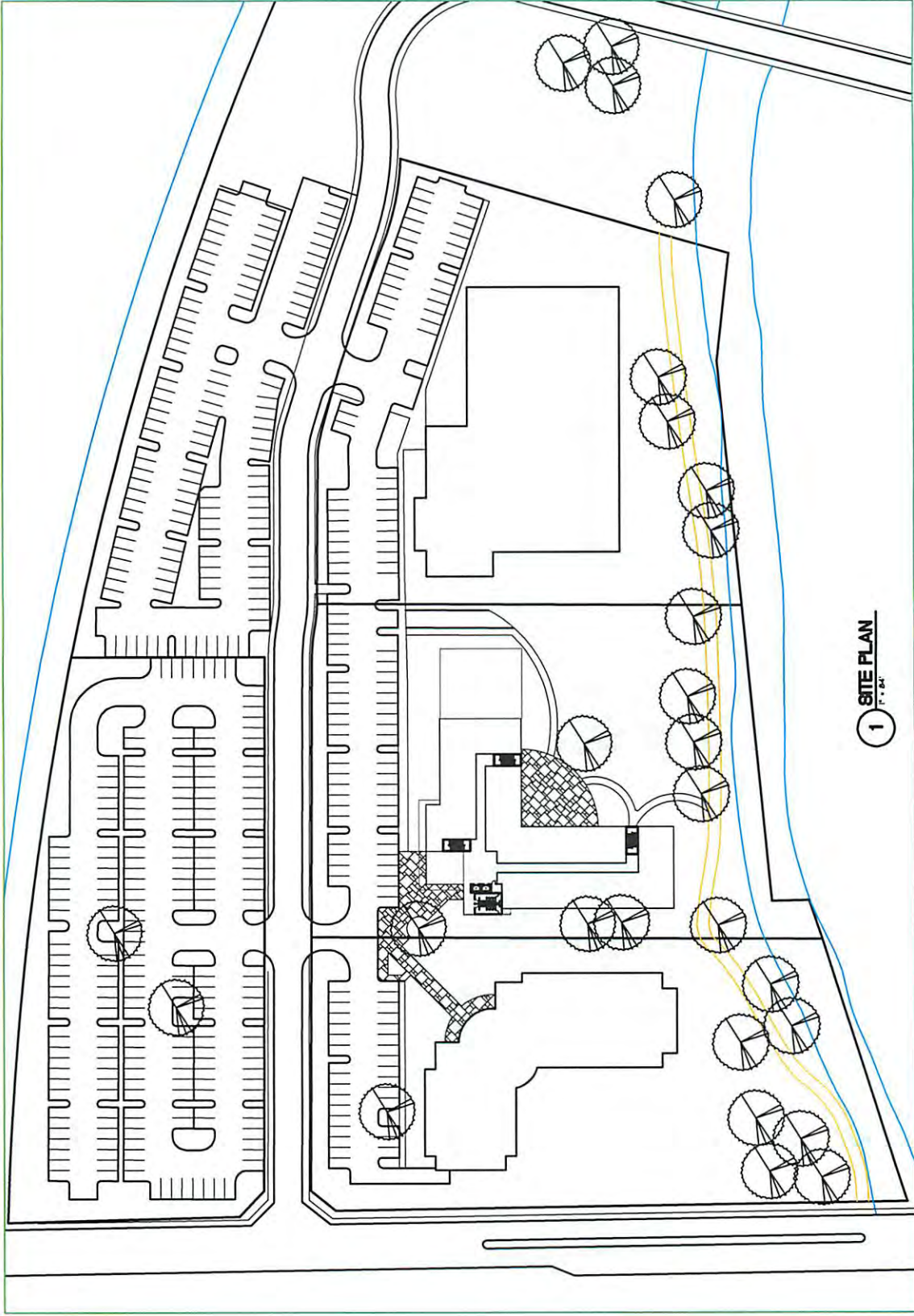


UNIVERSITY OF OREGON

Focused Interim Report Appendix

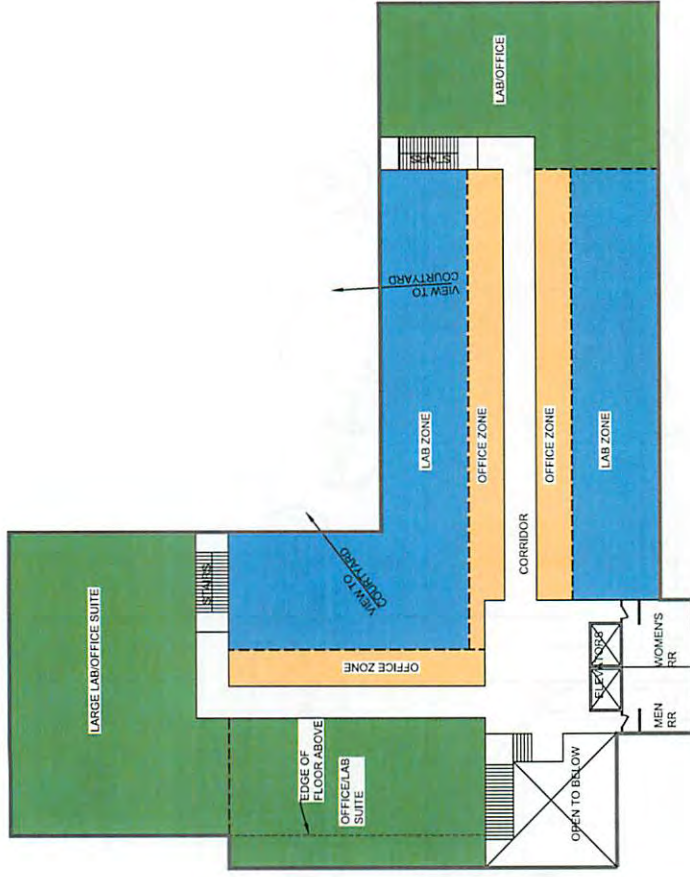
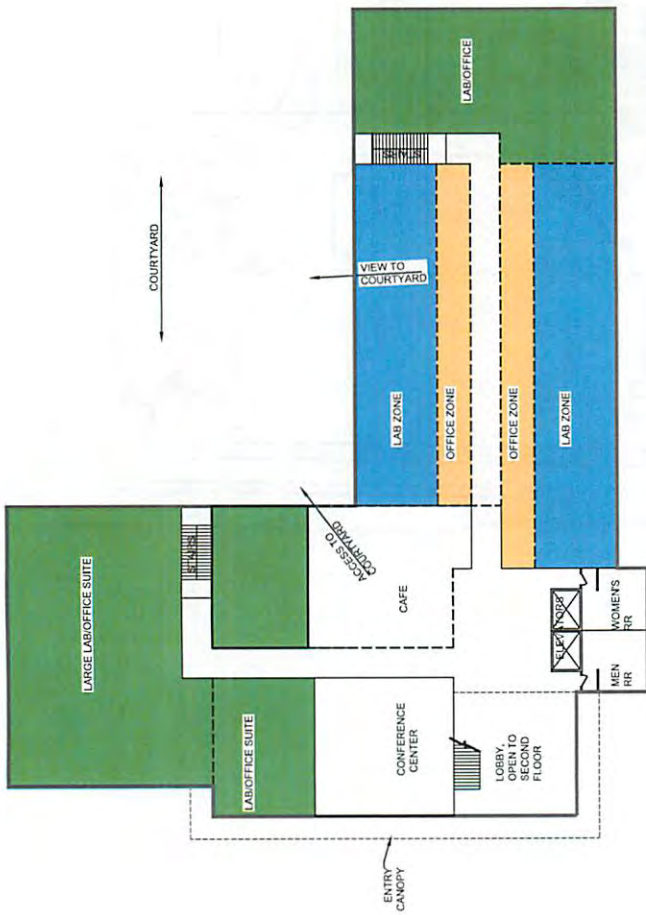
April 27, 2009



1 SITE PLAN
1" = 24'

1700 Millrace Drive, University of Oregon

MASTER PLANNING
SODERSTROM ARCHITECTS PC. 1
1200 NW NATO PARKWAY SUITE 410, PORTLAND, OR 97228-5617



1700 Millrace Drive, University of Oregon



1 3rd FLOOR OPTION 1
F-33'

1700 Millrace Drive, University of Oregon



UNIVERSITY OF OREGON

The University of Oregon and Portland

A Strategic Partnership

*Academic, Research and Innovation Programs:
A Compilation of Current Connections and Opportunities
in the Portland Metropolitan Area*

Prepared and presented in response to queries of the Oregon University System,
Portland Higher Education Subcommittee – September 11, 2007

Revised and submitted to the Oregon University System on September 19, 2007

Academic Programs: Compiled by Terri Warpinski, Vice Provost for Academic Affairs and
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University of Oregon's Academic Programs

Introduction

The State's flagship university has been improving the lives of Portland-area residents since 1876. Today, the University of Oregon is increasing its presence in Portland by consolidating academic programs, investing in redevelopment of a new center in Old Town, and increasing collaboration with other institutions in serving Portland-area residents.

In fall 2006, the university leased, with an option to buy, the historic White Stag Building along with the adjacent Skidmore Block and Bickel Block buildings, all in the Skidmore – Old Town Historic District. Renovations are under way to convert the three structures into the White Stag Block, which by 2008 will house many of the university's Portland programs, now located in the Willamette Block Building at 722 SW Second Avenue and other dispersed locations.

School of Architecture & Allied Arts

1. *Overview of the current mission, plans and programs offered by the School of Architecture & Allied Arts in the Portland metropolitan area.*

Architecture & Allied Arts (A&AA) - It is both a beta-site for new models of learning including integrated internships, as well as an enhancement of current program strengths. Architecture and Art programs at the University of Oregon already serve the state of Oregon in many areas. AAA has been a leading participant in the emerging industries and practices that comprise architecture, landscape architecture, interior architecture, design, digital media, and information technology. The quality of our faculty, programs, and courses has been well represented. University of Oregon graduates have gone on to contribute in architecture, design, communications, education, technology, and the arts through the activities of Intel, Zimmer Gunsel Frasca, Callison Architecture, Gensler, Microsoft, Apple, Netscape, Disney, Nike, and others. As design practice becomes ever more complex and multi-faceted, experts are needed for every category, level and scale.

In today's economy, design is emerging as a critical economic engine in Oregon both in the physical elements produced by companies like Nike and in products that provide interface with digital technologies such as those produced by Intel. These companies along with emerging product/industrial design businesses will shape the physical and cultural landscape of the next century and will demand even more contributors who must be educated in design theory and practice at the scale of products.

Architecture & Landscape Architecture (Arch) —The Department of Architecture's mission in Portland is to provide students and faculty with educational, research and professional opportunities that take advantage of and contribute to Portland's resources as a unique urban center. We offer an urban architecture program that provides advanced undergraduate students and graduate students with an intensive immersion experience in an urban environment that provides close contact with the most distinguished members of Portland's architectural community. It is our plan to expand our activities in

the future to serve students in the BFA in product design program, as well as establish an urban architecture research laboratory that will increase the visibility of our current research efforts and expand research activity. We also plan to become more active as a provider of design assistance and consulting services as well as continuing education programs for design professionals.

Art—The mission of the Art Department is to prepare students to understand concept, theory and practice across all forms of material culture; to create and produce original work in art, design, or product prototype; serve the institutional commitment to excellence through promoting critical thinking, communication and creativity as integral elements of the program. We will provide access to our programs in Fine Art, Digital Arts, Material and Product Studies, and Product Design in Portland. We have recruited a superb faculty with prominent reputations regionally, nationally and internationally.

The material and product studies program will provide a thorough grounding in the use, invention, and production of manufactured objects, media, and experience and will be based in the history and practice of environmental design, product design, and visual arts disciplines. Critical thinkers in these fields are educated to innovate and to identify the ever-changing cutting edge as a programmatic imperative in Art and Environmental Design practice. As a result, graduates of our Material and Product Studies program will be uniquely agile and prepared to meet the challenges of a rapidly changing cultural landscape. Related to this creative industry the U.S. Department of Labor states that, "As the demand for design work becomes more consumer-driven, designers also will need to closely monitor, and react to, changing customer demands. Designers will increasingly have to come up with innovative new products in order to stay competitive. Domestic designers also will be required to work with marketing and strategic planning staffs to design products that will be more usable and appealing to consumers and that accurately define a company's image and brand."

Arts & Administration Program (AAD)—Our mission is to educate cultural sector leaders and participants to make a difference in communities. Toward this end we will provide curriculum at UO Portland that focuses on cultural sector administration, cultural policy, community cultural development, and art education. These programs may be stand alone or associated with current AAD certificate programs in Festivals / Events and Museum Studies as well as a Community Arts certificate that is in development.

Research Centers – Faculty and students within A&AA are associated with several research centers with projects based in Portland and/or that inform A&AA presence in Portland. These research centers include the Center for Housing Innovation (CHI), Energy Studies in Buildings Laboratory (ESBL), Institute for Sustainable Environment (ISE), and the Institute for Community Arts Studies (ICAS). The missions of these centers are congruent with their names.

2. *Areas, programs or initiatives that the School of Architecture & Allied Arts will not plan to engage in now or in the future.*

Architecture— We will not duplicate the general education or introductory design curricula in Portland. This portion of our professional degree programs

will remain in Eugene. Our programs at the UO in Portland focus on advanced study.

3. *Future initiatives, plans, programs or directions for the School of Architecture & Allied Arts.*
- A. *Contributing to innovations and new ideas through enhanced graduate education and research to improve Oregon's competitiveness or to respond to other needs in the metro area.*

Architecture—The Energy Studies in Buildings laboratory will continue to provide advanced graduate education and research opportunities in Portland that establish Portland and the UO as a center for design expertise that addresses today's critical environmental issues. The new urban architecture laboratory will expand our activities to include other areas of urban architectural design and physical planning with liaisons to the disciplines of Historic Preservation, Planning, Public Policy and Management, Digital Arts, and Product Design. The urban architecture laboratory would have an active service component and provide design assistance to communities through collaborations with government, non-profit and professional groups.

The proposed Ph.D. Program in Architecture aims to stimulate faculty and graduate student research and attract well-qualified graduate students in Eugene and Portland. This initiative, modeled after the new Ph.D. program in landscape architecture emphasizes sustainability and architectural design in Eugene and urban sustainability and urban architecture in Portland. There are already qualified applicants waiting for the program to open its gates. The Ph.D. program definitely would enhance Oregon's profile and competitiveness nationally as well as internationally in the area of architecture, urban design and sustainability, but it needs funding support (similar to the Option I program).

Art— Faculty are engaged in discussions with United Fund Advisors and will collaborate on media projects developed with new technologies in the White Stag Block facilities. Digital Arts is engaged in similar conversations with Ziba, Intel and Second Story, and plans to expand those connections aggressively, embracing opportunities for faculty and student research that will have lasting benefit in the region.

AAD—We will continue to contribute innovations and new ideas through the current research foci of our faculty and students in capacity building for Cultural Policy Advocacy; Cultural Development in the Pacific Northwest; Public Education and Museum Studies; Arts Education; Community Youth Arts; and Environmental and Cultural Sustainability.

Historic Preservation – Conversations are currently taking place between the Director of the Historic Preservation Program and interested parties in Portland around offering an Historic Preservation course in Portland and/or eventually moving this program to Portland so as to better take advantage of its historic environments.

Research Centers - A&AA is anticipating founding a Center for Innovation, in Art, Design and Technology (CADT) that will have a Portland presence. The Portland Urban Architecture Research Laboratory will be a joint venture of A&AA, the UO, and UFA. is laboratory will have an active service component and provide design assistance to communities through collaborations with government, non-profit and professional groups.

B. Meeting the needs of our employers and other economic needs.

Architecture—With more students in Portland from architecture and allied fields, the department will contribute qualified interns who are available to work part time or participate in credited practicum programs that frequently transition into internships. Portland's professional community can also continue to take advantage of the special access it has to our students in the pipeline who are planning to make the transition from school to practice.

Art—Studio Art programs in Ceramics, Textiles, and Metals will lead the way to establishing a new curriculum and major in Product Design, administered jointly by Art and Interior Architecture. This program is already generating great excitement in the Oregon design community. The program will establish a reputation for excellence, innovation, cultural and ecological responsibility, and will cultivate a vital connection between the UO, in both Eugene and Portland, and the Oregon business community. We are working with Pacific Northwest College of Art, Portland State University and Oregon College of Art and Craft to develop collaborative and complementary elements of this program. Active partnerships have been established with a growing list of design companies, including Columbia Sportswear, Ziba Design, Intel, Leatherman and a dozen more. Internships, research, and collaborative projects will be pursued vigorously, contributing to the health and growth of these vital, creative Oregon industries.

AAD—We will continue to focus on and expand internship placement in arts and cultural organizations throughout the Portland metropolitan area with students whose educational foundation prepares them to understand the social, cultural, economic, political, technical, and ethical contexts in which the arts thrive.

C. Meeting the access and affordability needs of Portland's citizenry and reaching out to invite greater participation in higher education by under-represented groups.

Architecture— Studies on affordable housing will be emphasized with work in the urban lab and the Option I Program starting fall 2007. Additionally, students whose home base is located in the Portland Metro area can complete up to two years of their degree program while living at home. For students who need to work while attending school, Portland offers greater employment opportunities with more access to employment that contributes to our students' professional development in the field of architecture. The diversity of Portland's community is also a rich resource for the department that allows us to engage in community-based design and service that brings more perspectives into the dialogue taking place at the school.

- D. *Contributing to the vitality of Portland by creating enhanced community engagement and a stimulating cultural milieu that attracts and retains creative citizens and industry.*

Architecture—As the extent of our programs and the facilities available to stage events grows, the activities we undertake that engage community and stimulate creative production such as our public lecture series, reviews, exhibits, design charrettes and educational workshops will be more accessible and visible to the Portland community. We will also be able to host events initiated by professional organizations and community entities that complement our educational and research mission.

Art—Faculty are working with the Jordan Schnitzer Museum of Art to establish collaborative structures, with a goal of engaging in curatorial projects that will establish both the Eugene campus and the White Stag exhibition spaces as a laboratory for exciting, cutting edge exhibitions that will contribute substantially to the cultural life and reputation of the state of Oregon. We look forward to new and increased opportunities to extend this work to the regional and Portland communities through cooperation with other venues and exhibition space within the White Stag Block in the new Portland facility. This exhibition space will include both a traditional gallery that is a 'clean white space,' and a 'black box' to accommodate digital installation and immersive environments, and an animation and video viewing space. We expect to contribute to the cultural life of Portland with the same high standards and innovative goals that inform the professional practice of our ambitious faculty.

Arts Administration— Graduate students and undergraduate community arts minors routinely work with arts and cultural organizations in the Portland metropolitan area. Faculty and students associated with the program look forward to building partnerships between these organizations and the University of Oregon in Portland. It is anticipated that these partnerships will result in exhibits and education programs that will take place at the University of Oregon – Portland facility.

School of Journalism & Communication: Turnbull Center

1. *Overview of the current mission, plans and programs offered by the School of Journalism & Communication in the Portland metropolitan area.*

The School of Journalism and Communication's George S. Turnbull Center (SOJC) offers programs for undergraduate and graduate students, members of the professional community, and the public. The Center's mission is to create opportunities for Portland-based students and professionals; to create opportunities that enrich the learning experiences of Eugene-based students; and to create a regional center with a national and international reach for the discussion and exploration of critical issues in journalism and communication. We expect the Turnbull Center to become the leading center of its kind on the west coast. The funding model for the Center requires a diverse revenue stream. The Center is fortunate to have an endowment of more than \$8 million in place. The endowment as well as start up funding enables the Center to subsidize some of the initial expense of current program. When the Center is fully operational, all programs are expected to be self-supporting and based on tuition, seminar and workshop fees, and grants.

Current Programs and Activities:

Senior Experience: Undergraduate students from the Eugene campus spend a term in residence in Portland, engaged in intensive internships and completing their capstone courses. To date, in over three terms, 29 seniors have enrolled for 378 academic credits in the Senior Experience Program. Fifteen seniors are enrolled for the Fall 2007 term. Thirteen different companies and organizations, ranging from Nike and Columbia Sportswear to The Chalkboard Project are participants in the program.

Professional Master's degree program in Strategic Communication: The Center will begin to offer courses leading to a master's degree in Strategic Communication in Fall 2007. The degree program has been approved by the State Board pending external review, which is scheduled for this fall. In 2006-07, a stand-alone graduate seminar was offered each term, attracting 36 working professionals across three graduate seminars. Students were employed at wide range of Portland companies. These first seminars indicate strong demand for the program across business sectors. Eleven students have been accepted in the first cohort of the master's program with several applications pending. The approved proposal includes collaboration with Portland State University Business faculty in the teaching of several courses.

Professional Outreach: The Turnbull Center's outreach programs include professional development workshops for journalism and communication practitioners, and public presentations on significant issues of free expression, media ethics and the changes wrought by digital technology.

A partial list of Professional Outreach events over the past year includes:

"The Climate Change Issue: Reporting Ahead of the Curve"

On June 9, nearly 90 of the country's leading climate change journalists and scientists gathered in downtown Portland's Ecotrust Center to discuss the latest global warming data - and how journalists can do a better job of covering it. The one-day seminar, co-organized by the SOJC Turnbull Center and the UO Climate Leadership Initiative, was designed to help reporters wade through the fog of the latest climate change debate. Some older aspects of the climate change issue are no longer up for debate, including human culpability in the warming of the earth. However, newer issues, such as the ability of alternative energy to help stem global warming, remain extremely controversial. Journalists from leading papers including *The Chicago Tribune* and *The Seattle Times*, speakers from NPR and scientists from Stanford, among others, attended the event. One veteran reporter from San Francisco said the event provided "pages of valuable notes." The event was instrumental in building the Turnbull Center's national reputation.

National Press Photographers Association Event:

SOJC professor Julie Newton and Randy Cox of *The Oregonian* hosted more than forty photojournalists at the Turnbull Center for a celebration of Pacific Northwest photojournalism. The event, held in conjunction with the National Press Photographers Association summit, included Pulitzer-Prize winners and photo ethicist John Long.

Reporting Trauma:

On May 24, Turnbull Center Director Al Stavitsky organized the latest panel in the center's Enduring Issues series: "The Hardest News: Trauma, Loss and Fear." This event, for journalists and communications professionals, was organized in the wake of the recent campus shootings and search for the stranded Kim family. Coverage of those issues illustrated anew the ethical and logistical challenges of reporting fast-breaking stories with powerful emotional impact. Panelists included Kevin Allen, managing editor for KXL Radio; Rod Gramer, news director for KGW-TV; and Peter Sleeth of *The Oregonian*, a member of the Pulitzer Prize-winning reporting team that covered the Kim search. Professor Jim Upshaw, a former television journalist and the 2007 Edward L. Bliss award recipient for Distinguished Broadcast Journalism Education from the AEJMC, moderated the event.

Will Shortz event:

On May 10 the Turnbull Center, through its partnership with Portland Arts and Lectures, welcomed Will Shortz, puzzlemaster for *The New York Times*, to downtown Portland for a speech. The sold-out crowd filled a large church in downtown Portland and listened to an engaging Shortz explain the world of crossword puzzles.

Visit by Leonard Pitts, Jr.:

National columnist Leonard Pitts, Jr. packed the Portland Room near the Turnbull Center for a closed-door discussion with journalists on covering race in America. To date, it was one of the most engaging, direct, and well received talks at the Turnbull Center. The next day, Pitts delivered the SOJC's annual Ruhl lecture in Eugene.

Non in Nonfiction Writing Event:

The Non in Nonfiction writing event – the brainchild of Professor Lauren Kessler – drew 111 total attendees to Portland’s Governor Hotel for a daylong seminar on improving accuracy and maintaining ethics in long-form narrative journalism. The event included speeches by bestselling authors Ted Conover, Erik Larson and Mary Roach. Pulitzer Prize-winners, among others, attended the event.

Additional recent Turnbull Center activities:

- Portland Advertising Federation Board of Directors meeting (June 28)
- Oregon Writers Endowment meeting (March 29)
- Tour of public relations agencies with Dr. Curtin (March 9)
- Portland Paddle at Turnbull Center (March 2)
- Ongoing visits to Turnbull Center classes by Portland journalists and communications professionals

2. *Areas, programs or initiatives that the School of Journalism & Communication will not plan to engage in now or in the future.*

It’s significant that we refer to the Turnbull Center as a *center*, as opposed to a branch campus. Our programs in Portland will add value to the undergraduate and graduate experience in Eugene, as well as providing graduate programs, such as the Professional Master’s in Strategic Communication, that address market needs. We do not expect to develop a major presence in undergraduate journalism and communication education at the Turnbull Center. Our focus at the undergraduate level will be on using the Turnbull Center to enhance the undergraduate experience for Eugene-based students.

3. *Future initiatives, plans, programs or directions for the School of Journalism & Communication.*

Within 24 months we expect the Turnbull Center to have a full-time Portland-based staff including a director, as many as three faculty, and an administrative assistant. In addition, Eugene-based faculty and Portland-based adjuncts and professionals will participate in Turnbull Center programs.

• **Expand our Senior Experience internship program to include all the majors in the SOJC.** The experience to date clearly establishes the benefits of the program to both the interns and the participating companies and organizations. Most of the interns have been hired by Portland companies and we have frequent requests for more interns. The program will expand to include internships in advertising, journalism and related fields.

• **Partner with the Portland Public Schools (PPS):** We believe that the Turnbull Center creates an opportunity for the SOJC to build a vibrant relationship with PPS through scholastic journalism. High School journalism across the United States faces serious challenges and Oregon is no exception. We are in discussions with PPS about possible collaborative efforts involving SOJC undergraduate and graduate students and Portland high school students.

• **Create additional Professional Master's programs to serve the needs of the professional community in the region:** A professional master's program focusing on urban journalism is a high priority. The Portland journalism community has expressed great interest in this initiative. No university in the Portland metro area currently offers a graduate professional journalism program. The Portland journalism community has made very clear its expectation that the Turnbull Center should fill this need.

• **Expand Professional Outreach:** Portland is the state's media center, and it is an international center for creativity and sustainability. The Turnbull Center is becoming a common ground for the discussion of critical issues in journalism and communication. By expanding professional outreach events at the Turnbull Center we will help expand Portland's profile as a creative center. We are exploring a variety of possible grant opportunities with local and national foundations and partnerships with other Oregon and national organizations to support outreach programs.

Lundquist College of Business

1. *Overview of the current mission, plans and programs offered by the Lundquist College of Business in the Portland metropolitan area.*

The **Oregon Executive MBA (EMBA)** has been located at 200 SW Market Street in downtown Portland since 2006. This self-support program is part of the Lundquist College of Business and jointly operated by the business schools of Oregon State University and Portland State University. It was established in 1985.

The EMBA program provides executive-level business education to high potential leaders, from organizations of all sizes, competing in a demanding global business environment. The Oregon Executive MBA experience provides a comprehensive foundation in business fundamentals, with an emphasis on global strategy, teamwork, leadership and innovation. We are committed to the personal and professional achievement of our students, the success of their organizations, and the economic development of the region.

Plans are to grow the EMBA program and to launch non-degree Executive Education programs during the next academic year.

The Lundquist College also partners with Portland's Hispanic Metropolitan Chamber of Commerce in their year-long Leadership Program.

The College holds many of its signature events in Portland. For example, the New Venture Championship is held at the Embassy Suites Hotel each April and is considered by many as the premier business plan competition in the world. This past year, the Warsaw Sports Marketing Program held its Sports Business Woman of the Year in Sports Business luncheon in Portland. This fall we begin the UO Business Hall of Fame in partnership with central advancement and the *Portland Business Journal*.

2. *Areas, programs or initiatives that the Lundquist College of Business will not plan to engage in now or in the future.*

We do not plan to offer undergraduate programs in Portland. We have no current plans for offering doctoral programs in the area.

3. *Future initiatives, plans, programs or directions of the Lundquist College of Business.*

The **Oregon Business Institute (OBI)**, a collaborative partnership with the business schools of University of Oregon, Oregon State University and Portland State University, intend to develop and launch a variety of non-degree courses on leading edge topics for business leaders and offer them in the Portland area.

In addition, the OBI facility in downtown Portland will be available to rent for training and meeting purposes. Rental rates will be adjusted for corporate or non-profit organizations. This operation creates visibility with a variety of organizations and supports employers training goals. The Lundquist involvement in the Hispanic Metropolitan Chamber helps in this regard. We

are also active participants in the Oregon Young Scholars Program in Eugene that brings many Portland children from underrepresented groups to campus to explore their options in higher education.

Our facility at 200 Market has become the premier meeting space in Portland for corporate and non-profit training and academic meetings. Examples of organizations using the space are:

- Regency, Blue Cross, Blue Shield
- Master of International Management program (PSU) AEA - CEO Summit last two years
- OSU Executive Ed
- PSU, Professional Development Center (Health Care Management Certificate)
- Umpqua Bank
- Tripwire
- Accumed
- Precision Castparts
- Knowledge Learning Center
- Austin Family Business Institute (OSU)
- Kennedy Jenks
- Sulzer Pump
- NW Pipe
- Multnomah County Health Department

UO Continuing Education

1. *Overview of current mission, plans and programs offered by UO Continuing Education in the Portland metropolitan area.*

Continuing Education is a central division through which the University of Oregon extends educational offerings to non-traditional and remote students throughout Oregon. Activities include for-credit and non-credit lectures, conferences, seminars, workshops, and formal courses with opportunities to earn a variety of credentials, spanning from non-degree certificates of completion to a graduate degree. Topics cover such diverse subjects as information management, arts management, festival and event management, sustainability practices, teacher education, and educational administration. This division also provides support to multiple lifelong learning program sites and administers services for other non-traditional learning formats.

Continuing Education has offered credit and non-credit classes and professional workshops in the Portland metropolitan area since the early 1900's. Currently, programs include the Applied Information Management Master's Degree Program (AIM), Festival and Event Management Certificate Program, and Sustainability Leadership Certificate Program. Additionally, an Osher Lifelong Learning Institute (OLLI) site is being launched in Fall 2007 to respond to the interests of Portland area residents and build on the existing OLLI format in place at Eugene/Springfield and Central Oregon.

Applied Information Management (AIM) Master's Degree **<http://aim.uoregon.edu>**

An interdisciplinary M.S. degree, designed to engage mid-career professionals in relevant studies in information management, information design, business management, and applied research. Program structure meets the scheduling needs of full time working professionals. Course delivery is both in Portland and fully online.

Sample of Portland based participants (2005-07)

ACS
ADP
Chicago Title Insurance
Chrome Data Corporation
Chrome Systems
CompView Inc.
Con-way Enterprise Services
Corillian Corporation
HFS
Intel Online Services
M Benefit Solutions
Mentor Graphics
Mt. Hood Community College
NW Natural
Pacifcorp
PBG
Portland Rose Festival Association
Providence
Regence Blue Cross Blue Shield

Springbrook Software
Standard Insurance
The Regence Group
Thetus
VTM, Inc.

Festival & Event Management

<http://festival.uoregon.edu/>

A series of one and two-day workshops, held in downtown Portland, addressing current trends and best practices for administering community festivals and special events. Typical topics include sponsorships and marketing events, events as fundraisers, volunteer management, booking entertainment, and green events. A certificate of completion option is also available.

Sample of Portland based participants (2006-07)

Tau Kappa Epsilon Fraternity
Hands On Greater Portland
Plan It Green!
Gap, Inc
Siltronic
BridgePort Brewing Company
Herb Pharm
NW Natural
Embassy Suites Portland
Portland Rose Festival
PPM Energy, Inc.
DoveLewis
City of Portland
Wisdom of the Elders
Vancouver Festival of Trees
Emerg-n-See Productions, LLC
Clackamas Dept of Vocational Rehabilitation
MRGD
The Bite of Oregon
Farzin Creative Solutions
Momentum Events
The Grotto
Trillium Botanicals

Sustainability Leadership

<http://sustain.uoregon.edu/>

A series of one and two-day action-learning workshops, held in downtown Portland, designed to give both a theoretical foundation and practical application tools to produce sustainable economic, social, and environmental outcomes for both public and private sectors. Recent topics include zero waste, fleet management, procurement, supply chain development, sustainability indicators and assessment, and others. A certificate of completion option is also available.

Sample of Portland based participants (2005-07)

City of Portland
Portland General Electric
Port of Portland
Portland Development Commission
Portland Office of Sustainable Development
Portland Office of Transportation
Portland Water Bureau
Portland State University

Osher Lifelong Learning Institute

<http://osher.uoregon.edu/>

This program is designed to meet the educational interests of mature adults, with current sites in the communities of Eugene/Springfield (established in 1993 as Learning in Retirement) and Central Oregon (established in 2003 as Silver Sage Society). Member-led committees develop program site policies and educational activities. The curriculum covers topics in the humanities, sciences, current affairs, and the arts through lectures, study and discussion groups, and special activities. No previous college experience is required. An annual fee allows members to participate in a variety of events and classes.

2. *Areas, programs or initiatives that UO Continuing Education will not plan to engage in now or in the future.*

There are many reasons to consider a face-to-face degree completion program (aka 2+2) or other undergraduate-level programs from UO in Portland. However, at this time no current plans are being developed in this direction in collaboration with Continuing Education. We will likely take up this area as one to consider in the near future.

3. *Future initiatives, plans, programs or directions of UO Continuing Education.*

In addition to enhancing and growing the current programs, there are opportunities for Continuing Education to pursue new program development. Beyond the specific areas identified below, the experience, infrastructure, and expertise available through the division of Continuing Education could support a variety of new community outreach initiatives at UO. Current examples of partnerships within UO include the professional development workshop offered as a credit course through the Turnbull Center Journalism curriculum, and the Book Arts series at the Eugene campus. The Book Arts series could serve as a model for Digital Arts, Architecture, and other disciplines with goals of professional development-focused activities in Portland.

(A) Contributing to innovations through graduate education and research

The Applied Information Management Master's degree program was initiated 20 years ago as an innovative, interdisciplinary curriculum, in which all students produce a culminating work of applied research. Graduates of this program consistently express praise and appreciation for the direct relationships that they are able to build between course work and professional needs on the job. This school/work alignment enables students to focus research interests in the most current areas of inquiry. Recent research topics include: electronic health records management; building "green" data centers; managing global culturally diverse virtual teams; database security

solutions in large corporations; and social computing related to worker productivity.

(B) Meeting the needs of employers

All professional development programs at Continuing Education, whether non-credit workshop based or graduate degree level, are designed to give both a theoretical foundation and practical application tools that can be used immediately in the work place. Participants have come from for-profit companies; non-profit agencies; local, state, and federal government agencies; as well as independent contractors. By providing improvement opportunities for individuals at their job site or in their career path, we offer continuous assistance to employers of all types in the development of an improved workforce.

(C) Meeting access and affordability needs

Through support of fully online undergraduate courses, UO Continuing Education improves access to a variety of citizens who would not be able to start, continue, or complete undergraduate coursework on the Eugene campus. Expanding the number and type of course offerings is an important goal that needs steady investment, both now and into the future.

(D) Contributing to the vitality of Portland community

Fourteen years of experience with the lifelong learning program in Eugene/Springfield provides a successful resource for demonstrating the value of stimulating intellectual engagement for seasoned adults. As a member of the national network of Osher Lifelong Learning Institutes, UO has the opportunity to extend this valuable model to the citizens of Portland.

Through utilization of UO faculty, potential partnerships with other institutions of higher education, the rich array of cultural offerings in Portland, and access to the OLLI network resources, we see the potential for 400–600 members within the next five years. Not only does this extend the intellectually engaging activities from UO to the Portland community at large, it also provides a valuable draw, often cited by businesses and “baby boomers” as a key factor for remaining in or moving to a particular community.

College of Arts & Sciences

1. *Overview of the current mission, plans and programs offered by the College of Arts & Sciences in the Portland metropolitan area.*

The College of Arts and Sciences has a number of initiatives already underway in Portland, and is initiating discussion on additional initiatives for the UO Portland Center. Many of these are at the initial stages and have not yet undergone the full faculty discussion and review that they would need before implementation. The explanations below address both of these situations, and go into some detail about our rationale for thinking about new programs.

Despite many challenges, CAS is interested in further exploring the establishment of several programs in Portland. The high visibility of the Portland area, access to political, business, and financial leaders in the state, and the opportunity to better serve students in the Portland area make the development of CAS programs in Portland an exciting opportunity. Below is a list of some – not all – of the programs with which CAS is now involved, as well as some possibilities that we are interested in exploring. They include undergraduate and graduate programs, as well as lecture series and collaborations.

Many CAS departments have programs in Portland. Below are some examples.

A. German

The department is trying to establish closer ties with the German American Society of Portland. We hope that one or more of our faculty will give a public lecture for the Society in the coming academic year. Right now, we are on their mailing list and some of us are members. Dorothee Ostmeier may give a lecture there in Winter or Spring. This Society helps sponsors events, including art exhibits, concerts, film series, and lectures.

The department is also trying to establish closer ties to the Scandinavian Heritage Foundation in Portland by offering lectures and attending events. The Foundation sponsors lectures, classes, and cultural and business events, sometimes with PSU. Ellen Rees has given a lecture in Portland.

B. Chinese Flagship (CAS faculty)

The Oregon K-16 Chinese Flagship was chosen by the National Security Education Program (NSEP) to develop a national model of K-16 language education to produce Superior -level speakers of Chinese. Although strictly speaking, the Oregon Chinese Flagship program is not located within CAS, professors in East Asian Languages and Literatures, Asian Studies, History, and other fields that employ experts in Chinese language, literature, society, and culture participate in training the Chinese Flagship students.

The UO Center for Applied Second Language Studies (CASLS) and Portland Public Schools form a partnership to provide high-quality language

learning beginning in kindergarten and continuing through college. CASLS expertise in language acquisition, proficiency assessment, and data-driven approaches to education combined with PPS' leadership in immersion education will be brought to bear on the challenge of meeting the nation's need for highly proficient Chinese language users able to function effectively in professional settings.

The Oregon K-16 Flagship integrates content-based learning, experiential learning, and explicit instruction to ensure that learners can communicate effectively on academic and professional topics. PPS students in both the World Languages Institute for heritage speakers or the Chinese Immersion Program will learn regular curricular content in Chinese accompanied by explicit instruction to sharpen accuracy, and apply what they learn to real-life situations. The lessons learned in implementing this approach will inform future K-16 Flagships envisioned in the National Security Language Initiative.

C. Biology

Biology is screening for compounds that will rescue zebrafish with Fanconi anemia. When the Biology researchers find a positive compound (which hasn't happened yet), Dr. Grover Bagby (OHSU) will test it against human cells from Fanconi anemia patients.

D. Chemistry – MSI (Materials Science Institute, composed of CAS faculty)

The mission of the Materials Science Institute (MSI) is to study the structure and properties of materials, to educate in the sciences of materials, and to serve Oregon as a resource in these sciences. Naturally, this mission has included a wide range of activities extending into the Portland Metropolitan Area. The majority of the MSI activities in Portland are through collaborations with universities, colleges, companies, and museums in the area, and they involve collaborative research, the development and use of shared instrumentation facilities, educational programs including an industrial internship program, and outreach to a wide range of audiences. Some highlights are further discussed below.

Research: The MSI has a strong tradition of collaborative research, and many of our faculty members work closely with researchers in the Portland area. The MSI's strong interest in partnering with other institutions throughout the state and region in advancing the mission of the MSI was an important element in helping to form the Oregon Nanoscience and Microtechnologies Institute (ONAMI). A partnership between OSU, PSU, UO, Oregon Industry, and Pacific Northwest National Laboratory, ONAMI catalyzes new cutting edge research and technology programs moving nanoscience and microtechnology innovations from basic research through to commercialization.

ONAMI has helped foster several major federally funded research initiatives involving collaborations between UO and Portland area researchers. Two examples of these initiatives are the Safer Nanomaterials and

Nanomanufacturing Initiative (SNNI), and the Nanometrology and Nanoelectronics Initiative. These activities are providing exceptional research training for graduate students in both Portland and Eugene.

CAMCOR: The research, teaching and outreach activities of the MSI are supported by the Center for Advanced Materials Characterization in Oregon (CAMCOR).

As a shared facility that is cyber enabled and part of Nanonet, CAMCOR offers researchers in Portland convenient access to state-of-the-art instrumentation for materials research and education. In many ways, CAMCOR operates as a high-tech extension service that can help companies and educational institutions in Portland and elsewhere advance their research, development, and educational goals. This Center will soon be consolidated within the Lorry I. Lokey Laboratories within the new Integrative Science Complex at the UO. The Lokey Laboratories will provide an exceptional environment for the highly sensitive research equipment housed within CAMCOR and will continue to offer Portland area scientists direct and internet-enabled access to equipment.

Industrial Internship Program: The MSI has developed four masters' level industrial internship programs that have impact on the Portland Metropolitan area. Students with bachelor's degrees in science and engineering come to UO for a summer of intensive and tailored coursework followed by nine month internships with companies in various high-tech industries. During these internships, students gain invaluable training and earn credit toward their master's degree. During the 9 years of the program, over 45 students have interned with Portland area companies with the vast majority of these still employed in the area. Portland area companies that are involved with the Internship Program include ESI, Intel, Network Elements, Nike, Novellus, OR Semiconductor, Planar, TCI America, Timbercon, Tektronix, TriQuint, and Voxel.

General Outreach: The MSI has a number of programs reaching out to K-12 students, community college students and the general public. These programs either currently include the Portland community or may do so in the future. Our GK-12 program places graduate students into K-12 classrooms to help facilitate the implementation of science kits or other science education resources. Our NSF Undergraduate Catalytic Outreach and Research Experiences (UCORE) program brings community college students (including students from the PCC - Sylvania and Rock Creek campuses, and Mt. Hood Community College) to UO for summer research, training and advising that helps them toward a bachelor's degree and possibly graduate school. At the end of the summer, they return to their community colleges and perform outreach work among their community college peers. The MSI has also partnered with the Oregon Museum of Science and Industry (OMSI) in nanoscience education.

This partnership has led to a number of public forums on nanoscience, and a wider range of activities including the development of new exhibits is being planned.

UCORE Science Outreach Program: The University of Oregon Materials Science Institute's Undergraduate Catalytic Outreach and Research Experience (UCORE) program is designed to facilitate a 'seamless transition' between Oregon high schools, community colleges and public universities and increase the number of students achieving 4-year degrees in the physical sciences (e.g., chemistry, geological sciences, physics). The program, part of the National Science Foundation Science Technology, Engineering and Math Talent Expansion Program (STEP), addresses this area of national need by:

- Working with administrator and science instructor liaisons at six Oregon community colleges to recruit students from non-traditional (non-academic) backgrounds into the program.
- Challenging the thirty annually-recruited students with 10-week, paid, authentic summer research experiences after their first year in college.
- Training these UCORE Fellows to undertake 'catalytic outreach' upon return to their home institutions.
- Providing hourly wages for Fellows to lead tutoring sessions in physical sciences courses at their home institutions.
- Partnering Fellows and community college instructors to lead seminar courses in research and careers in physical sciences for other students at their home institutions.
- Focusing efforts to systemically increase the number of physical science majors at OUS institutions.

The MSI UCORE program addresses an urgent national need as identified in the NSF STEP introduction:

"the National Science Board (NSB 03-69) (report), "The Science and Engineering Workforce Realizing America's Potential," recommends that in order to ensure the country's capacity in science and engineering in an increasingly competitive and changing global labor market, "The Federal Government and its agencies must step forward to ensure the adequacy of the US science and engineering workforce."

The UCORE program seeks to meet this goal by working closely with Oregon community colleges, starting with the following six institutions: Portland Community Colleges (Sylvania and Rock Creek Campuses), Mt. Hood Community College, Chemeketa Community College, Lane Community College and Central Oregon Community College.

Science faculty and administrators at these institutions recruit students from primarily non-academic family backgrounds into the UCORE program. Students submit applications during winter term and are selected by teams comprising the UO management team and CC liaisons.

During the following summer UCORE Fellows attend a week-long 'research camp' based on the successful MSI camps organized to develop the research skills of upper-division science undergraduates (e.g., ChipCAMP, RockCAMP, PolyCAMP). Students then are assigned to UO and other OUS

research labs to undertake 8 week-long projects in chemistry, geological sciences, physics and related areas.

The summer phase of the program concludes with a celebration of the summer research projects, training in leading peer tutorials and advising for transferring into 4-year programs. Students then return to their home institutions to lead tutorial sessions and co-lead physical sciences research/career seminar classes for the following year.

The program encompasses 4 successive and overlapping two-year cycles and is funded at \$2M over five years. The first cadre of 22 UCORE Fellows is currently (August, 2007) on campus pursuing research projects in biophysics, solid-state chemistry, optics, organic chemistry, and geodynamics. These students have gelled both socially and in support of their research efforts. We are off to an encouraging start.

The UO GK-12 leadership team includes Tenured Senior Instructor Dean Livelybrooks of Physics, Program Director Anae Rosenberg of the Materials Science Institute, and Professor David Johnson of Chemistry.

E. History and Social Science Research Lab (SSIL) Collaboration

The first cooperation between Ina Asim (History department) and SSIL consisted in the production of an interactive educational bilingual (Chinese/English) CD, which introduced a wide public to a Chinese scroll of the seventeenth century. Since the partners of this cooperation had established lively contacts to the Portland Art Council and the Portland Classical Chinese Garden, the reproduction of the scroll was exhibited in the Chinese Garden. In addition, several public presentations have been given in the Portland Art Museum, as well as for the association of the Friends of the Chinese Garden.

Currently the team is working on the production of a second educational medium. It will also be a bilingual interactive CD that focuses on the history of the Chinese scholars' gardens, from its early stages in the Song dynasty (960-1279) to the present design of Chinese gardens in the New World. Since the Classical Garden in Portland can be considered as one of the successful models of a Chinese garden that serves as an integrative public space for a wide audience, it will play an important role in the chapter on New World gardens on the CD. In the process of the production work multiple interviews with representatives of the community engaged in the establishing and maintaining of the Portland Classical Chinese Garden have already been conducted or are planned. Presentations for the community in the Portland Art Museum and the classical Garden have already been requested for early 2008.

The enthusiastic feedback from different audiences in Portland encourages the History/SSIL team to continue to engage in outreach presentations and cooperation with the Portland Art Museum and the Portland Classical Chinese Garden as well as other institutions with an interest in academic questions about China. In this context the group is also in contact with colleagues in Portland, specifically with Professor Linda Walton from the

History department of Portland State University and Hyong Rhew from the Chinese Language and Literature department at Reed College.

This existing network of contacts and audiences could facilitate the presentation of China related topics for UO Portland in the future.

2. *Areas, programs or initiatives that the College of Arts & Sciences will not plan to engage in now or in the future.*

Not applicable.

3. *Future initiatives, plans, programs or directions of the College of Arts & Sciences.*

Possible Future CAS Undergraduate Programs

Cinema Studies: Collaborative program with PSU for summer production coursework. Courses would be accepted by both the PSU Film Studies and the UO Cinema Studies programs. CAS deans have attended an informational meeting organized by the Oregon Film and Video Office to promote film in the state, and presented the UO Cinema Studies major proposal. The meeting allowed for discussion by representatives of PSU, OSU, and other schools, universities, and institutes around the state.

Summer School Courses: Since many of our students come from the Portland area and work there during the summer, it might be useful to offer certain general education classes that are not offered at PSU. Some examples from the social sciences are:

ANTH 161 World Cultures
HIST 382 Latin America
ECON 380 Labor Market Issues
ANTH 173 Evol/ Human Sexuality
GEOG 142 Human Geography
PS 201 US Politics
SOC 207 Social inequality
PS 325 US Foreign Policy
PS 355 Oregon Govt & Politics

Possible Collaborative Graduate Programs

MA Arts Administration: Collaborative program with AAA using resources supported by CAS (English and Folklore).

MA Public Folklore: This would be a new program comparable to the Arts Administration but with a stronger emphasis on local narrative.

Internship courses leading to UO masters degrees in CAS disciplines (currently Chemistry or Physics) are offered at Portland State University through the **Joint Campus Program**. The internship program is administered by CAS faculty in Chemistry and Physics who are members of the Materials Science Institute. With the expansion of the UO Portland

facility, these internships should have access to increased visibility in the Portland community.

Possible CAS Graduate Center

The UO in Portland would offer a range of terminal masters degrees in the Humanities and Social Sciences that do not duplicate PSU programs. Of these, only the degree in Religious Studies and Latin American Studies (pending at UO) would require OUS approval. In each case, a version of the MA would be developed to have a distinctive emphasis to fit the Portland market. Courses would be offered in Portland by regular departmental faculty from the Eugene campus, retired faculty living in Portland, a limited number of adjunct or career non-tenure track faculty, and perhaps a limited number of distance learning courses. As the number of programs increased, additional FTE would be required. Each program would have a phase-in plan that relied primarily on current faculty, but would support the addition of a faculty member in each field by year four (or the program would phase out).

Below are some tentative directions we could take, pending discussion with faculty and departments:

Humanities:

- MA Comparative Literature
- MFA Creative Writing
- MA East Asian Languages and Literatures
- MA English (Focus on training literature teachers for middle or high school)
- MA Linguistics Language Teaching Specialization
- MA Philosophy (with a focus on Aesthetics or Environmental Philosophy)
- MA Religious Studies

Social Sciences:

- MA Asian Studies
- MA Environmental Studies
- MA/MS Geographic Education
- MA International Studies
- MA Latin American Studies

This program would rely on a centralized market staff as well as a full time academic director to coordinate the offerings.

Possible Expansion of the Osher Lifelong Learning Institute (OLLI)

While the OLLI is not a CAS program, it involves many current and emeritus CAS faculty. Establishing a regular curriculum of liberal arts courses in OLLI will increase the visibility of CAS and of the Humanities. It will also provide a way to keep retired but productive faculty members who have moved to Portland involved in the work of teaching.

Lecture Series

The Sciences, Social Sciences, and Humanities faculty have expressed interest in developing lecture series that would be held at UO Portland.

Possible Social Science Instructional Lab Initiative

The Social Science Instructional Lab would like to establish a small computer-based testing center somewhere in the Portland facilities. The testing center would be used to proctor electronic exams. The center would serve Portland area students enrolled in our distance education courses. Currently we facilitate Distance Education testing for courses in Linguistics, Geology, Economics, Political Science and Geography. 10-20 students/term are located in the Portland area. These students must seek proctors from non-UO institutions in Portland (Portland State, Portland Community College e.g.) and are usually charged fairly steep fees per test. Having a UO proctor site would allow us to serve these students better. In addition, the facilities could be available for electronic based testing by the various other UO Portland programs. The testing facilities could be utilized by traditional courses or any new CAS based distance education programs designed to serve the Portland area. Finally, since this would be a small computer based lab it could also be used to support computer based applications and teaching in the Portland Center.

School of Law

1. *Overview of the current mission, plans and programs offered by the School of Law in the Portland metropolitan area.*

The law school offers a Spring Semester program in Portland for second or third year law students that enables them to spend a full semester living in Portland to pursue career opportunities in Oregon's financial, business, and legal center. Those participating in the program select from a menu of business law courses offered in Portland. These include an academic externship with the in-house legal counsel departments of several participating Oregon companies such as Nike, Freightliner, Mentor Graphics, Fred Meyer, and others. These externships are also available, without the supporting classes, for students in the fall semester and during the summer session.

The law school also offers annual legal conferences in Portland, including the annual series **Business Innovation and the Law** that brings lawyers, business leaders, and government officials together to confront issues that impede Oregon's financial growth. The Law School's Appropriate Dispute Resolution Center has also hosted a series of conferences and symposia in Portland, and works closely with colleagues at Portland State University developing opportunities for students working in the areas of conflict and dispute resolution.

The law school is also extensively involved with Portland area alumni in such events as the annual Frohnmayer award dinner.

2. *Areas, programs or initiatives that the School of Law will not plan to engage in now or in the future.*

Not applicable.

3. *Future initiatives, plans, programs or directions of the School of Law.*

The current semester in Portland program is geared toward business students. Initially we hope to expand the course offerings, and eventually to develop externship and curricular opportunities for students of all backgrounds and legal interests. We particularly plan to target Portland area criminal law externships with prosecutors and public defenders.

We are also discussing a Portland-based Masters in Law degree program on Pacific Rim Transactions that would blend law, culture, and business principles for law graduates in an evening and weekend program.

The introduction of the Law School's Semester in Portland program Spring Semester 2008 is to complement the business externship program there. Initially, the courses target business law students, but the hope is that eventually we will have the resources to offer a more comprehensive course menu of interest to all law students.

School of Music & Dance

1. *Overview of the current mission, plans and programs offered by the School of Music & Dance in the Portland metropolitan area.*

In the past two years, the School of Music & Dance (SOMD) has begun to make an attempt to be more visible in the arts community through the presentation of at least one concert annually in the Portland Pearl District area in conjunction with the District's First Thursday Art Walk. SOMD has collaborated with Oregon's only Steinway piano dealer at Sherman-Clay Piano to present our programs. We have also been highlighted at the annual "UO Alumni Association Holiday Music Fest" also held at the Sherman-Clay Piano Store. In addition, we have begun to present a more highly organized series of "in-school" programs and presentations in the Portland metro area. Activities over the past 12 months included programs at the following high schools: Sandy, Clackamas, Gresham, David Douglas, Cleveland, Lake Oswego, Rex Putnam, Lakeridge, First United Methodist Church (Portland), West Linn, Beaverton Arts and Communication Magnet School, Southridge, Aloha, Beaverton, Westview, and Tualatin.

2. *Areas, programs or initiatives that the School of Music & Dance will not plan to engage in now or in the future.*

We do not plan on developing or offering degree programs or courses leading to degree programs in UO Portland. We do not want to compete with the accredited programs at PSU.

3. *Future initiatives, plans, programs or directions for the School of Music & Dance.*

We are interested in exploring the possibility of developing a regular and ongoing series of concerts/programs or presentations in Portland that would be well publicized and offer the community another possible concert-going venue. This series might also include an "in-school" component or children's educational concert component. It would feature UO Music and Dance student and/or faculty ensembles. In other words, expanding the current scenario to a more ongoing, regular series of events.

We foresee the need to offer short-term, in-service and non-degree courses and training for K-12 music teachers from the Portland area for teacher re-certification purposes as well as possibly summer courses that could be connected to the Eugene campus through distance education technologies.

College of Education

1. *Overview of the current mission, plans and programs offered by the College of Education in the Portland metropolitan area.*

Our current record of academic involvement in the Portland area is less developed than our research and outreach efforts there. We currently operate a **Metro-area doctoral program for school administrators**. This program has roughly 32 students per year. There is a desire on the part of Portland and metro schools for the program to continue and grow, to serve the many UO alums who are principals, specialists and teachers.

Leadership and current superintendents who are alums from the program:
Jerry Golonna, Beaverton
Barbara Rommell, David Douglas
Suzanne Cusick (Assistant Superintendent), Hillsboro
Karen Gray, Parkrose
Tom Haggerman, Riverdale

Current programs offered:

Youth Transition Project (YTP) is directed by Lauren Lindstrom and is a joint effort among Oregon Department of Education, Oregon Vocational Rehabilitation, and our College that has operated for more than seventeen years in districts across the state and yearly serves more than 3,000 high school students with disabilities. This past year the program operated in 39 communities. Evaluations of the YTP have been praised and indicate that students served through this model are more likely to complete high school and enter either competitive employment and/or post-secondary education after leaving school.

The Adolescent Family Project is a programmatic effort directed by Tom Dishion and focuses on working with high-risk middle school students in Portland's most at-risk schools. Evaluations of this project are quite positive and there is hope that longer-term follow-up of the youth who are served will lead to positive adult outcomes.

Positive Behavioral Support is an effort directed by Rob Horner and works in more than 6,413 schools nationwide. Currently, a total of 437 schools in Oregon are implementing PBIS: 317 Elementary, 84 Middle, 33 High and 3 Alternative schools in Oregon -- some number of which are in the Portland area. The program focuses on developing school-wide discipline routines to maintain a positive educational environment that lessens the number and type of behavioral incidents and promotes learning. Evaluations of this program have been quite positive in this regard.

Early Reading and Instructional Efforts projects focus on teaching children to read by Grade 3 as this skill is critical to later academic and life achievements. Years of evaluation and study document the positive impact of this work.

2. *Areas, programs or initiatives that the College of Education will not plan to engage in now or in the future.*

Not applicable.

3. *Future initiatives, plans, programs or directions of the College of Education.*

We are currently exploring the **Native American Charter School in the Portland** area as a possible student teaching placement for the students in our Native American Teacher Education Program. However, the issues including cost of moving and supervision are challenges we will have to address.

An effort to contact and work with the **Portland Public School District** Superintendent will continue as a follow-up on the idea of working together with several of our programs and faculty in a comprehensive way to address the graduation issues related specifically to African-American boys.

UO Libraries/Learning Commons

1. *Overview of the current mission, plans and programs offered by the UO Libraries/Learning Commons in the Portland metropolitan area.*

The UO Portland Library/Learning Commons supports the UO's Portland programs with a wide variety of library services, information resources, and educational technologies. In addition to services directly supporting the teaching and research needs of these programs, the Library/Learning Commons is accessible to students and faculty of our Orbis-Cascade partners in the Portland area (PSU, OHSU, Reed, University of Portland, Lewis & Clark, Marylhurst, Portland Community College, Clark College). Academic libraries serve as a focal point on campuses, bringing students and faculty together and building a sense of community. The UO Portland Library/Learning Center is designed to support those interactions and collaborations. Services include integrated access to traditional print resources and electronic resources (purchased, licensed, and free), professional help in locating relevant resources that are owned or available through consortial networks, and technical assistance in using information technology. In addition to core information services, the Library will provide technical support related to classroom technology, distance education and video conferencing.

2. *Areas, programs or initiatives that the UO Libraries/Learning Commons will not plan to engage in now or in the future.*

The Library's collections and services will be targeted to address the core needs of the UO's academic programs in Portland. There are no plans to create a comprehensive library collection that meets all the information needs of the students and faculty. We will continue to rely heavily on our Eugene-based resources as well as the resources of our Orbis-Cascade partners, and an ever-expanding selection of digital collections and electronic information sources.

3. *Future initiatives, plans, programs or directions of the UO Libraries/Learning Commons.*

The Library's future plans and directions will be largely dependent upon the growth and direction of the UO's academic programs in Portland. However, there are several possible collaborative programs, i.e. instruction in the use of educational technologies, basic research skills classes, that could be created with our Orbis-Cascade partners in the Portland area. These classes/workshops could be offered to students and faculty in the area, or as outreach opportunities for the community. Examples include instruction in the use of educational technologies, basic research skills classes, and professional development for area library and technology professionals.

University of Oregon's Research and Innovation Programs

Introduction

The University of Oregon (UO) is dedicated to its mission as a major research university within the Association of American Universities (AAU). The connections and impact of UO's research enterprise extend throughout Oregon, the nation and the world. As one manifestation of these networks, the UO has a wide array of research-related efforts that involve the Portland Metropolitan area, including science and technology, the social sciences, and the humanities. Through the work of the Office of the Vice President for Research and its many affiliated institutes and centers, the UO provides a variety of research services, collaborative opportunities and outreach connections to the Portland community. A variety of exemplars are summarized below.

Research and Innovation – UO's Industry Ties to the Portland Community:

The UO is an active participant in Portland-based organizations focused on innovation and associated support for higher education, advanced workforce development, and industry-university partnerships. Examples include the Engineering and Technology Industry Council (ETIC), the Oregon Innovation Council (Oregon InC), and the Oregon Cluster Network. Of special note are UO's connections to the evolving signature research centers under Oregon InC involving collaborative research partnerships in the areas of nanotechnology (ONAMI), drug discovery (OTRADI) and sustainability (BEST). The Materials Science Institute at the UO has especially strong university-industry relationships in the Portland region benefiting from ETIC and Oregon InC support. The UO also is exploring cooperative relationships with OHSU including a Eugene site as a regional center for medical student training as well as collaborative medical research initiatives involving both OHSU and PeaceHealth.

Diversity of the UO's Current Research/Outreach Efforts:

The following two sections illustrate the diversity of UO's current research/outreach efforts and aspirational prospects involving the Portland community, delivered through UO's centers and institutes. They are conveniently grouped into two categories: *Science and Technology*, and *Social Sciences and Humanities*.

Science and Technology

Materials Science Institute (MSI) — The mission of UO's Materials Science Institute (MSI) is to study the structure and properties of materials, to educate in the sciences of materials, and to serve Oregon as a resource in these sciences. Naturally, this mission has included a wide range of activities extending into the Portland Metropolitan Area. The majority of the MSI activities in Portland are through collaborations with universities, colleges, companies, and museums in the area, and involve research, the development and use of shared instrumentation facilities, educational programs including an industrial internship program, and outreach to a wide range of audiences. Some highlights are summarized below.

Materials Research and ONAMI

The MSI has a strong tradition of collaborative research, and many faculty members work closely with researchers in the Portland area. The MSI's strong interest in partnering with other institutions throughout the state and region in advancing the mission of the MSI was an important element in helping to form the Oregon Nanoscience and Microtechnologies Institute (ONAMI). A partnership between OSU, PSU, UO, Oregon Industry, and Pacific Northwest National Laboratory, ONAMI catalyzes new cutting edge research and technology programs moving nanoscience and microtechnology innovations from basic research through to commercialization. ONAMI has fostered several major federally funded research initiatives involving collaborations between the UO and Portland area researchers. Two examples of these initiatives are the Safer Nanomaterials and Nanomanufacturing Initiative (SNNI), and the Nanometrology and Nanoelectronics Initiative (NNI). These activities are providing exceptional research training for graduate students in both Portland and Eugene.

Materials Characterization- A High Tech Extension Service

The research, teaching and outreach activities of the MSI are supported by the Center for Advanced Materials Characterization in Oregon (CAMCOR). As a shared facility that is cyber enabled and part of NanoNet, CAMCOR offers researchers in Portland convenient access to state-of-the-art instrumentation for materials research and education. In many ways, CAMCOR operates as a high-tech extension service that can help companies and educational institutions in Portland and elsewhere advance their research, development, and educational goals. This Center will soon be consolidated within the Lorry I. Lokey Laboratories within the new Integrative Science Complex at the UO. The Lokey Laboratories will provide an exceptional environment for the highly sensitive research equipment housed within CAMCOR and will continue to offer Portland area scientists direct and internet-enabled access to equipment.

Industrial Internship Program

The MSI has developed four master's level industrial internship programs that have impact on the Portland Metropolitan area. Students with bachelor's degrees in science and engineering come to UO for a summer of intensive and tailored coursework followed by nine month internships with companies in various high-tech industries. During these internships, students gain invaluable training and earn credit toward their master's degree. During the 9 years of the program, over 45 students have interned with Portland area companies with the vast majority of these still employed in the area. Portland

area companies that are involved with the Internship Program include ESI, Intel, Network Elements, Nike, Novellus, On Semiconductor, Planar, TCI America, Timbercon, Tektronix, TriQuint, and Voxel.

Outreach

The MSI has a number of programs reaching out to K-12 students, community college students and the general public. These programs either currently include the Portland community or may do so in the future. The GK-12 program places graduate students at the UO into K-12 classrooms to help facilitate the implementation of science kits or other science education resources. Our NSF Undergraduate Catalytic Outreach and Research Experiences (UCORE) program is designed to facilitate a 'seamless transition' between Oregon high schools, community colleges and public universities and increase the number of students achieving 4-year degrees in the physical sciences (e.g., chemistry, geological sciences, and physics). The UCORE brings community college students (including students from the PCC - Sylvania and Rock Creek campuses, and Mt. Hood Community College) to U of O for summer research, training and advising that helps them toward a bachelor's degree and possibly graduate school. At the end of the summer, students return to their community colleges and perform outreach work among their community college peers.

The MSI has also partnered with the Oregon Museum of Science and Industry (OMSI) in nanoscience education. This partnership has led to a number of public forums on nanoscience, and a wider range of activities, including the development of new exhibits, is being planned.

Center for Housing Innovation (CHI) — The Center for Housing Innovation is a non-profit, multidisciplinary research, development and public service arm of the University of Oregon. Its purpose is to advance the state of knowledge and professional expertise related to the planning, design, and construction of residential environments, civic buildings and workplaces in the Pacific Northwest. Members are experts in housing design and production, energy performance issues in building design, natural resource issues in community planning, regulatory issues such as zoning ordinances and building codes, as well as user participation in both housing and community design. Design quality and sustainability are particular concerns of the center.

With the strong core staff and a wide network of potential resources, the Center undertakes research, consulting, educational and community service projects. These include research for government agencies, development of design and construction prototypes, product design, and creation of innovative community and neighborhood design plans. The center provides consulting services to architects and planners involved in a wide range of building projects seeking efficient use of energy and material resources.

In Portland there are rich opportunities to develop and apply the policies, planning concepts and design innovations that are of interest to CHI faculty. CHI's Portland presence provides a resource of expertise, equipment and facilities for professionals. CHI faculty reach out to Oregon design firms, most of which are in Portland, providing design assistance and education. Portland has a well deserved reputation for innovation in urban design, neighborhood planning and affordable housing

development. CHI faculty work cooperatively with community leaders in these fields to provide background, analysis and testing of emerging ideas.

Although CHI is predominantly a research enterprise, the members also actively seek the involvement of professionals in the courses they teach within the Portland Center. In Portland there are many more opportunities to co-teach design studios and seminars with local professionals and invite their participation in studio critiques and reviews.

Energy Efficient Design

Professor G.Z. Brown, directing the Energy Studies in Buildings Laboratories (ESBL) in Eugene and Portland, provides design assistance to Northwest architects, engineers, facility operators, and building owners interested in the development of energy efficient buildings, including 150 different projects per year. As a recent example, the Prototype High Performance Classroom research project, designed in collaboration with SOLARC and BOORA Architects of Portland, was utilized and further developed by SRG Partnership (Portland) and constructed at the Mt. Angel Abbey. The prototype classroom has been visited by hundreds of architects, engineers, educators, and school district administrators. Tours were provided by the Oregon Office of Energy. Several school districts are currently building the classroom. The presence in Portland has been essential to the collaborative development and dissemination of these important new ideas.

ESBL also teaches regular university courses or workshops in Portland and Eugene. Many of these are open to professionals as well as students, encouraging a sense of community and connection back to academia for the professionals. The goal is to contribute to the vitality of Portland by creating enhanced community engagement and a stimulating cultural milieu that attracts and retains creative citizens and industry. The ESBL Portland office is a resource of expertise, equipment and facilities for professionals. It provides services to Oregon design firms, most of which are in Portland, providing design assistance and education. We regularly co-teach Studio courses and seminars are co-taught with local professionals who also participate in studio critiques and reviews.

The Appendix of this document describes the activities of the Energy Studies in Buildings Laboratory in more detail.

Sustainability

Results from a survey of graduate students in the Department of Architecture indicated that at least 85% of them chose to attend the UO because of its reputation in sustainability and environmentally responsible building design. Second to this, graduate students chose the UO because of its location in the Pacific Northwest and near Portland, both known for environmental values that resonate with the rising generation of professionals. The national reputation enjoyed by the UO in this area is largely due to faculty and programs associated with CHI. In the years ahead, those activities are likely to be centered in Portland to an increasingly greater extent.

Portland is a living library for emerging techniques in green building. A CHI faculty member, Alison Kwok, leads teams of students in developing case studies that measure the actual performance of exemplary new structures.

Her recent publication, [The Green Studio Handbook: Environmental Strategies for Schematic Design](#), reflects the products of these efforts. Professor Kwok anticipates using UO's Portland facilities to establish a resource center for the post-occupancy evaluation of green buildings, with feedback on lessons learned available to architects and engineers in the region. In addition to professional seminars and workshops, a "carbon neutral" design studio program is planned for the spring of 2008.

Housing

Architecture faculty associated with CHI work closely with planners and housing advocates in the Portland metro area. Peter Keyes regularly directs housing design studios at the advanced level that are used to examine the potential of development nodes that have been identified by the city. Prof. Keyes' contacts in Portland are extensive, owing in large part to the years that he spent in residence as director of the Portland Program in the Department of Architecture. Assistant Professor Marc Gillem, who also holds an appointment in Landscape Architecture, has followed a similar path. Teaching in Portland during spring 2007 has helped him to pursue funded research into the critical role of public open space in stimulating urban redevelopment. Prof. Gillem is advisor to the City of Portland Bureau of Planning in developing a national design competition for courtyard housing to be held in fall 2007. Assistant Professor Brook Muller is working with Metro, Portland Bureau of Environmental Services and Clackamas County to sponsor a competition on clean water and wildlife habitat in urban neighborhoods. This too is scheduled for fall 2007.

Assistant Professor Nico Larco has opened a funded investigation of multifamily development at the perimeter of cities, looking for opportunities to develop higher levels of density and amenity through 'Fringe Urbanism.' The case studies will include spatial analysis, resident surveys, and interviews with the architects, planners and developers responsible for this emerging typology. Although the database is national in scope, the findings are particularly relevant to Portland where the (now threatened) tradition of the urban growth boundary has made innovative use of urban lands a priority.

Initiatives

With the anticipated move into larger facilities, CHI research activities in Portland will continue to grow in the years ahead. For all of the reasons cited above, it is the logical center for research into architectural design for a sustainable future. The role of CHI will be to provide the knowledge base, laboratories, and project opportunities needed to support the UO students in the Department of Architecture. CHI engages in cooperative activities with design practitioners (architecture and engineering), professional associations (ASHRAE, USGBC, New Buildings Institute) and government agencies at all levels (neighborhood planning to regional energy authorities). This network is a critical resource for thesis students in advanced degree programs. In addition to the established offerings, CHI members of the Architecture faculty are discussing a Master of Science in Sustainable Design. The unique resources of Portland would make UO's offering highly competitive. Also in planning is a PhD program focused around UO's strengths in green building and drawing on the new and recently tenured faculty in the department. The doctoral program will be an excellent opportunity to collaborate with science and engineering faculty operating at other institutions in Portland.

Oregon Transportation Research and Education Consortium (OTREC) — OTREC is a new National University Center sponsored by the U.S. Department of Transportation's Research and Innovative Technology Administration (RITA). OTREC's Strategic Plan was approved by the RITA in 2006, officially setting in motion OTREC program activities. OTREC released its first Request for Proposals for research, education and technology transfer projects in 2006, and released its second RFP in April 2007. Collaboration is a key component of all OTREC activities. Created in 2005 under the federal transportation act SAFETEA-LU, OTREC is headquartered at Portland State University, and is a partnership between PSU, the University of Oregon, OSU and the OIT.

OTREC is dedicated to stimulating and conducting collaborative multi-disciplinary research on multi-modal surface transportation issues, educating a diverse array of current practitioners and future leaders in the transportation field and encouraging implementation of research results. OTREC was granted \$16 million over five years through SAFETEA-LU, and will focus funding on activities that support its theme of advanced technologies, integration of land use and transportation and healthy communities.

Neuroinformatics Center (NIC) — The Neuroinformatics Center at the UO is engaged in research and development activities to create opportunities for internet-based medical services delivery and telemedicine. The objectives include extensions of project activities to include Portland area institutions (e.g., OHSU), as well as interactions with businesses with an interest in neuroinformatics services. In addition, with closer ties to research groups in higher education, we anticipate opportunities for neuroscience and high-performance computing education arising with the Portland research community. For example, there are excellent collaborative endeavors to pursue with OHSU, in aspects of neuroimaging, neuroinformatics, and high-performance computing.

Lewis Center for Neuroimaging (LCNI) — The Director of the LCNI is collaborating with colleagues at Shriners Hospital in Portland and has lectured in the neuroscience program at OHSU and as an Adjunct Associate Scientist in Neurological Sciences Institute.

Institute of Molecular Biology (IMB) — The Institute of Molecular Biology fosters research and training in contemporary biology at the molecular level by bringing scientists from biology, chemistry, and physics into a common intellectual and physical space. IMB does not have any formal programs offered in the Portland area, but is involved in developing a statewide proteomics consortium involving OHSU and OSU, as well as participating in the conceptual development of the joint medical student training initiative with OHSU.

Oregon Center for Optics (OCO) — The Oregon Center for Optics supports research in the basic and applied aspects of optics in physics and physical chemistry. The OCO does not offer any programs in the Portland area, but has begun to recruit graduate students from Portland area for its internship program. The Optics group in the OCO is offering for the first time in 2007 a Masters Degree Internship program with goals to provide technical education and training in optical physics and optical engineering and to place trained students into Oregon companies. The OCO also collaborates with faculty at PSU (e.g. Jun Jiao) through an Army Research Office-ONAMI funded research program.

Social Sciences and Humanities

Center for Applied Second Language Studies (CASLS) — Since its inception in 1994, CASLS has developed a presence in Portland and continues to strengthen these connections through its partnership with Portland Public Schools (PPS) on the Oregon K-16 Chinese Flagship Program. Expanding and strengthening business contacts in Portland are central to CASLS' strategy of applying its resources to language learning issues in Oregon through the Oregon Roadmap for Languages. CASLS currently employs one full-time staff member based in Portland who manages the public relations for the Chinese Flagship and the Roadmap.

CASLS expects its future efforts in Portland to focus on the Chinese Flagship and carrying out the provisions of the Roadmap. The CASLS-PPS Flagship partnership is very successful and is providing a model for federal legislation now under consideration by Congress. PPS receives funding and expertise through the University of Oregon while the UO receives top students graduating from PPS. CASLS anticipates that the UO may create Flagship programs in other languages that will necessitate close ties to the excellent Japanese and Spanish immersion programs currently in PPS.

While the provisions of the Oregon Roadmap for Languages are still being formulated with federal funding, it is expected that a proportionate level of support from CASLS will be directed to the Portland area, and a significant amount of ongoing funding will come from the Portland Metro area. Most members of the Roadmap Task Force work for Portland-area businesses or government entities.

For the past ten years, CASLS has worked with Shokokai, the Japanese Chamber of Commerce in Portland, to sponsor short-term domestic exchanges with Japanese companies and individuals. Each fall, CASLS send approximately 50 high school students to spend an afternoon in the homes of employees of Portland-area Japanese companies. Each spring, CASLS dispatches 10-20 language-proficient high school students to spend time at a Japanese company in the Portland area, providing them with a unique opportunity to use their Japanese skills in a professional setting.

Oregon Humanities Center (OHC) — The Oregon Humanities Center encourages individual disciplines to rethink basic assumptions and to articulate their work in language that is accessible to other disciplines as well as to the public at large. The Center encourages innovation and excellence in teaching, supports a humanities interdisciplinary research, and provides a public forum for discussion and reflection on issues important to individuals and communities in and beyond Oregon. The OHC provides a number of programs that connect to the Portland Community:

- The annual Kritikos Professorship, held in a downtown Portland location, promotes intelligent, critical public discourse by bringing visiting distinguished scholars, critics, and leaders to give major public lectures.
- The annual Tzedek Professorship provides one major public lecture per year in Portland in addition to a UO campus lecture. The lectureship focuses on the themes of righteousness and justice.
- "UO Today" is broadcast in the Portland area four days per week on two major Portland cable access channels. All of the interviews are available in streaming video on the web, making them widely accessible for educational purposes.

- Oregon Public Affairs Network (OPAN) broadcasts many of the OHC's public lectures via their own cable access and web site.

Child and Family Center (CFC) — The CFC is dedicated to understanding and promoting mental health and resilience within families in all cultural communities. The institute conducts research on social-emotional development from infancy through adolescence and provides innovative assessment, prevention, and intervention services for children and families. CFC seeks to collaborate with local public schools, tribal, state, national, and international organizations and with researchers engaged in similar efforts to understand and promote mental health in children and families. Under a major grant from the NIH through 2010, the CFC will be embedding its family-centered, school-based intervention model (the Adolescent Transitions Program) into three middle schools in Northeast Portland. The CFC will be working directly with youth and families as they transition from middle school to high school. This grant will also focus on refining CFC's on-going work with diverse families in Northeast Portland and the expansion of intervention programs salient to multi-cultural families, such as racial socialization in the family and acculturation.

Social Science Data Services Laboratory (DSL) — DSL provides social science data to researchers, students, and administrators on campus. The lab plays a crucial role in social science research as many social scientists rely on secondary data to do baseline analyses. The Data Services lab serves faculty, graduate students, university administrators, and the undergraduate student population. The first three groups utilize the data provision services for academic research or administrative policy studies. The lab also serves students in the universities' instructional mission. The lab supplies numerous graduate-level and undergraduate level statistics and geographic information systems courses. One project area that might be useful in the future for UO's Portland Center is DSL's development of a Geographic Information Systems (GIS) server. This GIS server will allow users to display and query interactive maps, and share GIS project data. The server is web based so can be accessed anywhere there is an internet connection and would be useful to any program that utilizes maps, spatial data.

Center on the Study of Women in Society (CSWS) — The mission of UO's Center for the Study of Women in Society (CSWS) is to generate, support, and disseminate research on and related to women and gender. The CSWS research activities have not specifically been directed at Portland. However, a variety of dissemination activities have included Portland. For example, many community ("CSWS Road Scholar") presentations occur in Portland where hosts have included the public libraries, community colleges, and the Portland Home and Garden Show. CSWS is currently discussing how it might expand the community dissemination activities beyond those of "Road Scholars" to include hosting seminars (or mini conferences) relating to CSWS research and outreach initiatives.

Northwest Indian Language Institute (NILI) — The NILI Director is a guest speaker on language preservation and revitalization, and on the Klamath language at PSU. Future NILI initiatives may include collaborating with the Native Studies or Applied Linguistics programs at Portland State University on Native Oregon language issues, language classes, specifically Chinuk Wawa, and on working with Native communities along the Columbia River. In the future, NILI may participate in a class, whether on-site or through distance education, offer a speaker series, or collaborate on a language proposal/grant project involving the Portland area.

Center on Diversity and Community (CoDaC) — CoDaC is a learning organization, founded in 2001, to promote research, outreach and best practices on issues of cultural diversity, equity and access. It anticipates future involvement in hosting conferences, training, and consulting in the Portland area, possibly at UO's Portland Center, focusing on cultural competency development and multicultural organizational development. A member of CoDaC's staff is involved with the "Competition not Conflict" project involving PSU and UO, as well as external community members. The project focuses on issues of race and racism in youth sports and amateur athletics.

Institute for Policy Research and Innovation (IPRI) — IPRI is collaborating with the OSU Extension, the OSU Rural Studies Program, and PSU's Institute for Metropolitan Studies and School of Urban Studies and Planning on a conference entitled, "Toward One Oregon: Urban-Rural Interdependence and Public Policy". The purposes of this conference are to help Oregonians envision new possibilities for working together across urban and rural areas, and to provide a model for other states to consider to understand their own rural-urban links. The conference will connect academicians, policy makers (elected and appointed), government agency managers and analysts, state and local leaders, NGOs engaged in community and economic development, and a broad range of community assistance providers.

Appendix

Energy Studies in Buildings Laboratory: Department of Architecture and Center for Housing Innovation

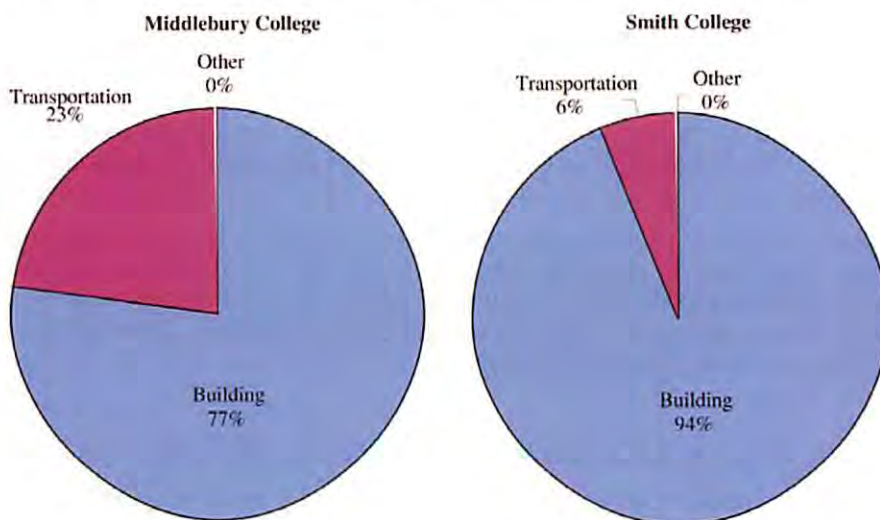
Overview

The Energy Studies in Buildings Laboratory (ESBL) brings together faculty and student researchers, design professionals, funding agencies, and facilities to develop innovative products and offer design assistance with the goal of producing energy efficient buildings with lower first and operating costs. See the attached presentations that describe possible future activities.

The Importance of Our Activities

Global warming, carbon emissions, and energy efficiency are critical issues facing the U.S. and Oregon. The University has made a commitment to reduce its energy use and carbon footprint by signing the Presidents Climate Commitment. The Governor has made sustainability a priority for the state with Executive Orders 03-03 and 06-02. Furthermore, he has joined the West Coast Governor's Global Warming Initiative. Also, at the state level, the State Energy Efficiency Design Program (SEED) program requires that all state buildings be designed to include cost-effective energy conservation measures (ECMs) in new and renovated public buildings and exceed the energy conservation provisions of the Oregon State building code by 20 percent or more.

Energy efficiency is a critical component of efforts to reduce carbon emissions and slow global warming. In the U.S. buildings are responsible for one-third of the total energy used and two-thirds of the electricity. Building operations account for a substantial amount of carbon emissions. For example, we have found campuses where buildings are responsible for between 77% and 94% of carbon emissions (see the charts below). Buildings consume 10% of raw materials, and, in California, construction and demolition materials are almost 22% of the waste stream.



Oregon is leading the nation in sustainable buildings and development. In order to be sustainable these markets are changing, creating opportunities for new products and services.

- Green building is a \$3 billion industry in the U.S. (2004).
- By 2010, 5% - 10% of all new non-residential construction is expected to be designed using green building principles – an investment of \$10.2 billion to \$ 20.5 billion.
- A recent survey of Oregon's construction industry indicates nearly 15 percent of all new projects were constructed to 'green' or high performance standards (2004).
- The value of this construction is approximately \$900 million.
- 43% of design and construction firms indicated increase in green building during 2004.

ESBL's efforts fall into 3 categories: student and professional education, design consultation, and research. These activities take place in our Portland and Eugene offices. We employ almost 8 FTE (2 FTE are graduate students) with backgrounds that include architecture, business, graphic design, engineering, computer science, chemistry and mathematics. During more than 20 years we have conducted over \$16 million in funded research, and provided design assistance for over 16 million square feet of buildings.


The following points highlight our activities in light of the deliverables that OUS is interested in:

"Contributing to innovations and new ideas through enhanced graduate education and research to improve Oregon's competitiveness or to respond to other needs in the metro area."

- ESBL creates design tools for design professionals and students. Examples include books such as Sun, Wind, and Light, and Natural Ventilation in Northwest Buildings, and software such as Energy Scheming 3.1.
- We develop innovative energy saving products for existing and start-up Oregon companies. For instance, we have applied for a patent on a heat exchanger that is as effective as commercially available products but costs 75% less.
- We have a history of developing new building designs that use less energy at a lower cost. Our most recent example is our high performance classroom design that uses 70% less energy than code and costs less than a conventional classroom. This design has been incorporated into several completed and in-progress buildings.

"Meeting the needs of our employers and other economic needs."

- We teach professionals and firms how to design more energy efficient buildings, enhancing the competitiveness of Oregon architecture and engineering firms.

- 
- ESBL provides a stream of graduates who are well positioned for leadership in the field. Many of our past student employees are now teaching or practicing sustainable architecture throughout the U.S.
 - ESBL teaches regular university courses in Portland and Eugene. Many of these are open to professionals as well as students, encouraging a sense of community and connection back to academia for the professionals. We also provide workshops and seminars for professionals alone.

“Contributing to the vitality of Portland by creating enhanced community engagement and a stimulating cultural milieu that attracts and retains creative citizens and industry.”

- Our Portland office is a resource of expertise, equipment and facilities for professionals. Located near all of the largest Oregon architecture and engineering firms, professionals can drop in at any time for consultation and stimulating ideas.
- We actively reach out to Oregon design firms, most of which are in Portland, providing design assistance and education.
- We actively seek the involvement of professionals in the courses we teach within the university. We regularly co-teach studio and seminars with local professionals and invite their participation in studio critiques and reviews.

September 12, 2008

Dr. Al Johnson
Vice President
Northwest Commission on Colleges and Universities
8060 165th Avenue, N.E.
Suite 100
Redmond WA 98052

Dear Al,

As you and I discussed in our phone conversation in late July, one of the recommendations from our decennial review of 2007 is that the University of Oregon "work closely with the NWCCU regarding its intention to expand off-campus academic offerings in Portland and elsewhere." Our intention is to submit to the commission later this fall a full coherent description of all University educational programming in Portland including the programs that have been in place for many decades and have been reported and reviewed in our various decennial studies and in our annual reports. These have, in the vast majority, been incidental to our programming in Eugene and thus have not involved any substantive change. We feel that such a comprehensive portrayal will place any new individual programming initiatives in a broader context and help give the commission an accurate picture of the programming as we open a new physical facility this Fall.

In preparing to provide the commission with a portrayal—within four corners of a single document—of our programming in Portland we have determined that one new program we are developing would "offer at least 50 percent of an educational program" specifically referred to in NWCCU Operational Policy A-2, as revised during the Spring of 2008.

With this correspondence, I am submitting a specific prospectus for a substantive change under newly revised commission policy A-2. This prospectus is for the creation of a Master's Degree in Strategic Communication.

The materials on this new graduate degree are arranged in the order recommended for such a prospectus by the operational policy and contain the budgetary information necessary to assist in an evaluation of University of Oregon's capacity to operate this program at this new location. Further, the prospectus includes the authorization of our governing board, the Oregon University System, as granted on March 10, 2008.

Thank you for your review of this prospectus. We will, of course, be happy to submit any additional material you may need. Further, we look forward to interacting consistently and in a timely manner with the Commission on all aspects of our Portland educational programs as they develop.

Best Regards,

David R. Hubin, Ph.D.
Executive Assistant President, and
Accreditation Liaison Officer

cc: Dave Frohnmayer, President
James Bean, Senior Vice President and Provost
Russ Tomlin, Senior Vice Provost for Academic Affairs
Tim Gleason, Dean, School of Journalism and Communication



PRESIDENT'S OFFICE
MAR 6 4 2009
UNIVERSITY OF OREGON

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February 27, 2009

Dr. David R. Hubin
Executive Assistant President
University of Oregon
1226 University of Oregon
Eugene, OR 97403-1226

Dear Dr. Hubin: ^{Dave}

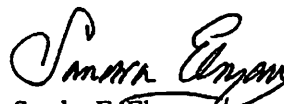
This is in reply to your correspondence dated September 12, 2008, and February 12, 2009, regarding the University of Oregon's request for approval to offer a Master of Strategic Communication degree program at the White Stag Building in Portland, Oregon beginning in the 2008/2009 academic year.

In accordance with Commission Policy A-2, the prospectus you submitted has been reviewed and approved as a *Substantive Change* and is now included in the accreditation of the University.

In approving this program, the Commission request that the University include a review of this program in the institution's Regular Interim Evaluation now scheduled for spring 2012.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at the University of Oregon. If you have questions, please let me know.

Sincerely,


Sandra E. Elman
President

SEE:kh

cc: President David Frohnmayer

Prospectus to Northwest Commission on Colleges and Universities for Substantive Change by the University of Oregon

The University of Oregon, through its School of Journalism and Communications, proposes a new Professional Master's Degree in Strategic Communication for working professionals in the Portland area. This program will be based at the SOJC's George S. Turnbull Center at UO Portland. It is an integral part of the School's strategy for establishing a strong presence in the state's media and communication center and serving our professional communities.

A. Mission and Goals:

1. The main objective of the Professional Master's Degree in Strategic Communication is to prepare communication professionals to move into higher-level management positions in communications industries such as public relations, advertising, and marketing communication.

B. Authorizations:

1. Approvals from the Oregon University System are attached and from all proper institutional academic bodies are attached as appendix A.

C. Educational Offerings:

1. Descriptive Information of the educational offerings:

The University of Oregon's School of Journalism and Communication (SOJC) has long been committed to graduate-level professional training for journalists and for the communication industries. SOJC faculty have professional and academic expertise in advertising and public relations and are able to discuss these areas from theoretical, critical, and applied perspectives.

The program will consist of a core of required four-credit Journalism and Communication courses complemented by two-credit, shorter-term workshop classes. The required coursework will fall into four categories: a strategic communication core, a business core (in collaboration with the Business Schools at the University of Oregon and Portland State University), a journalism/mass communication core, and a professional specialization core that allows students to elect from a number of two-credit workshops. Classes offered in this program are designed to

- Enhance students' understanding of the theoretical foundations of strategic communication;
- Develop students' critical analysis skills, enabling them to make better decisions for their clients;

- Teach students cutting-edge managerial and communication skills so that they can help their companies maintain a competitive advantage in a crowded marketplace.
- Educate students to understand the social responsibilities needed for long-term success in a fast-growing and culturally diverse work and market.

The strategic communication master's degree includes a total of at least 47 credit hours in four programmatic cores, which were established in consultation with the intended audiences and following an examination of the curricula of successful programs nationally. This focus also is consistent with a recently released report from the Public Relations Society of America's Commission on Public Relations Education and with PRSA guidelines for accreditation.

- Strategic communication core
- Business core with emphasis on marketing and management
- Mass communication core
- Professional specialization elective core (choice of three two-credit workshops)

The course composition will be as follows (new courses in bold type):

Strategic Communication Core (12 credits total)

J6XX (622). Strategic Communication Research and Planning – 4 credits

J6XX (623). Creativity in Strategic Communication – 4 credits

One of the following:

J543. Advertising Media Planning – 4 credits

J552. Advanced Public Relations Writing – 4 credits

J544. Agency Account Management—4 credits

Business Core (specific courses to be recommended by business faculty; 11 credits total)

MKTG 610. Introduction to Marketing – 3 credits

MGMT 611. Managing Competitive Organizations – 3 credits

MKTG 662. Marketing Communications – 3 credits

FIN 610. Topics in Finance for Communication Professionals – 2 credits

Journalism/Mass Communication Core (18 credits total)

J611. Mass Communication and Society – 4 credits

J621. Foundations of Strategic Communication – 4 credits

J595. Communication Research Methods – 4 credits

J609. Terminal Project –6 credits (capstone course requiring applied research to develop a strategic communications plan).

Professional Specialization Elective Core- Select three, two-credit workshops (6 credits total; Corporate Social Responsibility is strongly recommended)

J6XX (624). Strategic Communication Workshops:

Corporate social responsibility

Advanced issues in advertising and marketing

- Advanced issues in public relations and organizational development

- Crisis communication
- Creativity in business
- Global communication operations
- Financial and investor relations
- Managing political communication
- Marketing communication in health care industries
- Marketing for technology companies
- Media relations
- Professional presentations
- Online communities and consumer generated media (CGM)

Length of Program and Steps to Completion:

The Professional Master's Degree in Strategic Communication requires a minimum of two years of part-time graduate work. Two four-credit courses per term will be offered on Monday and Thursday evenings. Two-credit workshops will be offered over the first five Saturdays of each term. It is expected that students will take between 8 and 10 credits most terms, for a total of 47 credits by the end of their program.

At the completion of coursework, normally the end of the second term of the second year, students will prepare final communication projects that address advanced strategy and managerial problems of their choosing (in consultation with the Portland graduate coordinator). The final project will allow the student to use the range of information learned in the program to consider a communications challenge and to develop a substantive communication plan to address the challenge.

Course Descriptions for the Professional Master's in Strategic Communication

543 Advertising Media Planning (4). Objectives and strategy for determining effective methods of reaching a designated target audience. Use of media measurement tools.

J552 Advanced Public Relations Writing (4). Extends basic public relations writing to specific writing contexts and challenges facing professionals in public relations and corporate and marketing communication through highly specialized assignments

J544 Agency Account Management (4). The role of the account executive in the communications agency examined through case studies

J595. Communication Research Methods (4).

This course presents a broad overview of the research philosophy, designs, and methods commonly used in the advertising, public relations, and marketing communications areas to gain an understanding of audiences and public opinion, such as surveys, experiments, content analysis, copy testing, media research, in-depth interviews, focus groups, participant observation, and online applications. Students are introduced to available resources, research ethics, and the inherently political nature of the research enterprise.

By the end of this course, students should be able to

- Articulate the major constructs of the theoretical/paradigmatic perspectives and appropriate research questions for each
- Identify the existing research resources available
- Demonstrate familiarity with a body of literature on a subject area of interest
- Design a cohesive research proposal for a project, including appropriate research questions/hypotheses, a substantive literature review, and sampling, methodological, and analytic design
- Critique research studies in their area of interest
- Address the ethical issues that accompany any research endeavor

J611. Mass Communication and Society (4). Review of the literature of mass communication. Introduction to graduate study in journalism and communication.

J6XX (621). Foundations of Strategic Communications (4).

This course will provide a survey of major theoretical approaches to the study of strategic communications. This course teaches students how to think critically and to understand the role of strategic communications in the historical development of the field of communications. Through case studies and readings, students are exposed to ethical issues that arise in strategic communications and are required to argue and analyze the ethical dilemmas.

J6XX (622). Strategic Communication Research and Planning (4).

This course examines the role of research in the development, implementation, and evaluation of strategic communication plans. Emphasis is on using research to guide strategic planning, develop messages, administer campaigns, and measure effectiveness. Course constructs also examine the regulatory, legal, and ethical environments and issues that arise in the course of campaign planning and management.

By the end of the course, students should be able to:

- Evaluate the validity and reliability of research
- Write clear objectives and strategies
- Delineate target audiences
- Craft effective persuasive messages
- Select appropriate communication channels
- Demonstrate creative problem-solving skills
- Think critically about administrative issues, including budgeting, objective setting, and scheduling
- Outline how the research and planning function fits into the overall structure of a strategic communications firm or department
- Discuss the legal and ethical issues that can arise in any given campaign

J6XX (623). Creativity in Strategic Communication (4).

This course explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns. We will study a survey of readings based on the links between creativity and business culture – authors such as Florida,

Csikszentmihalyi, Bedbury, and Godin – and consider the use of true innovative thinking as intellectual and professional tool. Students will learn brainstorming and generative techniques, teamsmanship for ideation, and transformative processes needed for building messages from core concepts. The class will use assessment tools to evaluate creative ideas.

J6XX (624). Strategic Communication Topics (2).

Explores problems and specialized skills needed in strategic communication management. Examples: Crisis communication; Creativity in Business; Corporate Social Responsibility.

MKTG 610. Intro to Marketing (3).

This course focuses on understanding integrated marketing: combining the right mix of communications tools to create solutions to reach and persuade audiences. We will study basic marketing and promotion principles used to increase awareness of and change in attitudes and buyer behavior about products, services, and organizations. Students will evaluate communication choices in regards to product, price, place and promotion. Discussion centers on which combination of communications tools to use for what message; when an advertising campaign is called for; how to use public relations strategies to achieve marketing objectives--to build a brand, secure customer loyalty, and reinforce credibility; and how to manage a crisis, internally, and externally. The class will explore new and emerging technologies, including word of mouth, video news releases, guerrilla marketing, and social network marketing.

MKTG 662 Marketing Communications (3).

Business-related issues in effective interaction with consumers through such channels as advertising, publicity, and sales promotion. This course will study the role of effective strategy in interactions with customers through advertising, publicity, and sales promotion. We will address business-related issues in regard to how strategy and creativity can be leveraged to develop a brand that stands out in a media-saturated environment where companies clamor to differentiate themselves and their products. Students learn to analyze and evaluate promotional campaigns, including strategies and creative execution; identify and prioritize target audiences and relevant messages; develop creative and effective ideas for solving various marketing problems; and give direction to creative people. Discussion of how communication creates a relationship between brands and consumers and whether marketers can harness universal similarities to overcome cultural differences.

FIN 610 (2). Topics in Finance for Communication Professionals.

This seminar will cover basic financial tools and principles for both small and large businesses. The emphasis is on understanding basic concepts and developing clear, simple language to describe complex issues. Students learn to analyze balance sheets, annual reports, and economic indicators as well as to recognize how numbers are used to deceive as well as to inform.

MGMT 611 (3). Managing Competitive Organizations.

Problems of managing people and groups in complex organizations. Behavioral science applications to decision-making, organization design, motivation and leadership, cultural diversity, political and symbolic behavior in organizations.

**Typical Course of Study Sequence for the Professional Master's in
Strategic Communication**

Fall (Term 1)

Required	Required	Optional
J611 Mass Media and Society (Mon. evenings—10 weeks)	J621 Foundations of Strategic Comm. (Thurs. evenings—10 weeks)	J624 Strategic Comm. Topics (Sat. – 5 weeks)

Winter (Term 2)

Required	Required	Recommended
J595 Communication Research Methods (Mon. evenings –10 weeks)	MKTG 610 Intro Marketing (Thurs. evenings—10 weeks)	J624 Strategic Comm. Topics (Sat. – 5 weeks)

Spring (Term 3)

Required	Required	Recommended
J622 Strategic Comm. Research and Planning (Mon. evenings—10 weeks)	MGT 611 Intro Management (Thurs. evenings—10 weeks)	J624 Strategic Comm. Topics (Sat. – 5 weeks)

Summer (between years 1 and 2)

Required	Elective	Recommended
FIN 610 Topics in Finance (Mon. evenings – 5 weeks or two weekends)		J624 Strategic Comm. Topics (Thurs. or Sat. – X weeks)

Fall (Term 4)

Required	Required	Recommended
J623 Creativity in Strategic Comm (Mon. evenings –10 weeks)	MKTG 662 Marketing Comm (Thurs. evening—10 weeks)	J624 Strategic Comm. Topics (Sat. – X weeks)

Winter (Term 5)

Required--TBD	Required--TBD	Required/Recommended
J 543 Advertising Media Planning OR J 552 Advanced PR writing OR J544 Agency Account Management (SELECT ONE, IF NEEDED)	J 543 Advertising Media Planning OR J 552 Advanced PR writing OR J544 Agency Account Management (SELECT ONE, IF NEEDED)	J609 Final Project Seminar J624 –Strategic Comm. Topics (Sat. – X weeks)

Spring (Term 6)

Required	Elective	Elective
J609. Final Project Seminar –Graduation this term.		J624 –Strategic Comm. Topics (Sat. – X weeks)

Summer following second year

Required	Elective	
Final Project Credit (if needed)		J624 –Strategic Comm. Topics (Thurs. or Sat. – X weeks)

Specific learning outcomes to be achieved by students who complete this course of study?

The primary educational goal of the Professional Master’s Degree in Strategic Communication is to link the students’ current professional experiences in the communications field to advanced approaches to understanding communication theory and practice. Specifically, we expect all students to obtain

- Advanced expertise in and understanding of strategic communication;
- The ability to understand and apply communication theory to practical problems;
- The ability to critically analyze communication choices and decisions for relevance and appropriateness among a range of stakeholder groups (clients, consumers, employees, shareholders, etc.);
- The ability to develop sound management practices;
- The ability to independently design and execute applied research projects to understand stakeholder behavior and motivations.

Educational Offerings: Assessment of Student Learning

- The Role of the Graduate Affairs Committee: This committee will discuss the progress of students in the Strategic Communication program and receive feedback and recommendations from faculty members teaching the courses.
- Student assessment/plan: In their applications, students will provide specific reasons/rationale for their interest in the program. At the end of the first year, they will be asked to assess their experiences to date to see how the program is contributing to their goals. Any broad issues that occur among the cohort can be addressed in the second-year coursework.
- All coursework except the terminal project (which is P/N) will be graded.
- Student terminal project: the final project will be an individual communication plan that will involve original research and strategic recommendations for a real-world problem or opportunity. The quality of such plans will be a key indicator of the success of the program. Students will have an adviser and a second reader for their projects.
- We will use exit surveys to assess overall program outcomes.
- The School of Journalism and Communication will carry out alumni surveys assessing the current occupations of graduates as well as allowing them to reflect on the contributions of the Professional Master’s Degree in Strategic Communication to their careers.
- The School of Journalism and Communication will assess the degree to which companies continue their commitment to, and financial support of, the program for students.

Educational Offerings: Program Evaluation

The program will be evaluated in several ways:

- Student feedback: course evaluations as well as exit interviews will be used to gather information from students. Students will be asked for specifics in terms of how they used information they learned in class in their current jobs and how they think it is preparing them for future jobs.
- Employer feedback: The School of Journalism and Communication will ask employers what impact the program has had on their employees and use this feedback to improve aspects of the program.
- External review: the SOJC is committed to external reviews of its graduate programs.
The most recent review of professional graduate programs occurred in 2006 as part of the ACEJMC review mentioned earlier. The next ACEJMC review will be in 2012.
- Internal/External review. The UO Graduate School reviewed all of the SOJC offerings in the spring of 2007. Evaluators both internal and external to the UO were involved. The next review, which will include Portland graduate programs, will be in spring of 2017

2. All internal institutional and Oregon University procedures have been followed and all necessary approvals received as attested to the summary approval of the Oregon State Board of Higher Education. (Appendix A)

D. Planning:

1. *Descriptive Materials indicating need for change and indication of students to be served:*

The proposed program expects to draw students who would not be interested in Eugene-based programs, as the Eugene campus does not offer a professional master's degree in strategic communication, public relations, or advertising. The Professional Master's Degree in Strategic Communication program will be initially based at the Turnbull Center in Portland (later at the White Stag building, presently under renovation), and will be serving working professionals in the Portland area.

To implement the goals of the new academic program that will allow communications professionals to move into higher-level positions in communications industries such as public relations, advertising, and marketing communication, the University of Oregon's School of Journalism and Communication has engaged in careful planning and needs analysis. The planning results in a program that will:

- Fill a gap in the educational offerings in the Portland metropolitan region (see no. 6 and no. 9 below);
- Address an industry concern regarding preparation of professionals to move into managerial and entrepreneurial positions ;
- Enhance the visibility of the Turnbull Center in Portland as the place for communication exchange and inquiry.

2. Procedures Used in arriving at decision to change:

The program supports the overall School of Journalism and Communication's mission, as well as the more specialized the mission of professional programs, which specifically denotes strategic communication as one of our areas. The two mission statements follow:

"We are a community of scholars and professionals dedicated to freedom of expression and public service. By integrating theory and practice, we prepare students to become professional communicators, critical thinkers and responsible citizens in a global society." (SOJC mission)

"Through advanced skills and management courses, internships, and critical and theoretical analysis, we prepare students for professional and leadership roles in the newspaper, magazine, and book publishing industries, and in **strategic communication (advertising and public relations).**" (SOJC professional master's mission. Emphasis added).

The University of Oregon serves its students and the people of Oregon, the nation, and the world through the creation and application of knowledge in the liberal arts, the natural and social sciences, and the professions. By creating this master's program designed specifically for working communication professionals, we will be serving a new audience and providing a high quality education that the University of Oregon is well positioned to offer.

The development of the Professional Master's Degree in Strategic Communication will strengthen the School's capabilities in research, teaching, and scholarship in several ways.

- Faculty will work with students on research projects that have a practical aspect from the student's perspective but can also lead to theoretical research that will be important to both the academic and practitioner audiences served by the School.
- Students in the program will bring real-world problems to the classroom: thus, teaching will be improved by critically analyzing such concerns and creating new topics for discussion in other classroom situations.
- As students will all be working professionals, it is likely they will share their experiences with others in the workplace, raising the profile of the University of Oregon in the communications field.
- Connections with professionals and their firms in Portland will lead to more opportunities for undergraduate student internships and jobs upon graduation.

3. Organizational Arrangements:

No organizational changes within the institution are needed to implement this change.

4. Timetable for Implementation:

Plans call for students to be initially admitted under the temporary program title Journalism currently approved and accredited. Once the program is fully approved The School of Journalism and Communication will drop the Journalism title, and students already in the program will choose whether to graduate as Journalism or Strategic Communication majors. Our goal is to admit an initial class of 12-24 students to start the program and then admit a new class every fall. Students will be able to complete the program in two years of part-time work, although The School of Journalism and Communication recognizes that personal and professional obligations may affect this schedule. Therefore, The University of Oregon expects to have as many as 40 or 50 students in the program at any given time after admission of the second class.

E. Budget

1. Projections

Attached as appendix B is a budget outline for the estimated cost of the program for the first four years of operation. The budget assumes 12 students taking 8 credits per term for the first year, 20 students taking 8 credits each for the second year, 27 for the third year, and 36 students for the fourth year. Think of these estimates as SCH targets (e.g. $12 \times 8 = 96$) that allow for some students taking fewer credits. For example, 8 students taking 8 credits, plus 8 students taking 4 credits, totals the same 96 SCH.

2. Revenue

The budget is based on AY 2006/2007 tuition and fees, so any increases in tuition and fees would result in increased revenue (shown in Column E). The revenue projections include a \$250 program fee per student per term, to reflect the higher cost of doing business in the Portland market (e.g. adjunct costs and other services). Column A reflects SOJC expenditures from our unit budget, while Column B reflects UO allocation of institutional resources for rental of our space in the White Stag building from Winter Term 2008 on (and the current Portland Center during Fall Term 2007).

Note also that our \$9 million endowment supports our Portland degree program through the interest income it throws off each year. Those funds (about \$600,000 for the current FY) are included in the budget as part of the SOJC budgetary allocation in Column A, and apply toward all aspects of our Portland operation.

Our first-year faculty FTE reflects a reliance on adjuncts that will be reduced as we add resident faculty in subsequent years. Similarly, our administrative staffing will change, and increase, as we transition from our current model (1.0 FTE Portland-based coordinator, .5 FTE Eugene-based director) to a 1.0 Portland-based administrative assistant and 1.0 Portland-based center director by year four; the director, however, is listed on the year-four budget as a faculty member.

The Professional Master's Degree in Strategic Communication will be based in the SOJC's George S. Turnbull Portland Center. The Turnbull Center also houses the

SOJC's Senior Experience program of internships and capstone courses for undergraduate students, and sponsors public events illuminating issues of media practice and free expression. Because faculty and staff time, supplies and services, and rental costs are shared across the various center programs, this budget prorates the professional master's program share of Turnbull Center expenses at 40 percent of costs, and applies master's program tuition and fee revenue against the 40 percent figure. Other Turnbull Center programs are supported by undergraduate tuition and fees, and private fundraising. The Turnbull Center was established with a \$9 million endowment, but the SOJC intends the professional master's program to be self-supporting. If the enrollment projections included in this budget outline are realized, and the SOJC is permitted to retain the lion's share of tuition and fees generated, the program will be self-supporting and sustainable by year three of operation.

3. *Institutional Financial support to be reallocated to accommodate change and E.4 budgetary and financial implications of the change for the entire institution.*

This change will not require reallocations and will not have noteworthy effect on the University of Oregon's institutional budget. IPEDS Report attached as appendix C

F. Student Services;

1. *Capacity:*

The School of Journalism and Communication seeks to create a rigorous, yet supportive, setting for our graduate students, one that maximizes opportunity for learning and timely matriculation. To support this goal, The School of Journalism and Communication will conduct a series of checkpoints for all of our strategic communication master's students.

- Each student will be assigned a provisional adviser who can address concerns about coursework in relation to student goals. The adviser can also provide guidance in instances where a student is not able to complete the program in two years.
- After completion of 24 credits, each student should select a faculty member for terminal project advising.
- After completion of 41 credits, each student should sign up for two credits of terminal project, J609, in order to write the project proposal, select a second reader, and begin the project.
- The final term is devoted to completing and defending the terminal project, typically a portfolio or applied research project. Students sign up for four credits this term, for a total of six credits of terminal project. Students are encouraged to complete their projects spring term to take advantage of the terminal project seminar offered in spring.

Admission to the program requires the prospective student show clear evidence of professional experience and goals suitably aligned with the communications industry. We expect that most applicants will have three or more years of experience working in the creative services industries, including advertising, public relations or marketing. Prior experience may be at agencies or in-house departments. Academically strong applicants with a bachelor's degree in a communications field and less professional experience may be admitted, depending on space. Our primary

expectations include: clear capacity for graduate-level coursework, a commitment to the communications industry, and a vision of how the degree will contribute to professional and industry development.

Consistent with admissions requirements for our Eugene-based programs, the following will be requested in the admissions application:

- A 750- to 1,000-word essay (statement of intent) describing the applicant's academic and career goals. The essay should focus on the relationship between the applicant's past academic and professional experience and his or her future plans.
- An up-to-date resume.
- A portfolio or other evidence of relevant professional work.
- Three letters of recommendation, one or more from academic sources. Report on the Graduate Applicant Form should accompany each recommendation.
- Official transcripts, showing degree(s) awarded, from all institutions where undergraduate and graduate work was completed. The minimum undergraduate GPA for admission is 3.00. An applicant with a lower GPA may be admitted conditionally.
- Official Graduate Record Examinations (GRE) scores (or scores from a comparable exam, such as the GMAT or LSAT) no more than five years old. The minimum combined verbal and quantitative GRE score for admission is 1100. An applicant with a lower score may be admitted conditionally. In most

Students will be selected based on the above criteria by the Graduate Affairs Committee at the SOJC. As part of this process, which the committee follows for all graduate programs, applicants and their references may be contacted for telephone interviews to facilitate the decision-making process.

We expect eventually to admit a cohort of 16-24 students every year for this program. A maximum of 24 students will be admitted in order to keep classes at the seminar/workshop level to allow for maximum student interaction and discussion.

2. Implications of the change for services to the rest of the student body:

None.

G. Physical Facilities:

1. Provision of physical facilities and equipment;

The Turnbull Center currently under construction in the White Stag space is being designed to take full advantage of new technology. Students in all Turnbull Center programs will have Internet access, and we expect to use the full range of available technology in the classroom. Additionally, because this program will be based in Portland, web conferences may be used to provide opportunities for students in the program to participate in Eugene-based special activities, such as seminars with guest speakers and symposia. Further, as the program is geared toward working professionals, the curriculum has been designed to take advantage of the students' professional background, providing an experiential-learning component and perhaps scheduling periodic presentations at students' work sites. This experience will help

students develop their mid-career track choices, which is a primary goal of the program, plus help with recruiting. The School of Journalism and Communication also plans to make use of Harvard Business School case studies with follow-up teleconferences to link the students with agency and corporate team members.

H. Library and Information Resources

1. Adequacy and availability of library and information resources:

The Turnbull Center is equipped with computer terminal access to the Knight Library, and students will be able to utilize this resource as applicable. The White Stag building will have a UO Library branch. Therefore, once the White Stag building is completed, students will have considerably greater access to the Library's technologies and data bases. The School of Journalism and Communication has been working with a liaison to the University's Knight Library, to assess our students' library needs in Portland. Additionally, we anticipate that UO students will have access to PSU's library.

The Associate University Librarian for Collections and Access, recommends a one-time expenditure of \$20,000 to expand core library holdings in public relations and advertising. He also recommends the addition of an annual fund of \$5000 to support the continuing purchase of necessary materials. The University will be implementing these recommendations.

No additional state financial resources will be required. The SOJC is actively engaged in soliciting additional grant and private support for all Turnbull Center programs. Student fees may also be used to support library acquisitions.

I. Faculty

1. *Analysis of faculty and staff needed:*

Role of core faculty: Many of the classes for the Professional Master's Degree in Strategic Communications will initially be taught by core SOJC faculty from the Eugene campus. These faculty members will meld the theoretical, critical, and practical aspects of the classwork.

Role of adjunct faculty: The School of Journalism and Communication will invite individuals with demonstrated, high-level expertise in specific areas (particularly marketing, management and finance, but also specialized communication areas such as risk communication) to instruct selected workshops and courses. Eventually The School of Journalism and Communication plans to have up to three resident faculty in Portland to teach classes, advise students, liaise with area professionals, and help evaluate the program.

Institution: University of Oregon (209551)

User ID: P72095511

Part K - Expenditure Data for Bureau of Census

**Part K - Expenditures
Fiscal Year 2007**

Category	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	218,121,251	187,858,731	30,262,520	0	0
02 Employee benefits, total	109,689,197	96,102,448	13,586,749	0	0
03 Payment to state retirement funds (maybe included in line 02 above)	23,422,283	20,172,635	3,249,648	0	0
04 Current expenditures other than salaries	125,968,864	86,483,765	39,485,099	0	0
Capital outlay:					
05 Construction	41,613,266	33,394,244	8,219,022	0	0
06 Equipment purchases	10,015,832	9,484,047	531,785	0	0
07 Land purchases	6,055,918	6,055,918			
08 Interest on debt outstanding, all funds & activities					
09 Scholarships/fellowships	25,035,848	25,035,848			

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part L - Debt and Assets, page 2

Part L - Debt and Assets (page 2)
Fiscal Year 2007

Assets

Category

Amount

- 07 Total cash and security assets held at end of fiscal year in sinking or debt service funds
- 08 Total cash and security assets held at end of fiscal year in bond funds
- 09 Total cash and security assets held at end of fiscal year in all other funds

CAVEATS

Assets: Cash and Security Assets are held by the State Treasurer.

Institution: University of Oregon (209551)

User ID: P72095511

Part H - Details of Endowment Assets

Fiscal Year 2007
Report in whole dollars only

Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
	Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.		
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	454,873,404	386,871,008
02	Value of <u>endowment assets</u> at the end of the fiscal year	561,868,833	454,873,404

Institution: University of Oregon (209551)

User ID: P72095511

Part J - Revenue Data for Bureau of Census

**Part J - Revenues (Census Bureau)
Fiscal Year 2007**

Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	183,018,167	183,018,167			
02 Sales and services	95,141,907	<input type="text" value="0"/>	95,141,907	0	<input type="text" value="0"/>
03 Federal grants/contracts (excludes Pell Grants)	82,118,289	<input type="text" value="82,118,289"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Revenue from the state government:					
04 State appropriations, current & capital	69,516,045	<input type="text" value="68,845,762"/>	<input type="text" value="670,283"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
05 State grants and contracts	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Revenue from local governments:					
07 Local government grants/contracts	1,043,327	<input type="text" value="1,043,327"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
08 Receipts from property and non-property taxes	<input type="text" value="0"/>				
09 Gifts and private grants, including capital grants	<input type="text" value="65,378,747"/>				
10 Interest earnings	<input type="text" value="5,090,184"/>				
11 Dividend earnings	<input type="text" value="2,766"/>				
12 Realized capital gains	<input type="text" value="0"/>				

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part F - Component Unit That Uses FASB Standards

Part F - GASB Component Unit that uses FASB Standards
Fiscal Year 2007

Names of entities included:

Primary nature (purpose) of unit(s)

Assistance in fundraising, publ

Report in whole dollars only

Line No.

Current year amount

Statement of Financial Position

01	Long-term investments	561,812,000
02	Other assets (CV) CV=(F03-F01)	83,895,000
03	Total Assets	645,707,000
04	Total liabilities (CV) CV=(F03-F08)	67,998,000
	Net Assets	
05	Temporarily restricted	290,663,000
06	Permanently restricted	272,065,000
07	Unrestricted (CV) CV=[F08-(F05+F06)]	14,981,000
08	Total net assets	577,709,000

Institution: University of Oregon (209551)

User ID: P72095511

Part F - Component Unit That Uses FASB Standards

Part F - GASB Component Unit that uses FASB Standards
Fiscal Year 2007

Report in whole dollars only

Line No.		Current year amount
Statement of Activities		
09	Investment return	67,634,000
10	Other revenues, gains, & other support (CV) CV=(F11-F09)	90,275,000
11	Total revenues, gains, & other support	157,909,000
12	Total expenses	77,921,000
12a	Expenses paid to institution (included in F12)	70,647,000
13	Total losses (CV) CV=(F14-F12)	0
14	Total expenses and losses (CV) CV=(F11-F15)	77,921,000
	Change in net assets	79,988,000
16	Net assets -- beginning of year	497,721,000
17	Adjustments to beginning net assets(CV) CV=[F18-(F15+F16)]	0
18	Net assets -- end of year (from F08)	577,709,000

CV = Calculated value

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part D - Summary of Changes In Net Assets

Fiscal Year 2007

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions (from B25)	550,807,881	498,167,606
02	Total expenses & deductions (from C19)	513,742,655	489,163,056
03	Increase in net assets during year (CV) CV=(D01-D02)	37,065,226	9,004,550
04	Net assets beginning of year	373,725,623	364,721,073
05	Adjustments to beginning net assets (CV) CV=[D06-(D03+D04)]	0	0
06	Net assets end of year (from A18)	410,790,849	373,725,623

CV = Calculated Value

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part E - Scholarships and Fellowships

Part E - Scholarships and Fellowships
Fiscal Year 2007

Report in whole dollars only

Line No.	Source	Current year amount	Prior year amount
	Institutional Expenses and Discounts & Allowances		
	Gross Scholarships and Fellowships (no loans included)		
01	Pell grants (federal)	9,842,781	10,259,063
02	Other federal grants	1,901,775	961,165
03	Grants by state government	4,595,878	4,611,123
04	Grants by local government	0	0
05	Institutional grants from restricted resources	7,795,496	7,110,397
06	Institutional grants from unrestricted resources (CV) CV=[E07-(E01+...+E05)]	899,918	0
07	Total gross scholarships and fellowships	25,035,848	22,941,748
	Discounts and Allowances		
08	Discounts & allowances applied to tuition & fees	10,926,758	10,456,431
	Discounts & allowances applied to sales & services of auxiliary enterprises (CV) CV= (E10-E08)	2,360,953	1,293,963
10	Total Discounts & Allowances (CV) CV=(E07-E11)	13,287,711	11,750,394
11	Net scholarships and fellowships expenses after deducting discount & allowances (from C10)	11,748,137	11,191,354

CV = Calculated Value

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part B - Revenues and Other Additions

Fiscal Year 2007

Report in whole dollars only

Line No.	Resource of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations	50,000	3,223,280
21	Capital grants & gifts	26,510,648	1,495,465
22	Additions to permanent endowments	0	97,750
23	Other revenues & additions (CV) CV=[B24-(B20+...+B22)]	4,755,583	5,262,631
24	Total other revenues and additions	31,316,231	10,079,126
25	Total all revenues and other additions (CV) CV=(B09+B19+B24)	550,807,881	498,167,606

CV = Calculated Value

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part C - Expenses and Other Deductions

Fiscal Year 2007

Report in whole dollars only

Line No.	Description	1 Current year total	2 Salaries & wages	3 Employee fringe benefits	4 Depreciation	5 All other
Nonoperating Expenses and Deductions						
16	Interest	12,204,649				12,204,649
17	Other nonoperating expenses & deductions (CV) CV=(C18-C16)	0	0	0	0	0
18	Total nonoperating expenses & deductions (CV) CV=(C19-C15)	12,204,649	0	0	0	12,204,649
19	Total expenses & deductions	513,742,655	218,121,251	109,689,197	27,736,454	158,195,753
	Prior year amount	489,163,056	205,441,969	104,530,512	28,120,594	151,069,981

CV = Calculated Value

CAVEATS

Institution: University of Oregon (209551)

User ID: P72095511

Part B - Revenues and Other Additions

Fiscal Year 2007

Report in whole dollars only

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	Tuition & fees, after deducting discounts & allowances	172,091,409	181,615,927
Grants and contracts - operating			
02	Federal operating grants and contracts	91,961,070	90,576,735
03	State operating grants and contracts	0	5,302,225
04	Local/private operating grants and contracts	9,922,683	7,250,747
05	Sales & services of auxiliary enterprises, after deducting discounts & allowances	92,780,954	64,707,929
06	Sales & services of hospitals, after deducting patient contractual allowances	0	0
07	Independent operations	0	0
08	Other sources - operating (CV) CV=[B09-(B01+ ... +B07)]	28,603,761	26,630,501
09	Total operating revenues	395,359,877	376,084,064

Institution: University of Oregon (209551)

User ID: P72095511

Part B - Revenues and Other Additions

Fiscal Year 2007

Report in whole dollars only

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal appropriations	0	0
11	State appropriations	69,466,045	64,926,563
12	Local appropriations, education district taxes, & similar support	0	0
Grants-nonoperating			
13	Federal nonoperating grants	0	0
14	State nonoperating grants	0	0
15	Local nonoperating grants	0	0
16	Gifts, including contributions from affiliated organizations	29,997,743	39,221,672
17	Investment income	8,011,034	4,919,159
18	Other nonoperating revenues (CV) CV=[B19-(B10+...+B17)]	16,656,951	2,937,022
19	Total nonoperating revenues	124,131,773	112,004,416

Institution: University of Oregon (209551)

User ID: P72095511

Part A - Statement of Net Assets

Fiscal Year 2007

Report in whole dollars only

Line no.		Current year amount	Prior year amount
	<u>Current Assets</u>		
01	Total <u>Current Assets</u>	143,543,361	134,844,934
	<u>Noncurrent Assets</u>		
02	Capital assets - depreciable (gross)	732,323,210	666,947,049
03	Accumulated depreciation (enter as a positive amount)	355,068,981	333,524,890
04	Other noncurrent assets (CV) CV=[A05-(A02-A03)]	206,262,248	186,958,722
05	Total noncurrent assets	583,516,477	520,380,881
06	Total assets (CV) CV=(A01+A05)	727,059,838	655,225,815
	<u>Current Liabilities</u>		
07	Long-term debt, current portion	704,238	778,274
08	Other current liabilities (CV) CV=(A09-A07)	59,911,950	53,849,621
09	Total current liabilities	60,616,188	54,627,895
	<u>Noncurrent Liabilities</u>		
10	Long-term debt	255,263,445	226,209,106
11	Other noncurrent liabilities (CV) CV=(A12-A10)	389,356	663,191
12	Total noncurrent liabilities	255,652,801	226,872,297
13	Total liabilities (CV) CV=(A09+A12)	316,268,989	281,500,192
	<u>Net Assets</u>		
14	Invested in capital assets, net of related debt	251,163,742	210,156,453
15	Restricted-expendable	96,251,993	103,875,345
16	Restricted-nonexpendable	7,387,376	7,387,376
17	Unrestricted (CV) CV=[A18-(A14+A15+A16)]	55,987,738	52,306,449
18	Total Net assets (CV) CV=(A06-A13)	410,790,849	373,725,623

Institution: University of Oregon (209551)

User ID: P72095511

Part A - Plant, Property, and Equipment

Fiscal Year 2007

Report in whole dollars only

Line No.	Description	Beginning balance	Additions	Retirements (CV)	Ending balance
Plant, Property, and Equipment					
21	Land & land improvements	35,024,075	6,828,237	2,214,742	39,637,570
22	Infrastructure	18,615,699	454,467	16,424	19,053,742
23	Buildings	457,508,077	61,306,100	3,333,366	515,480,811
24	Equipment	70,501,106	6,179,944	3,463,275	73,217,775
25	Art and library collections	134,942,237	3,835,888	46,815	138,731,310
26	Property obtained under capital leases (if not included in equipment)	0	0	0	0
27	Construction in progress	53,836,554	41,613,265	62,532,886	32,916,933
28	Accumulated depreciation	333,524,892	27,736,454	6,192,364	355,068,982

CV = (Beginning Balance + Additions - Ending Balance)

CAVEATS

Finance 2007-08

Institution: University of Oregon (209551)

User ID: P72095511

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standard Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standard Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: University of Oregon (209551)

User ID: P72095511

Finance - Public institutions

General Information
Finance - Public Institutions

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

1. Fiscal Year calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2007.)

Beginning: month/year (MMYYYY) Month: Year:

And ending: month/year (MMYYYY) Month: Year:

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified
- Qualified
- Don't know

3. GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

- Business Type Activities
- Governmental Activities
- Governmental Activities with Business-Type Activities

4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
- Student services
- Does not participate in intercollegiate athletics
- Other (specify in caveats box below)

5. Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

- Yes - (report endowment assets)
- No

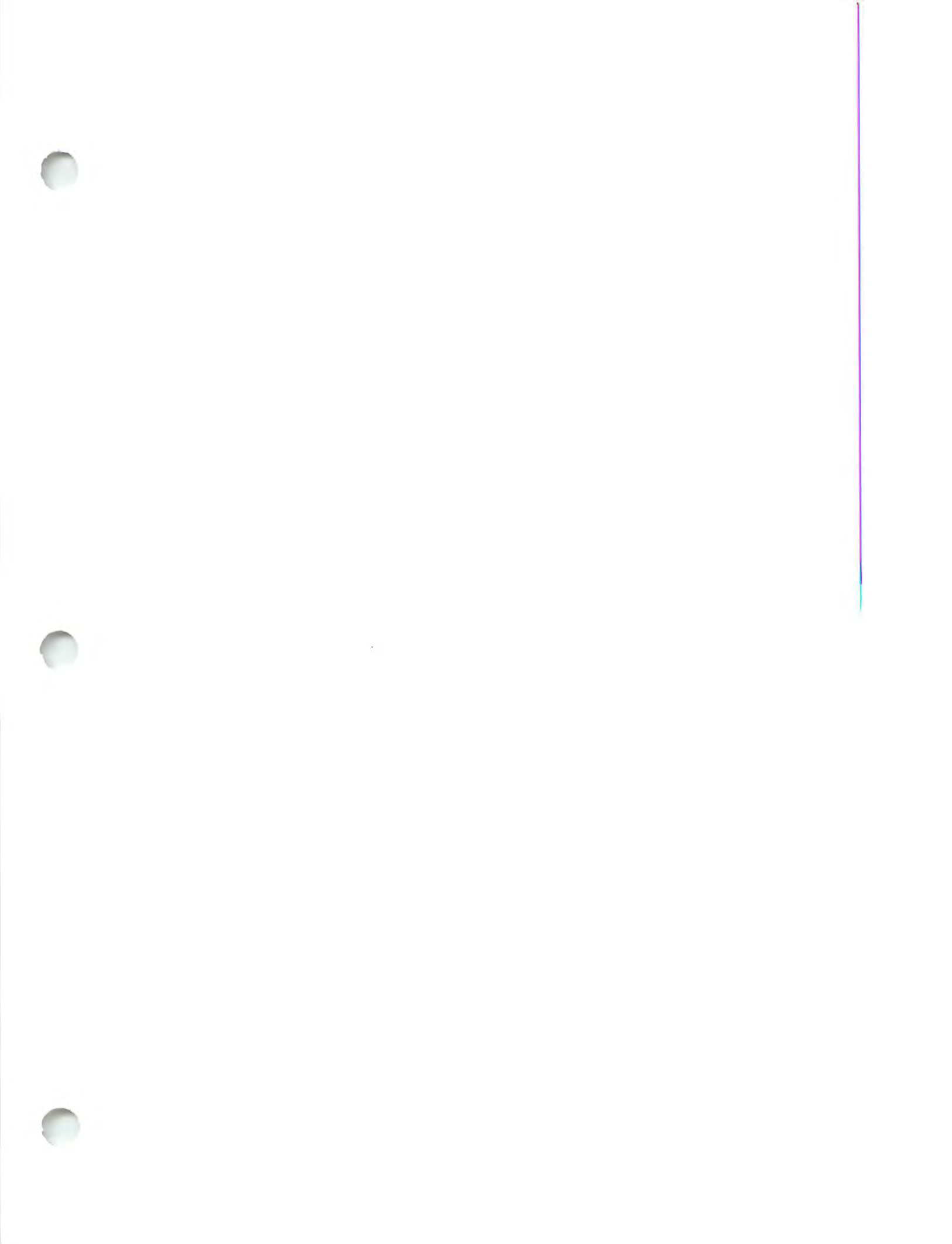
6. Component Units

Each discretely presented component unit should be reported in the same manner and amounts as included on the face of the institution's GPFS. There should be one Finance Survey component unit form (Part F or G) completed for each column on the face of the GPFS other than the institution itself, whether that column represents a single component unit or a combination of component units.

Number of component unit columns on GPFS using FASB standards

Number of component unit columns on GPFS using GASB standards

Caveats:



Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: SOJC
Program: Professional Master's Program in Strat. Comm.
Academic Year: 2010/2011

indicate the year: First Second Third Fourth; prepare one page each of the first four years.

Column A	Column B	Column C	Column D	*Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants	From Fees, Sales, & Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE) **	(3.4)124K					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(1.0) 21K					
Fellowships/Scholarships						
OPE	67K					
Nonrecurring						
Personnel Subtotal:						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	60K					
Equipment						
Other Expenses						
Other Resources Subtotal:						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses RENT		52K				
Physical Facilities Subtotal:						
GRAND TOTALS:	272K	52K			(385K)	(61K)

*Revenue : Tuition plus program fee, assumes 36 students

** Faculty listing includes SOJC faculty plus adjuncts from PSU and the professional community. Cost estimate does not include administrative costs that are covered by the Turnbull Center.

(APPENDIX B)



Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: SOJC
 Program: Professional Master's Program in Strat. Comm.
 Academic Year: 2007/2008

indicate the year: X First Second Third Fourth; prepare one page each of the first four years.

Column A	Column B	Column C	Column D	*Column E	Column F
From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants	From Fees, Sales, & Other Income	LINE ITEM TOTAL

Personnel						
Faculty (Include FTE) **	(1.58)					
	56K					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(1.5)	36K				
Fellowships/Scholarships						
OPE		44K				
Nonrecurring						
Personnel Subtotal:						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services		40K				
Equipment						
Other Expenses						
Other Resources Subtotal:						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses RENT			48K			
Physical Facilities Subtotal:						
GRAND TOTALS:	176K	48K			(128K)	96K

*Revenue : Tuition plus program fee, assumes 12 students

** Faculty listing includes SOJC faculty plus adjuncts from PSU and the professional community. Cost estimate does not include administrative costs that are covered by the Turnbull Center.



Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: SOJC
Program: Professional Master's Program in Strat. Comm.
Academic Year: 2008/2009

indicate the year: First Second Third Fourth; prepare one page each of the first four years.

Column A	Column B	Column C	Column D	*Column E	Column F
From Current	Institutional Reallocation from	From Special State Appropriation Request	From Federal Funds & Other Grants	From Fees, Sales, & Other Income	LINE ITEM
Budgetary Unit	Other Budgetary Unit				TOTAL

Personnel						
Faculty (Include FTE) **	(1.82)	74K				
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(1.5)	36K				
Fellowships/Scholarships						
OPE		52K				
Nonrecurring						
Personnel Subtotal:						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services		44K				
Equipment						
Other Expenses						
Other Resources Subtotal:						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses RENT			48K			
Physical Facilities Subtotal:						
GRAND TOTALS:	206K	48K			(214K)	40K

*Revenue : Tuition plus program fee, assumes 20 students

** Faculty listing includes SOJC faculty plus adjuncts from PSU and the professional community. Cost estimate does not include administrative costs that are covered by the Turnbull Center.

2. *Educational and Professional Expertise of Faculty relative to their teaching assignments:*

Current departmental faculty:

Faculty member	FTE	Rank	Area of expertise/ specialization
<i>Faculty holding doctoral degrees or currently pre-approved for service on master's committees</i>			
Tim Christy, Ph.D.	1.0	Assistant Professor	Advertising
Patricia Curtin, Ph.D.	1.0	Professor	Public Relations
Tom Hagley, M.A.	1.0	Instructor	Public Relations
David Koranda, B.A., B.S.	1.0	Instructor	Advertising
Kelli Matthews, M.A.	1.0	Instructor (adjunct)	Public Relations
Duncan McDonald, M.A.	1.0	Professor	Public Relations
Deborah Morrison, Ph.D.	1.0	Professor	Advertising
Steve Ponder, Ph.D.	1.0	Professor	Communication & Society, Methods
Kim Sheehan, Ph.D.	1.0	Associate Professor	Advertising
Al Stavitsky, Ph.D.	1.0	Professor	Communication & Society; New Technologies
Leslie Steeves, Ph.D.	1.0	Professor	International/Development Communication

3. *Anticipated sources or plans to secure qualified faculty and staff:*

The SOJC is presently in the process of hiring a new assistant professor of public relations for the Eugene campus. The School of Journalism and Communication will draw on qualified adjunct faculty in the Portland area in consultation with professionals and with UO and PSU faculty. The program will eventually require three on-site full-time faculty members to teach some courses, advise students, and help evaluate the curriculum.

(APPENDIX A)



State Board of Higher Education
P.O. Box 3175
Eugene, OR 97403-0175
FAX: (541)-346-5764
PHONE: (541)-346-5749
<http://www.ous.edu>

RECEIVED

March 10, 2008

MAR 11 2008

President Dave Frohnmayer
University of Oregon
1098 E. 13th Avenue
Eugene, Oregon 97403-1226

Senior Vice President
and Provost's Office

Re: Board Approval of Academic Programs

Dear President Frohnmayer,

At the January 4, 2008, meeting of the State Board of Higher Education, the Provosts' Council submitted a recommendation for approval of a request by the University of Oregon to offer an instructional program leading to a master's degree in strategic communication. The Board reviewed this proposal as a consent item; Director Adriana Mendoza made the motion to accept this proposal, and the full Board approved this new program.

For your records, this is notification of that approval.

Cordially,

A handwritten signature in cursive script, reading 'Marcia M. Stuart'.

Marcia M. Stuart
Interim Board Secretary
Oregon State Board of Higher Education

Cc: Provost Linda Brady
Helen Stampe, Chancellor's Office