Academic Strategies Committee
October 27, 2011
Oregon State Board of Higher Education

Academic Strategies Committee

Thursday, October 27, 2011
1:30-4:00 p.m.
ASRC 515, Portland State University

Agenda

ACTION ITEMS
1. Academic Program Approval (Andrews)
   UO, B.A. in Folklore............................................................................................................ 1
   OIT, B.A.S. in Technology & Management......................................................................... 5
   OHSU, M.S. in Biostatistics.............................................................................................. 9

2. Approval of September 2011 Minutes ........................................................................ 11

DISCUSSION ITEMS
3. Research Presentation and Discussion
   A. Presentation by Research VP’s
      • Dan Dorsa, Oregon Health & Science University
      • Kimberly Espy, University of Oregon State University
      • Jon Fink, Portland State University
      • Rick Spinrad, Oregon State University
   B. Discussion between ASC Members and VP’s of Research
   C. Open Discussion

INFORMATIONAL ITEMS (Time permitting)
4. ASC Mission Alignment Metrics- 40-40-20 Targets

5. Deans of Education Meeting (Andrews)

OTHER ITEMS
6. Other items put forward by the Committee

7. Adjournment
Academic Strategies Committee

New Academic Program Proposal
University of Oregon—B.A. in Folklore

The University of Oregon seeks Board approval to offer an instructional program leading to a Bachelor of Arts degree in Folklore.

UNIVERSITY OF OREGON – B.A. IN FOLKLORE

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The University of Oregon (UO) proposes a new undergraduate Bachelor of Arts degree in Folklore. Students studying folklore at UO receive comprehensive training in scholarly approaches and methods for researching, documenting, and presenting traditional arts and cultural practices within the United States and abroad. The study of folklore examines the intersections of folklore forms – e.g., folk arts, oral narratives, music, dance, belief, and festival – with domains of community, commerce, politics, public policy, and popular culture. Folklore at the UO is interdisciplinary in its approach, drawing upon methods and theories from the humanities, social sciences, and professional schools, including folklore, English, anthropology, arts administration, ethnomusicology, communication, history, literature, religious studies, and cultural studies. Though interdisciplinary, the Folklore major is distinctive from other undergraduate degree offerings at the UO in its focus on traditional cultural practices and artistic expressions in everyday life, dimensions of human behavior often overlooked in other disciplines. Courses encourage both in-depth area studies and cross-cultural comparisons. Theoretical analyses, research methods, and fieldwork techniques are integral to Folklore’s offerings.

Through this major, the Folklore Program contributes to the University’s highest standards of instruction in reading, writing, and critical-thinking. In recognizing that research, both basic and applied, is essential to the intellectual health of the University, as well as to the enrichment of the lives of Oregonians, the program trains its students to conduct research with individuals and communities in the region to enhance understanding of arts, local histories, and cultures. Folklore faculty integrate their teaching, research, and service and they understand them to be mutually enriching enterprises. This integration is reflected in the classroom where they emphasize ways in which their research and teaching complement students’ professional goals inside and outside of the academy.

Students learn to appreciate the cultural expressions and to value the day-to-day expressivity of all peoples, which is essential for establishing a framework for lifelong
learning that leads to productive careers and to the enduring joy of inquiry. Fundamental to the Folklore Program’s mission is “a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community.” The Folklore Program is committed to making its courses and degrees intellectually relevant to students from all economic, cultural, and national backgrounds. The program’s innovative use of fieldwork with underrepresented populations as a basis for education expands students’ appreciation of their own cultural backgrounds as well as those from other groups, which increases their cross-cultural respect and understanding. Our internationally oriented courses (e.g., African Folklore, Balkan Society and Folklore, and Caribbean Societies) demonstrate the program’s commitment to enhancing students’ knowledge of cultural practices across the globe and to raise international awareness. Through these courses, students emerge as truly global citizens.

The major is important to the UO’s strategic priorities and signature areas of focus:

- **Sustainable Cities Initiative (SCI):** The Folklore Program understands that issues around sustainability necessarily extend beyond the “ecological, social, and economic” to include the cultural. Folklore courses highlight ways that communities are constituted and sustained, and how healthy communities contribute to thriving living environments defined in relationship to cultural, social, ecological, and economic well-being. The University understands and teaches that for cities to thrive sustainably, diverse communities must be integrated into the process and given opportunities to participate and learn about one another. It also perceives that access to participation in arts and culture constitute human rights and as such are necessary for social sustainability and have great potential for contributing to economic and ecologic sustainability.

- **The Americas in a Globalized World:** The Folklore Program educates students about the cultural practices of diverse peoples in the U.S. and abroad from a culturally relativist point of view with the goal of increasing students’ understandings and respect for cultural diversity as well as emphasizing strategies for enhancing cross-cultural communication.

- **Global Oregon:** The Folklore Program is especially committed to teaching students about their positions globally by exploring their positions within a larger global framework, learning about global cultural influences in the U.S., investigating international communities based in the U.S., and by facilitating their engagement with international studies through coursework and by encouraging study abroad and international internships.

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

   Regionally and nationally, there is ongoing need for students trained in folklore, both those working with communities in the United States and internationally. With the emergence of new technologies and expanding national and world networks, the importance of
understanding cultures – and multicultural and international cultural understanding – is more important than ever.

The UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage (ICH) has raised awareness internationally about the importance of ephemeral folklore practices, such as oral traditions, ceremonies, music, dance, and theatrical performances, and our students will be well prepared to participate in initiatives locally and globally intended to safeguard intangible cultural heritage.

The Folklore major will be well suited for students to double-major. The UO anticipates that it will attract students majoring in such disciplines as English, Anthropology, Business, foreign languages, East Asian Languages and Literatures, International Studies, and Environmental Studies who are interested in adding expertise in expressive culture, community studies, cross-cultural communication, and the arts. In addition to training students interested in academic or applied careers in folklore, Folklore majors will be well prepared to work for arts commissions, organizations working toward cultural sustainability, K-12 education, and a variety of research positions.

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

Some universities in the state offer courses in Folklore, but none offer any degrees in Folklore. Portland State University and Willamette University each offer a handful of folklore-related classes. Portland State University offers four to five courses through their Anthropology Department, only one of which has “Folklore” in its title. Willamette University offers several courses on Chinese Folklore.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

The undergraduate major is intended to replace the UO’s existing undergraduate certificate program, for which there are already adequate resources. The new major will therefore require no additional resources. The certificate will be eliminated when the major is implemented.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize the University of Oregon to establish an instructional program leading to a Bachelor
of Arts in Folklore, effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

(Committee action required.)
The Oregon Institute of Technology seeks Board approval to offer an instructional program leading to a Bachelor of Applied Science degree in Technology and Management.

OREGON INSTITUTE OF TECHNOLOGY – B.A.S. IN TECHNOLOGY AND MANAGEMENT

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

The Bachelor of Applied Science (BAS) degree, unlike the Bachelor of Science (BS) degrees currently offered at Oregon Institute of Technology (OIT), is designed specifically for students who have completed a technical Associate of Applied Science (AAS) or Associate of Science (AS) degree and are seeking career advancement into management or in their technical career fields. The BAS builds on a core of 60 credits of career and technical education (CTE) courses taken as part of the AAS or AS degree, adding 65 credits of business, management, and information technology courses and 55 credits of broad-based general education courses to enable the BAS graduate to advance in the workplace or continue on to graduate school. The management core includes a two-term capstone senior project to enable the student to demonstrate successful integration of the technical and managerial coursework.

The BAS allows OIT to extend its mission of technology education to students who have completed an otherwise terminal technical associate’s degree, allowing skilled technicians to gain the theoretical knowledge and practical skills in management, decision making, communication, leadership, and computing needed to become effective managers or lead technicians. OIT’s current BS degrees in Management, Operations Management, and Information Technology articulate with community college programs but these programs are narrowly focused on specific areas of management. The BAS provides a broader base of management skills, enabling the AAS or AS degree holder to acquire skills and knowledge that are more readily applicable to the student’s chosen career field.

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

The 40-40-20 goal adopted by the Joint Boards of Education states that by 2025, 40 percent of adult Oregonians should have attained at least a bachelor’s degree, 40 percent should have an associate’s degree, and 20 percent should have a high school diploma or equivalency. The 40-40-20 plan recognizes the critical link between higher educational
attainment, economic development, and high wage jobs in today’s global economy. Nearly three-quarters of job openings in Oregon through 2016 with annual salaries of $45,000 or more will require at least a bachelor’s degree. *(Source: Oregon Employment Department Employment Projections 2006-2016, Worksource Oregon 2008)*

The BAS will help address the need for increased production of bachelor’s degrees in a timely manner. The Oregon Employment Department’s high wage occupations requiring a bachelor’s degree that were listed as high priorities for training in 2010 include many positions that could be attained by holders of the BAS.

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

Southern Oregon University (SOU) offers a BAS in Management on their Medford, Oregon campus and online. There is potential for collaboration: OIT’s Director of Management Department Distance Education Programs has begun discussing course collaboration with Dr. Joan McBee, Coordinator of SOU’s Business Degree Completion Program. OIT’s BAS will offer technical courses including Lean Management, Services Management, Database Design, and technical business electives that are not offered by SOU’s BAS degree. OIT courses could potentially be made available online to SOU’s students as upper division technical electives. Similarly, SOU’s policy-oriented upper division management courses could potentially be made available to OIT students as upper division technical electives.

4. *What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?*

The Management Department will add a curriculum coordinator to oversee the BAS degree. The Director of Management Department Distance Education Programs will assume responsibility for advising online BAS students and ensuring continued high-quality online course offerings by Management Department faculty and adjunct instructors. The curriculum coordinator, Distance Education Program Director, and the OIT Office of Academic Partnerships will work with community colleges to develop articulation agreements with AAS and technical AS degrees. The Management Department will also work with the OIT Admissions Director and staff to promote the uniqueness of the BAS degree.

Recruiting will be part of OIT’s current recruitment effort including working with the Office of Academic Partnerships to develop articulation agreements, the Distance Education Department to list the program on appropriate websites, and OIT Publications to include the BAS in the Department of Management’s program listings. It is anticipated that no resources will be devoted exclusively to BAS recruitment as it will become part of the larger Management Department recruiting efforts.
All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.

**RECOMMENDATION TO THE COMMITTEE**
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Institute of Technology to establish an instructional program leading to a Bachelor of Applied Science degree in Technology and Management, effective Winter 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
Oregon Health & Science University seeks Board approval to offer an instructional program leading to a M.S. and Masters degree in Biostatistics.

OREGON HEALTH & SCIENCE UNIVERSITY – M.S./MASTERS IN BIOSTATISTICS

1. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

Oregon Health & Science University’s (OHSU) mission is to improve the health and well being of the people of Oregon and beyond, through excellence, innovation, and leadership in healthcare, education, and research. Today’s interdisciplinary and translational research generates enormous amounts of data, especially when new technologies such as genomics, informatics, or large database research are employed. The analysis and interpretation of the data requires sophisticated biostatistical methods beyond the level of training currently offered at OHSU or elsewhere in the Oregon University System. This program will help to train and prepare current and future scientists researchers and clinicians at OHSU, other educational institutions, and federal and state agencies that require support for interpreting data using current biostatistical methods.

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

Nationally, over the last decade there has been an increasing demand for individuals well trained in the field of biostatistics. This shortage of well trained biostatisticians has been acutely felt in Oregon due in part to the lack of educational programs focused solely on biostatistics in the state. Needs assessments and surveys of OHSU researchers, and individuals involved in research in other institutions and agencies in the Portland metropolitan area and statewide, have indicated a strong interest and need for an M.S. program in Biostatistics.

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

Currently, there are no Masters degree programs in Biostatistics in Oregon. Portland State University (PSU) offers an M.S. in Statistics. However, this program is not focused upon health issues and health research and targets a different student population. Also, Oregon
State University (OSU) offers a Biostatistics track leading to the Master of Public Health, but not a Masters degree in Biostatistics. Nevertheless, OHSU will continue to collaborate with both PSU and OSU to provide the broadest access possible for students interested in Biostatistics education.

4. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

Sufficient resources to implement the program already exist within the Department of Public Health and Preventative Medicine in the OHSU School of Medicine to initiate the program. Additional funding to support the program will derive from consulting by faculty, staff, and students serving as a service center for biostatistical support for research grants and contracts.

All appropriate University committees, the OUS Provosts’ Council, and external objective reviewers have positively reviewed the proposed program.

RECOMMENDATION TO THE COMMITTEE
The OUS Provosts’ Council recommends that the Board’s Academic Strategies Committee authorize Oregon Health & Science University to establish an instructional program leading to a Master of Science and Masters degree in Biostatistics, effective Fall 2011. With Committee approval, a five-year follow-up review of this program will be conducted in 2016-17.

(Committee action required.)
Academic Strategies Committee

September 12, 2011
ASRC 520, Portland State University

Minutes

Committee members present included: Chair James Francesconi, and Directors Jill Eiland, Hannah Fisher, Rosemary Powers (phone), and Preston Pulliams

Chancellor’s staff present included: Vice Chancellor Sona Andrews, Karen Marrongelle, Anna Teske, Charles Triplett, and Leslie Garcia

Others present include: Provosts Roy Koch (PSU) and Sabah Randhawa (OSU)

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 1:36 p.m.

2. Academic Program Approval
   - OSU, PSM in Fisheries and Wildlife Administration

Chair Francesconi called upon Sabah Randhawa, Provost at Oregon State University, to provide background on the proposed program. Discussion centered on the Provost Councils’ decision to waive an external review, as a similar master’s program has been through review. Following discussion, Chair Francesconi called for a motion to approve the program at Oregon State University.

   **Action:** Directors Jill Eiland made the motion and Preston Pulliams seconded. Motion carried; Director Powers was absent during the vote.

3. Approval of July 2011 Minutes

   **Action:** Directors Jill Eiland made the motion to approve the minutes and Preston Pulliams seconded. Motion carried.
DISCUSSION ITEMS

4. ASC Mission Alignment Metrics

Chair Francesconi called upon Vice Chancellor Andrews to provide an update on the discussion of mission alignment. The Committee was provided a report on the status of institutional work being done to identify access, and discussion centered on how institutions can work together to generate consistency among the metrics. Next steps involve: a review of metrics across institutions, seek consistency in defining metrics, and determine which metrics coincide with the compact with the state.

Discussion focused on methods by which mission alignment may support creating goals to reach 40-40-20 by 2025, including ways to engage non-traditional students, supporting the advancement of critical degrees, and designating completion as the overarching goal. It was agreed that targets should be created to help reach 40-40-20.

OUS Next Steps: Further discussion by Provosts’ Council about creating targets for educating Oregonians.

5. HB 3418

Chair Francesconi led the discussion on the HB 3418 Task Force for Student and Institutional Success. Attention was drawn to the intent of the legislation, noting that it has yet to be determined if the Task Force will act as the performance compact with the state, or if it will focus on best practices and report findings to the Oregon Education Investment Board. Discussion focused on Task Force membership, reporting requirements, how the State of Oregon currently measures success, what models exist around the country, and what it will take financially to modify the performance model.

OUS Next Steps: To report on progress of Task Force after the first meeting.

6. Review of Board Retreat

Chair Francesconi directed the discussion on the Board retreat. Attention was drawn to the need to articulate how the Academic Strategies Committee will now engage what once was the Research Council. It was agreed that research needs to remain a priority, despite the Research Council’s dissolution, and that a work plan needs to be developed to advance research goals. Following a full and frank discussion, it was noted that while the Research Council is no longer a formal committee recognized by the Board, it could operate through the Academic Strategies Committee when needed, so as to deal with policy issues while still supporting research and economic development. It was pointed out that reorganizing research could be used as an opportunity to focus on core objectives and determine how they may be effectively fed into the Academic Strategies Committee. Vice Chancellor Andrews noted that a research presentation is currently on the agenda for the October 27, 2011, Academic Strategies Committee meeting.
Other discussion centered on Committees and their relationship with the Board, inviting non-Board members to meetings for their professional expertise and community involvement, and retention of underrepresented students.

7. Climate Assessment

Chair Francesconi called upon Vice Chancellor Andrews to lead the discussion of climate assessments with the Committee. A supplemental work-sheet was provided to fuel the discussion and bring focus to points of interests the committee would like to investigate. It was agreed that a survey would be a good way to support the 40-40-20 goals; noting that action must be taken after proper analysis of the survey data.

Concern was expressed regarding how institutions will administer the survey, disseminate information, and incentivize people to respond. In addition, the Committee centered its discussion on design considerations, focusing on the value of the survey, as well as the role of the Board and campuses in survey development.

Vice Chancellor Andrews noted that she will work with the Provosts’ Council to see if such an assessment would be of value.

**OUS Next Steps:** Vice Chancellor Andrews to take ASC feedback to the Provosts’ Council. Determine if campuses have done surveys, if so, when, and if they think there is value in doing as assessment in the form of a survey?

8. Institutional Diversity Plans

Chair Francesconi called upon Dr. Andrews to provide a review of institutional diversity plans. Attention was drawn to between institutional plans and their goals, noting challenges in extrapolating common elements. Discussion centered on the Board’s expectations for institutions, and how to standardize accountability and goals across the System.

**Motion:** That institutions are required to develop and maintain institutional diversity plans with measurable outcomes and, pending approval of the Governance & Policy Committee, those measures are to included in presidential evaluations.

**Action:** Director Hannah Fisher made the motion and Jill Eiland seconded. Motion carried.

**OUS Next steps:** The Chancellor’s Office will inform institutions of the action taken and Board expectations (done)
9. **Other items put forward by the Committee**

Chair Francesconi opened the floor for members to discuss other items. It was agreed that additional membership and/or attendance at select Academic Strategies Committee meetings would be needed to address the needs of the larger community. In addition, the Committee discussed the need for faculty commitment to achieve 40-40-20.

10. **Adjournment**

With no further business, the meeting was adjourned at 3:44 p.m.