Additionally, by presenting creativity through the lens of social justice, the program highlights art's universality as cultural currency through which society can re-imagine its future. We believe this degree has the potential to profoundly change the way people see PSU.

The past decade has seen increasing involvement of artists with the issues affecting our society, and a corresponding rise in student interest in artistic activism & advocacy as critical components of their education and career choices. By teaching about how artists, cultural workers and other change agents support communities to cultivate, restore and strengthen the capacities required to live creatively, sustainably, non-violently and ethically, this program responds directly to the University's strategic priorities of equity & racial justice, student success and civic engagement. In addition to providing the opportunity for students with a diverse range of interests to coalesce around ideas around artistic empowerment & agency, the SJA degree addresses the need for a creative and adaptable workforce by bringing together curriculum from across schools and colleges, providing flexibility of educational choice, and using service-learning to guide students in the process of discovering careers and vocations that link their skills and mission with issues and challenges they can affect. Finally, .Interdisciplinarity is also an aspiration that has been expressed at every level of PSU from administration and academic deans to faculty and students. This degree serves as a critical opportunity to figure out what an interdisciplinary program can look like at this institution.

Strategic “Key Levers” addressed include:

Innovation in academic programs, pedagogy and research: by creating an innovative curriculum that centers diversity, equity, social justice and creative solutions to world problems, partnering with teaching artists to deliver community-based learning curriculum, and engaging with community cultural institutions to create student internships;

Innovation in Strategic and targeted philanthropy: by creating new courses like the Artist as Citizen-directed, UNST Grant-making Capstone, which provides students \$25K in grants to give to regional cultural non-profits;

Energy and commitment from faculty, staff and students to make PSU stronger: through opportunities for faculty to explore co-instruction and interdisciplinary collaborations that break down traditional silos across between disciplines, creating connections that can transform our educational practices as an institution.

3. What evidence of need does the institution have for the program?

Today’s students are altruistic. Many young people, particularly millennials and members of Generation Z, seek not only to make enough money to survive and thrive, but also to make a difference. They report a strong interest in work that helps others and are more likely to participate in activism and make charitable donations.<sup>1</sup>

Creativity is increasingly recognized as a vital component of innovation and problem solving, driving some of the brightest ideas in science and the humanities. It is regarded as one of the most desirable attributes by employers, yet many courses and degree programs leave students little room for creative exploration.<sup>2</sup>

The SJA major builds on the increasing nationwide growth of interdisciplinary degrees, and provides an important opportunity to shape what future interdisciplinary program look like at our institution. One consistent theme throughout these models is interdisciplinarity. Incorporating courses in the humanities and social sciences with those that explore theory and practice around the arts, creativity, social justice and peace, they aim to increase students’ capacity for intellectual, emotional, cultural and ethical resilience, providing them a sense of the critical paradigms relevant to social transformation including: conflict analysis and intervention; critical race studies; postcolonial studies; feminist, LGBT, and queer studies; disability studies; environmental studies and movements; immigration and refugee studies; histories of social change movements; human rights; urban planning; and the politics of representation in various media. This diverse background and experiences will prepare them for careers and vocations that link their talents and creativity with their concerns for social justice, peace, and the needs of communities.

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<sup>1</sup> *Inside Higher Ed*, May 19, 2021

<sup>2</sup> *TimesHigherEducation*, 2022

We also believe that breadth and diversity of course selection will be an important attractor for the degree. We plan to focus in the initial years on developing strong advising to help students successfully navigate a path that works for them.

Anecdotally, students report a strong desire for courses that highlight relevance, resilience and purpose, which is a curricular focus of our sequence of three “Artist as Citizen” courses. Over the past four years these courses have consistently drawn students from across PSU schools and colleges. Students report a high level of satisfaction with these classes and repeatedly cite them as unique in their PSU experience. The majority of those who enroll in the first course in the sequence take at least one additional course. (See Appendix 4 in the full proposal for statements of support.)

SJA majors will also increase enrollment and take advantage of excess capacity in lower-division courses in COTA including non-audition ensembles in music, intro classes in Theater and Film, and introductory courses in Art +Design. At the same time, they increase the pool of potential students for these types of participatory learning experiences that support COTA goals of equity & curricular diversity. The major also meets the needs of cultural organizations and nonprofits seeking creative, motivated people to employ in a range of positions.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

The past few years have seen a significant increase in university programs and initiatives that focus on social justice. These include the Center for Environmental Futures, Minor in Environmental Humanities, and PNW Just Futures Institute for Racial & Climate Justice at University of Oregon; the Social Justice Education Initiative, and Minor in Social Justice at OSU; and the Collective for Social & Environmental Justice at WSU Vancouver. However, there are currently no other degrees in the state or region that combine social justice and the arts. The one degree of this type on the West Coast — University of San Francisco’s B.A in Performing Arts and Social Justice — is limited to performing arts, and does not include visual art, architecture or film. California State University, San Bernardino also offers a certificate in Art & Restorative Justice.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Portland State University Board of Trustees approved the program on January 25, 2024.

### **Recommendation to the Commission**

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Portland State University to establish an instructional program leading to a B.A./B.S. in Social Justice and the arts, effective fall 2024.

**Institution: Portland State University**  
**Program: BA/BS in Social Justice and the Arts**

**Action:** At the **February 21, 2024**, meeting, the Statewide Provosts Council approved a new program for **Portland State University, BA/BS in Social Justice and the Arts** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Portland State University** Board of Trustees approved the **BA/BS in Social Justice and the Arts** program at its **January 25, 2024**, meeting.

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**Eastern Oregon University**

Peter Geissinger, Interim Provost

Approved  
 Opposed  
 Abstained



**Oregon Health & Science University**

Marie Chisholm-Burns, Provost

Approved  
 Opposed  
 Abstained



**Oregon State University**

Ed Feser, Provost

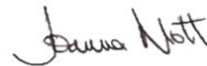
Approved  
 Opposed  
 Abstained



**Oregon Tech**

Joanna Mott, Provost

Approved  
 Opposed  
 Abstained



**Portland State University**

Shelly Chabon, Interim Provost

Approved  
 Opposed  
 Abstained



**Southern Oregon University**

Susan Walsh, Provost

Approved  
 Opposed  
 Abstained



**University of Oregon**

Karen Ford, Interim Provost

Approved  
 Opposed  
 Abstained



**Western Oregon University**

Jose Coll, Provost

Approved  
 Opposed  
 Abstained

