



**Oregon State Board of Higher Education**

**Academic Strategies Committee**

**September 17, 2009**



Thursday, September 17, 2009 3:30-5:30pm Portland State University Urban Center building, room 710

Meeting Agenda

- 1. Review and approval of minutes from July 8, 2009 meeting (5 minutes)..... 1
2. Progress on priority topics (60 minutes)
- Examples of effective practices
- Actions that can be taken without additional funding
- Ways in which additional funding would be deployed
a. Participation and success of Latino students
b. Improving student retention at all OUS universities
c. Meeting critical state needs in teacher education
d. Investing in globally competitive research
3. Framing the discussion of next steps for review of institution missions (20 minutes)
4. Academic program approvals (30 minutes)
a. OSU, B.A./B.S. in Women's Studies ..... 5
b. OSU, B.A./B.S. changes in Business Information Systems, Management, Finance, and Marketing ..... 7
c. Portland State University: Ph.D. in Applied Physics ..... 9
d. Southern Oregon University: B.A.S. in Management ..... 13
e. University of Oregon: B.A. in Cinema Studies..... 15
5. Next meeting (5 minutes)

Handouts

- Minutes from July 8, 2009 meeting (agenda item 1)
Academic program documents (agenda item 4)



Wednesday, July 8, 2009  
Portland State University

## Minutes

Committee members present included: Chair Jim Francesconi, Dalton Miller-Jones, Rosemary Powers, and Preston Pulliams.

Others present included: Chancellor George Pernsteiner, Bridget Burns, Bill Feyerherm (PSU), Joe Holliday, Ruth Keele, Bob Kieran, Provost Roy Koch (PSU), Bill McGee (DAS), Provost Kent Neely (WOU), Di Saunders, Bruce Schafer, Marcia Stuart, Bob Turner, and Susan Weeks.

### **Committee focus, roles, membership, and participation**

Chair Francesconi called the meeting to order at 3:35 p.m. and asked Chancellor Pernsteiner to open the meeting with remarks.

Vice Chancellor Susan Weeks followed with comments about the focus of the Committee and its priority areas for 2009-10. Chair Francesconi added that the Committee will address ways to effectively connect the Board with the Provosts' Council and Research Council, engage in "community organizing" approaches to address key issues (such as Latino, rural, and first-generation students), and tee up policy-level discussions to keep the Board engaged and moving on issues critical to the academic enterprise.

### **Priority topics and agenda for 2009-10**

Chair Francesconi reviewed the key priority areas, work plan, and ongoing committee work:

#### ***Committee Priority Topics for 2009-10***

1. Strategies for increasing participation and success of Latino students.
2. Regionalized strategies for increasing participation and success of students from rural Oregon, Bend, and Portland.
3. Strategies for improving student retention and completion at all OUS institutions.
4. Next steps for the Long Range Plan's priority to "invest in research that is globally competitive, building on existing excellence and Oregon's market advantages," including priorities for Portland and for the Sustainability area, and implications for graduate education in OUS.

5. Next phase of the OUS Portfolio development:
  - a. Review institution missions.
  - b. Ensure that critical state needs are being addressed through the array and assignment of programs in teacher education, health care, and engineering.

### ***Work Plan for Priority Topics***

1. Identify critical questions to be addressed.
2. Engage the right people/groups.
3. Understand work already completed, current status, trends, and directions.
4. Define deliverables and completion dates.

### ***Ongoing Work of the Committee***

1. Tee up broad-based action and discussion items for the full Board (e.g., institution missions, performance measures).
2. Take action on certain academic issues (e.g., new programs, admissions requirements).
3. Connect to the broader PK-20 initiatives and priorities.
4. Engage with Provosts' Council, Research Council, and Inter-institutional Faculty Senate.
5. Frame and advance the work of subcommittees and task groups.

### **Discussion**

- Bill Feyerherm noted that the research enterprise generally and the Research Council in particular need an umbrella that ties all the pieces together without pitting functions against each other; there is a role for degree production, knowledge creation, and economic development under one umbrella.
- Director Powers cited a code of conduct for Spanish universities regarding human sustainability and agreed that integrating research and instruction functions is important.
- Chair Francesconi stated that the Committee needs to build “champions” who can add expertise and give focused time to the issues.
- Director Miller-Jones said that much of the priority agenda is long-term but is the future we should connect to; it should not be put off. He added that past projects of the Board, such as the Shared Responsibility Model, achieved success by using a wide variety of people and organizations across the state. He noted that the Committee needs to deliberately address the access issues in order to increase the Latino and African-American enrollment, and to re-engage the adult community.
- Kent Neely commented that priority topic #3 (retention) needs to be coupled with efforts to increase the size of the freshman class. Francesconi noted that priority area #1 (Latino students) and #2 (regionalized strategies for increasing participation and success) relate to participation and that #3 is the next step.
- Feyerherm noted that #3 doesn't take into account other sectors and articulation. Director Pulliams agreed, saying that success in retaining students cannot be done solely within OUS. Pernsteiner noted that, nevertheless, we still need to achieve success in

retention within OUS, although priority areas 1 and 2 should include community colleges and K-12. He noted, though, that priority area 3 should include students who transfer to OUS from community colleges.

- Priority #5 lists critical state needs in teacher education, healthcare, and engineering. Chair Francesconi noted that these are current needs, in contrast to manufacturing.
- Bill McGee (Department of Administrative Services’ Budget and Management) asked how this would align with the Applied Baccalaureate Degree. Schafer described the AB degree program as it is used in other states (fast tracking two-year terminal degrees into four-year degrees by adding appropriate courses to fill out the degree). This issue will be further developed over the coming year, partly in response to recent legislation.
- Director Miller-Jones suggested that sustainable energy (wind, solar, alternative fuels) is an area that needs to be included, noting that those are areas that enroll or could enroll underrepresented students. He added that the funding cut to Statewide Public Services impacts outreach to Latino communities. Director Pulliams noted sustainability has both an environmental and social dimension. Chair Francesconi agreed that #5 needs to be expanded to include sustainability.

Vice Chancellor Weeks called the attention of the Committee to the following table and asked, “What is the appropriate role of the Committee?”

**Distribution of Academic Strategies Responsibilities – Examples**

Institutions	Institutions & Chancellor’s Office	Academic Strategies Committee	Full Board
<ul style="list-style-type: none"> <li>• Academic program organization</li> <li>• Research focus</li> <li>• International initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment management</li> <li>• Learning outcomes and assessment</li> <li>• Learning delivery and technologies</li> <li>• Strategies to achieve outcomes</li> <li>• System-level research performance metrics</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and advancing key statewide academic priorities</li> <li>• Facilitating coordination across institutions, councils, and sectors</li> <li>• Recommendations to the Board regarding institution missions, performance measures, and broad academic policies</li> <li>• New program approval</li> <li>• Admission requirements approval</li> </ul>	<ul style="list-style-type: none"> <li>• Institution mission approval</li> <li>• Approval of broad academic policies</li> <li>• Review and approval of System and institution performance measures and targets</li> </ul>

**Assignments and Follow Up**

Following the discussion, Chair Francesconi asked those noted below to serve as leads in coordinating work on the priority areas:

- Director Powers: rural access issues
- Director Pulliams: metropolitan/Portland access issues
- Assistant Vice Chancellor Joe Holliday: student retention and completion

- Bill Feyerherm (incoming Research Council chair): research and sustainability issues
- Vice Chancellor Jay Kenton: life sciences and sustainability (facilities)

Francesconi noted that the Latino issue touches the rural, urban, and student participation and completion issues, and that it will be important to find the right person to lead this effort.

Francesconi suggested adding “sustainability” to the critical needs areas identified under 5.b.; moving “graduate education” under “OUS Portfolio” as 5.c.; and deferring assignments on institution mission review (5.a.) to a later time. Meanwhile, Francesconi, Pernsteiner, and Weeks will do some further staff work on priority area 5 in anticipation of a discussion at the next meeting.

Francesconi requested that any potential participant names for the areas listed above be sent to Susan Weeks, noting that he had also asked the provosts to suggest names.

Finally, Francesconi requested that the Committee review the proposed charter before the next meeting, and send Susan any comments or edits.

### **Committee meeting schedule**

The committee agreed that committee meetings should be held in the afternoon; Marcia Stuart will poll committee members regarding schedules.

### **Adjournment**

Chair Francesconi adjourned the meeting at 5:00 p.m.

*Minutes prepared by Marcia Stuart and Susan Weeks*

## OSU, B.A./B.S. in Women Studies

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

A major in Women Studies is well aligned with the mission and strategic plan of Oregon State University (OSU). In its mission, the University lists as its core values accountability, diversity, integrity, respect, and social responsibility. Each of these values is at the heart of Women Studies as a discipline. While gender is the primary focus of Women Studies, each course and the discipline as a whole always examines gender in light of intersectionality and so race/ethnicity, social class, sexual identity, ability, age, and religion are also integral components of critical analysis of gender. The history of Women Studies as a discipline and as an academic unit at OSU is also one of support and advocacy for marginalized groups and persons. Women Studies grew out of the Women's Movement as its academic arm and has thus seen the academic and social enterprises as inherently and inextricably linked. Women Studies teach students both to think critically about issues of gender and to work in the world as responsible and engaged citizens. A major in Women Studies will publicly enhance the University's commitment to diversity, social responsibility, and civic engagement and will help build local and state leaders who can respond to social needs through direct service and public policy formation.

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

A student needs assessment was conducted in 2007 and 403 students responded. Almost all of the respondents were full-time students and most were 18-30 years old. Three quarters of the respondents were white; 308 were women. Slightly more than half were either first or second year students. More than three quarters had taken one or more Women Studies classes. Almost 60 percent of the respondents (241) reported being "somewhat interested" (151) or "very interested" (90) in participating in a Women Studies major; 315 respondents indicated that they believed a Women Studies major would be "somewhat useful" (184) or "very useful" (131) for their personal and professional needs; 53 respondents said employment purposes or job advancement would be the most important reason for pursuing a Women Studies major; and 236 reported self fulfillment or personal development as the most important reason.

A statewide needs assessment was conducted among non-profit agencies likely to be served by students with a Women Studies major. These agencies included domestic violence shelters, children's homes, state social services agencies, family planning centers, and county public health offices. Thirty-eight agencies returned surveys. Of these, 24 reported a great deal of interest in having a Women Studies major at OSU and 8 reported they were "somewhat" interested. Also, 24 agencies reported that they believe the major would be "very useful" for professional training and development of their employees and 8 reported the proposed major would be "somewhat useful." Most of these agencies anticipate some

job growth in the next 5-10 years and most believe that a Women Studies major at OSU would help meet their personnel needs.

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

A Women Studies major is offered at Portland State University and the University of Oregon. A minor is offered by Southern Oregon University and Eastern Oregon University. OSU's Women Studies program already has good relationships with other Women Studies programs in the state. OSU cooperates with them, as well as institutions in Washington, Montana, and Alaska, to sponsor an annual Northwest Women's Studies meeting.

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?*

Women Studies will be able to offer the major with little budget impact because the program is already providing all of the courses that will be required for the major. The program will spend some funds on developing promotional materials. These costs can be absorbed by the existing budget. Women Studies supports its operational expenses through revenue generated through participation in Extended Campus and summer sessions. The program will use some of these funds to cover new publicity materials. It will also use existing funds to provide a one course buy-out per year for a faculty member to serve as undergraduate coordinator. The dean of the College of Liberal Arts has committed to provide buy-out for a program coordinator if Extended Campus revenues decreased over time.

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 B.A./B.S. in Women Studies, effective Fall 2009.

**(Committee action required.)**

## **OSU, B.A./B.S. in Finance, B.A./B.S. in Management, B.A./B.S. in Marketing, and B.A./B.S. in Business Information Systems**

Note: This is not a proposal for a new set of degrees. Rather, it is a change of a Business Administration degree with seven options to five discipline-specific professional degrees. The Accountancy major was approved by the Oregon State Board of Higher Education on March 2, 2007.

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

These degree programs align with Oregon State University's (OSU) land grant status and its mission to educate the citizens and workforce of Oregon, its focus on professional programs, and its strategic plan. Graduates from these programs are an identifiable need for the State of Oregon that fits within OSU's objective to "help attract and invest the public and private resources necessary to build academic programs and infrastructure that address the emerging economic and social needs of the people of Oregon."

One of the three signature areas in OSU's Strategic Plan is promoting economic growth and social progress. The strategic plan for the College of Business includes a focus on "being a resource for business education and adding value to Oregon's economy." These degree programs prepare qualified graduates for a variety of professional employment in both the private sector and the public sector (government and not-for-profit). Several of the courses proposed to be part of the degree programs include topics and learning outcomes related to sustainability, environmental stewardship, and triple bottom line performance measures, which responds to the call to enhance the social, economic, and environmental challenges facing the state.

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

OSU solicited input on the proposed program from approximately 400 alumni and business professionals who represent the firms that hire OSU's students. Alumni and business professionals unanimously supported the move from options within business administration to separate and distinctive degree programs. These responses are summarized in the curriculum proposals prepared for this change.

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

The University of Oregon has an undergraduate business administration degree with concentrations in finance, marketing, sports business, entrepreneurship/small business, and information systems and operations management. Portland State University has an undergraduate degree in business administration with options in finance, management, marketing, and information systems. Oregon Institute of Technology offers an

undergraduate degree in Management with options in accounting, entrepreneurship/small business, management, and marketing. Western Oregon University, Southern Oregon University, and Eastern Oregon University have undergraduate business degree programs that offer coursework in each of these discipline areas.

The proposal is an alteration of an existing business program so relationships across the campus remain constant. All institutions have been consulted and they are supportive of the change.

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?*

No new resources are needed because this is alteration of an existing business program, changing options in business administration to a set of professional degrees. OSU's current College of Business graduates are already achieving the degree of specialization one would expect from a major in the discipline. The classes are all currently available to students, but lack appropriate transcript visibility. The new majors provide a new face and a new status to the already existing educational programs that are currently options within the Business Administration degree program. Thus, there are no new resource demands nor are there any major shifts needed in faculty expertise.

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 instructional program majors leading to a B.A./B.S. in Finance, B.A./B.S. in Management, B.A./B.S. in Marketing, and B.A./B.S. in Business Information Systems, effective Fall 2009.

**(Committee action required.)**

## PSU, Ph.D. in Applied Physics

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

The planned doctoral program in Applied Physics, a research degree, will focus on nanoscience and materials physics, atmospheric physics, and biophysics. Candidates entering with the B.A./B.S. in Physics can typically expect the equivalent of four to five years of full-time graduate work primarily focused on courses during the first two years and primarily focused on an original research project in the later years. For students entering the program with a M.A./M.S. in Physics, this could be shortened by one to two years. Candidates in all areas complete ten core physics courses (40 credits) and a minimum of three courses in one of the three specialty areas: nanoscience and materials physics, atmospheric physics, and cellular and molecular biophysics. Within the first term of study, each graduate student will select a faculty research advisor who will be responsible for directing the graduate research and for primary approval of the details of the course of study. A dissertation committee will also be formed, which will be responsible for supervising the student's progress and final approval of all coursework and non-coursework elements of the curriculum. Written examinations outside of regular coursework include comprehensive examinations. During the third year in residence, each student will be required to submit and orally defend a prospectus of the proposed dissertation research, including work completed to date. Upon completion of the dissertation research, each student will prepare and orally defend the dissertation.

Portland State University's (PSU) mission statement includes the intent to provide "an appropriate array of professional and graduate programs especially relevant to the metropolitan area" and to conduct "research and community service to support a high quality educational environment and reflect issues important to the metropolitan region." As Oregon's only urban university, PSU has committed itself to a role as an essential partner, and an intellectual leader, in the educational and economic future of the Portland metro area, an area that is home to 60 percent of the state's residents. In particular, the University has recognized the need to substantially expand its science and engineering programs to allow PSU to better serve the critical technology needs of the local community and the state. Indeed, a major goal of the last capital campaign was to develop science and engineering capacity at PSU. Offering the Ph.D. degree in Applied Physics is an important step in that process and will strengthen the research and educational environment at PSU and in the metro region.

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

The planned doctoral program in Applied Physics will fill the need for local access to advanced education and training in physics, particularly for present and future workforce in the Portland Metropolitan Area. The planned program will have a dynamic organization,

responsive to regional needs and with a strong orientation towards the region's technical and industrial resources.

Over the past five years, the Physics Department has received an average of 40 applications per year from students applying for admission to the Environmental Sciences and Resources/Physics Ph.D. program. Of these, ~85 percent are primarily interested in the program for the opportunity to carry out advanced study in applied physics, not environmental science. The proposed program will allow the Department to capitalize on its research and curricular strengths, in particular nanoscience and materials physics, biophysics, and atmospheric physics. In addition, it will enable the Department to recruit many of the students that the existing Environmental Sciences and Resources program fails to capture. Individuals having advanced degrees in Physics are in demand in all modern technology. The need for new Ph.D. scientists in physics has grown in the U.S. (and worldwide) and continued growth has been identified as a priority at both the state (*Oregon Council for Knowledge and Economic Development*, 2002 report) and national levels (*Rising Above the Gathering Storm*, 2006 report from the National Academy of Sciences).

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

There are Ph.D. programs in Physics at University of Oregon and at Oregon State University. In contrast, the PSU proposed program is in Applied Physics. The strength of PSU's proposal is that it complements the other programs in terms of its emphasis on applied research. The areas of strength of the proposed program are in nanoscience, materials physics, microscopy, electron optics, atmospheric physics, and biophysics. At Oregon State University, there is a program of Atmospheric Sciences in the College of Oceanic and Atmospheric Sciences and it has a different focus (climate variability and change, including atmosphere-ocean interactions and the atmospheric boundary layer) from the program at PSU (the influences, sources, and the role of trace gases on global climate). Hence, the proposed program will complement the existing Ph.D. programs in Oregon universities.

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 proposed program can be initiated with the addition of one additional faculty in the first year and one other in the following year. The University has committed to these two additional faculty. The Physics Department currently has 14 tenured/tenure track faculty, along with research active emeritus and adjunct faculty. Under the aegis of the ESR doctoral program, the Physics faculty has already put in place the infrastructure required for implementing the Applied Physics Ph.D. program with these two additional members.

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

***Recommendation to the Board:***

The OUS Provosts' Council recommends that the Board's Academic Strategies Committee authorize Portland State University to establish an instructional program leading to a Ph.D. in Applied Physics, effective Fall 2009.

**(Committee action required.)**

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## **SOU, B.A.S. in Management**

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

Southern Oregon University's (SOU) mission statement includes the commitment to academic programs, partnership, outreach, and economic development activities that address regional needs. A 2006 study conducted by the SOU School of Business identified a need for development of mid-level and high-level managers. The Bachelor of Applied Science (B.A.S.) program will provide the training that front-line workers need to progress in their careers as managers.

The B.A.S. also increases access to higher education by providing classes in the evening, on weekends, and online. The focus is on applied management, and students can apply what they learn in the classroom to the workplace. The B.A.S. also fits with the University's strategic priority to offer programs in multiple sites and/or through distance education. Included in the suggested offerings is a degree completion program that values technical training.

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

Employers demand employees with strong technical skills, but also require soft management skills for advancement. The Society of Human Resource Managers projects job tenures becoming increasingly shorter with work becoming a series of projects rather than a life-long career. Technical students with traditional managerial competencies may provide the necessary leadership and managerial skills to succeed in this environment. In most manufacturing and construction companies, a bachelor's degree in business or engineering, combined with in-house training, is needed to advance from supervisor to department head, project manager, production manager, or general superintendent.

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

There are no applied bachelor programs in the Oregon University System. Oregon Institute of Technology (OIT) has adopted a similar concept by allowing students with a two-year allied health degree to move into a bachelor's degree program. The difference between the B.A.S. and OIT's Allied Health Management degree program is that OIT's program is limited to allied health professions only. (The SOU program is designed for other technical programs, except allied health.) The B.A.S. allows students with an Associate in Applied Science (A.A.S.) degree from a community college to transfer to a bachelor's degree program with the loss of fewer credits within a more applied learning environment. SOU will seek to collaborate with A.A.S. programs throughout the state and increase the number of articulation agreements. The A.A.S. degree provides the technical skills for job entry and

the B.A.S. extends the possibilities for students to prepare for upper level management positions.

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?*

For the first two years of the program, existing resources will be used. New expenses include \$1,000 each year for marketing materials. As enrollment grows and the program converts to a purely online format, all of the business courses will be self-supporting. The budget calls for hiring an adjunct faculty member in year two to backfill for any full-time faculty who might have a full teaching load due to their teaching in the B.A.S. program. It also calls for an additional faculty member in year three. The revenue from the program is expected to cover the costs of the new faculty member.

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 Southern Oregon University to establish an instructional program leading to a Bachelor of Applied Science in Management, effective Fall 2009.

**(Committee action required.)**

## UO, B.A. in Cinema Studies

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 Bachelor of Arts degree in Cinema Studies that will provide students the opportunity to study moving image media from the perspective of history, theory, aesthetics, and production. Because cinema studies are necessarily multidisciplinary, the program will be awarded jointly by the College of Arts and Sciences, the School of Architecture and Allied Arts, and the School of Journalism and Communication.

The major is designed to contribute to the basic undergraduate mission of the University by teaching students how to question critically, think logically, and communicate clearly in relation to the mediated environment that conditions most aspects of their personal and social lives. It will enhance students' ability to act creatively by teaching them skills in using cinema and emerging digital technologies and will encourage them to live ethically through coursework that explores questions of social responsibility and power in relation to cinema. The major will also contribute to the mission of establishing a framework for lifelong learning that leads to productive careers and the enduring rewards of inquiry into cultural forms central to life in the 21<sup>st</sup> Century. Completion of this major will enhance student opportunities for careers in cinema industries both regionally and nationally. Because of the increasingly globalized nature of contemporary cinema, the interdisciplinary scope of the major, and the UO's commitment to studying cinema as a transnational, multicultural phenomenon, the program will develop international awareness and understanding.

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

Since 1992, when the University closed the Speech Department and eliminated the Telecommunication and Film major, faculty and staff have received regular inquiries from both matriculated and non-matriculated students about whether the University offers a program in Cinema Studies. During this period, thousands of students representing a wide range of majors have taken film-related courses offered by 15 departments or schools on campus. In the English Department alone, courses taught by the Department's three full-time professors in Cinema Studies easily serve nearly 1,000 undergraduates a year, despite the fact that these courses are taken as electives. The UO expects to admit 40 new majors a year, with approximately 120 students actively working on the major at one time. This figure is based on the current demand for existing film courses and the growth of the Film Studies certificate, which has graduated over 100 students since it was implemented in 2000.

Film production is an attractive area for growth in the state and, according to the Oregon Film and Video Office, the output of the Oregon film industry in 2005 was nearly half a billion dollars and accounted for nearly 4,000 jobs. The state of Oregon remains committed

to fostering the development of the industry and, during the 2007 legislative session, increased incentives to bring more film production to the state. As the industry expands, there is increased need for access to a skilled workforce with a background in all aspects of film, from production to writing and criticism. Recognizing the importance of a well-trained workforce to this industry, the Oregon Film and Video Office independently researched Oregon institutions of higher learning, both public and private, to determine what training is now available to Oregon students. Their findings have convinced them of the state's urgent need for a program in Cinema Studies.

(see <http://resources.bnet.com/topic/oregon+film+%2526+video+office.html>)

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

A few OUS institutions offer programs in areas related to the Cinema Studies major but each is significantly different in its focus and range of offerings. Portland State University has a Film Studies major based in its theater arts department. The program emphasizes the general study of film and includes an option for study of film production through the Northwest Film Center, an independent community arts organization. Eastern Oregon University offers a major in media arts with concentrations in digital media, journalism or film studies; with a few exceptions, its film courses are not focused exclusively on film but on a combination of film and literature. Southern Oregon University offers a major in communication with minors in media arts, media studies, and video production; its orientation is toward training students for careers in journalism. These institutions were consulted and they are supportive of the program.

The proposed UO program will be distinctive in the state for the range of its offerings, including international cinemas, its required production component, and its character as a B.A. degree that will include the study of language. The major in Cinema Studies will complement the other offerings in the Oregon University System. Students will be able to take related courses at other OUS institutions and transfer credits as appropriate. As the UO's program grows, cooperative arrangements may develop with other OUS institutions, but these are not necessary for the major to be implemented. Because the Cinema Studies major is distinct in its emphasis and requirements from these other programs and since students will need to be resident at the UO campus for at least part of their program, the University expects that the program will appeal to different student populations. At the same time, the UO expects that the increase of film-related programs in Oregon will ultimately attract more students to the state and more students to the study of film.

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?*

Additional space and equipment will be required to provide Cinema Studies faculty and students consistent access to production coursework and lab time, particularly at the introductory level. To that end, the UO is working with faculty and staff about developing digital resources and participating in technology-based initiatives already underway. In particular, the University Librarian is developing an interdisciplinary, multi-use media production lab located in the library, due for completion in Fall 2009. An initial capital investment of approximately \$125,000 by the College of Arts and Sciences will equip a multi-use media lab for 25 students in the "Introduction to Production" courses. Ongoing funding will be provided through student tuition and through direct fundraising by the College and University.

The Cinema Studies program builds on the UO's existing interdisciplinary certificate in Film Studies and most courses for the major are already offered on a regular basis. The Cinema Studies program will share some courses with majors in the College of Arts and Sciences including English, Spanish, French, German, East Asian Languages and Literatures, and Philosophy as well as the electronic media concentration of the Journalism major, and courses in the Digital Arts major in Architecture and Allied Arts. The new major will provide an institutional foundation for further development as interests and resources permit. Depending on student interest, once the major is fully implemented, it is possible that the Film Studies certificate could either be eliminated or efficiently replaced with a minor in Cinema Studies.

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 Cinema Studies, effective Winter 2010.

**(Committee action required.)**