UNIVERSITY OF OREGON

NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold the following public meeting remotely with a video livestream available for members of the media and the public. Subjects of the meeting will include remarks from the committee Chair and discussion of academic program proposals.

Video livestream information is available at: https://trustees.uoregon.edu/meetings. Meeting materials are available at: https://trustees.uoregon.edu/upcoming-meetings.

The meeting will occur as follows:

Monday, December 2nd at 4:15 p.m. Pacific Time
Remotely via Zoom

Board of Trustees of the University of Oregon
Academic and Student Affairs Committee | Public Meeting
4:15 p.m. | Monday, December 2, 2024
Virtual Meeting Via Zoom

Convene

- Call to order & verification of a quorum.

1. **Chair's Report: Welcome Remarks and Update on ASAC Process.** Elisa Hornecker, Academic & Student Affairs Committee Chair

2. **Program Location Change Approval: M.S. Historic Preservation.** Adrian Parr Zaretsky, Dean, College of Design.

3. **Program Approval: B.S. Materials Science and Technology.** Elliot Berkman, Associate Dean for the Natural Sciences, College of Arts and Sciences and Jayson Paulose, Associate Professor, Institute for Fundamental Science, Physics.

4. **Program & Location Change Approval: Ed.S. School Psychology.** Laura Lee McIntyre, Dean, College of Education & Castle-McIntosh-Knight Professor and Angie Whalen, Clinical Professor in School Psychology & Associate Dean, College of Education.

Meeting Adjourns.

Agenda Item #1

Committee Chair's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

Agenda Item #2

Program Location Change Approval:
M.S. Historic Preservation

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Program Approval: M.S. in Historic Preservation

Summary of Program and Requested Action

December 2, 2024

The UO seeks recommendation from the Academic and Student Affairs Committee for approval by the Board of Trustees for a **new location for the Master of Science in Historic Preservation,** offered through the **Department of Architecture** in the **College of Design**. The **location change** would take effect **Fall 2025**.

Board approval is required before this proposal is submitted to the Higher Education Coordinating Commission (HECC).

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, Dean Adrian Parr Zaretsky**,** and the Provost have approved the proposal. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is provided in separate documents.

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1. ***Proposal Type:*** ☐ ***New Degree*** ☒ ***New Location***

2. ***Approvals:***
   - Graduate Council 10/22/24
   - UO Senate 11/20/24

3. ***Briefly describe the program and the rationale for the location change.***

   The Historic Preservation Master of Science program originated in Eugene and was moved to Portland to take advantage of the opening of the White Stag building. However, the program struggled to maintain enrollment because it had limited potential to collaborate with other programs. This change will move the program into the Architecture Department in Eugene, which will allow for better administrative and operational support of the program, greater collaboration with other programs and departments, create the potential for accelerated grad-undergrad pathways, and allow more cross-teaching of the curriculum.

   The move to Eugene will also give students access to courses across the College, including coursework in history of architecture, methods, and experiential learning.

4. ***Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan. Include explanation as to whether the new degree and/or location change is based on an existing program (degree, minor, certificate, specialization, etc.), or is a new direction in response to a market opportunity and/or a particular strength of the institution.***

   The program has a long history of public and private partnerships, which has resulted in a strong applied focus in the program. This makes the program attractive to both students and employers, and there is a strong job market in a range of sectors, including transportation, natural resources, and the private sector. Due to its unique position and the participation of the program in the Western Regional Graduate Program, we anticipate enrollment from across the west and particularly the Pacific Northwest.

Historic Preservation is recognized as a distinct career, and graduates have been regularly employed in the government, nonprofit, and private sectors. In particular, the UO program has had a strong relationship with transportation agencies, natural resource agencies, and local governments. Labor market data shows a very strong outlook for graduates of this program.

The focus on western US structures, materials, and cultural resources makes the program unique in the United States. The interest among Eugene students has been highlighted by strong enrollment in history-related DSGN classes at the undergraduate level. After the move to Eugene and hiring of new faculty, the department will consider reviving the Undergraduate minor, which will also allow an accelerated degree option from programs such as the Bachlor's of Architecture, Bachelor's of Landscape Architecture, and Environmental Design programs.

5. ***What evidence of need does the institution have for the program? Summarize how need was determined and include key data points to support determination.***

Data from Lightcast shows a strong employment history of program alumni, and a survey of alumni conducted by the program highlighted the increasing demand for graduates. In particular, the focus on western US structures, materials, and cultural resources makes the program unique in the United States. After the move to Portland, enrollment in the program began flagging as the program became more dependent on a limited number of HP-only faculty. The program also lost enrollment from concurrent degree students in Architecture, Landscape Architecture, and Community and Regional Planning. The interest among Eugene students has been highlighted by strong enrollment in history-related DSGN classes at the undergraduate level. After the move to Eugene and hiring of new faculty we also expect to revive the Undergraduate minor, which will also allow an accelerated degree option from programs such as the BArch, BLA, and ENVD programs.

A Lightcast field analysis showed more mixed trends, but this was due mainly to a number of disciplines being captured that are not strongly related to an Historic Preservation Masters degree (Archivist, Librarian, Library Science). Alumni feedback highlighted strong employment trends related to compliance and law (especially transportation sector) and natural resources (public land management agencies). The report highlights that the only other HP programs in the west are UT-Austin, UC-Denver, and USC.

6. ***Anticipated fall term headcount and FTE enrollment over each of the first five years.***

2025	***2026***	***2027***	***2028***	***2029***
6	***15***	***30***	***30***	***30***

7. ***Expected degrees produced over the next five years (If new location, expected degrees produced at new location).***

2025	***2026***	***2027***	***2028***	***2029***
3	***6***	***15***	***15***	***15***

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

There are no other historic preservation or similar programs in Oregon.

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

   The program is a graduate tuition generating program that expects to generate sufficient revenues above and beyond cost.The program also has endowed gift funds in place to offset costs on a recurring basis.

   The program's move back to Eugene, in large part, takes advantage of resources that already exist, including operational support by the Department of Architecture. One endowed program director position has already been secured and a second IHP hire will be proposed with input from the new director. The College of Design is prepared to support the costs for the program, as outlined in the included budget.

Academic Degree Plan

The MS degree in historic preservation requires 60 credits in five areas: historic preservation core courses, architectural history core courses, research methods, experiential courses, and electives. Students choose coursework from across the College of Design, and may complete concurrent degrees with several programs.

Course List

Code	Title	Credits
Historic Preservation Core [1]		
AAAP 606	Practicum: [Topic] (Pacific Northwest Field School)	2
AAAP 511	Introduction to Historic Preservation	3
AAAP 515	Transportation and Preservation (Transportation and Preservation)	3
AAAP 531	National Register Nomination	3
AAAP 541	Legal Issues in Historic Preservation	4
AAAP 551	Historic Survey and Inventory Methodology	3
Architectural History Core [1] Pick two of the following:		8
ARH 562	Modern Architecture	
ARH 565	American Architecture II	
ARH 566	American Architecture III	
Research Methods - Select one of the following:		4
ARH 611	Graduate Studies in Art History	
ARCH 620	Research Methods in Sustainable Design	
Experiential [2]		
DSGN 606	Practicum: [Topic] (Professional Development)	1
PPPM 625	Community Planning Workshop	5
PPPM 626	Community Planning Workshop	5
Electives – Courses listed below or with advisor approval		20
AAAP 538	Building Pathology: [Topic]	

Course List

Code	Title	Credits
PPPM 534	Urban Geographic Information Systems	
ARCH 530	Architectural Contexts: Place and Culture	
ARCH 525	Building Information Modeling	
ARCH 570	Building Construction	
ARCH 574	Design the Unseen: [Topic]	
ARCH 558	Types and Typology	
ARCH 536–537	Theory of Urban Design I-II	
ARCH 538	Housing Prototypes	
IARC 574	History of Interior Architecture I	
IARC 575	History of Interior Architecture II	
IARC 576	History of Interior Architecture III	
PPPM 522	Grant Proposal Writing	
LA 513	Analyzing Landscape Systems	
LA 515	Computers in Landscape Architecture	
LA 540	Introduction to Landscape Planning Analysis	
LA 559	Landscape Technology Topics	
LA 574	History of Landscape Architecture I	
LA 575	History of Landscape Architecture II	
LA 581	Cultural Landscapes	
Total Credits		60

[1] Courses must be taken for a letter grade.

[2] Students may substitute a Thesis (AAAP 503) or Terminal Project (AAAP 611) in place of Community Planning Workshop project if they obtain approval from a committee of two or more faculty members, at least one of whom must be University of Oregon. Students work with their committee to develop a proposal and must present the results of the project to faculty members and students and gain final approval.

Budget

PROGRAM TITLE:	Historic Preservation				
BUDGET PERIOD:	From FY	2025	to FY	2029	
Name and Title of Reviewer	Rich Margerum, Assoc. Dean for Faculty and Academic Affairs, College of Design		Date	6/30/2023	

	Start Up-2025	2026	2027	2028	2029	Notes
	One-Time Costs	Recurring Costs				
Enrollment and Operations						
Total UG Majors	-	-	-	-	-	
Total Graduate Students	-	10	12	12	12	
RES Graduate Students		5	6	6	6	
NON-RES Graduate Students		5	6	6	6	
Full Time RES Graduate Tuition Rate ($)		19170	19170	19170	19170	
Full Time NON-RES Graduate Tuition Rate ($)		31674	31674	31674	31674	
New Courses (count)	-	7	7	7	7	
Expected SCH (Total)	-	150	216	216	216	
Course Releases						
Personnel						
TTF Faculty ($)	$ -	$ 87,550	$ 90,177	$ 185,764	$ 191,336	
Replacement Faculty FTE (#)						
New FTE (#)		1	1	2	2	
Career Faculty ($)	$ -	$ -	$ -	$ -	$ -	
Pro-Tem Faculty ($)	$ -	$ -	$ -	$ -	$ -	
Sub-total, Faculty ($)	$ -	$ 87,550	$ 90,177	$ 185,764	$ 191,336	
Graduate Employee Salary (GE) ($)	$ -	$ -	$ -	$ -	$ -	
Classified Staff ($)	$ -	$ -	$ -	$ -	$ -	
Replacement Classified FTE (#)						
New Classified FTE (#)		0	-	-	-	
OA ($)	$ -	$ -	$ -	$ -	$ -	
Replacement OA FTE (#)						
New OA FTE (#)		0	0	0	0	
Blended OPE	$ -	$ 43,863	$ 45,178	$ 93,068	$ 95,860	
PERSONNEL SUB TOTAL	$ -	$ 131,413	$ 135,355	$ 278,831	$ 287,196	
Other Expenses						
Library, Printed						
Library, Electronic						
Services & Supplies						
Marketing & Recruiting (Grad programs only)		10,000	10,000	10,000	10,000	
Capital Equipment						
Other Expenses Subtotal	-	10,000	10,000	10,000	10,000	
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	-	-	-	-	-	
Total Cost of Program	$ -	$ 141,413	$ 145,355	$ 288,831	$ 297,196	

	One Time Resources	Recurring Resources				
Budget and Resources						
Current Budget (College/Department)						
Funded GE Terms (new)						
Funded GE Terms (existing)						
Funded GE Resources	-	-	-	-	-	
Institutional Reallocation from other budgetary units						
TOTAL Graduate Tuition		254,220	305,064	305,064	305,064	
UG Summer Tuition						
Special State Appropriation						
Federal Funds and other Grants						
Fees/Sales						
Foundation Endowment		131,413	145,355	288,831	297,196	Both tenure positions are endowed
Other, describe:						
Total Resources	-	385,633	450,419	593,895	602,260	
GRAD NET REVENUE:	-	244,220	305,064	305,064	305,064	

Labor Market and Demand Report

Overview

Historic Preservation and Conservation – 30.1201

A program that focuses on the design and implementation of plans to restore and maintain historic buildings, districts, and landscapes in a way that balances conservation and preservation with commercial and development interests. Includes instruction in architectural history, building conservation, cultural resource management, economics, historical documentation and preservation, land-use and zoning codes, public policy, public relations, real estate law, and taxation.

Fast Facts – Master's Degree Programs in Historic Preservation and Conservation (U.S.)

- 153 total completions in 2023
- 22 total programs in 2023
- 2 distance education program in 2023
- -29% overall growth since 2012

Program Outlook and Summary

The University of Oregon is in the top 10 nationally in terms of number of graduates produced annually and fourth nationally for public institutions. Twenty-two percent of conferred degrees (2023) come from just two institutions and only 11% of the degrees in 2023 came from Pacific state (California and Oregon) schools. While the market for this type of degree is small, the University of Oregon has respectable share of the nation's market.

Since 2012, the number of degrees conferred has decreased 29.2%. The decrease has not been steady, with conferred degrees rising between 2015-2017. The data does not show a specific cause, and further research could be done in this area. Public institutions in Pacific states show a 12.5% growth rate, which due to the small program size, reflects an average of one more completion in 2023 compared to 2012.

The labor market for graduates in this degree is expected to grow 13.3% regionally and 7.9% nationally. In real jobs, those numbers equate to 281 and 161 respectively. New York currently accounts for the greatest number of jobs and job postings, followed closely by California. Regionally and nationally, average monthly hires in related occupations outnumber job postings and posting intensity ratios for the open positions indicate average efforts expended to fill the jobs.

Based on the data, it is unclear what levels of success the locational advantage and projected labor market growth indicate the University of Oregon's program. It is worth considering that UO's program is well established, is slightly above average in sized, and the move back to the Eugene campus is expected to bring in additional students, increase the quality of the program, and reduce expenses.

Student Demand

Competitors | 5-yr degree completion trends (National, regional, state)[1] | Market Saturation

There are only 22 programs in the U.S. that offer a master's degree in Historic Preservation and Conservation (Table 1). Clayton State University and Savannah College of Art and Design are the only programs offering online programs. While generally well-established, the programs are small. The average number of completions across all programs is seven per year.

- 14 Public Institutions | 8 Private Not for Profit
- 2 West Coast institutions
- -29% completions growth 2012-2023
- 4 programs also offer bachelor's degrees in historic preservation (University of Delaware, Roger Williams University, College of Charleston, Savannah College of Art and Design)

Table 1

U.S. Programs Offering a Master's in Historic Preservation and Conservation (30.1201)

Institution	First graduates	Public/Private	In-Person /Distance	Tuition 2022		Fees
				In-State	Out of State	
Columbia University in the City of New York	Pre-2003	Private	In-Person	$53,576	$53,576	$2,703
Tulane University of Louisiana	2016	Private	In-Person	$63,814	$63,814	$2,232
Eastern Michigan University	Pre-2003	Public	In-Person	$17,231	$29,862	$210
University of Delaware	Pre-2003	Public	In-Person	$18,504	$18,504	$1,042
Ball State University	2007	Public	In-Person	$9,922	$27,126	$2,070
University of Oregon	Pre-2003	Public	In-Person	$16,659	$30,132	$2,577
Roger Williams University	2012	Private	In-Person	$21,744	$21,744	$950
University of Southern California	2005	Public	In-Person	$66,640	$66,640	$1,488

[1] With only 22 institutions in the nation offering a historic preservation master's degree and only two of those being in Pacific states, regional and state data are not presented in this report.

Public colleges conferred 56% of the degrees in 2023. Eastern Michigan University produces the most public institution graduates (12.8% market share), and Columbia University in the City of New York accounting for the greatest share (26.9% market share) of private school completions. It should be noted in Figure 1 that while student demand for master's in historic preservation is on the decline, University of Oregon, which is in the top 10 schools producing graduates in the field, has been seeing incremental growth over the past couple of years.

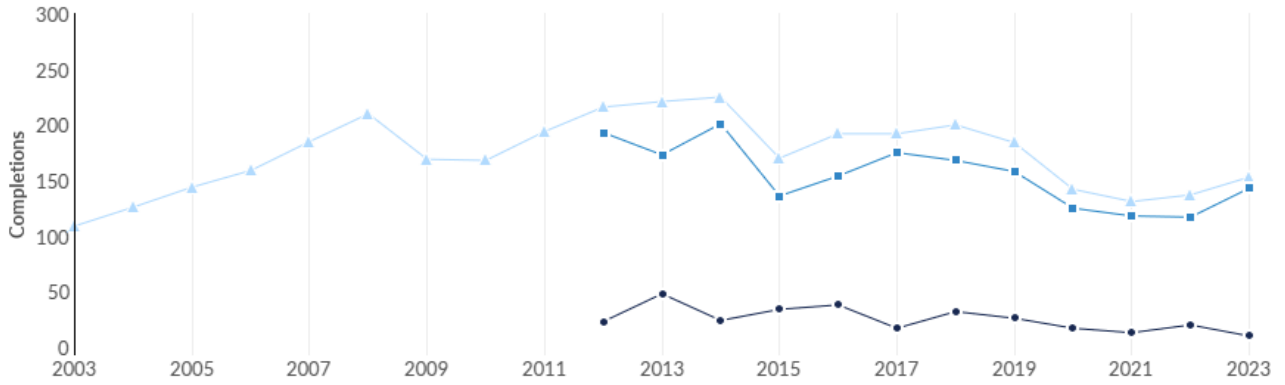
Figure 1 Completions by Insitution (National)

Institution	Master's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊞ Columbia University in the City of New York	18	50.0%	11.8%	$68,171	
⊞ Tulane University of Louisiana	16	166.7%	10.5%	$65,538	
⊞ Eastern Michigan University	11	175.0%	7.2%	$16,260	
⊞ University of Delaware	10	0.0%	6.5%	$16,080	
⊞ Ball State University	9	12.5%	5.9%	$10,758	
⊞ University of Oregon	9	12.5%	5.9%	$14,751	
⊞ University of Southern California	8	0.0%	5.2%	$68,237	
⊞ Roger Williams University	8	300.0%	5.2%	$42,666	
⊞ Clayton State University	7	-30.0%	4.6%	$5,068	
⊞ Pratt Institute-Main	7	75.0%	4.6%	$59,683	

Completion trends overtime indicate a somewhat unpredictable market. Completions of master's degrees in historic preservation have declined 29.2% since 2012.In the Pacific states[2], completions have been inconsistent year to year but have retained a consistent average in public institutions since 2012. Public institutions in Pacific states show a 12.5% growth rate, which due to the small program size, reflects an average of one more completion in 2023 compared to 2012.

[2] This report will refer to the Pacific States as a region, including Alaska, California, Hawaii, Oregon, and Washington.

Figure 2 National Completion Trends Show Decrease



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	23	10	-56.5%
Non-Distance Offered Programs	193	143	-25.9%
All Programs	216	153	-29.2%

When considering market saturation, similar programs to materials sciences should be considered. There are 5 CIP codes identified that provide talent for occupations for which graduates with a master's in historic preservation would be qualified. Figure 3 shows those programs with total U.S. completion numbers for 2022. More information on each of these programs can be provided upon request.

Figure 3 Programs Similar to Historic Preservation and Conservation

73	18,391
Programs (2023)	Completions (2023)

CIP Code	Program	Master's Degree Completions (2023)
25.0101	Library and Information Science	5,417
54.0101	History, General	3,160
45.1101	Sociology, General	1,318
50.0702	Fine/Studio Arts, General	1,177
30.2001	International/Globalization Studies	938

Labor Market

The labor market differentiates between occupations (which have a SOC code) and job titles (which are categorized into occupations. Data shows that the top occupations for graduates with a master's in historic preservation are:

- Archivist (25-4011)
- Historians (19-3093)

The most frequently posted job titles in these occupations are shown in Figure 4, which also shows the ratio of total job postings to unique (de-duplicated) job postings. A 3:1 intensity means that for every 3 job postings, there is 1 unique job posting. When compared to all other occupations and companies, a 3:1 job posting intensity ratio indicates there is average effort being put into hiring for that position.

Figure 4 Top posted job titles related to target occupations

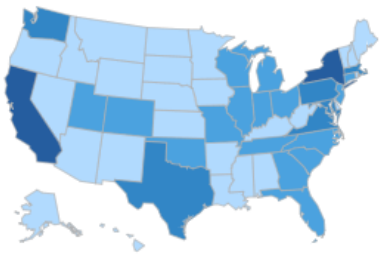
Job Title	Total/Unique (Jan 2020 - Dec 2021)	Posting Intensity	Median Posting Duration
Architectural Historians	954 / 343	3 : 1	32 days
Archivists	882 / 299	3 : 1	33 days
Digital Archivists	158 / 76	2 : 1	32 days
Project Archivists	162 / 62	3 : 1	34 days
Archives Specialists	133 / 52	3 : 1	9 days
Historians	123 / 48	3 : 1	26 days
University Architects	161 / 42	4 : 1	22 days
Processing Archivists	162 / 40	4 : 1	47 days
Oral Historians	83 / 35	2 : 1	14 days
Cultural Resources Specialists	59 / 22	3 : 1	25 days

Most jobs related to the included occupations (17%) are found in the Architectural, Engineering, and Related Services sector as seen in Figure 4. A regional breakdown of where the jobs are located is in Figure 5.

Figure 5 Related Jobs in the U.S. by Sector

Industry	% of Occupation in Industry (2022)
Local Government, Excluding Education and Hospitals	13.1%
Federal Government, Civilian	12.5%
State Government, Excluding Education and Hospitals	12.0%
Museums, Historical Sites, and Similar Institutions	9.4%
Colleges, Universities, and Professional Schools	9.2%
Education and Hospitals (State Government)	7.8%
Other	36.1%

Figure 6 Regional Breakdown of Job Locations



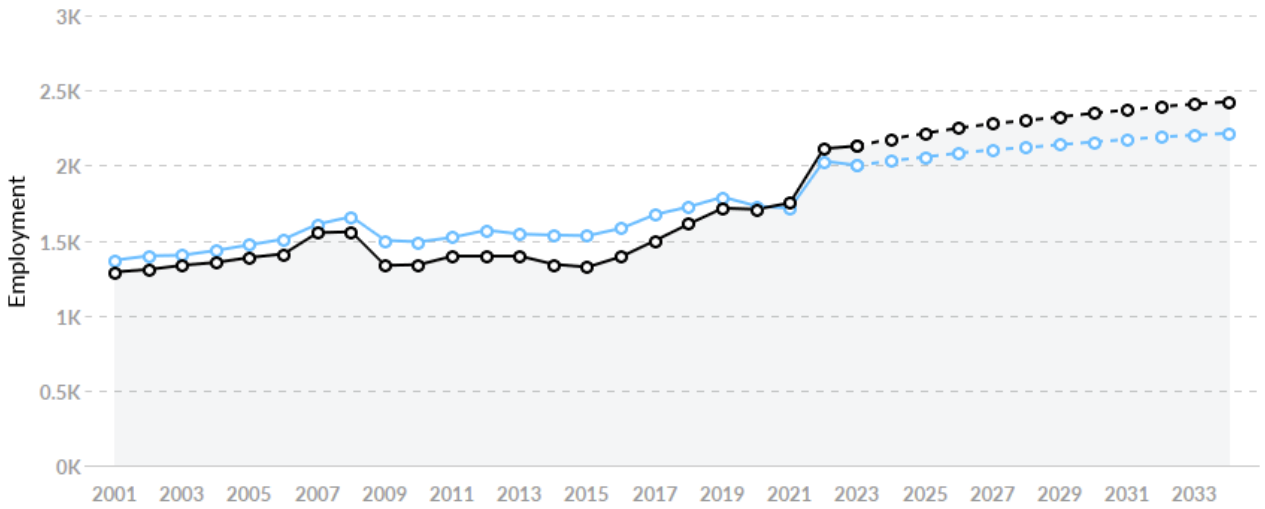
State	2022 Jobs
New York	1,569
California	1,273
Maryland	643
Washington	576
Texas	524

Long-term employment projections

Regional[3] employment in the defined group of occupations is just slightly higher than the national average[4]. This higher than average supply of jobs may make it easier for workers in the field to find employment in the region.

For the defined group of occupations, the 2022 national median annual salary is $63,394 while the median salary in the defined region is $68,528.

Figure 7 Employment projections in region are higher than the national average



	Region	2022 Jobs	2032 Jobs	Change	% Change
●	Pacific Division	2,111	2,392	281	13.3%
●	National Average	2,028	2,189	161	7.9%

[3] Pacific Division region includes Alaska, California, Hawaii, Oregon, and Washington.

[4] National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National relevant job openings

7,727 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Oct 2024.

2,339 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Oct 2024.

28 Day Median Duration

Posting duration is 1 day longer than what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Oct 2024)	Avg Monthly Hires (Jan 2022 - Oct 2024)
Archivists	140	566
Historians	88	198

Top Companies	Unique Postings
United States Government	219
Stantec	126
Jacobs Solutions	71
Ancestry	69
National Park Service	63
University of California	57
Paleowest	56
American Cruise Lines	51
Stanford University	51
WSP Global	51

Top Job Titles	Unique Postings
Architectural Historians	1,256
Archivists	1,211
Historians	382
Digital Archivists	342
Archives Technicians	276
Processing Archivists	240
Oral Historians	203
Project Archivists	173
Digitization Assistants	169
University Architects	143

Regional relevant job openings

1,355 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Oct 2024.

418 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Oct 2024.

29 Day Median Duration

Posting duration is 1 day longer than what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Oct 2024)	Avg Monthly Hires (Jan 2022 - Oct 2024)
Archivists	21	106
Historians	19	21

Top Companies	Unique Postings
University of California	63
Stanford University	55
Helix Environmental Plann...	42
Rincon Consultants	36
United States Government	26
Dudek	25
ICF International	23
AECOM	22
State of California	22
Jacobs Solutions	19

Top Job Titles	Unique Postings
Architectural Historians	366
Archivists	139
Historians	64
Digital Archivists	48
Oral Historians	40
Archives Technicians	38
Project Archivists	36
Processing Archivists	33
Medical Historians	30
Archives Assistants	26

Retirement risk is about average in the region. The national average for a region this size is 609 employees 55 or older, while there are 623 here.

Data Sources

Lightcast Q4 2024 Data Set, November 2024
State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

College of Design

Adrian Parr Zaretsky, Dean

Major changes to the Historic Preservation Program

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History and Background

- Oldest program west of the Mississippi: No other program in Oregon or PNW
- Offered on Eugene Campus from 1980 to 2016
  - One TTF for most of this time
  - Strong links with other DSGN units
- 2016: Program moved to Portland
  - Donor endowed two professorships
  - Launched with White Stag building
- 2016 – 2024: Portland Challenges
  - Struggled with location and isolated program
  - 2022-23: Director retired & Second TTF left for practice
  - 2023-24: Students completed program; Admissions on hold
- 2024: Awarded an IHP for an Endowed Program Chair

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Rationale for Changes

Challenges in Portland

- Weak enrollment
- High program costs
- Limited faculty
- Limited courses for students
- Relied too much on endowment

Why Eugene

- More interdisciplinary options
- More faculty expertise & availability to teach
- Lower housing costs for students
- Lower administrative burden

Abundance of Opportunities

- **Strong Market for Graduates**
  - Reputation for applied skills
  - One of few schools in the West
- **Interdisciplinary Options**
  - Concentration within current degrees
  - Concurrent degrees (dual masters)
  - Accelerated options (4+1 BA to MS)
    - ENVD to HP
    - PPPM to HP

Budget - Cost

PROGRAM TITLE:		Historic Preservation				
BUDGET PERIOD:		From FY	2025	to FY	2029	
Name and Title of Reviewer	Rich Margerum, Assoc. Dean for Faculty and Academic Affairs, College of Design		Date		6/30/2023	

	Start Up-2025	2026	2027	2028	2029	Notes
	One-Time Costs	Recurring Costs				
Enrollment and Operations						
Total UG Majors	-	-	-	-	-	
Total Graduate Students	-	10	12	12	12	
RES Graduate Students		5	6	6	6	
NON-RES Graduate Students		5	6	6	6	
Full Time RES Graduate Tuition Rate ($)		19170	19170	19170	19170	
Full Time NON-RES Graduate Tuition Rate ($)		31674	31674	31674	31674	
New Courses (count)	-	7	7	7	7	
Expected SCH (Total)	-	150	216	216	216	
Course Releases						
Personnel						
TTF Faculty ($)	$ -	$ 87,550	$ 90,177	$ 185,764	$ 191,336	
Replacement Faculty FTE (#)						
New FTE (#)		1	1	2	2	
Career Faculty ($)	$ -	$ -	$ -	$ -	$ -	
Pro-Tem Faculty ($)	$ -	$ -	$ -	$ -	$ -	
Sub-total, Faculty ($)	$ -	$ 87,550	$ 90,177	$ 185,764	$ 191,336	
Graduate Employee Salary (GE) ($)	$ -	$ -	$ -	$ -	$ -	
Classified Staff ($)	$ -	$ -	$ -	$ -	$ -	
Replacement Classified FTE (#)						
New Classified FTE (#)		0	-	-	-	
OA ($)	$ -	$ -	$ -	$ -	$ -	
Replacement OA FTE (#)						
New OA FTE (#)		0	0	0	0	
Blended OPE	$ -	$ 43,863	$ 45,178	$ 93,068	$ 95,860	
PERSONNEL SUB TOTAL	$ -	$ 131,413	$ 135,355	$ 278,831	$ 287,196	
Other Expenses						
Library, Printed						
Library, Electronic						
Services & Supplies						
Marketing & Recruiting (Grad programs only)		10,000	10,000	10,000	10,000	
Capital Equipment						
Other Expenses Subtotal	-	10,000	10,000	10,000	10,000	
Physical Facilities						
Physical Facilities Subtotal	-	-	-	-	-	
Total Cost of Program	$ -	$ 141,413	$ 145,355	$ 288,831	$ 297,196	

Budget - Resources

	One Time Resources	Recurring Resources				
Budget and Resources						
Current Budget (College/Department)						
Funded GE Terms (new)						
Funded GE Terms (existing)						
Funded GE Resources	-	-	-	-	-	
Institutional Reallocation from other budgetary units						
TOTAL Graduate Tuition		254,220	305,064	305,064	305,064	
UG Summer Tuition						
Special State Appropriation						
Federal Funds and other Grants						
Fees/Sales						
Foundation Endowment		131,413	145,355	288,831	297,196	Both tenure positions are endowed
Other, describe:						
Total Resources	-	**385,633**	**450,419**	**593,895**	**602,260**	
GRAD NET REVENUE:	-	244,220	305,064	305,064	305,064	

Questions?

UNIVERSITY OF OREGON

Academic and Student Affairs Committee
Board of Trustees of the University of Oregon

Resolution: Program Approval – M.S. in Historic Preservation

WHEREAS, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

WHEREAS, the College of Design seeks to enhance administrative and operational support by relocating the Master of Science (M.S.) in Historic Preservation to the Eugene Campus;

WHEREAS, the proposed program location change will result in greater collaboration with other programs and departments, create the potential for accelerated graduate-undergraduate pathways, and allow more cross-teaching of the curriculum;

WHEREAS, the program has been approved by relevant departments, the College of Design, relevant academic committees, and the University Senate;

WHEREAS, the Board of Trustees' approval is required before the program can be considered by the Higher Education Coordinating Commission;

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

NOW THEREFORE, the Academic and Student Affairs committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the M.S. in Historic Preservation as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Ulum	
Fick		Wool	
Madison		Worden	
Tykeson			

Date: _____ Initials: _____

Agenda Item #3

Program Approval:
B.S. Materials Science and Technology

UNIVERSITY OF OREGON

Program Approval: B.S. in Materials Science and Technology

Summary of Program and Requested Action

December 2, 2024

The UO seeks recommendation from the Academic and Student Affairs Committee for approval by the Board of Trustees for a **Bachelor's of Science Degree** for **Materials Science and Technology** offered through the **Department of Chemistry** in the **College of Arts and Sciences**. The **new program** would take effect **Fall 2025**.

Board approval is required before this proposal is submitted to the Higher Education Coordinating Commission (HECC).

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, Dean Chris Poulsen, and the Provost have approved the proposal. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is provided in separate documents.

---

1. ***Proposal Type:*** ☒ ***New Degree*** ☐ ***New Location***

2. ***Approvals:***
   - Dean's Council 1/10/24
   - UG Council 11/27/24 (expected)
   - UO Senate 12/4/24 (expected)

3. ***Briefly describe the program and the rationale for the new program.***

   The BS in Materials Science and Technology will focus on the properties of materials needed for modern technology, and how they relate to the underlying physical and chemical structure. Students will learn the thermodynamic, kinetic, transport, electromagnetic, quantum and chemical bonding properties of materials and how these properties can be controlled in the production of materials. Students will have an option to specialize in different sub-areas within this general framework.

   Each MAT major will choose a research/technology track after their first year and be mentored by a specific faculty member toward research and internships as an undergraduate. After taking common core curriculum along either a Chemistry of Materials or Physics of Materials emphasis, each MAT student will take technology-sector-specific coursework in their 4th year (in 400 level courses, or graduate level courses by petition, that also serve existing and new materials science master's programs, making the new major very cost efficient while providing much specialization).

   Materials is a successful and growing area at the university, and an expertise in increasing demand nationally. It is currently well-funded from federal agencies, and with the CHIPS act, it's likely to become even better funded, and the move to decrease carbon dependence will require heavy development of

alternative materials. So it is timely to introduce an undergraduate program which will be able to both prepare the future workforce and support faculty growth in this area.

4. ***Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan. Include explanation as to whether the new degree and/or location change is based on an existing program (degree, minor, certificate, specialization, etc.), or is a new direction in response to a market opportunity and/or a particular strength of the institution.***

   This MSTC program addresses key institutional priorities including provost initiatives in the environment and in data science, in providing career-relevant training, in elevating innovation activities, and in synergizing with research and education to elevate the impact in both.

   We believe the model outlined above will be transformative for many areas of research at the University of Oregon. Other core areas with tremendous opportunity include those connected to existing internship masters programs in the Knight Campus Internship Program (originally developed by Chemistry and Physics faculty in the Materials Science Institute and including tracks in polymer science, semiconductor science, optical science), and critical new areas like quantum materials and computing, micro- and nano-mechanical systems (NEMS/MEMS), advanced materials synthesis, materials data science and computation, catalysis science and technology, among others that could be developed by physics, chemistry, and/or new faculty hires in a new materials science department. There are strong UO faculty in these areas where the addition of key TTF and non-TTF hires, and implementation of the above model/roadmap, would be transformative to the teaching/research/innovation ecosystem at Oregon, as it has been in Electrochemical Technology.

5. ***What evidence of need does the institution have for the program? Summarize how need was determined and include key data points to support determination.***

   According to an internal analysis using Lightcast data, the market for material science undergraduates is very concentrated, with only seven programs in the U.S. that offer a bachelor's degree in materials science and 83% of degrees coming from three institutions. Only one-third of the degrees come from west coast (California and Arizona) schools. Over the last decade, the number of degrees conferred has increased 43%. The market for occupations is expected to grow over eight percent, with California experiencing the greatest number of jobs and job postings. Strong growth in the program, coupled with few degrees conferred in the west, despite California being the largest market, offers an opportunity for the University of Oregon.

   Projected demand is also supported by the strong labor outlook for the field described in the included labor market report.

6. ***Anticipated fall term headcount and FTE enrollment over each of the first five years.***

2025	*2026*	*2027*	*2028*	*2029*
20	*50*	*90*	*140*	*170*

7. ***Expected degrees produced over the next five years (If new location, expected degrees produced at new location).***

2025	*2026*	*2027*	*2028*	*2029*
			20	*30*

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

   There are no closely related programs at the University of Oregon or any other public or private Oregon university. Oregon State University has programs focusing on macroscopic engineering concepts as opposed to materials science. OSU does offer a materials science minor which covers related material. PSU offers a mechanical and materials engineering degree, but the coursework is not that of materials science and is focused on mechanical engineering and primarily structural materials. While there are no immediate plans to collaborate due to low overlap between programs, the institution is open to ongoing conversations about potential collaboration.

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

   The program will be supported primarily through tuition revenue, as well as foundation endownment for two tenured positions. The program will draw from an existing diverse and stellar team across all ranks both TTF, Career Faculty, and OA appointments to launch this program. The faculty hail from both chemistry and physics and have substantial experience starting and managing program connected to technology for example through the MS program in Semiconductor Science (KCIP) and the Electrochemical Technologies internship program (through OCE).

   The program will make use extensively of CAS shared services support model to launch the major, although once the program/major grows we do anticipate need a professional program director.

   The program will need basic access to laboratory teaching space, typical for introductory chemistry and physics. A budget for materials and basic equipment use in CAMCOR will be needed of roughly $1,000 per student. We also aim to find external support for undergraduates to pursue a research experience during their first summer at UO.

Academic Degree Plan

Sample Plan #1: Physics Emphasis, starting with MATH 111 and 100-level PHYS/CH

Year 1

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
CH 111	4	CH 221	4	CH 222	4
MATH 111	4	MATH 112	4	MATH 251	4
WR 111Z	4	WR 112Z	4	DSCI 101	4
Core Ed	4	Core Ed	4	Core Ed	4

Year 1 credits: 48

Year 2

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
CH 223	4	MATH 252	4	MATH 253	4
PHYS 251+290	5	PHYS 252+290	5	PHYS 253+290	5
MSTC 231	4	MSTC 232	4	CH 329	3
Core Ed	4	Core Ed	4	Core Ed	4

Year 2 credits: 50

Apply into Materials Science and Technology program (end of Year 2)

Year 3

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
PHYS 351	4	PHYS 352	4	PHYS 353	4
CH 341	4	PHYS 391	4	MATH 341	4
MATH 256	4	MATH 281	4	Core Ed	4
Core Ed	4	Core Ed	4		

Year 3 credits: 44

Year 4

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
MSTC 431	4	MSTC 441	4	MSTC 432	4
MATH 282	4	UD Elective	4	MSTC 442	4
UD Elective	4	Core Ed	4	UD Elective	4

Year 4 credits: 36

Total credits: 178

UD elective: Upper-division elective for MSTC major
Core Ed: Courses to meet the Arts and Letters, Social Science, and Cultural Literacy requirements

Sample Plan #2: Chemistry Emphasis, starting with MATH 111 and 100-level PHYS/CH

Year 1

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
CH 111	4	CH 221	4	CH 222	4
MATH 111	4	MATH 112	4	MATH 251	4
Core Ed	4	WR 111Z	4	WR 112Z	4
Core Ed	4	CH 227	2	CH 228	2

Year 1 credits: 44

Year 2

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
CH 223	4	MATH 252	4	MATH 253	4
PHYS 201	4	PHYS 202	4	PHYS 203	4
MSTC 231	4	MSTC 232	4	CH 329	3
CH 229	2	Core Ed	4	Core Ed	4
Core Ed	4				

Year 2 credits: 49

Apply into Materials Science and Technology program (end of Year 2)

Year 3

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
CH 411	4	CH 342 or 412	4	CH 343 or 413	4
CH 341	4	CH 348 or 418	4	MATH 341	4
CH 337 or 417	4	MATH 281	4	Core Ed	4
MATH 256	4	Core Ed	4		

Year 3 credits: 44

Year 4

Fall		Winter		Spring	
Course	Credits	Course	Credits	Course	Credits
MSTC 431	4	MSTC 441	4	MSTC 432	4
MATH 282	4	UD Elective	4	MSTC 442	4
UD Elective	4	Core Ed	4	UD Elective	4
Core Ed	4	Core Ed	4		

Year 4 credits: 44

Total credits: 181

Budget

PROGRAM TITLE:	Material Science and Technology				
BUDGET PERIOD:	From FY	2023	to FY	2027	
Name and Title of Reviewer(s)	Chris Poulson, Dean, College of Arts and Sciences Shelley Elliot, Associate Director, Academic Support Unit #6		Date	6/30/2023	

	Start Up-2023	2024	2025	2026	2027	Notes
Replacement Faculty FTE (#)						
New FTE (#)			1	2	2	
Career Faculty ($)	$ -	$ -	$ -	$ -	$ -	
Replacement Faculty FTE (#)						
New FTE (#)						
Pro-Tem Faculty ($)	$ -	$ 22,094	$ 34,479	$ 35,514	$ 36,579	
Replacement Faculty FTE (#)						
New FTE (#)		0	1	1	1	
Sub-total, Faculty ($)	$ -	$ 22,094	$ 156,483	$ 286,841	$ 295,446	
Graduate Employee Salary (GE) ($)	$ -	$ 30,460	$ 70,578	$ 129,874	$ 151,252	
Replacement GE FTE (#)						
New GE FTE (#)		1	2	3	3	
GE Health Insurance	-	5,037	11,955	22,528	26,864	
GE Tuition & Fees	-	11,621	26,797	49,068	56,857	
Classified Staff ($)	$ -	$ 13,390	$ 27,583	$ 28,411	$ 29,263	
Replacement Classified FTE (#)						
New Classified FTE (#)		0	1	1	1	
OA ($)	$ -	$ 14,420	$ 18,566	$ 19,123	$ 19,696	
Replacement OA FTE (#)						
New OA FTE (#)		0	0	0	0	
Blended OPE	$ -	$ 37,072	$ 125,115	$ 195,860	$ 202,278	
Personnel Subtotal	$ -	$ 117,436	$ 398,325	$ 660,109	$ 697,936	
Other Expenses						
Library, Printed						
Library, Electronic						
Services & Supplies						
Capital Equipment						
Other Resources Subtotal	-	-	-	-	-	
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	-	-	-	-	-	
Total Cost of Program	$ -	$ 117,436	$ 398,325	$ 660,109	$ 697,936	

	One Time Resources	Recurring Resources				
Budget and Resources						
Current Budget (College/Department)						One of the TTF positions already allocated in the 2023-2024 IHP. So that part of the budget is already committed by the provost.
Funded GE Terms (new)						
Funded GE Terms (existing)						
Funded GE Resources	-	-	-	-	-	
Institutional Reallocation from other budgetary units						
Graduate Tuition						
UG Summer Tuition						
Special State Appropriation						
Federal Funds and other Grants						
Fees/Sales						
Foundation Endowment						
Other, describe:						Expectation is that increased enrollment will lead to budget allocation from undergraduate tuition to support this program.
Total Resources	-	-	-	-	-	

Labor Market and Demand Report

Overview

Material Sciences CIP Code 40.10

A program that focuses on the general application of mathematical and scientific principles to the analysis and evaluation of the characteristics and behavior of solids, including internal structure, chemical properties, transport and energy flow properties, thermodynamics of solids, stress and failure factors, chemical transformation states and processes, compound materials, and research on industrial applications of specific materials.[1] The CIP 40.10 includes Materials Science (40.1001), Materials Chemistry (40.1002) and Materials Sciences, Other (40.1099).

Fast Facts

Bachelor's degree Programs in Materials Science (U.S.)

- 160 total completions in 2022
- 7 total programs in 2022
- 1 distance education program in 2022
- 43% overall growth since 2012, but -5% completions growth 2018-2022
- University of Wisconsin Eau-Claire has the newest program, with their first graduates in 2012.

Program Outlook and Summary

The market for material science undergraduate degree programs is concentrated in seven established institutions. Eighty-three percent of conferred degrees come from three institutions and only one-third of the degrees come from western (California and Arizona) schools. A new undergraduate degree in materials science at the University of Oregon could capture an advantage of the small playing field in the west.

Since 2012, the number of degrees conferred has increased 43%, peaking in 2019 and decreasing by 5% since 2018. The decrease may be related to overall effects of COVID-19, as seen in enrollments across the country. It's also possible that these students are completing degrees in one of the other named similar programs (Figure 3). There is nothing to indicate a specific cause, so more research could be done in this area.

The labor market for graduates in this degree is expected to grow 11.3% regionally and 14.5% nationally. In real jobs, those numbers equate to 9,430 and 9,531 respectively. California currently accounts for the greatest number of jobs and job postings. Regionally and nationally, job postings outnumber hires made into these occupations and posting intensity ratios for the open positions indicate average efforts expended to fill the jobs.

Based on the data, it is unclear whether the locational advantage and projected labor market growth indicate success for new program at the University of Oregon. It is worth considering the general positive factors alongside trends in the field and whether factors other than the pandemic are to blame for the downward enrollment trends.

[1] https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88251

Initial observation of data for master's and doctorate level degrees show small numbers but higher completion growth rates. More analysis could be done to determine feasibility of a program at this level if it is something of interest to the college.

Student Demand

Competitors | 5-yr degree completion trends (National, regional, state)[2] | Market Saturation

There are only seven programs in the U.S. that offer a bachelor's degree in materials science (Table 1). University of Arizona is the only school offering on online degree, switching from in-person-only to online-only in 2016. While well-established, the programs are small. UCLA did not record more than 10 completions until 2015, University of Wisconsin-Eau Claire has only had one year with more than 10 completions (2019) Columbia University in the City of New York has never conferred more than 9 degrees in one year. Pennsylvania State, the largest program, did not report any completions in 2020 or 2021. Preliminary research does not clarify obvious reasons for that.

- 5 Public Institutions | 2 Private Not for Profit
- 3 West Coast institutions
- -5% completions growth 2018-2022
- 4 programs also offer Master's and Doctor's degrees in materials sciences (Carnegie Mellon, Columbia, University of Arizona, University of California – Berkeley)

Table 1

U.S. Programs Offering a Bachelors in Materials Science (40.01)

Institution	First graduates	Public/Private	In-Person /Distance	UG Tuition 2022		Fees
				In-State	Out of State	
Carnegie Mellon	2005	Private	In-Person	$59,864	$59,864	$990
Columbia	2009	Private	In-Person	$61,989	$61,989	$3,519
Pennsylvania State	2004	Public	In-Person	$19,286	$38,102	$549
U Arizona	2003 or earlier	Public	Distance	$11,210	$35,628	$1,727
UC Berkeley	2004	Public	In-Person	$11,564	$41,636	$2,831
UCLA	2003 or earlier	Public	In-Person	$11,564	$41, 636	$1,837
U Wisconsin-Eau Claire	2012	Public	In-Person	$7,361	$16,074	$1,553

[2] With only seven institutions in the nation offering a materials science undergraduate degree, regional and state data are not presented in this report.

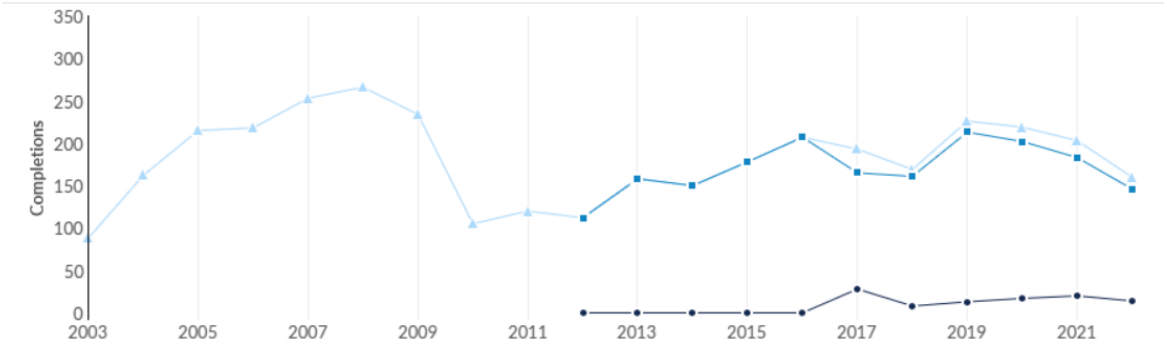
Public colleges conferred 76% of the degrees in 2022, with Penn State accounting for the greatest share (43%) of those completions. It should be noted in Figure 1 that student demand for materials science degrees is currently on the decline, with double-digit negative growth in 2022. Figure 2 shows trends overtime, indicating a peak of completions in 2019. It is unclear whether the recent lack of demand is due to the broad effects of COVID-19 or for other reasons.

Figure 1 Completions by Insitution (National)

Institution	Bachelor's Degree Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
⊞ Pennsylvania State University-Main Campus	69	Insf. Data	43.1%	$19,835	
⊞ Carnegie Mellon University	33	-29.8%	20.6%	$60,854	
⊞ University of California-Berkeley	30	11.1%	18.8%	$14,395	
⊞ University of Arizona	14	-30.0%	8.8%	$12,937	
⊞ University of California-Los Angeles	8	-42.9%	5.0%	$13,401	
⊞ Columbia University in the City of New York	5	-16.7%	3.1%	$65,508	
⊞ University of Wisconsin-Eau Claire	1	-88.9%	0.6%	$8,914	

Nationally, completions of bachelor's degrees in materials science have grown 43% since 2012 (Figure 2) with a peak in 2019. Completion growth between 2018-2022 is at -5%.

Figure 2 National Completion Trends Show Decline



	2012 Completions	2022 Completions	% Change
Distance Offered Programs	0	14	+Insf. Data
Non-Distance Offered Programs	112	146	+30.4%
All Programs	112	160	+42.9%

When considering market saturation, similar programs to materials sciences should be considered. There are 5 CIP codes identified that provide talent for occupations for which graduates with a bachelors in material sciences would be qualified. Figure 3 shows those programs with total U.S. completion numbers for 2022. More information on each of these programs can be provided upon request.

Figure 3 Programs Similar to Materials Science

196	333,360
Programs (2022)	Completions (2022)

CIP Code	Program	Bachelor's Degree Completions (2022)
26.0101	Biology/Biological Sciences, General	79,939
14.1901	Mechanical Engineering	35,216
27.0101	Mathematics, General	20,183
14.1001	Electrical and Electronics Engineering	16,054
14.0801	Civil Engineering, General	14,427

Labor Market

The labor market differentiates between occupations (which have a SOC code) and job titles (which are categorized into occupations. Data shows that the top occupations for graduates with a bachelor's in materials science are:

- Architectural and Engineering Managers (11-9041)
- Chemists (19-2031)
- Natural Sciences Managers (11-9121)
- Materials Scientists (19-2032)
- Materials Engineers (17-2131)

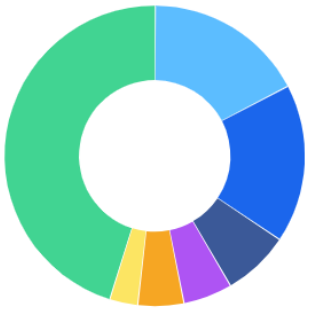
The most frequently posted job titles in these occupations are shown in Figure 4, which also shows the ratio of total job postings to unique (de-duplicated) job postings. A 3:1 intensity means that for every 3 job postings, there is 1 unique job posting. When compared to all other occupations and companies, a 3:1 job posting intensity ratio indicates there is average effort being put into hiring for that position.

Figure 4 Top posted job titles related to target occupations

Job Title	Total/Unique (Jan 2020 - Dec 2021)	Posting Intensity	Median Posting Duration
Engineering Managers	26,649 / 9,813	3 : 1	23 days
Clinical Research Associates	25,384 / 9,109	3 : 1	18 days
Clinical Research Coordinators	38,128 / 8,792	4 : 1	28 days
Project Engineers	24,860 / 8,404	3 : 1	26 days
Chemists	22,553 / 7,541	3 : 1	28 days
Clinical Trial Managers	9,659 / 3,598	3 : 1	32 days
Directors of Engineering	9,602 / 3,451	3 : 1	24 days
Analytical Chemists	11,203 / 3,386	3 : 1	28 days
Clinical Project Managers	7,394 / 3,309	2 : 1	25 days
Chief Engineers	7,053 / 2,798	3 : 1	25 days

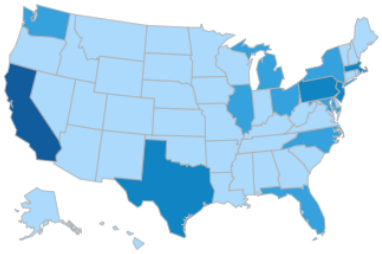
Most jobs related to the included occupations (17%) are found in the Architectural, Engineering, and Related Services sector as seen in Figure 4. A regional breakdown of where the jobs are located is in Figure 5.

Figure 5 Related Jobs in the U.S. by Sector



Industry	% of Occupation in Industry (2022)
Architectural, Engineering, and Related Services	17.3%
Scientific Research and Development Services	17.0%
Federal Government, Civilian	7.2%
Pharmaceutical and Medicine Manufacturing	5.3%
Management of Companies and Enterprises	4.9%
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	3.0%
Other	45.2%

Figure 6 Regional Breakdown of Job Locations



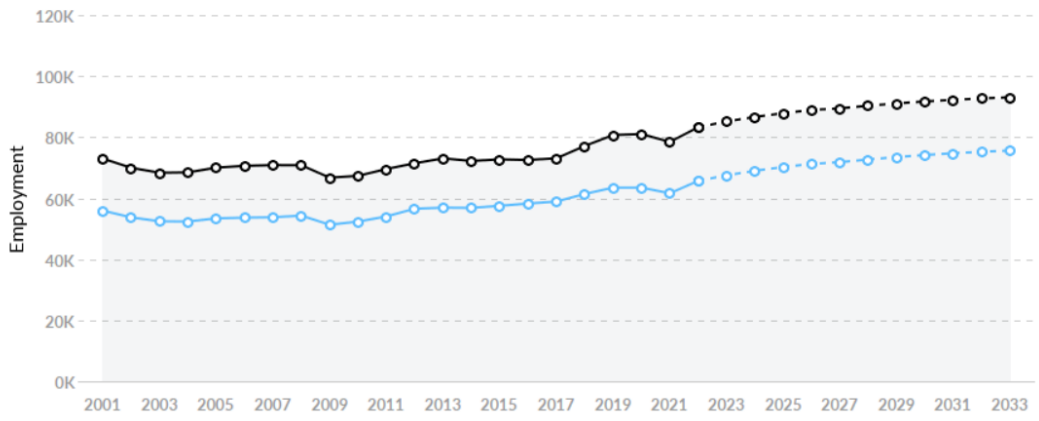
State	2022 Jobs
California	62,943
Texas	31,962
Pennsylvania	22,980
New Jersey	21,943
Massachusetts	19,987

Long-term employment projections

Regional[3] employment in the defined group of occupations is higher than the national average[4]. This higher than average supply of jobs may make it easier for workers in thie field to find employement in the region.

For the defined group of occupations, the 2022 national median annual salary is $136.599, while the median salary in the defined region is $161,045.

Figure 7 Employment projections in region are higher than the national average



Region	2022 Jobs	2032 Jobs	Change	% Change
Pacific Division	83,266	92,696	9,430	11.3%
National Average	65,691	75,212	9,521	14.5%

[3] Pacific Division region includes Alaska, California, Hawaii, Oregon, and Washington.

[4] National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National relevant job openings

510,958 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Dec 2023.

40,067 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Dec 2023.

27 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Dec 2023)	Avg Monthly Hires (Jan 2022 - Dec 2023)
Architectural and Engineering Managers	11,323	5,478
Natural Sciences Managers	6,101	2,763
Chemists	3,104	2,754
Materials Engineers	623	605
Materials Scientists	139	264

Top Companies	Unique Postings
Actalent	12,280
Bristol-Myers Squibb	4,060
Boeing	3,765
GPAC	3,675
Icon	3,603
Black & Veatch	3,527
Johnson & Johnson	3,486
Merck	3,432
Randstad	3,377
Parexel	3,352

Top Job Titles	Unique Postings
Engineering Managers	22,726
Project Engineers	19,942
Clinical Research Coordina...	19,789
Chemists	12,107
Postdoctoral Fellows	10,970
Chief Engineers	10,804
Clinical Research Associates	10,194
Directors of Engineering	8,746
Postdoctoral Associates	5,995
Analytical Chemists	5,431

Regional relevant job openings

103,102 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Dec 2023.

10,774 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Dec 2023.

26 Day Median Duration

Posting duration is 2 days shorter than what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Dec 2023)	Avg Monthly Hires (Jan 2022 - Dec 2023)
Architectural and Engineering Managers	2,371	1,159
Natural Sciences Managers	1,159	558
Chemists	604	402
Materials Engineers	135	101
Materials Scientists	27	44

Top Companies	Unique Postings
University of California	2,675
Stanford Medicine Partners	2,668
Boeing	2,360
Actalent	1,920
Apple	1,591
Cedars-Sinai	1,465
Stanford University	1,306
Northrop Grumman	1,191
Gilead Sciences	1,069
Lawrence Livermore Natio...	784

Top Job Titles	Unique Postings
Clinical Research Coordina...	5,796
Engineering Managers	5,216
Project Engineers	3,121
Clinical Research Associates	2,152
Chief Engineers	2,104
Directors of Engineering	2,086
Chemists	1,950
Postdoctoral Fellows	1,629
Engineering Program Man...	1,326
Clinical Trial Managers	1,073

Retirement risk is about average in the region. The national average for a region this size is 23,498 employees 55 or older, while there are 23,169 here.

Data Sources

Lightcast Q3 2023 Data Set, November 2023
State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

Materials Science and Technology

New Program (undergraduate)

Elliot Berkman, Associate Dean for the Natural Sciences, CAS

Jayson Paulose, Associate Professor, Institute for Fundamental Science, Physics

University of Oregon

December 2, 2024

UNIVERSITY OF OREGON

Program Description

- Materials Science and Technology (MSTC) is a new interdisciplinary applied science program that ties fundamental chemistry and physics research to materials innovation
- MSTC will train students in the connections between the underlying atomic/molecular structure of a material, its properties, its processing methods, and its performance in applications
- A joint effort between the Department of Chemistry & Biochemistry and the Department of Physics, to be housed in the College of Arts and Sciences
- Key contributions:
    - Meet workforce demands for researchers and innovators in technology sectors ranging from semiconductors to energy & battery technology to healthcare
    - Attract a new demographic to UO undergraduate population: students interested in societally impactful applied science careers in industry, government, and academia

Rationale for pursuing at this time

- Materials Science is central to innovation in modern technologies of regional, national, and global significance that are currently high priority
    - Semiconductors
    - Energy and battery technologies
    - Sustainable design
- Employer demand: Model-based problem solving, experimental design, open-ended research
- Student demand: employment-focused degrees, societal impact

Connection to UO's mission, signature strengths, and strategic priorities

- Leverages and boosts existing strengths in research and teaching
  - Materials Science Institute: 35 faculty conducting basic research in materials, >100 PhD students, >$18m research funding + undergraduate teaching and research mentoring
  - Nation-leading applied science MS programs (KCGIP, AMAC, Electrochemistry, Quantum Technology)
  - World-class facilities (CAMCOR, Oregon Fabrication and Design)
- Accessible major with realistic pathways to an industry-relevant degree
  - Clear pathways to graduate in four years starting at 100-level math and science
  - Leverage existing pipelines from community colleges and URM professional societies to UO STEM research and majors
  - Goal: Make STEM research a viable option for students who have not considered it due to lack of exposure or financial considerations
- Research-based pedagogy for student retention and success
  - Active learning and scientific teaching practices as standard
  - Science as a creative process with real-world cultural impact
  - Dedicated faculty mentoring for research/industry guidance
  - Hands-on and experiential learning through labs and research rotations

Budget and Financial Sustainability

- Two new faculty lines over current capacity to ensure new courses can be taught
- Additional GE effort of 2-5 FTE to teach new courses and take on additional load for PHYS/CH courses
  - Tied to new SCH that the program is expected to bring in
- Initial costs (new lab workstations, permanent lab infrastructure): ~$50k, part through Foundation and part through CAS
- Lab stocking, materials, etc. ~$1k / student / year: covered partly by fees, partly by CAS
- Additional support through Tykeson and Shared Services


UNIVERSITY OF
OREGON

Academic and Student Affairs Committee
Board of Trustees of the University of Oregon

Resolution: Program Approval – B.S. in Materials Science and Technology

WHEREAS, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

WHEREAS, materials science is a successful and growing area at the university, and an expertise in increasing demand nationally;

WHEREAS, the College of Arts and Sciences seeks to establish a Bachelor's of Science (B.S) in Materials Science and Technology to prepare the future workforce and support faculty growth in a high-demand field;

WHEREAS, the proposed program addresses key institutional priorities that will be transformative for several areas of research and the University of Oregon;

WHEREAS, the program has been approved by relevant departments, the College of Arts and Sciences, and is anticipated to receive approval from the relevant academic committees and the University Senate prior to the December Board of Trustees Meeting;

WHEREAS, the Board of Trustees' approval is required before the program can be considered by the Higher Education Coordinating Commission;

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

NOW THEREFORE, the Academic and Student Affairs committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the M.S. in Materials Science and Technology as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Ulum	
Fick		Wool	
Madison		Worden	
Tykeson			

Date: _____ Initials: _____

Agenda Item #4

Program & Location Change Approval:
Ed.S. School Psychology

UNIVERSITY OF OREGON

Program Approval: Ed.S. in School Psychology

Summary of Program and Requested Action
December 2, 2024

The UO seeks recommendation from the Academic and Student Affairs Committee for approval by the Board of Trustees for a **New Degree and New Location for the Education Specialist (Ed.S.) degree in School Psychology**, offered through the **College of Education**. The **new degree and location change** would take effect **Fall 2025.**

Board approval is required before this proposal is submitted to the Higher Education Coordinating Commission (HECC).

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, Dean McIntyre, and the Provost have approved the proposal. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) as provided to these bodies, and which will be provided to the HECC, is provided in separate documents.

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1. ***Proposal Type:*** ☒ ***New Degree*** ☒ ***New Location***

2. ***Approvals:***
   - Dean's Council 3/12/24
   - Graduate Council 10/30/24
   - UO Senate 11/20/24

3. ***Briefly describe the program and the rationale for the new program and location change.***

   The UO School Psychology (SPSY) Program is a 3-year master's (specialist-level) program in School Psychology, leading to state PreK-12 licensure and national certification as a school psychologist. The program prepares school psychologists to conduct and evaluate research, and to deliver evidence-based interventions to PreK-12 children and youth in schools and related settings within a behaviorally-oriented perspective. Students are prepared to deliver services to individuals, families, small groups and classrooms, and across entire schools and systems.

   The program prepares school psychologists to provide effective, evidence-based services to individuals and groups with a wide variety of strengths and needs, with a particular emphasis on primary prevention and early intervention approaches, which include universal screening and prevention services to detect and intervene early before problems become severe. This emphasis supports an outcomes-driven model of service delivery, focused on health rather than pathology, and focused on desired outcomes rather than on problems.

   The degree has been offered as a Masters of Science at the Eugene Campus. With approval of this new program and location change, the degree will be converted to an Education Specialist degree and offered at both the Eugene and Portland campuses, in accordance with accreditation requirements and to better reflect the level of training provided in the existing 3-year program. The current MS degree already meets the National Association of School Psychologists' standards for the Ed.S. degree, which is the norm in this field. The curriculum is not changing.

4. ***Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan. Include explanation as to whether the location change is based on an existing program***

(degree, minor, certificate, specialization, etc.), or is a new direction in response to a market opportunity and/or a particular strength of the institution.

The primary mission of the program is to prepare our students to become skilled practitioners and leaders in the field of school psychology. Our program is intervention-focused, with an emphasis on prevention and early intervention. We seek to recruit and train students who have the desire to make a substantial impact in the fields of school psychology and education at the state, national, and international levels. We are particularly known for and seek to maintain our strong emphasis on state-of-the-art applied research and development efforts in the field of education. Through these efforts, our faculty, students, and alumni help to improve systems of service in schools, and to improve outcomes for children, youth, and their families. Our scientist-practitioner program values linkages across disciplines and systems, and opportunities for such linkages are built into the program requirements. We value the diversity of backgrounds and characteristics that our students bring to the training program, and we actively seek to maintain and increase this diversity. We also value the empowerment of our students, and the perpetuation of a highly collegial program environment, where we strive for positive and cooperative professional relationships among faculty, among students, and between faculty and students.

The SPSY program is well integrated into the College of Education, and faculty are affiliated with several UO research centers including the Prevention Science Institute, Center on Teaching and Learning, and Ballmer Institute for Children's Behavioral Health. The program supports the UO's mission of serving the state, nation, and world through excellence in teaching and research. Our faculty are leading scholars in the field, creating large scale solutions that promote children's behavioral and mental health, evidence-based academic assessments and interventions, promoting school readiness, and equity and inclusion in underserved groups. Our graduates are prepared to address the diverse needs of children, youth, and families served in educational and related behavioral and mental health settings. Expanding to the UO Northeast Portland campus will allow us to strengthen the existing collaboration between faculty in SPSY and at the Prevention Science Institute and Ballmer Institute for Children's Behavioral Health. SPSY graduate students located in Portland will support faculty research and instruction, and SPSY students will have access to world class research and mentorship opportunities relevant to their field.

5. ***What evidence of need does the institution have for the program? Summarize how need was determined and include key data points to support determination.***

Offering the Ed.S. program at both the Eugene and Portland campus locations will allow us to grow enrollment. There is a shortage of school psychologists in the field both nationally and regionally. While the NASP recommended ratio is 1 school psychologist to every 500 students (1:500), the 2021-22 ratio was 1:1,417 students in Oregon and 1:1, 139 in the Western U.S. region broadly (Affrunti, 2023). Compounding this problem, there are only two institutions in Oregon that offer school psychology training programs. Oregon school districts are vocal about the need for us to prepare more school psychologists to meet the significant needs of PK-12 students and families.

We cannot grow enrollment at the Eugene campus due to requirements for PK-12 school-based practicum and internship experiences supervised by qualified school psychologists. We have strong partnerships with school districts, but there are a limited number of qualified school psychologist supervisors in the local area. By also offering the Ed.S. program at the UO Northeast Portland campus, we will have access to a greater number of school districts and field supervisors and will be able to increase overall program enrollment.

6. ***Anticipated fall term headcount and FTE enrollment over each of the first five years.***

   The numbers below reflect FTE enrollment at the new location. Enrollment in Portland will be capped at 24 students per cohort. Enrollment in Eugene (not included here) is likely to stay at its max of 12 full time students.

2024	*2025*	*2026*	*2027*	*2028*
24	*48*	*72*	*72*	*72*

7. ***Expected degrees produced over the next five years***

   The numbers below reflect FTE enrollment at the new location. The Eugene location expects to continue graduating an average of 12 students per year.

2024	*2025*	*2026*	*2027*	*2028*
0	*0*	*24*	*24*	*24*

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

   There is only one other school psychology program in Oregon, which is an Ed.S. program located at Lewis & Clark College in Portland. There was previously a school psychology Ed.S. program at George Fox University in Portland; however, this program announced its closing in 2022 and the remaining seven students will graduate by spring of 2025. The closing of the program at George Fox creates an opportunity for our program to step in and offer an Ed.S. program at the UO Northeast Portland campus. Although UO and Lewis & Clark College would both offer school psychology Ed.S. programs in the Portland area, admissions trends and workforce shortages suggest there is a need for increased enrollments at these two Oregon institutions. Additionally, the two programs have distinct identities and strengths that provide applicants with different types of training (e.g., private vs. public institution, research vs. teaching emphasis, location in departments of special education vs. counseling).

   Currently, there is collaboration between SPSY faculty at UO and Lewis & Clark that includes collaboration around graduate training issues (e.g., addressing shortages, licensure and accreditation). Program leaders from both institutions collaborate regularly on national and state boards of professional organizations, and publications and conference presentations addressing issues related to school psychology practice and graduate training.

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

   The program is a graduate tuition generating program that expects to generate sufficient revenues above and beyond cost. The College of Education is already running a pilot version of the program up in Portland and has incorporated expenses for that campus into its current budget. As the program continues to grow, it is expected to create resources sufficient to cover additional costs in line with expected growth. The included budget form provides additional detail.

Academic Degree Plan

Educational Specialist (Ed.S.) Degree Program Plan 94 credits
Effective Fall 2025, pending approval

Total # of Credits on Program Plan (*must be min. of 90 for NCSP*):

Course Requirements by Domain		
SPSY 673	3 credits	Measurement & Assessment
SPSY 671	4 credits	Behavioral Assessment
SPSY 672	4 credits	Intellectual Assessment
SPSY 674	4 credits	Educational Assessment
SPSY 630	4 credits	Introduction to Consultation
SPSY 632	4 credits	Advanced Consultation
SPED 540	4 credits	Early Literacy Diverse Learners
SPED 660	4 credits	Design of Instruction
SPSY 650	4 credits	Developmental Psychopathology
CPSY 611	3 credits	Counseling Skills
SPSY 631	4 credits	Acad & Behav Interventions
SPSY 511	3 credits	School-Based Mental Health Prom
CPSY 625	3 credits	Child-Family Interventions
SPED 515	3 credits	Diversity in Special Education
EDUC 614	3 credits	Educational Statistics
EDUC 650	3 credits	Single-Subject Research Meth I
EDUC 611	3 credits	Survey of Educ Research Methods
SPSY 661	4 credits	Princ & Prac in School Psychology
SPSY 662	3 credits	Found of Clinical Supervision
SPSY 663	3 credits	Professional Ethics
SPED 528	3 credits	Law and Special Education
SPSY 692	3 credits	Prof Competencies Portfolio
SPSY 698	9 credits (3 credits each: Fall/Winter/Spring)	School-Based Practicum
SPSY 699	9 credits (3 credits each: Fall/Winter/Spring)	Internship[2]

NOTES

[1] Attach COE Waiver form for any course substitutions or waivers.

[2] Prior to completion of internship, master's students are required to complete 1,200 clock hours, pass the Praxis II School Psychologist licensure exam, and complete internship requirements outlined in the internship handbook at the time of enrollment in SPSY 699 Internship.

Budget

PROGRAM TITLE:		School Psychology EdS				
BUDGET PERIOD:		From FY	2023	to FY	2027	
Name and Title of Reviewer(s):	Chris Krabiel, Associate Dean for Finance and Operations, COE Tiffany Yep, Director of Financial Operations, COE			Date		

	Start Up-2023	2024	2025	2026	2027	Notes
	One-Time Costs	Recurring Costs				
Enrollment and Operations						
Total UG Majors	-	-	-	-	-	
Total Graduate Students	-	**40**	**46**	**50**	**50**	
New Graduate Students		0	25	25	25	
Graduate Student in Existing Programs*		40	21	25	25	
New Courses (count)	-	-	-	-	-	
Expected SCH (Total)	-	**3,600**	**4,278**	**4,650**	**4,650**	
500/600		3,600	4,278	4,650	4,650	
Course Releases						
Personnel						
TTF Faculty ($)	$ -	$ 225,854	$ 348,945	$ 498,464	$ 513,416	
Replacement Faculty FTE (#)		2	3	3	4	One TTF is on sabbatical 23-24 AY
New FTE (#)				1		New TTF hire, beginning fall 2025
Career Faculty ($)	$ -	$ 286,728	$ 389,060	$ 400,732	$ 412,752	
Replacement Faculty FTE (#)		3	3	4	4	
New FTE (#)			1			New CNTTF hire, anticipated start date summer/fall 2024
Pro-Tem Faculty ($)	$ -	$ 90,000	$ 117,000	$ 103,500	$ 193,500	
Replacement Faculty FTE (#)		1	2	2	4	
New FTE (#)		1	1	0	0	
Sub-total, Faculty ($)	$ -	$ 602,582	$ 855,005	$ 1,002,696	$ 1,119,668	
Graduate Employee Salary (GE) ($)	$ -	$ -	$ -	$ -	$ -	
Classified Staff ($)	$ -	$ 39,540	$ 61,089	$ 62,922	$ 64,809	
Replacement Classified FTE (#)		1	2	2	2	
New Classified FTE (#)						
OA ($)	$ -	$ 7,400	$ 7,622	$ 7,851	$ 8,086	
Replacement OA FTE (#)		0	0	0	0	
New OA FTE (#)						
Blended OPE	$ -	$ 356,855	$ 498,530	$ 578,281	$ 630,674	
Personnel Subtotal	$ -	$ 1,006,377	$ 1,422,246	$ 1,651,750	$ 1,823,237	
Other Expenses						
Library, Printed						
Library, Electronic						
Services & Supplies		37,891	25,000	26,162	40,317	iPad costs in FY24 and FY27
Capital Equipment						
Other Resources Subtotal	-	37,891	25,000	26,162	40,317	
Physical Facilities						
Physical Facilities Subtotal	-	-	-	-	-	
Total Cost of Program	$ -	$ 1,044,268	$ 1,447,246	$ 1,677,912	$ 1,864,154	

	One Time Resources	Recurring Resources				
Budget and Resources						
Current Budget (College/Department)		1,167,681	1,202,711	1,238,793	1,275,957	
Funded GE Terms (new)						
Funded GE Terms (existing)						
Funded GE Resources		-	-	-	-	
Institutional Reallocation from other budgetary units						
Graduate Tuition		746,666	884,425	990,172	1,019,877	COE share of tuition at 70%
UG Summer Tuition						
Special State Appropriation						
Federal Funds and other Grants						
Fees/Sales		-	1,920	1,920	1,920	Course fees for assessment classes
Foundation Endowment						
Other, describe:						
Total Resources	-	**1,914,347**	**2,089,056**	**2,230,885**	**2,297,754**	

Labor Market and Demand Report

Overview

School Psychology CIP Code 42.2805

A program that prepares individuals to apply clinical and counseling psychology principles to the diagnosis and treatment of student behavioral problems. Includes instruction in child and/or adolescent development; learning theory; testing, observation, and other procedures for assessing educational, personality, intelligence and motor skill development; therapeutic intervention strategies for students and families; identification and classification of disabilities and disorders affecting learning; school psychological services planning; supervised counseling practice; ethical standards; and applicable regulations.

Fast Facts

Master's degree Programs in School Psychology (U.S.)

- 2,287 total completions in 2022
- 142 total programs in 2022
- 11 distance education programs in 2022
- -1% program growth | 26% completions growth 2018-2022

Program Outlook and Summary

The U.S. market for master's programs in School Psychology is spread across a large group of schools, where the 20 schools with the highest graduation rate in 2022 conferred just under 40% of the nation's degrees. While eight of these schools are in California or Washington, only two of them are public schools and University of Oregon is the only one in the state. The data does not parse out differences between regular master's and EdS degrees, but additional research could be done if there is concern about whether, and to what degree, that is a differentiator for UO.

Using growth in degree conferral as an indicator of demand, steady growth over the past 10+ years at both the nationwide and regional levels are promising.

The labor market for graduates in this degree who go into careers in school psychology is expected to grow 11.4% regionally and 11.1% nationally. In real jobs, those numbers equate to 1,548 and 1,179 respectively. California currently accounts for the greatest number of jobs and job postings. Regionally and nationally, job postings outnumber hires made into these occupations and posting intensity ratios for the open positions indicate average, to slightly ab0ve average, efforts expended to fill the jobs.

Based on the data, it seems that University of Oregon's distinct advantages comes from being the only Master's program of its kind in the state as well as one of the few public institutions to offer the degree on the west coast. Also, the projected labor market growth is positive and compensation for regional school psychologists is $21k higher per year than the national average. For future research, it may be worth considering the average small completion numbers per program alongside trends in online/distance programs.

Student Demand

Competitors | Degree completion trends (National, regional) | Market Saturation

In the U.S., School Psychology is an established program at the Master's level. There are a large number of mostly established institutions offering the program with an average number of 16 completions per program/year. In-person programs dwarf the number of distance-offered programs (Figure 1). Public institutions provide 56.8% of the master's degrees in these programs (Figure 2).

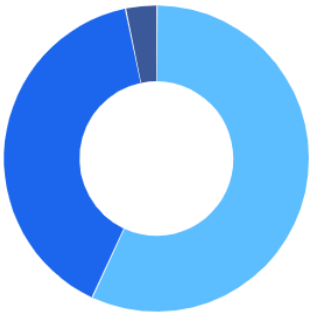
National Snapshot

- 142 institutions (-1% growth 2018-2022)
    - 11 institutions offer online Master's degrees
- 2,287 completions in 2022 (26% growth 2018-2022)
- Average completions per program: 16.1

Figure 1 Non-distance programs outweigh distance programs 6:1

	Completions (2022)	% Completions	Institutions (2022)	% Institutions
All Programs	2,287	100%	142	100%
Distance Offered Programs	313	14%	11	8%
Non-Distance Offered Programs	1,974	86%	131	92%

Figure 2 Private institutions provide a majority of these programs



Institution Type	Completions (2022)	Market Share
Public, 4-year or above	1,300	56.8%
Private not-for-profit, 4-year or above	911	39.8%
Private for-profit, 4-year or above	76	3.3%

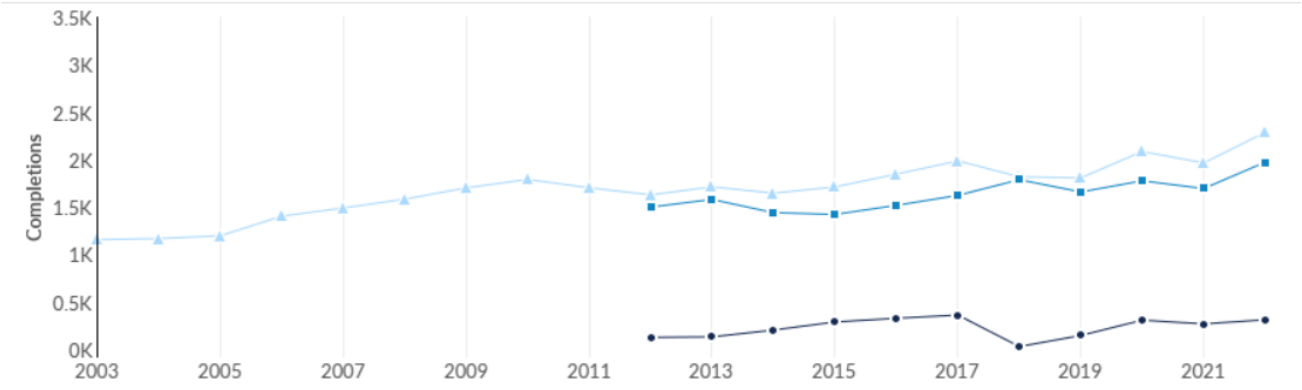
Nationally, the ten institutions with the highest number of completions (Figure 3) are a mix of well-established programs and newer programs, all showing strong growth. The three newer programs are 10 years old or less: California Baptist University (2016), Azusa Pacific University (2022), and Fresno Pacific University (2013). University of Massachusetts Global and National University offer online master's only. With two exceptions, all programs are showing strong growth rates, signaling strong student demand for the program.

Figure 3 Top national institutions

Institution	Master's Degree Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
University of Massachusetts Global	134	42.6%	5.9%	$12,520	
National University	105	9.4%	4.6%	$13,320	
Alliant International University-San Diego	76	11.8%	3.3%	$16,959	
Teachers College at Columbia University	49	-2.0%	2.1%	N/A	
Philadelphia College of Osteopathic Medicine	49	96.0%	2.1%	N/A	
California Baptist University	45	136.8%	2.0%	$38,058	
University of La Verne	42	100.0%	1.8%	$47,000	
Azusa Pacific University	41	Insf. Data	1.8%	$42,330	
Chapman University	38	15.2%	1.7%	$60,672	
Fresno Pacific University	35	-25.5%	1.5%	$34,188	

When looking at completions over time, data shows that this program was minimally affected by the COVID-19 pandemic, and shows fairly steady growth before, during and after the event (Figure 4).

Figure 4 Demand is showing steady growth, even through the pandemic



	2012 Completions	2022 Completions	% Change
Distance Offered Programs	128	313	+144.5%
Non-Distance Offered Programs	1,501	1,974	+31.5%
All Programs	1,629	2,287	+40.4%

Regional Snapshot (CA, CO, ID, OR, WA)

- 23 institutions (28% growth 2018-2022)
- 750 completions in 2022 (82% growth 2018-2022)
- Average completions per program: 32.6

Regionally, the growth rate in program completions is 56% higher than the national rate. Regional data is skewed in several ways by the inclusion of University of Massachusetts Global and National University. They are both based in California, although advertise online programs. A portion of the growth in program completions can be attributed to them, but certainly not all of it. California Baptist University and University of La Verne both have growth rates in the triple digits. University of Massachusetts Global and National University also skew the ratio of in-person to distance programs. They capture a large share of this market although it's possible that some of their programs may be classified as hybrid. This data could be further parsed out by request.

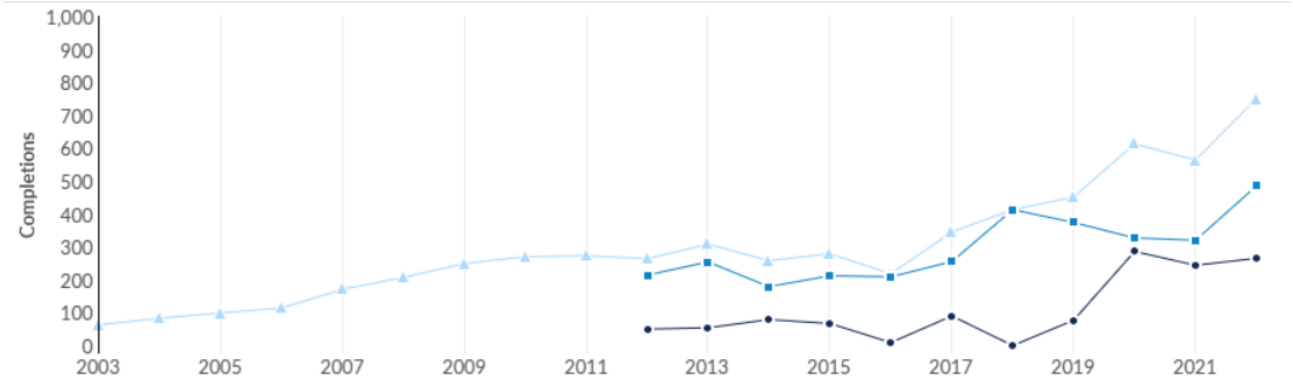
What is more interesting is that unlike the national data, the region's private schools hold a majority of the market share for School Psychology programs. This could signal a distinct advantage for the University of Oregon (Figure 5).

Figure 5 Private school completions outnumber those of public schools

Institution Type	Completions (2022)	Market Share
Private not-for-profit, 4-year or above	357	47.6%
Public, 4-year or above	317	42.3%
Private for-profit, 4-year or above	76	10.1%

Regional programs are showing remarkable growth rates of program completions, which are a reflection of student demand (Figure 6). When considering all regional schools, University of Oregon ranks 20th in number of completions. However, when looking at only public schools, UO comes in twelfth and is poised for strong growth as the only institution in Oregon, public or private, to offer the program.

Figure 6 Regional trends show very strong growth/demand



	2012 Completions	2022 Completions	% Change
Distance Offered Programs	50	265	+430.0%
Non-Distance Offered Programs	214	485	+126.6%
All Programs	264	750	+184.1%

When looking at regional trends of the top ten institutions, the growth percentages are nearly all in the double digits, with the exception of Fresno Pacific University, which saw a -25.5% decrease in completions in 2022 (Figure 7).

Figure 7 Regional completions show growth in the past year

Institution	Master's Degree Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
University of Massachusetts Global	134	42.6%	17.9%	$12,520	
National University	105	9.4%	14.0%	$13,320	
Alliant International University-San Diego	76	11.8%	10.1%	$16,959	
California Baptist University	45	136.8%	6.0%	$38,058	
University of La Verne	42	100.0%	5.6%	$47,000	
Azusa Pacific University	41	Insf. Data	5.5%	$42,330	
Chapman University	38	15.2%	5.1%	$60,672	
Fresno Pacific University	35	-25.5%	4.7%	$34,188	
Eastern Washington University	34	30.8%	4.5%	$8,139	
California State University-San Bernardino	25	4.2%	3.3%	$7,486	

When considering market saturation, it might be useful to consider other schools in the region that offer Master's programs that prepare students for similar jobs. Figure 8 shows those programs with total regional completion numbers for 2022. More information on these programs can be provided upon request. It is worth noting however, that University of Oregon's plan to offer an EdS is a differentiator and may warrant these programs of little concern.

Figure 8 Programs that graduate students for similar careers to those with a master's in School Psychology

CIP Code	Program	Completions (2022)
52.0201	Business Administration and Management, General	13,816
42.2803	Counseling Psychology	2,558
42.2801	Clinical Psychology	2,052
51.2201	Public Health, General	1,997
44.0401	Public Administration	1,894

Labor Market

The labor market differentiates between occupations (which have a SOC code) and job titles (which are categorized into occupations. Data shows that the top occupations for graduates with a Master's in School Psychology are similar nationally and regionally.

- Managers, All Other (11-9199)
- School Psychologists (19-3034)

National/Regional

The most frequently posted job titles in these occupations at the regional level is shown in Figure 9. The figure also shows the ratio of total job postings to unique (de-duplicated) job postings. A 3:1 intensity means that for every 3 job postings, there is 1 unique job posting. When compared to all other occupations and companies, a 3:1 job posting intensity ratio indicates there is average effort being put into hiring for that position. The regional data shown here has, on average, a higher posting intensity than the national data. This indicates potential opportunity within the region for job seekers.

Figure 9 Top posted job titles related to target occupations (Regional)

Job Title	Total/Unique (Jan 2020 - Dec 2021)	Posting Intensity	Median Posting Duration
Program Managers	20,143 / 5,362	4 : 1	22 days
School Psychologists	19,185 / 5,204	4 : 1	34 days
Technical Program Managers	5,166 / 1,587	3 : 1	18 days
Behavioral Health Care Managers	2,129 / 777	3 : 1	22 days
Regulatory Affairs Managers	2,926 / 678	4 : 1	33 days
Directors of Regulatory Affairs	2,515 / 608	4 : 1	31 days
Project Coordinators	2,322 / 570	4 : 1	22 days
Program Directors	1,404 / 558	3 : 1	28 days
Compliance Managers	1,652 / 472	4 : 1	22 days
Care Managers	1,133 / 454	2 : 1	9 days

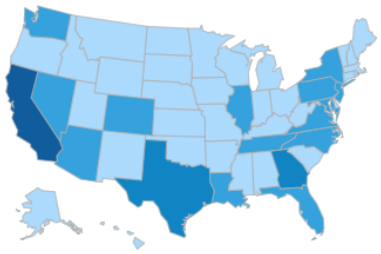
Nine percent of jobs related to the included occupations are found in the Education and Hospitals (Local Government) sector as seen in Figure 10. More research can be done to find out what industries make up the "other" category, but that industry is likely large because the other related occupation, Managers, All Other (11-9199), is a broad category that would naturally lead for a very broad set of industries.

A regional breakdown of where the jobs are concentrated is in Figure 11.

Figure 10 Related Jobs in the region by Sector

Industry	% of Occupation in Industry (2022)
Education and Hospitals (Local Government)	9.1%
Local Government, Excluding Education and Hospitals	8.2%
Federal Government, Civilian	7.1%
Management of Companies and Enterprises	5.8%
Scientific Research and Development Services	3.6%
Management, Scientific, and Technical Consulting Services	3.6%
Other	62.7%

Figure 11 Breakdown of Job Locations



State	2022 Jobs
California	117,875
Texas	53,321
Georgia	36,292
Illinois	28,353
Florida	28,124

Long-term employment projections

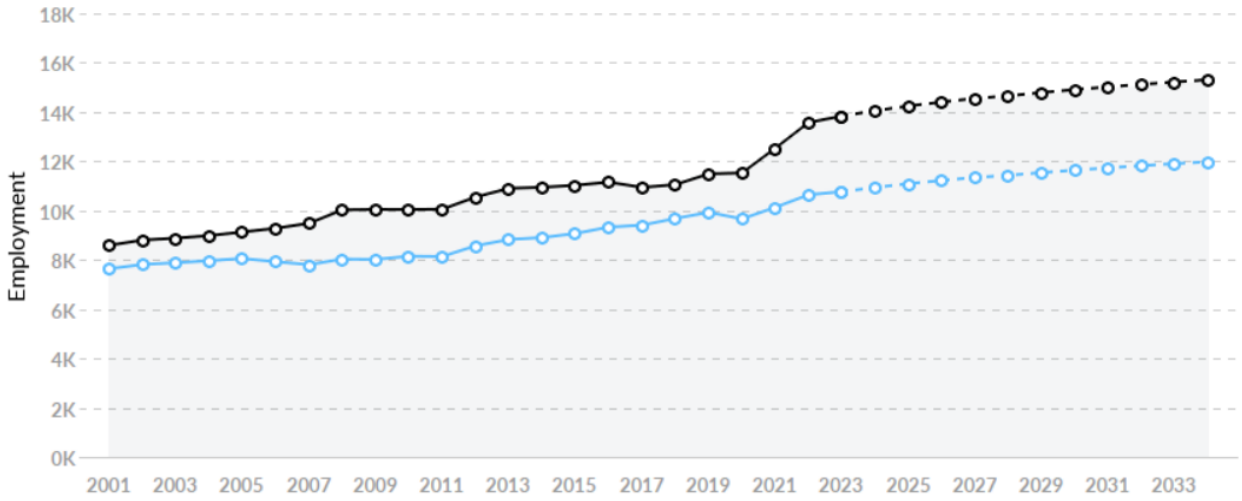
In this section, the Managers, All Other (11-9199) occupation will be filtered out, to give focus solely to School Psychologists (19-3034).

Regional[1] employment for School Psycholgists is higher than the national average[2], and growing at a slightly higher rate that the national scene.This higher than average supply of jobs may make it easier for workers in thie field to find employement in the region (Figure 12).

For the defined group of occupations, the 2022 national median annual salary is $81,494 while the median salary in the defined region is $102,651.

Figure 12 Employment projections in region are higher than the national average

An average area of this size typically has 10,642* jobs, while there are 13,574 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2022 Jobs	2032 Jobs	Change	% Change
●	5 States	13,574	15,122	1,548	11.4%
●	National Average	10,642	11,821	1,179	11.1%

[1] Region includes California, Colorado, Idaho, Oregon, and Washington.

[2] National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

National relevant job openings

For School Psychologist occupation only

63,196 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Feb 2024.

3,692 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Feb 2024.

28 Day Median Duration

Posting duration is the same as what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Feb 2024)	Avg Monthly Hires (Jan 2022 - Feb 2024)
School Psychologists	2,431	1,503

Top Companies	Unique Postings
ATX Learning	8,593
ProCare Therapy	6,255
Soliant Health	4,471
Sunbelt Staffing	3,499
Stepping Stones	2,913
VocoVision Teleservices	2,016
VocoVision	1,568
Epic Staffing	1,567
Presence	1,386
Maxim Healthcare Staffing	1,079

Top Job Titles	Unique Postings
School Psychologists	47,726
Contract School Psycholo...	2,331
Educational Diagnosticians	1,457
Teletherapy School Psycho...	1,311
Certified School Psycholo...	675
Counseling Psychologists	644
Licensed Specialists in Sch...	613
School Psychology Special...	579
Elementary School Psycho...	572
Bilingual School Psycholog...	460

Regional relevant job openings

For School Psychologist occupation only

17,732 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Feb 2024.

879 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Feb 2024.

28 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.

Occupation	Avg Monthly Postings (Jan 2022 - Feb 2024)	Avg Monthly Hires (Jan 2022 - Feb 2024)
School Psychologists	682	304

Top Companies	Unique Postings
ATX Learning	2,563
ProCare Therapy	2,295
Soliant Health	1,266
Sunbelt Staffing	1,243
Stepping Stones	937
Epic Staffing	566
Maxim Healthcare Staffing	366
Presence	362
TherapyTravelers	340
VocoVision Teleservices	308

Top Job Titles	Unique Postings
School Psychologists	14,383
Contract School Psycholo...	626
Teletherapy School Psycho...	239
Certified School Psycholo...	235
Bilingual School Psycholog...	164
School Psychology Special...	149
Area School Psychologists	138
Travel School Psychologists	132
Elementary School Psycho...	124
Psychologists	116

Retirement risk is about average in the region. The national average for a region this size is 3,086 employees 55 or older, while there are 3,005 here.

Data Sources

Lightcast Q1 2024 Data Set, March 2024

State Data Sources

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

School Psychology EdS Program Proposal

New Program & Program Change of Location

Angie Whalen, Clinical Professor & Associate Dean for Career Instructional & Clinical Faculty Development, College of Education

Laura Lee McIntyre, Dean & Castle-McIntosh-Knight Professor, College of Education

University of Oregon

December 2, 2024

UNIVERSITY OF OREGON

Program Description

- The School Psychology Program is housed within the Department of Special Education & Clinical Sciences (SPECS) in the College of Education
- The UO School Psychology Program currently offers a 3-year full-time, 94 credit hour master's degree program that prepares students for careers as school psychologists in preK-12 school settings. We are proposing to:
    1. Replace the existing MS degree with an EdS (Education Specialist) degree to better reflect the level of training provided
    2. Offer the Eds program at both UO campus locations in Eugene and Portland
- This program provides a pipeline into a graduate program for students from UO undergraduate programs at both campus locations, including Children's Behavioral Health, Psychology, Special Education, Family & Human Services.
- The School Psychology PhD Program recruits students from this program, and all earned credits may be applied to the doctoral program.

Rationale for pursuing at this time

- EdS “specialist-level” training is required by national and Oregon standards for entry-level licensure as a school psychologist (NASP, 2020; OAR 584-245-0120).
- The existing MS program is designed and nationally accredited by the National Association of School Psychologists (NASP) as a specialist-level program.
- The EdS degree has recently been established at UO. Awarding the EdS degree will reduce confusion from stakeholders by more accurately reflecting our graduates’ level of training.
- Evidence of need for 2nd location
    - Applications to current Eugene program consistently exceed capacity
    - Demand in the labor market
    - Recent closing of the School Psychology specialist-level program at George Fox University in Portland
    - Enrollment potential demonstrated by offering some SPSY classes at UO Portland since Fall 2022

Connection to UO's mission, signature strengths, and strategic priorities

- The School Psychology Program supports the Oregon Rising Goal – accelerating UO's impact on the world in youth behavioral and mental health
- The program's established faculty are leaders in research and innovation in this area, collaborate across UO disciplines such as psychology, counseling psychology, prevention science, education, and children's behavioral health
- Expansion to the UO Portland campus would strengthen existing synergies with the Ballmer Institute for Children's Behavioral Health and opportunities for student and faculty collaboration
- We expect the program expansion to the UO Portland campus to strengthen our ability to recruit and serve traditionally underrepresented students by increasing access to training at multiple locations, opportunities for clinical training in diverse urban school districts, intentional scheduling to accommodate work schedules of educators

Budget and Financial Sustainability

	FY26	FY27	FY28	FY29	FY30
Tuition					
In-state	$ 342,992	$ 353,282	$ 363,880	$ 389,389	$ 401,071
Out-of-state	325,519	335,284	345,343	369,384	380,465
UO Gross Tuition	668,510	688,566	709,223	758,773	781,536
COE Tuition	501,383	516,424	531,917	569,080	586,152
Payroll					
Faculty	330,801	343,089	357,795	381,104	395,283
Staff	52,560	54,137	55,761	58,076	59,818
	383,361	397,226	413,555	439,179	455,101
S&S, Travel	10,000	10,500	11,025	11,576	12,155
UO Gross Op Income	$ 275,149	$ 280,840	$ 284,642	$ 308,017	$ 314,280
COE Operating Income	$ 108,022	$ 108,698	$ 107,337	$ 118,324	$ 118,896
Holdback %	25%				


UNIVERSITY OF
OREGON

Academic and Student Affairs Committee
Board of Trustees of the University of Oregon

Resolution: Program Approval – Ed.S. in School Psychology

WHEREAS, the University of Oregon (University) benefits from a cross-section of high quality, well-designed academic degree programs;

WHEREAS, the College of Education is dedicated to preparing students to become skilled practitioners and leaders;

WHEREAS, the college seeks to convert the Masters of Science in School Psychology to an Education Specialist (Ed.S.) in School Psychology degree and locate it at both Eugene and Portland campus locations to better reflect the level of training provided and grow enrollment;

WHEREAS, the proposed program will address a regional shortage of school psychologists and create access to a greater number of school districts and field supervisors in the Portland area;

WHEREAS, the program has been approved by relevant departments, the College of Education, and relevant academic committees, and the University Senate;

WHEREAS, the Board of Trustees' approval is required before the program can be considered by the Higher Education Coordinating Commission;

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

NOW THEREFORE, the Academic and Student Affairs committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the Ed.S. in Educational Leadership as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Ulum	
Fick		Wool	
Madison		Worden	
Tykeson			

Date: _____ Initials: _____