NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: a report from the Provost; a presentation on faculty support and engagement; an overview from the School of Law; and consideration of new bachelor degrees in Popular Music, and in Cybersecurity.

The meeting will occur as follows:

> **Monday, March 13 at 1:15 p.m. Pacific Time**
> Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at https://trustees.uoregon.edu/meetings.

Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 **T** (541) 346-3166 **trustees.uoregon.edu**

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Academic and Student Affairs Committee Meeting Materials
March 2023 | Page 1 of 52

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | March 13, 2022 | 1:15 p.m.
Ford Alumni Center Ballroom | Eugene Campus

Convene
- Call to order, roll call

1. **Provost's Report.** Janet Woodruff-Borden, Acting Provost and Executive Vice President.

2. **Faculty Support and Engagement.** Sierra Dawson, Associate Vice Provost for Faculty and Leadership Development; Lee Rumbarger, Associate Vice Provost for Teaching Engagement.

3. **School/College in Focus: Law School.** Marcilynn Burke, Dean, School of Law.

4. **Program Approval (Action).** BA/BS in Popular Music. Mike Grose, Professor of Tuba and Euphonium and Associate Dean for Undergraduate Studies Music; Toby Koenigsberg, Coordinator of the Popular Music Program.

5. **Program Approval (Action).** BS in Cybersecurity. Chris Poulsen, Dean, College of Arts and Sciences. Reza Rejaie, Professor Computer Science and Department Head for Computer and information Science.

Meeting Adjourns

Agenda Item #1

Provost's Report

*No Written Materials associated with this section

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Agenda Item #2

Faculty Support and Engagement

Faculty Engagement, Support and Development
Office of the Provost
Feb. 27, 2023

Sierra Dawson, Associate Vice Provost for Faculty & Leadership Development
Lee Rumbarger, Associate Vice Provost for Teaching Engagement; Director of the Teaching Engagement Program

In preparation for our March 13th presentation, we welcome you to click through the links below to learn more about the programs we will be sharing with you.

Faculty & Academic Unit Success: The Academic Affairs Team in the Office of the Provost works together to support faculty and individual academic units. Scrolling down on the main Office of the Provost webpage, under the subtitle of Faculty & Academic Unit Success we provide our philosophy and quick links to pages that describe how we put our philosophy into action.

Supporting Faculty Success: The Office of the Provost supports faculty success in a culture of inclusive excellence grounded by the pillars of teaching, leadership, scholarship, and mentorship. On this webpage, please click on the links for each of the four pillars and learn more about our philosophy and approach for each.

Faculty & Leadership Development: The Office of the Provost is committed to rich, engaging programing that ensures our faculty feel supported, find their community, and can continually grow across their career as teachers, mentors, scholars, and leaders. This webpage provides links to current programming for faculty at different career stages, including for new faculty, recently tenured or promoted faculty, and new leaders.

Academic Impressions: This company offers on-demand content and real-time events designed for higher education audiences. Our Provost has invested in our campus with a 3-year enterprise-wide membership, to complement our current in-person programs and trainings, creating robust and diverse faculty development opportunities. The Academic Affairs Team will highlight 2-3 resources from Academic Impressions in each edition of our bi-weekly Faculty Success Newsletter and Academic Leadership Newsletter, with a focus on diversity, equity & inclusion, student success, faculty success and leadership development.

Teaching Support and Innovation: This website is home for UO Online and the Teaching Engagement Program resources. It provides a portal to direct teaching support, resources faculty and GE instructors can access anytime, and ways to engage in a teaching community. We invite you to browse.

Faculty Engagement, Support and Development

Sierra Dawson, Associate Vice Provost for Faculty & Leadership Development

Lee Rumbarger, Associate Vice Provost for Teaching Engagement
Director, Teaching Engagement Program

03/13/23

UNIVERSITY OF OREGON

Goal

Update the Board on the Office of the Provost's focused efforts to support, engage, and develop our university faculty and leaders.

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Objectives

1. Describe the Office of the Provost's principles regarding faculty & leadership development.

2. Lift up the work of our faculty colleagues as leaders and teachers.

3. Overview of programs that support faculty at transitional moments of their career.

4. Highlight "engaged & inclusive" as pillars of teaching excellence.

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Principles

Supporting Faculty & Academic Unit Success

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Principles: Supporting Faculty & Unit Success

- support and partner with faculty and academic leaders as they teach, create, research, and engage;

- establish clear, consistent processes and to uphold high academic standards;

- provide **professional development and mentorship opportunities** at all career stages;

- strengthen UO's inclusive, equitable community while valuing shared governance.

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Supporting Faculty Success

Leadership   Mentorship   Scholarship   Teaching

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Faculty Development

A focus on transitional moments in faculty careers

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Programs: Faculty & Leadership Development

New Faculty   **Mid-Career Faculty**   **New Leaders/ Unit Heads**

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Programs: Faculty & Leadership Development

New Faculty	Mid-Career Faculty	New Leaders/Unit Heads
• Onboarding Day		
• September Institute		
• New Faculty Success Program		
• New Faculty Group Mentorship Program		
• New Faculty Socials		

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Programs: Faculty & Leadership Development

New Faculty	Mid-Career Faculty	New Leaders/Unit Heads
	• Recently Tenured Peer Mentorship Program	
	• Recently Promoted Career Faculty Peer Mentorship Program	
	• Provost Fellows Program	
	• UO Leadership Academy	

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Programs: Faculty & Leadership Development

New Faculty	Mid-Career Faculty	New Leaders/Unit Heads
		• New Unit Head Onboarding Day
		• Monthly Leadership Development Series for New Unit Heads
		• Quarterly Gathering for All Unit Heads
		• Peer Leadership Coaching Program

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Community Canvas

**UO Faculty Success, New Faculty,
Unit Heads, UO Leadership Academy**

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Unit Heads

Onboarding and Ongoing Training for Unit Heads

Unit heads do some of the most challenging and important work on campus. Therefore, we believe you deserve access to the information, training and support you need, when you need it.

The purpose of this Community Canvas site is to provide on-demand training and resources for academic unit heads and managers (e.g.: department heads, directors, assistant or associate deans, deans, academic unit managers, etc.), as well as an archive for information and resources shared at all unit heads meetings and trainings. Read more about the leadership behaviors that we value in UO Unit Heads including Leadership, People Support and Policy & Procedures.

Below you will find direct access to modules with content, as well as dates and links to materials for the 2022-23 Unit Head Trainings. If you have questions or need support, you can reach us at OtP@uoregon.edu.

On-Demand Modules

If you are a new unit head, please start by clicking this link

Major Personnel Reviews

    Module: Tenure and Promotion Reviews

Administrative Leadership

    Module: Employee and Labor Relations

    Module: UO Budget

Supporting scholarship, research and creative work

    Module: OVPRI Resources

Teaching and Curriculum

    Module: Alignment in How We Define, Develop, Evaluate and Reward Good Teaching

    Module: Data Your Unit Can Use

    Module: Program and Course Review and Approval

    Module: Academic Policies

    Module: Decennial Program Review & Annual Program Assessment

Inclusive Communities

    Module: Inclusive Leadership - Cultural Humility, Equity & L.A.C.E

Academic Impressions

A complement to our in-person programming

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Provost Picks

The following are topics that align with the university's mission and goals. The office of the provost has selected a series of highly recommended trainings within these categories.

Diversity, Equity, and Inclusion

Cultural Humility: A Framework to Mitigate Personal Bias

Student Success

LIVE! Customer Service Skills Training: Certification for Higher Education Professionals

Faculty Success

The Narrative Arc: Mapping Your Tenure, Promotion, or Reappointment Statement

Leadership

Time Management: Focusing on Your Priorities and Purpose

Provost's Year of Mentorship

Fall 2023-Spring 2024

UNIVERSITY OF OREGON

Supporting Faculty Success

Leadership   Mentorship   Scholarship   Teaching

UNIVERSITY OF OREGON

Teaching at UO

Ghilqh	Ghyhors	Hydoxdwh	Uhz dug
• Professional • Inclusive • Engaged • Research-Informed	TEP & UO Online Programming UO Summer Teaching Institute	Continuous Improvement and Evaluation of Teaching System	

Engaged Teaching

- Demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.

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New Topics for Resources

New Kinds of Resources

Exciting Ways to Engage

Provost's Teaching Academy

The Provost's Teaching Academy brings together UO's distinguished teachers—both award recipients and participants in UO's premiere teaching development activities—into a leadership group.

Meet the Provost's Teaching Academy

Summer Teaching Institute

The Summer Teaching Institute convenes faculty for a week of focus on teaching, both through large-format core skills workshops and smaller-group topical pathways that foreground priority areas for the university.

Join the Summer Teaching Institute

CAITs: Learning and Leadership Communities

Communities Accelerating the Impact of Teaching are compensated, competitively awarded faculty learning and leadership communities that investigate topics of timely interest through lenses of both pedagogical and institutional change.

Learn More About CAITs

NEW! Distinguished Teaching Professor Program

UO seeks to acknowledge the extraordinary contribution of faculty careers focused largely on teaching

- University Distinguished Teaching Professor title
- 3 year of reduced teaching expectations to pursue significant leadership in teaching projects
- $3,000 stipend per year for 3 years

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Inclusive Teaching

• Instruction designed to ensure every student can participate fully and that their presence and participation is valued.

• The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

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$500,000 in new grant funding, a new task force, and new programs are elevating UO's inclusive teaching work.

Agenda Item #3

School/College In Focus:
School of Law

LEAD. ADVOCATE. CHANGE.

CLICK HERE TO READ THE LATEST DEAN'S REPORT

The University of Oregon School of Law produces world-class lawyers who serve as ethical and effective leaders, counselors, innovators, conflict managers, and advocates driving productive change in a diverse and complex society.

Recognized for Excellence. The University of Oregon School of Law has long been recognized for its outstanding program of legal education.

- In the 2023 *U.S. News and World Report's* Best Law School rankings, Oregon Law **climbed to its highest ranking in at least two decades, landing at #67** from the previous year's #72 and securing the law school's position as **first** in the state and second in the region.

- The U.S. News law specialty rankings have honored three of Oregon Law's specialty programs among the best in the nation for more than a decade.

- Our LL.M. (Master of Laws) program has been selected among the top ten for Alternative Dispute Resolution by *LLM Guide. College Choice* named our master's degree programs in negotiation and conflict management in the nation's top ten as well.

#1 Legal Writing (LRW)

#7 Environmental Law (ENR)

#9 Dispute Resolution (ADR)

- Beyond the law school's LRW, ENR, and ADR programs, we have been developing significant strengths in business law and family law. Last year, for example, *PreLaw Magazine* awarded the Business Law program an **A** grade and the Family Law program an **A-**, placing both among the nation's best.

Our efforts in experiential education are also high-profile areas of our curriculum. Clinics, field placements/externships, and simulation programs provide students opportunities to gain essential lawyering skills and help prepare them for the practice of law. In addition, we provide invaluable co-curricular offerings to our students over the summer that include our very popular M&A (Mergers and Acquisitions) Boot Camp and Litigation Lab.

Dedicated Scholars and Teachers. Members of the law faculty regularly publish articles in leading law reviews and peer-reviewed journals, with many writing monographs/books, editing scholarly volumes, and contributing to research projects. Several of our faculty members hold advanced degrees in disciplines outside the law. A distinctive feature of Oregon Law is how much of our faculty research is grounded in real-world impacts. For decades, our faculty has participated in law reform efforts at local, state, and federal levels, and this work has informed and been informed by faculty expertise and research. Several of our faculty have received university-wide teaching awards, recognition, and grants, including the university's Faculty Fund for Excellence Award. In this way, the law faculty's dual commitments to service and scholarship form the foundation of our public-minded and practice-focused approach to legal education with excellent teaching at the core.

Multiple Degree Programs. Along with our J.D. program, we offer an LL.M. (Master of Laws) program with concentrations in business law, environmental law, and alternative dispute resolution. We also offer master's degrees in Conflict and Dispute Resolution (CRES). The CRES Program also offers a one-year certificate option for continuing students and current professionals. The certificate is a "stackable" credential. That is, credits earned for the certificate may apply to a master's degree if the student wishes to continue their education. Our concurrent master's degree programs allow CRES students to enroll in two master's programs at participating units on campus and complete two degrees in three years instead of the customary four. Similarly, J.D. candidates may enroll in a master's program, finishing with two degrees in four years instead of five. We have taken that concept a step further with our newly approved J.D./Master of Science in Finance concurrent degree program. It is a joint initiative with the Lundquist College of Business. It provides the professional flexibility and depth of two degrees in just three and half years.

Finally, for the past five years, the law school has offered an interdisciplinary undergraduate minor in legal studies. The Legal Studies Program currently hosts nearly 500 undergraduate students minoring in legal studies, and more than 670 students have graduated with this minor. The law school is exploring adding a major course of study to this program.

Demonstrated Commitment to Diversity. Our students bring perspectives from all over the country and the world. Our current student body hails from 29 states and attended 93 different colleges and universities. The most recent entering J.D. class is the most diverse in Oregon Law history, with female students making up 57% of the class. In our 1L class 33% self-identify as students of color, and 28% identify as members of the LGBTQ community. The average 1L student is 24 years old, and the age range for this year's 1L class is 19 (!) to 38. Nearly 40% of the class speak two or more languages, and 16% are the first person in their family to graduate from college. The overwhelming majority are first-generation law students.

400+ Graduate & Professional Students and ~500 Undergraduate Students
- *33% 1L students of color*
- *21% 1L students from Oregon*
- *3% 1L international students*

35 Full Time Faculty
- *25 Tenure and tenure track faculty*
- *10 Career faculty*
- *7 UO Distinguished Teaching Awards*
- *5 American Law Institute Members*

Degree Programs
- *J.D.*
- *LL.M (Masters of Laws)*
- *M.A./M.S. in Conflict & Dispute Resolution*
- *Undergraduate Minor - Legal Studies*

Over one-third of the class has held a job in public interest or public service, including legislative aides, public school employees, and victim's advocates. We are grateful for the service of four veterans of the U.S. military, representing the Marine Corps, Navy, and Coast Guard. This year we also welcomed machinists, brewers, baristas, legal assistants and paralegals, an airplane de-icer technician, master sommelier, and a chef who appeared on Chopped and beat Bobby Flay.

Finally, Oregon Law has worked intentionally to grow our enrollment of some of the best and brightest students from our home university. This year, we proudly enrolled **22 Double Ducks**, representing 13% of the total 1L class. These Double Ducks include Honors College students participating in the law school's 3+3 Program, which enables highly talented and motivated honors college students interested in a legal career to complete both a bachelor's degree and J.D. at the University of Oregon. By accepting the first year of law school course work as the final year of undergraduate study, the 3+3 program shaves a full year from the typical seven-year path to a J.D. Other Double Ducks include recent UO graduates who qualified for the Double Ducks Scholars Program, and several students who left the state but could not resist coming back to attend law school at their exceptional alma mater.

Exceptional Results upon Graduation. Oregon Law has routinely led the state in bar passage over the last several years. In July 2021, 90% of our graduates passed the Oregon bar on the first try. Additionally, 86% of those who took the bar outside of Oregon passed on the first try, with Oregon grads achieving a 100% pass rate in 11 different states. We have achieved these results through increased support for our students both while enrolled and after graduation. We have grown our Academic Excellence Program, which provides academic support and bar preparation. Also, we have partnered with a national bar preparation company to provide a bar review course and study materials to our students and graduates at no additional cost to them. These courses usually cost over $4,000 per person.

Our outstanding bar passage rates correlate directly with our impressive employment rates. The overall employment rate for Oregon Law's 2021 graduates is 91.4%. That rate includes graduates reporting employment as of March 15, 2022. For the third year in a row, our overall employment rate has been the best that we have achieved since the Great Recession (90.6% and 90.8% for the classes of 2019 and 2020, respectively). This success places Oregon Law at the top in the state and second among all law schools in the Pacific Northwest for post-graduation employment. Official bar passage and employment rates for the Class of 2022 will be released this spring.

CLASS OF 2021 EMPLOYMENT SUMMARY

Employment Outcomes Class of 2021

91.4%

Employed 10 months after graduation

Bar Passage Rate

90%

First-time Oregon Bar Passage Rate (July 2021)

19.7% Judicial Clerkships

27.3% Public Employment (Government, Public Interest & Education)

53% Private Employment (Law firms, Business, & Industry)

Longstanding Focus on Public Service. The University of Oregon School of Law is the only public law school in the state. We are proud to house the Oregon Law Commission (OLC) created in 1997 by the Legislative Assembly to conduct a continuous program of law revision, reform, and improvement. We also house the Oregon Office for Community Dispute Resolution (OOCDR), which supports the delivery of upstream alternative dispute resolution services across the state. OOCDR recently secured $1.2 million in grant funding from Oregon Housing and Community Services (OHCS) to deliver free eviction prevention mediation services at Resolution Centers in five major regions of Oregon. This key component of housing stability works to resolve disputes between renters and their housing providers and prevent evictions before they happen.

Integration with the Broader University and Beyond. The law school and the university are strengthened through our creative partnerships. The university's Environment Initiative's inaugural and current director, is Clayton R. Hess Professor of Law Adell Amos. Professor Amos and several Oregon Law faculty and staff serve in this campus-wide coordinated effort to support transdisciplinary environmental research, teaching, and outreach. Another example of our integration with the broader campus is our Legal Studies Program. With nearly 500 undergraduate students currently enrolled, we count courses from 13 schools or departments across campus as elective courses that students can use toward meeting the requirements of the Legal Studies minor. Finally, the law school has partnered with other schools and departments in strategic institutional hiring, and there are many opportunities in several areas to continue collaboration.

Board of Trustees Meeting

Marcilynn A. Burke

Dean and Dave Frohnmayer Chair in Leadership and Law

March 13, 2023

UNIVERSITY OF OREGON | School of Law

Educational Mission

- The University of Oregon School of Law is dedicated to providing an excellent professional education.
- The law school's mission, through its faculty, is to engage in critical analysis and comment on law in its myriad substantive areas and in the variety of forms that law may take.

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Learning Outcomes (JD)

5. recognize the responsibility of lawyers to serve as *informed and professional leaders.*

6. understand and appreciate *diversity, equity, and inclusion* as components of their personal and professional success.

7. appreciate the critical role that lawyers play in ensuring *meaningful access* to the legal system, promoting the *just application of its laws*, and *serving* their clients and the community.

8. understand the *interrelationship* between the creation, development, reform, and practice of *law, the natural and social sciences, the humanities, and the arts*.

400+ Graduate & Professional Students

First-Year JD Class

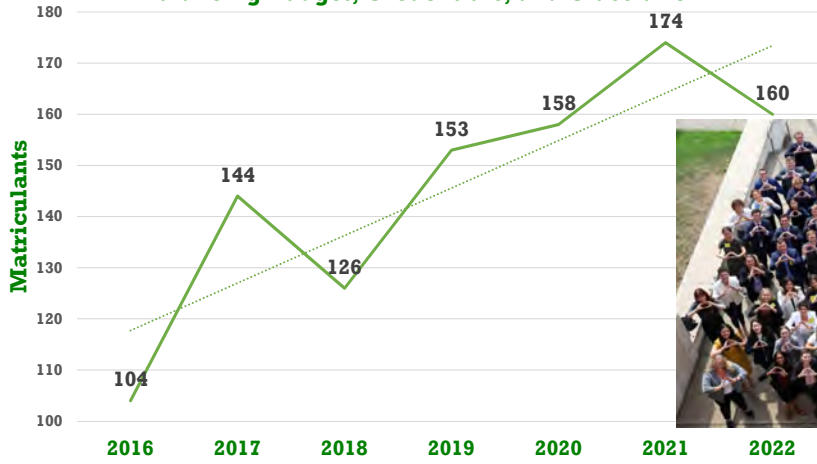|	
57% Women	21% Oregonians
33% SOC	3% International

35 Full-Time Faculty

25 Tenure-Related
10 Career

Degree Programs

J.D.
LL.M. (Masters of Laws)
M.A./M.S. in Conflict & Dispute Resolution
Legal Studies
    Undergraduate minor (~500 students)

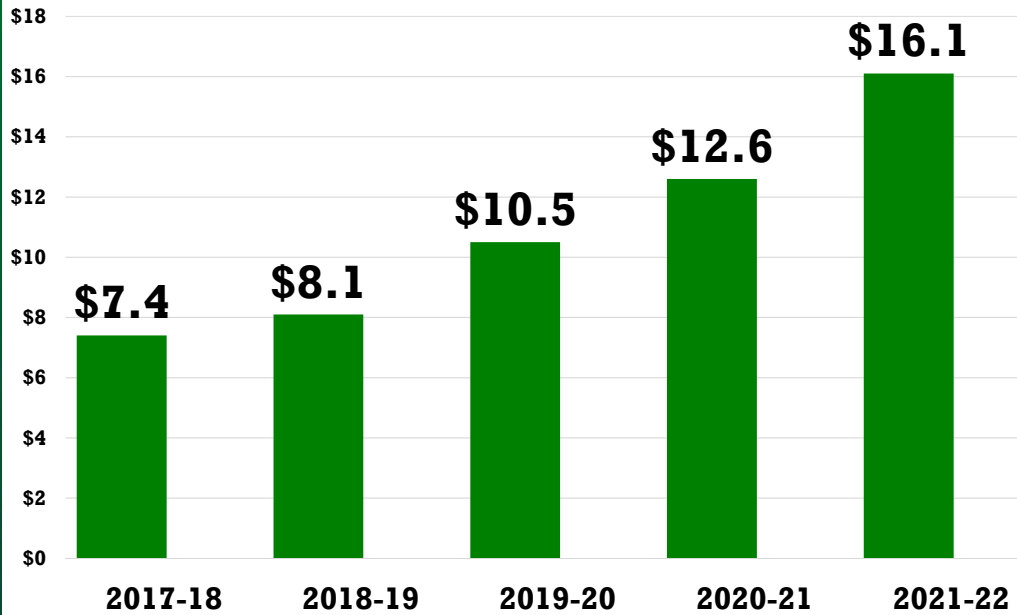**JD Admissions**
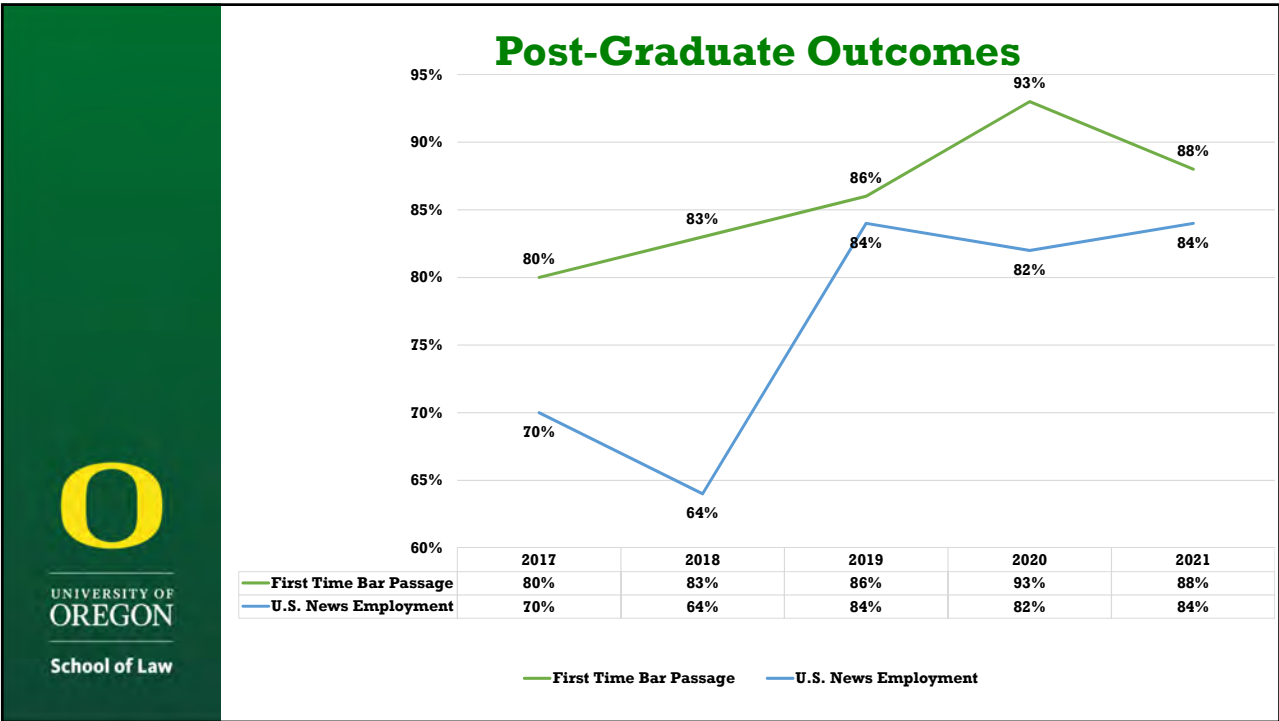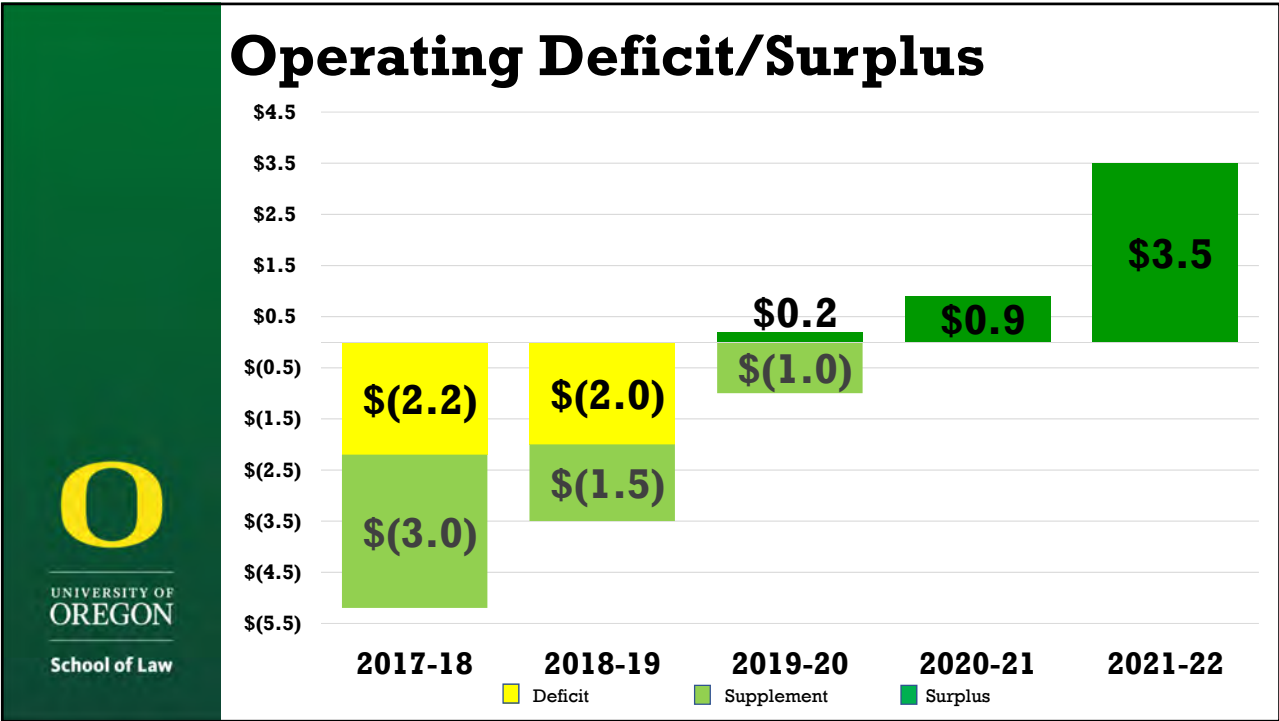Balancing Budget, Credentials, and Class Size

Matriculants

- 2016: 104
- 2017: 144
- 2018: 126
- 2019: 153
- 2020: 158
- 2021: 174
- 2022: 160

UNIVERSITY OF OREGON | School of Law

Net Tuition Revenue

- 2017-18: $7.4
- 2018-19: $8.1
- 2019-20: $10.5
- 2020-21: $12.6
- 2021-22: $16.1

UNIVERSITY OF OREGON
School of Law

Operating Deficit/Surplus

Year	Value
2017-18	Deficit $(2.2), Supplement $(3.0)
2018-19	Deficit $(2.0), Supplement $(1.5)
2019-20	Surplus $0.2, Supplement $(1.0)
2020-21	Surplus $0.9
2021-22	Surplus $3.5

Legend: Deficit, Supplement, Surplus

Post-Graduate Outcomes

	2017	2018	2019	2020	2021
First Time Bar Passage	80%	83%	86%	93%	88%
U.S. News Employment	70%	64%	84%	82%	84%

First Time Bar Passage — U.S. News Employment

U.S. News Rankings "2023"

#1 Legal Research

UNIVERSITY OF **OREGON**
School of Law

2023 *U.S. News and World Report* Rankings
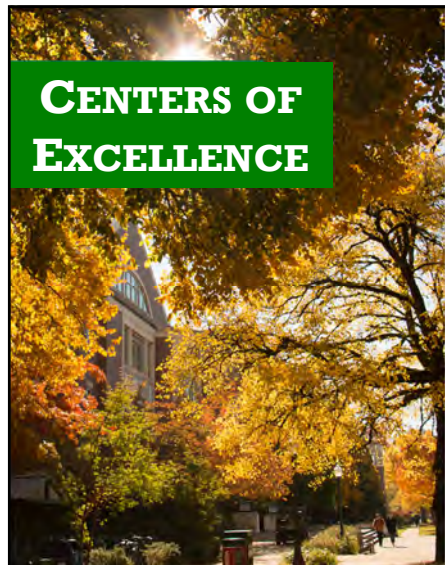
CENTERS OF EXCELLENCE

- **Alternative Dispute Resolution Center**
- **Environmental and Natural Resources Law Center**
- **Family, Child Advocacy, and Elder Law**
- **Legal Research and Writing**
- **Business Law**

Angela Addae
Assistant Professor,
Urban Municipal
Redevelopment & Social
Enterprise Law

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Centers of Excellence

- **Criminal Law**
- **International Law**
- **Public Law and Policy**

UNIVERSITY OF **OREGON** | School of Law

LLM Specializations

- **American Law**
- **Business Law**
- **Conflict & Dispute Resolution**
- **Environmental and Natural Resources Law**

CLASS OF 2020

CLASS OF 2021

UNIVERSITY OF **OREGON** | School of Law

CRES Specializations

- **Environmental Conflict**
  - **Climate Change**
  - **Land Use**
  - **Water**
- **Regional & International Conflict**
- **Certificate in Institutional Organizational Conflict Management**

REIMAGINE CONFLICT
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM

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Strategic Directions

- **Business Law**
- **Experiential Learning**

UNIVERSITY OF **OREGON**
School of Law

Andrea Coles-Bjerre
Associate Professor,
Faculty Director,
Business Law Program

Laurie Hauber
Assistant Clinical Professor,
Director,
Experiential Education

Kristie Gibson
Assistant Clinical Professor,
Supervising Attorney,
Business Law Clinic

Business Law Concentrations
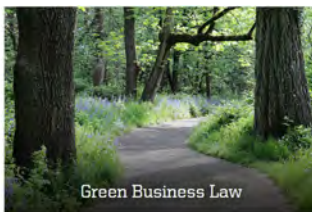
Estate Planning | Green Business Law
Intellectual Property Law | Law & Entrepreneurship
Tax Law | Transactional Business Law

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School of Law

SUMMER SPORTS LAW INSTITUTE

UNIVERSITY OF OREGON | School of Law

## Summer Business Opportunities at School

M&A Boot Camp

Concurrent Degrees

- **JD/MBA**
- **Accelerated JD/MS in Finance**
- **JD/MNM in Nonprofit Management**
- **JD/PhD in various areas**

   (Accounting, Economics, Finance, Management, Marketing, Operations & Business Analytics, etc.)

NEW!

UNIVERSITY OF OREGON | School of Law

Preparation

Reintegration

Experiential Education

Interaction

Reflection
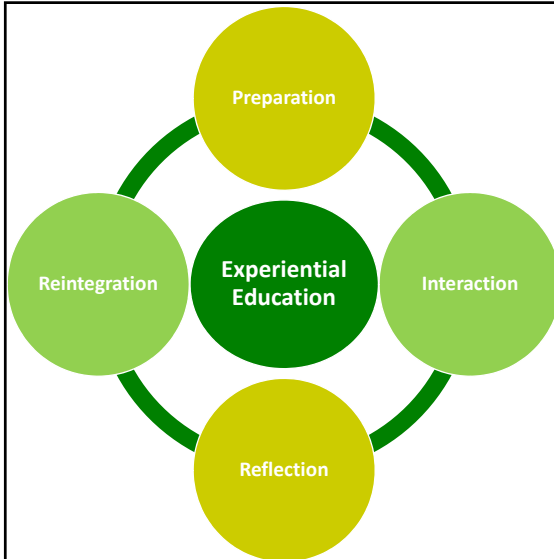
Integrate doctrine, theory, skills, and legal ethics and provide—

1. **multiple opportunities for performance;**
2. **opportunities for self-evaluation and feedback from a supervisor;**
3. **a classroom instructional component; and**
4. **direct supervision of the student's performance by a supervisor.**

UNIVERSITY OF OREGON | School of Law

Experiential Education

1. **Simulation Courses**
2. **Field Placements/Externships**
3. **Law Clinics**
4. **Co-Curricular Offerings**

Simulation Courses

- Advanced Appellate Advocacy
- Advanced Legal Research
- Alternative Dispute Resolution (ADR) Litigation Strategy
- Business Planning
- Corporate Finance
- Dispute Systems Design
- Environmental Policy Practicum
- Estate Planning
- Legal Reasoning and Analysis
- Mediation
- Negotiation
- Negotiation, Bargaining, and Persuasion
- Plea Bargaining
- Start-up Businesses
- Transactional Bootcamp
- Trial Practice

FROHNMAYER LEADERSHIP PROGRAM

Jennifer Espinola, JD
Dean of Students
Director FLP

Frohnmayer Leadership Program students work through a simulation on the dynamics of power within teams. The simulation revealed why it is important to consider how power is granted and shared, as well as its effects on team dynamics.

UNIVERSITY OF OREGON | School of Law

Field Placements/Externships

Umbrellas

- Criminal Justice
- Environmental Law
- Government & Public Interest
- In-House Counsel
- Judicial

Other

- Bankruptcy
- Domestic Violence
- Law Firm
- Create Your Own

UNIVERSITY OF OREGON
School of Law

Business Government Non-Profit

UNIVERSITY OF OREGON | School of Law

Oregon Law Clinics—
Providing Access to Justice

Internal

- **Business Law – Eugene and Portland**
- **Domestic Violence Civil**
- **Domestic Violence Protective Order**
- **Nonprofit**
- **Nonprofit Community Legal** NEW!

External

- **Criminal Defense**
- **Criminal Prosecution**
- **Environmental Law**

UNIVERSITY OF OREGON | School of Law

Co-Curricular Offerings

- **M&A Boot Camp**
- **Litigation Lab**
- **Advocacy and Transational Competitions**
- **Fellows**
- **Wills for the Underserved**

Andrew Winden
Assistant Professor
Business Law Program

Mindy Wittkop
Assistant Clinical Professor
Director & Supervising Attorney,
Business Law Clinic
Field Placements & Fellows

Wills for the Underserved: A Mentorship Program

Manual of Instructions and Templates

Susan N. Gary,

Orlando J. and Marian H. Hollis Professor of Law, University of Oregon School of Law

Program developed as a project of the Community Outreach Committee of the Real Property, Probate and Trust Law Section of the American Bar Association.

Development of the manual funded through a grant from the ACTEC Foundation.

UNIVERSITY OF OREGON | School of Law

Susan Gary
Professor Emerita
Director,
Wills for the Underserved Program

Public Law and Policy

Jennifer Geller, JD
Managing Director

Home for State Entities

Oregon Law secures $1.2 million to support housing stability across Oregon

BREAKING NEWS!

- US News Rankings
- ABA and LSAT
- New Pathways to Licensure
- NextGen Bar Exam

Possibilities on the Horizon

- New Clinics
- Additional Clinic Space
- Faculty Hires
- Portland Expansion
- Strategic Planning

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Agenda Item #4

Program Approval – BA/BS in Popular Music

The UO seeks approval from the Board of Trustees' for a Bachelor of Arts and a Bachelor of Science in Popular Music, offered through the School of Music and Dance. The new program would take effect Fall 2023.

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

The below information is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. 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 available upon request.

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

   This proposal converts the UO's BA/BS Music—Popular Music Studies concentration into a dedicated BA/BS Popular Music degree.

   The Popular Music Studies program is being expanded to include a new, focused concentration in Music Production; focused concentrations in other sub-disciplines of the broader popular music discipline are expected to follow in the future. Based on consultation with SOMD leadership, the Office of the Provost, and the Office of the Registrar, we have determined that, rather than add these new concentrations under the existing BA/BS Music degree, a superior curricular structure is to add them under a dedicated BA/BS Popular Music degree, one which will also house the current curriculum (with some minor updates).

   The program is designed to facilitate an understanding of the key areas of study within the genre of popular music. Because of the curriculum's inherent flexibility, students are able to select collections of course offerings that allow for a greater focus on one or more aspects of the music, such as performance, composition, or production, should they choose to do so. (This is to be formalized with one or more concentrations later, as stated above.) As such, some students who pursue the concentration seek specialized work in the music industry after graduating, while others are primarily interested in a college degree in music for the purposes of a liberal education but not a career in the field.

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

Enrollment in the Popular Music Studies concentration grew quickly after it launched in Fall 2016 but has now mostly leveled off at approximately 100 students. The historic enrollment figures for Fall of each year since launch of the concentration are indicative of demand for the new degree.

2016: 1 student
2017: 8 students
2018: 54 students
2019: 95 students
2020: 95 students
2021: 99 students

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

   There are no truly similar programs in Oregon. Oregon State University has recently launched a BA/BS in Contemporary Music Industry, but it is an online program only and it has a distinctly different focus.

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

   The Popular Music Studies program has already achieved financial viability, and has maintained that viability for the past six years. This proposal, essentially continuing an existing program, does not change that.

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

Resolution: Program Approval – BA/BS in Popular Music

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

WHEREAS, the School of Music and Dance desires to switch the current Bachelor of Arts and Bachelor of Science in Music concentration in Popular Music Studies to a Bachelor of Arts and Bachelor of Science in Popular Music, focused on the rapidly evolving music industry;

WHEREAS, the current concentration in Popular Music Studies has become the School of Music and Dance's largest major program by enrollment and has proven to be financially viable;

WHEREAS, the concentration was the first by an American Association of Universities institution accredited by the National Association of Schools of Music;

WHEREAS, the program has been approved by relevant departments, the School of Music and Dance, 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 Bachelor of Arts and Bachelor of Science in Popular Music as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Madison	
Fick		Ulum	
Lo		Worden	

Date: _____ Initials: _____

BA/BS in Popular Music

BA/BS in Popular Music

Background

- Popular Music Studies concentration began in 2016

- Innovative program in Oregon and nationally

- Part of SOMD's Diversity Plan

- Grew quickly to become SOMD's largest major program

- Concentrations within it are needed for enrollment/cohort management

- Cannot have a concentration within a concentration, so a degree is now necessary

BA/BS in Popular Music

The Curriculum

- Curricular categories — menus of targeted electives, some required courses:
  - Theory and Musicianship
  - History and Culture
  - Songwriting and Music Production
  - Music Industry
  - Performance
  - Ensembles

BA/BS in Popular Music

In Summary

- Conversion of program from concentration to degree
- Program already exists, and is successful
- Helps SOMD serve students better through concentrations within program

BA/BS in Popular Music

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Agenda Item #5

Program Approval –BS in Cybersecurity

The UO seeks approval from the Board of Trustees' for a Bachelor of Science in Cybersecurity, offered through the College of Arts and Sciences. The new program would take effect Fall 2023.

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

The below information is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. 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 available upon request.

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

   The cybersecurity program will help address the severe cybersecurity workforce shortfall in Oregon and the nation and meets the strong demand for top-quality computer security specialists. The State of Oregon is pursuing a Cybersecurity Center of Excellence to help address the high costs to the state from cybercrimes and data breaches. A key component of this proposal is workforce development in the area of cybersecurity. The University of Oregon, and this program, will be important partners and contributors in this effort to enhance Oregon's capacity in educating and producing capable workforce in the much-needed cybersecurity area.

   The program is aligned with the mission of the University of Oregon in its aim to produce career-ready graduates with a liberal arts education coupled with discipline-focused training grounded in current research and experiential learning. The design of the cybersecurity program leverages UO's signature strength in computer science. The program will produce cybersecurity professionals who receive the same solid training in computer science as other computer science majors at UO.

   In addition, students will receive the technical expertise needed to deal with the demands of technology, and vision to imagine the secure technology of the future while providing opportunities to become educated in allied topics such as law and business related to cybersecurity. Finally, UO's status as an R1 research university will provide experiential opportunities to conduct field studies in cybersecurity, such as doing an internship at information services or conducting research at a research lab.

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

   The Oregon population is approximately 1.3% of the US populations. Right now, there are about 377,000 unfilled cybersecurity jobs in the US [8]. So, there is clearly very high demand even if we scale by Oregon's population. We estimate that this major might be about one quarter to one half the size of the current CS major, and that it will bring students to the UO looking specifically for this kind of training. Thus, we imagine 25 new students in the first year and then about 10% increase

per year before it stabilizes.

We expect to see students who enrolled in this program as freshmen to graduate within 4-5 years, starting Year 4. We expect a small number of current CS students may elect to pursue the BS Cybersecurity degree, concurrent with their current BS Computer Science degree. So we estimate a small number of graduates in Year 2 and Year 3 of these students.

[8] (ISC)2 Cybersecurity Workforce Study. A Resilient Cybersecurity Profession Charts the Path Forward. https://www.isc2.org//-/media/ISC2/Research/2021/ ISC2-Cybersecurity-Workforce-Study-2021.ashx, 2021.

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

There are cybersecurity certificate programs from Oregon State University (OSU), Portland State University (PSU), and Southern Oregon University (SOU), BS in Computer Science programs with cybersecurity concentration from George Fox University and Western Oregon University (WOU), and multiple cybersecurity training or associate degree programs at community colleges (e.g., MHCC, PCC, LCC). Several 4-year colleges have majors related to cybersecurity: OIT has had a cybersecurity BS program since Fall 2019 [20], but as it is focused on "business-savvy cybersecurity professionals", it integrates many business courses and lacks computer science at its core. Western Oregon University has a cybercrime investigation and enforcement B.S. but not focused on cybersecurity science and technologies. Eastern Oregon University has a cybersecurity major but cannot offer the base depth in computer science that UO can.

Some of these programs (such as those at community colleges) can feed our cybersecurity degree program. OIT's cybersecurity program is complementary to our proposal and WOU's cybercrime investigation and enforcement B.S. program is focused on legal aspects of cybersecurity. Some will overlap with what we propose, such as EOU's cybersecurity major program, but the need to train students in this area is very high and increasing. We expect to be able to collaborate with all these cybersecurity programs in different ways. All the evidence indicates that a significantly higher capacity in cybersecurity education and training is especially needed in Oregon.

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

Most of the courses already exist and should not require new resources beyond the usual resources needed when classes increase in size.

Significant new requirements:
1. There are two new courses. These can be covered by an additional tenure track hire which the Computer Science department expects to be authorized regardless of whether this major is approved. In the event that does not happen, these courses could be covered by a .33 FTE from the career faculty pool, plus up to two GE terms (one for each course).

2. There are existing courses that will have more students in them. Assuming this major recruits 25-35 students per year, in addition to existing computer science students, this will require one to two more GEs per year to support the additional students.

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

Resolution: Program Approval – BS in Cybersecurity

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

WHEREAS, the Computer Science Department within the College of Arts and Sciences is seeking approval of a new Bachelor of Science degree in Cybersecurity, focused on preparing students in the high demand field of cyber security;

WHEREAS, the program leverages UO's signature strength in computer science and is aligned with the mission of the University of Oregon in its aim to produce career-ready graduates with a liberal arts education coupled with discipline-focused training grounded in current research and experiential learning

WHEREAS, the state of Oregon is pursuing the establishment of a Cybersecurity Center of Excellence to combat the rise in cybersecurity and data breach crimes;

WHEREAS, the university seeks to partner with the state to enhance Oregon's capacity in educating and producing capable workforce in the much-needed cybersecurity area;

WHEREAS, the program has been approved by relevant departments, the College of Arts and Sciences, 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 Bachelor of Science in Cybersecurity as proposed in the associated materials.

Moved: _____   Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Madison	
Fick		Ulum	
Lo		Worden	

Date: _____   Initials: _____