AGENDA

Call to Order

Roll Call

Approval of Minutes
  • Approval of July 19, 2002, Minutes

Action Item
  • OSAC’s Three Biennia Plan to Enhance the Oregon Opportunity Grant Program

Consent Items
  • OHSU, Graduate Certificate, Healthcare Management
  • EOU, B.A./B.S., Media Arts
  • Consideration of Nominations to the Forest Research Laboratory Advisory Committee, OSU

Adjournment
OREGON STUDENT ASSISTANCE COMMISSION’S THREE BIENNIA PLAN TO ENHANCE THE OREGON OPPORTUNITY GRANT PROGRAM

Proposal Summary

To assist in achieving the OUS goal of promoting access for low-income students, staff recommends the Board endorse the principles of the Oregon Student Assistance Commission’s (OSAC) Oregon Opportunity Grant improvement program, which seeks to provide grants to eligible, but unserved students, and increase the value of the grant in the next and future biennia. This step, if taken by the Board, would align the OUS with OSAC, the Oregon Community Colleges Association (OCCA) and their member colleges, the Oregon Independent Colleges Association (OICA) and their constituent institutions, and the Oregon Student Association (OSA) and the student leadership of OUS campuses in support of state-funded need-based financial aid enhancements.

Background

The Oregon Opportunity Grant, the state General Fund-supported need-based financial aid for post-secondary students, has been diminished in value by three demographic, budgetary, and political factors. First, the number of students eligible for the Oregon Opportunity Grant has risen sharply, increasing by 45 percent since 1997-98. Second, the funding recommended by the Governor for the Oregon Opportunity Grant and the amount appropriated by the Legislature have not kept pace with this rapid increase in low-income students eligible for need-based aid. And third, while virtually all of the increase in appropriations for the Opportunity Grant in the past five years has come from the portion of the interest earnings of the Education Endowment Fund directed to Opportunity Grant support, action by the voters in adopting Measure 19 on the September 17, 2002, ballot converting the Endowment Fund to the School Stabilization Fund will reduce this revenue stream in the future.

The effect of these three factors has been dramatic. Oregon has experienced an increase in the number of students eligible for need-based financial aid from 29,800 in 1997-98 to an estimated 54,000 in the current academic year. The pressure of this demand has led the OSAC to reduce the average size of the Opportunity Grant award by 25 percent since 1986-87. When the OSAC found the reduced grant was less than 11 percent of the average student budget for this academic year, they limited the number of students to be assisted in order to stop the decline in grant value, and denied any aid to 13,000 grant-eligible students this year. Finally, the passage of Measure 19 will eliminate funding for an additional 3,300 students in the 2003-04 academic year.
Principles of a Plan to Enhance the Oregon Opportunity Grant

To bring attention to the desperate condition of the state’s need-based financial aid for postsecondary students, representatives of the OSA, OCCA, OICA, and OUS have visited with the members of OSAC as agency budgets were being developed, to explore a united front of support for this essential financial aid program. The OSAC responded by proposing to the Governor a plan to enhance the reach and value of the Oregon Opportunity Grant. In the first biennium, 2003-2005, OSAC has requested an appropriation sufficient to provide a grant to every eligible student; in the second biennium, 2005-2007, they seek to increase the value of the grant to meet a higher percentage of the student budget; and in the third biennium, 2007-2009, equalize the grant awards given to dependent and independent students.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board endorse the principles of the Oregon Student Assistance Commission’s plan to seek enhanced funding for the Oregon Opportunity Grant in the 2003 Legislative Assembly, and join the OSAC, OCCA, OICA, and the OSA in seeking a commitment to extend the value of the grant in future biennia.

COMMITTEE ACTION:

BOARD ACTION:

Summary

Oregon Health and Science University proposes to offer a graduate certificate in Healthcare Management, effective fall 2002. Offered by the Management in Science and Technology Department at OHSU’s Oregon Graduate Institute (OGI) School of Science and Engineering, the proposed program is tailored to meet the needs of professionals working in caregiving, reimbursement, or management roles in healthcare-related organizations.

Students will be required to complete 16 core credits in history, organization, financing, financial management, program management, and regulation/legislation of healthcare and four elective credits in related topics. In addition to receiving an overview of the financial,
The program design was influenced by information gleaned from surveys of senior executives and managers of Portland-area healthcare providers. A key issue was that graduate education would ideally be less than a full degree, bringing master’s-level practical business skills and information taught by practitioners into the healthcare community. Wherever possible, courses will be team-taught using Management in Science and Technology faculty and working professionals from the healthcare community. The need for this certificate was also ascertained by a student survey conducted on the OHSU campus. With the increasing demands for healthcare delivery, coupled with the sharply rising costs of healthcare, the need for knowledgeable people to manage and administer programs, departments, and organizational resources is expanding.

The proposed program will specifically serve those individuals who are working managers and administrators of hospitals, clinics, radiation departments, etc., but for whom a full degree program is not a good match. The certificate is not intended to replicate or compete with any master's degree healthcare programs offered in Oregon, including the Oregon Master of Public Health offered by OSU, PSU, and OHSU, or any other related master’s-level programs. Rather, it fills a niche midway between a full master’s in Healthcare Administration and individual coursework. Also, the target audience is not healthcare providers, but business and finance people employed in the healthcare sector.

Current faculty, staff, library, facility, and equipment resources are sufficient to implement this program; no new resources are required. In the coming years, the curriculum may also be offered through distance learning. OHSU anticipates the program will serve 20 to 40 students when fully operational.

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

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Oregon Health and Science University to establish a program leading to the graduate certificate in Healthcare Management. The program would be effective fall term 2002, and the OUS Office of Academic Affairs
would conduct a follow-up review in the 2007-08 academic year.

COMMITTEE ACTION:

BOARD ACTION:

EOU, B.A./B.S., MEDIA ARTS

Summary

Eastern Oregon University proposes to offer the baccalaureate degree in Media Arts, effective winter 2003. This interdisciplinary program chiefly utilizes existing coursework from art, computer science and multimedia, English/writing, music, theater, and business. Students will develop schedules in particular patterns that form the new major, with three areas of concentration: (1) digital media, (2) journalism, and (3) film studies.

Literacy in audio, textual, visual, and digital modes is the anchor of the program. A common core of courses (22 credits) will ground the students in film aesthetics, visual composition, mass communication, the production of image and text, and multimedia applications. Two new foundations courses have been developed specifically for this program. Students will also complete 40 credits in their chosen area of concentration.

Although the common core is shared by all students, each concentration emphasizes learning outcomes specific to that area, which demonstrate the student’s ability to synthesize among aural, visual, and textual literacies. Student outcomes include:

**Digital Media**

- Describe when to use various digital media
- Understand content and audience variables in designing interactive products
- Design interactive products, incorporating text, images, video, sound, other media
- Translate graphic design into the digital mode
- Identify important parameters (e.g., resolution, color depth) when using digital media
- Create outcomes for interactive products
Journalism

- Develop the following skills:
  - editing
  - writing (feature, editorial, column) for both newspaper and magazine
  - interviewing and reporting
  - facility with multimedia software
  - photographic, including developing, cropping, caption writing
  - on-site writing and editing
- Understand ethical and legal issues in journalism
- Create scripts for news and public broadcast

Film Studies

- Understand aesthetic principles of film production and design
- Analyze and create elements of film design
- Explore the rhetorical relationships among message, screen, and audience
- Examine social and cultural ideologies constructed by film
- Understand the aesthetic and technical relationships among text, image, lighting, and sound
- Produce digital film in its preproduction, production, and postproduction phases

Students will be expected to complete a three-credit capstone portfolio of work at their senior level. In addition, each student will be required to seek a four-credit internship experience with statewide agencies (e.g., OPB), or local or regional media centers (e.g., television and radio stations, campus and area newspapers, area businesses in need of Web design). In this way, students will gain practical experience directly related to their area of concentration.

The University of Oregon offers a similar program – the five-year B.F.A. in Multimedia Design, which replaced their Visual Design program. However, UO’s program differs from EOU’s proposed program in both length and focus. UO requires 118 credits; is grounded in art history, basic drawing/design, and multimedia; and requires 67 upper-division credits of studio work and 15 credits in a terminal project. During the fifth year, students are allowed more latitude to work with a professor to pursue a creative direction of a highly individualized nature.

Other bachelor’s programs in the System in such areas as art, journalism, and communication include aspects that relate to this
major. However, each is designed differently from the particular combination of knowledge and skills that EOU’s proposed program provides.

EOU currently offers an undergraduate degree in multimedia/computer science. That major focuses on how art grows from computer science and computer use and features computer software programming, applications, and interactive media. The proposed media arts major differs in that it is a conscious attempt to appropriate technologies, genres, media, and culture across the disciplines, emphasizing the creative function transposed to the digital realm, and making technology matter as an expressive and communicative medium.

By any standards, media arts is a growing field with strong potential for employment. Businesses now are expected to have Web sites. Increasingly, everything from shopping to bill paying to educational research is conducted online. The world continues to become more digitized, and the need for those proficient in multimedia arts expands. When one examines the Bureau of Labor Statistics ten-year projections, any number of specific occupations could be filled by someone with this degree. EOU’s program will prepare students to enter the media industry at a number of points in a variety of sectors: advertising, graphic arts, art direction, public relations, film making, journalism, publishing, Web design, digital production, and television.

No new faculty will be needed during the first four years of the program. The five new courses that will be added will not result in increased faculty workload because of both course crosslisting and restructuring (i.e., dropping low-enrollment courses). Five hundred dollars per faculty member per year for library books will be allocated in recurring funds to support the program. The library also has a state-of-the-art CD-ROM lab and is part of the Orbis consortium.

Facilities have been updated to accommodate the proposed program. A Smart Classroom that includes fixed computer and media devices was completed in summer 2002 and is in full use now. This classroom enables the integration of digital technologies and visual, aural, analog, and electronic media. Through the Technology Fee, the media arts program has funding to provide a cluster of computers for students to work on multimedia projects from a location remote from the Smart Classroom, as well.

The proposed program is designed to have minimal budgetary impact because it is primarily a reconfiguration of existing courses. As the
program grows and enrollment expands, potentially to 80 students per year, there may be need for adjunct personnel to staff additional course sections (e.g., Introduction to Film, Foundations of Visual Literacy). Any requests for full-time or tenure-track faculty would be subject to review by the on-campus budget committee. The Technology Fee will continue to be used in support of the program.

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

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Eastern Oregon University to establish a program leading to the B.A./B.S. in Media Arts. The program would be effective winter term 2003, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.

COMMITTEE ACTION:

BOARD ACTION:

APPOINTMENTS TO THE FOREST RESEARCH LABORATORY ADVISORY COMMITTEE, OSU

Summary

ORS 526-225 specifies that the Board of Higher Education shall appoint a Forest Research Laboratory Advisory Committee composed of 15 members, nine of whom are to be individuals engaged, actively and principally, in timber management of forest lands, harvesting, or processing of forest products; three individuals who are the heads of state and federal public forestry agencies; and three individuals from the public-at-large. Although the statute does not prescribe the terms of the Committee members, the practice has been to make appointments for a period of three years. Traditionally, those who are performing actively and effectively have been recommended for reappointment to a second three-year term, with all members replaced at the conclusion of a second term.

Dr. Hal Salwasser, director of the Forest Research Laboratory, with the concurrence of President Paul Risser, has made the following recommendation:

• Appointment of Elaine Marquis-Brong, newly appointed State
Director for Oregon/Washington U.S. Bureau of Land Management, to be appointed to replace Elaine Zielinski, who has been reassigned to Arizona as the State Director. Ms. Marquis-Brong’s appointment to the Committee is a statutory requirement. Ms. Marquis-Brong’s previous positions in the BLM include: Director, office of the National Landscape Conservation System, Deputy Director for Renewable Resources and Planning in Washington, D.C., Deputy State Director for Support Services in the California State office, and as a field manager in Arizona.

- Duane McDougall has resigned from the Committee and Dave Bowden has agreed to assume the Chair position.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board approve the above appointment to the Forest Research Laboratory Advisory Committee.

COMMITTEE ACTION:

BOARD ACTION: