Academic Strategies Committee
March 1, 2012
Oregon State Board of Higher Education  

Academic Strategies Committee

Thursday, March 1, 2012  
3:30-5:30 p.m.  
ASRC 515, Portland State University

Agenda

1. Academic Program Approval (Action)  
   WOU, B.A. / B.S. in Visual Communication Design .................................................. 3  
   OSU, B.S. in Sustainability .................................................................................................... 5

2. Approval of February 2012 Minutes (Action) ............................................................... 8

3. Chair’s Report on Diversity Conversations (Francesconi—Discussion)


5. Campus Compacts (Andrews and P.C.—Action) .......................................................... 11

6. Research Proposal (Spinrad—Action) ........................................................................... 18

7. Other items put forward by the Committee

8. Adjournment
Western Oregon University seeks Board approval to offer an instructional program leading to a B.A./B.S. degree in Graphic Design/Visual Communication Design.

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

Western Oregon University (WOU) proposes to establish a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree in Graphic Design/Visual Communication Design. The program aligns with the University’s commitment to personalized learning opportunities, the advancement of knowledge for the public good, with the objective to maximize individual and professional development.

The University has identified graphic design and visual communication as an area that provides successful experiences to the student clientele WOU serves. The University’s art program successfully engages first generation college students from the immediate region and the metro area. Non-traditional students (including military veteran and returning students) and international students have succeeded in the art program. In recent years, Art is the second most popular major on campus for international students. This program will provide such students expanded opportunities to apply their interest in art in fields that address state employment needs. The overall vision of this major is to use the time available in the liberal arts university setting to help students become aware of the responsibilities that visual designers have as their roles expand in the 21st Century.

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

The Art Department has experienced steadily growing enrollment in the graphic design focus area in the art major – both from domestic and international students. Strengthening the Department’s programming in visual communication design is essential to providing WOU students with skills and experiences that will enable them to pursue employment in visual communication fields. The 2010-11 edition of the United States Department of Labor Occupational Outlook Handbook states that employment in graphic and visual design is expected to grow 13% between 2008 and 2018.

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

Oregon State University and Portland State University offer programming in graphic/visual communication areas. Oregon State University’s interdisciplinary major combines a wide docket of possibilities including digital production in visual communication, animation,
marketing, performance, audio production, and video games; and Portland State University offers a B.A./B.S. degree in Art, with a focus in Graphic Design that includes interactive media or digital page design. The University of Oregon’s multimedia program incorporates art and design.

WOU’s programming will include sequences in design process and theory, interactive media, and digital motion, including work in video and animation processes. The program aims to broaden students’ design experience so that they are capable in current situations and prepared to navigate the ever-flowing stream of new possibilities.

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?

Much of the staffing and facility development is in place or is currently being pursued as part of on-going programming in the Art Department. Recent retirements permitted the Department to recruit faculty with expertise not previously held by tenure-track faculty members. One additional tenure-track faculty member will be recruited to start in fall 2013. Appropriate classroom conversions are near completion. Operating expenses are part of the University’s baseline budgeting and will be augmented by increased growth in enrollment in the art program.

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 Western Oregon University to establish an instructional program leading to a B.A./B.S. in Graphic Design/Visual Communication Design, effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

(Committee action required.)
Oregon State University seeks Board approval to offer an instructional program leading to a B.S. degree in Sustainability.

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

Oregon State University (OSU) proposes to establish a Bachelor of Science (B.S.) degree in a Sustainability double-degree program. The program will be completed either in conjunction with another baccalaureate degree program or as a post-baccalaureate degree program. Completion of this double-degree program will require 36 credit hours beyond the 180-credit hour minimum required for graduation. The proposed program will be offered at both the OSU-Main (Corvallis) and OSU-Cascades (Bend) campuses. To facilitate program administration on the two campuses a joint-campus structure will be established wherein each campus will have a program director/advisor.

The stated mission of OSU is “to promote economic, social, cultural, and environmental progress for people across Oregon, the nation, and the world through our graduates, research, scholarship, outreach, and engagement.” The proposed B.S. in Sustainability double-degree program has been designed specifically with OSU’s land grant mission in mind. The program will be directly compatible with OSU’s strategic priorities and its three signature areas of distinction: advancing the science of sustainable earth ecosystems; improving human health and wellness; and promoting economic growth and social progress. OSU-Cascades has a separate but compatible strategic plan. There are four strategic priorities at the OSU-Cascades branch campus: enrollment growth; academic program growth; fiscal sustainability; and community outreach. The Sustainability double-degree program will contribute to all of these strategic planning priorities.

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

There has been an exponential growth in the number of sustainability-focused programs around the country. In addition, there is an increasing focus within governments and private industries to develop ‘green economies’. This growing need has, in turn, created a demand for individuals with knowledge and skills in sustainability-related disciplines. This demand comes at a time when there is a lack of effective sustainability-related leadership in government, business, and multi-lateral organizations. The B.S. in Sustainability degree program will prepare students in traditional disciplines to matriculate into their respective fields and assist their employers and communities in making better, more sustainable decisions. In short, there is an expressed need for sustainability education for the current and future workforce in Oregon, the nation, and the world.
7. **Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?**

While several Oregon University System institutions offer programs or courses geared towards sustainability, none of the programs provide the same level of access to students from all academic disciplines at the level of a bachelor’s degree. The unique B.S. in Sustainability double-degree at OSU will be the first undergraduate degree in sustainability within the Oregon University System and in Oregon. Portland State University offers two minors that feature the word sustainability, but they do not currently offer an undergraduate degree. Oregon Institute of Technology offers an area of emphasis in sustainable technologies as a part of their Environmental Science degree, but the focus is primarily on renewable energy and associated technologies. Southern Oregon University offers a sustainable communities option within the Environmental Science program, but this option is limited to students enrolled in that particular program.

While this unique baccalaureate program has been designed to be an OSU degree, there is the potential to offer the degree at multiple institutions, with each institution bringing its own disciplinary strengths and resources to the program. Within OSU, the double-degree has been designed from the ground up to encourage collaboration with existing programs, such as Business, Forestry, Environmental Sciences, Liberal Arts, Engineering, and Geosciences. In fact, the degree program could not be possible without this interdisciplinary collaboration.

8. **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?**

At OSU-Cascades one tenure-track faculty will be hired during Spring Term 2012 in preparation for the program’s implementation Fall Term 2012. Funds for the position will be accounted for in the E&G budget for OSU-Cascades. The budget for services and supplies will be the same as for other programs. Costs for technology support and hardware (phone and IT) will be covered by the general institutional budget. A one-time expense of $11,000.00 to support the costs associated with recruitment, moving expenses, and start-up for the tenure-track hire, along with a one-time expense of $6,000 for the purchase of life-cycle assessment software, and $600 for travel expenses will be derived from the OSU-Cascades budget. It is anticipated that enrollment at OSU-Cascades will reach the break-even point of 25 FTE by the fourth year, at which point enrollment is expected to be 40 to 50 students. After four years, the program would be fiscally sustainable and faculty could be added commensurate with student enrollment growth. The total budget requested for the main campus is under $200,000 for four years and includes a faculty advisor/program leadership position and a part-time advising support position when enrollment reaches 75 students.

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 State University to establish an instructional program leading to a Bachelor of Science degree in Sustainability, effective Fall 2012. With Committee approval, a five-year follow-up review of this program will be conducted in 2017-18.

(Committee action required.)
Minutes

Committee members present: Chair James Francesconi, and Directors Jill Eiland, Emily Plec, and Brianna Coulombe. Director Preston Pulliams was absent due to personal commitment.

Chancellor’s staff present: Vice Chancellor Sona Andrews, Anna Teske, Charles Triplett, Karen Marrongelle, and Di Saunders.

Campus representatives: Steve Adkison and Dan Mielke (EOU), David Robinson (OHSU), Brad Burda (OIT), Sabah Randhawa and Larry Flick (OSU), Roy Koch and Anne Bartlett (PSU), Jim Klein and William Greene (SOU), Lorraine Davis and Mike Bullis (UO), Kent Neely (WOU), Grant Kirby and Melissa Carpenter (IFS).

ACTION ITEMS

1. Call to Order

Chair Francesconi called the meeting of the Academic Strategies Committee to order at 3:07 p.m.

2. Academic Program Approvals
   - OSU, Master of Business Administration & Accountancy

Chair Francesconi called upon Sabah Randhawa, Provost & Executive Vice President at Oregon State University to provide background on the proposed program. Discussion centered on the current academic requirements for CPA licensure, and the relationship this program would have with the existing MPA program. Following the discussion, Chair Francesconi called for a motion to approve the program at Oregon State University.

   ACTION: Directors Emily Plec made the motion and Jill Eiland seconded. Motion carried.

3. Approval of OUS Admissions Requirements Policy for 2013-14

Chair Francesconi called upon Sona Andrews, Vice Chancellor for Academic Strategies to provide an overview of the modifications made to the OUS Admissions Requirement Policy for 2013-14. Discussion centered on GPA requirements and the OUS automatic admissions policy.
ACTION: Directors Emily Plec made the motion to approve and Jill Eiland seconded. Motion carried.

4. Approval of November 2011 and January 2012 Minutes

ACTION: Directors Jill Eiland made the motion to approve the minutes and Brianna Coulombe seconded. Motion carried.

DISCUSSION ITEMS

5. Education Deans: Follow-up discussion and possible next steps

Chair Francesconi called upon Karen Marrongelle to update members on the progress of the Education Deans case statement. It was noted that the case statement has integrated work on STEM initiatives, diversity, rural access and achievement, and casting education as a critical degree, in addition to recognizing institutional achievements and national awards. In addition, revisions to the case statement speak to the connection between financial investment and institutional success.

It was agreed by the Education Deans that recognition and the acknowledgement of Education’s role within OUS would contribute to gaining the necessary momentum for approaching K-12 and the business community.

Several members remarked that greater specificity is needed to consider what performance measures would look like, and how to frame accountability. It was agreed that the case statement needs to be general enough to communicate its vision, while offering greater specificity to convey achievability.

In addition, the Committee agreed that the Education Deans should seek greater collaboration and partnerships with groups outside of the education network to promote STEM.

NEXT STEPS: Education Deans will review the Case Statement to emphasize strengths. Karen Marrongelle will work with the Deans to tie the case statement into the work being done by the system as a whole, and how this work will serve Oregonians. Chair Francesconi will work with Board leadership to determine if and when the Education Deans will present this information to the full Board.
6. Institutional Mission Statements & Campus Compacts

Chair Francesconi directed Sona Andrews to provide an update to the committee on the work of the Provost Council related to institutional mission statements and campus compacts. Discussion focused on how institutional missions collectively serve the state, highlighting the need to focus on critical degrees. Following a full and frank discussion, the Committee agreed that a short narrative is needed to describe the metrics, how they drive the four board goals, and how they support access to education and economic development.

It was noted that the role of the campus compacts is not to say what is going to happen with new programs in the future, rather, the compacts communicate what campuses promise to deliver, based on their mission and the measures they would like the board to utilize when assessing mission fulfillment.

**NEXT STEPS:** Draft Campus Compacts provided to Sona Andrews by February 22nd. A preliminary discussion will take place at the March 1st ASC meeting, with a final product due by mid-March. Campuses will work to establish targets for compacts.

7. Capacity Planning

Chair Francesconi called upon Sona Andrews to offer an update on the status of capacity planning initiatives. It was reported that OUS has contracted with Sasaki to provide OUS with a trajectory assessment of the correlation between resource allocation and attainment of Oregon’s 40-40-20 goal. Discussion focused on resource projections, namely, physical capacity, faculty, and programs, noting that Sasaki will generate a tool for OUS to understand what it will take to be on target without tuition increases.

**NEXT STEPS:** ASC will hear presentation of Sasaki tool at March meeting.

OTHER ITEMS

8. Adjournment

With no further business, the meeting was adjourned at 4:50 p.m.
XXX CAMPUS COMPACT with OUS and
ACHIEVEMENT COMPACT with the OEIB

ASSUMPTIONS
Each OUS institution will have a Board of Higher Education approved Campus Compact with OUS. The Board of higher Education will recommend that these Campus Compacts be adopted by the OEIB as the Institutional Achievement Compact. The Campus Compacts (and therefore the Institutional Achievement Compacts) will include all of the measures in OUS’ Achievement compact with the OEIB as well as institution specific measures based on institutional mission, capacity, array of programs, etc.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>2011-12</th>
<th>2012-13 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to Oregonians</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to underrepresented minority Oregonians</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor’s degrees awarded to rural Oregonians</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of advanced degrees awarded to Oregonians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>2011-12</td>
<td>2012-13 Target</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees awarded in targeted workforce areas and meet state needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• STEM Professions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Health Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• STEM Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research(^1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students who complete internships/service learning or are engaged in some form of community based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of bachelor's degrees awarded to transfer students from community colleges(^2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

\(^1\) Annual grants/contracts/awards, number of major honors/awards, campus specific economic development indicators

\(^2\) Contributions to Community College and K-12 attainment goals
ALIGNMENT DIMENSION #1: STUDENT ACCESS MISSION INTENSITY

- **Systemwide Metrics**
  - Enrollment (unduplicated headcount): total and resident
  - Enrollment from primary geographic areas as percentage of total enrollment
  - Underrepresented enrollment as percentage of total undergraduate enrollment
  - State appropriation per fundable resident student FTE

- **EOU Institution-Specific**
  - Distance education enrollment as percentage of total enrollment
  - Distance education enrollment Oregon county by county as a percentage of total enrollment
  - Number of programs—majors, minors, certificates—available at a distance as a percentage of total number of programs offered
  - New undergraduate enrollment: total, percentage of resident
  - First-year retention rate for undergraduate students (including interinstitutional transfers)
  - Percentage of newly admitted freshmen entering with HS dual credit courses
  - Percentage of newly admitted transfers who came from Oregon community colleges

- **OIT Institution-Specific**
  - Distance education enrollment as percentage of total enrollment
  - New undergraduate enrollment: total, percentage of resident
  - First-year retention rate for undergraduate students (including interinstitutional transfers)
  - Percentage of newly admitted freshmen who had HS Advanced Credit Placement during their last year of high school or percentage of newly admitted transfers who came from Oregon community colleges

- **OSU Institution-Specific**
  - Enrollment as percentage of nonresident U.S. students, international students, graduate students
  - Distance education enrollment
  - First-year retention rate for undergraduate students
• PSU Institution-Specific
  o Oregon resident enrollment from outside Portland Metropolitan Area (PMA)
  o International student enrollment
  o Domestic nonresident enrollment
  o Programs offered outside PMA (includes online)

• SOU Institution-Specific
  o Distance education enrollment as a percentage of total enrollment
  o Number of transfer students from the Six County Southern Oregon Region
  o Number of articulation agreements with institutions in Oregon
  o Number of first generation/low income students served in Oregon/Southern Oregon

• UO Institution-Specific
  o Average HS GPA and SAT/ACT for new freshman
  o Percentage of entering class (undergraduate and graduate) from underrepresented groups and international
  o First- to second-year retention
  o Six-year graduation rate of undergraduates
  o Percentage of unmet financial need of resident undergraduates filled from university resources

• WOU Institution-Specific
  o Enrollment as percentage of total enrollment for any of the following: first generation/low income students
  o First-year retention rate for undergraduate students
  o New undergraduate enrollment: total, percentage resident, percentage underrepresented, etc.
  o Distance education enrollment as percentage of total enrollment
• **Systemwide Metrics**
  - Degrees awarded: total, bachelors, advanced
  - Degrees awarded in state-designated workforce shortage areas

• **EOU Institution-Specific Metrics**
  - Degrees awarded in education areas important to the institution's geographic region (note: these may be different from state-designated workforce shortage areas)
  - Enrollment of students in the state-designated workforce shortage areas expressed as a percentage of total enrollment
  - Enrollment of students in program areas leading to programs offered in partnership with other OUS partners and Oregon community college partners
  - Percentage of graduates employed or enrolled one year after graduation

• **OIT Institution-Specific Metrics**
  - Degrees awarded in education areas important to the institution's geographic region (note: these may be different from state-designated workforce shortage areas).
    Include enrollment of students in the state-designated shortage areas (either labor department or Complete College America) expressed as a percentage of total enrollment.
  - Programmatic accreditation by DOE-recognized professional accreditation agencies
  - Percentage of graduates employed or enrolled one year after graduation

• **OSU Institution-Specific Metrics**
  - Licensure or certification pass rates in selected education areas
  - Programmatic accreditation by DOE-recognized professional accreditation agencies
  - Six-year graduation rates for undergraduate students

• **PSU Institution-Specific Metrics**
  - Degrees awarded in programs outside Portland Metropolitan Area (PMA)
  - Enrollment in community-based learning

• **SOU Institution-Specific Metrics**
  - Degrees awarded in education areas important to the Southern Oregon region (business, education, environmental studies, applied psychology, arts)
  - Licensure or certification pass rates

• **UO Institution-Specific Metrics**
  - Percentage of students that study abroad
  - Percentage of students involved in internships, leadership programming and service learning
• **WOU Institution-Specific Metrics**
  
  o Degrees awarded in education areas important to the institution’s geographic region (note: these may be different from state-designated workforce shortage areas)
  o Percentage of graduates employed or enrolled one year after graduation
  o Six-year graduation rates for undergraduate students
  o Examination of resources dedicated to the art programs
ALIGNMENT DIMENSION #3: INNOVATION/RESEARCH MISSION INTENSITY

- **Systemwide Metrics**
  - Total annual sponsored grant and contract expenditures
  - Graduate degrees awarded as percentage of total degrees

- **EOU Institution-Specific Metrics**
  - High-achieving high-school graduates (GPA>3.75) as percentage of total first-year class
  - Acceptance rate of students to selected professional/medical/graduate programs
  - Number of graduating baccalaureate students presenting senior research symposia as a percentage of overall baccalaureate graduates

- **OIT Institution-Specific Metrics**
  - High achieving high-school graduates (GPA>3.75) as percentage of total first-year class
  - Number of patents, licenses, and start-ups per faculty FTE
  - Cumulative economic impact per state appropriation dollar

- **OSU Institution-Specific Metrics**
  - Annual sponsored grants and contracts expenditures per faculty FTE
  - Number of patents, invention disclosures, and start-ups, and licensing revenue
  - High-achieving high school graduates (GPA>3.75) as percentage of total enrollment

- **PSU Institution-Specific Metrics**
  - Number of patents/licenses/start-ups
  - Number of state or federal agencies currently supporting sponsored research
  - Carnegie research classification

- **SOU Institution-Specific Metrics**
  - Number of students/clients served in community-based learning and research partnerships
  - Number of clients served through educational outreach collaborations

- **UO Institution-Specific Metrics**
  - Major faculty awards (Fulbright, Guggenheim, national academies…)
  - Annual sponsored grants and contracts expenditures per faculty FTE
  - Technology licensing income as a percentage of total federal research expenditures

- **WOU Institution-Specific Metrics**
  - Annual sponsored grants and contracts expenditures per faculty FTE
  - Regionally/nationally recognized program
Barrier: The problems of the 21st century – improved health and human performance, food and energy security, sustainable economic development, and global competitiveness require harvesting information from enormous streams of data and connecting this information in a meaningful way to enable the continued economic progress in Oregon. While individually, each of the Oregon research institutions has comparative strengths in parts of these problems, our individual campus capacities are not connected in ways that permit Oregon to fully capitalize on its research university system.

Challenge: To meet the educational needs in, and capitalize on the economic opportunities of, informatics (information mining and knowledge development/management), which incorporates telepresence, visualization, and decision support systems.

Vision: An integrated, state-wide, cyber-enabled collaboratory for knowledge development and management that brings together university research capacity, community needs, and economic development interests.

Outcome: Next generation Signature Research Centers, increased competitiveness by the OUS research enterprise, enhanced integration of academia/industry/government, and full engagement of OUS intellectual capital across the whole system.

Opportunities: This collaboratory will enable systematic links among pending OHSU datacenter projects and data centers on each campus to allow greater capacity than any individual center alone. Furthermore, it will support Governor’s six Regional Solutions Centers (http://www.oregon.gov/Gov/ERT/regional_solutions_centers.shtml), an integrated decision center model, by linking them to Oregon’s four research universities in a modern way with IT infrastructure. Each university has unique strengths related to informatics that allow it to lead initiatives that connect academic, private sector, and government partners.

Applications: traded sectors, personalized medicine, individual informatics (e.g., health/clinical informatics, individual p-20 education record systems, state agency integration), integrated transportation modeling, human performance, clean chemistry, food safety/security, renewable energy, advanced manufacturing, smart cities, and natural resource management--areas that are economic strengths of regions across the state and are supported by respective campus expertise.

Plan of Action and Milestones: A sustained investment of $10M per year for 5 years, to be matched with corporate support, to develop collaboratory capabilities, staffing and the cyberinfrastructure needed to allow full duplex, real-time interactive engagement among all OUS researchers and participation stakeholders at all times that enables Oregon to be more competitive for ideas and jobs. The state investment would support IT infrastructure (including hardware, operating systems, high-speed cable), dedicated telepresence, computing and visualization capabilities (e.g. state of the art videoconferencing facilities, cloud computing, and high tech videodisplay/information integration); dedicated, professional support technicians to operate, maintain the infrastructure and provide outreach training for campus and community users.