New Degree Program Proposal Innovation Management

Status: Approved (**Previous Version**)

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1. Review - College Approver - Business

Approved by Carol Brown Emeritus Appointment / College of Business Dept, *January 19, 2012 8:03am*

2. Review - Curriculum Coordinator

Approved by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, *January 26, 2012 11:33am*

Comments

Sarah Williams (Curriculum Coordinator) January 26, 2012 11:33am
Per Carol Brown email of 1/26/12, revisions suggested at the Academic Programs Preliminary Review have been made, and the proposal can now move forward to Budgets and Fiscal Planning Review.

3. Review - Budgets and Fiscal Planning Committee

Approved by Walter Loveland, *April 13, 2012 10:40am*

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) April 13, 2012 10:40am
It should be noted that we are approving this proposal and are accepting the argument of the proposers that under the current turgid rebasing model, units cannot expect any new revenue from teaching new courses on campus

4. Review - Graduate Council Chair

Approved by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, *April 19, 2012 9:49am*

Comments

Sarah Williams (Graduate Council Chair) April 19, 2012 9:49am
This proposal does not need review by the Graduate Council and is being moved forward to the Curriculum Council for review.

5. Review - Curriculum Council Chair

Approved by Michael Bailey Professor / Sch Elect Engr/Comp Sci, *April 23, 2012 7:06am*

6. Review - Faculty Senate Exec Committee

Sent Back by Sarah Williams Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, *April 23, 2012 9:52am*

Comments

Sarah Williams (Faculty Senate Exec Committee) April 23, 2012 9:52am
Returning proposal to Originator for revisions suggested at the Curriculum Council meeting on April 20. Once revisions are made, please resubmit to the FS Executive Committee. SW

7. Originator Response

Robin Silveira Asst to the Assoc Dean / College of Business Dept, *April 23, 2012 10:05am*

Comments

Robin Silveira April 23, 2012 10:05am
Revisions have been made as suggested at the Curriculum Council meeting on April 20.

8. Review - Faculty Senate Exec Committee

Approved by [Sarah Williams](#) Academic Wage Appt - Hourly / Acad Prgms/Assess/Accred, *August 6, 2012 8:49am*

Comments

Sarah Williams (Faculty Senate Exec Committee) August 6, 2012 8:49am
Approved by the Faculty Senate on May 10, 2012.

9. Review - Academic Programs

Approved by [Gary Beach](#) Coord- Senior Curriculum / Acad Prgms/Assess/Accred, *August 7, 2012 9:23am*

Comments

Gary Beach (Academic Programs) August 7, 2012 9:23am

The new BA, BS in Innovation Management Double Degree program was approved by the Oregon State Board of Higher Education, Academic Strategies Committee on August 3, 2012. This was the final step (final action) in the proposal review process.

Final Approval: August 3, 2012

--Gary

10. Review - Catalog Coordinator

Approved by [Larry Bulling](#) Academic Wage Appt - Hourly / Office of the Registrar, *August 7, 2012 10:26am*

Comments

Larry Bulling (Catalog Coordinator) August 7, 2012 10:26am
Associate registrar will assign a major code in mid-August. Then I can add this to the online catalog.

Proposal
Proposal ID:82725
Type:New Degree Program
Submission Date:April 23, 2012 10:05am
Approval Date:August 7, 2012 10:26am
Comments:
Review Process:
12/16/2011: Academic Programs Preliminary Review
4/12/2012: Budgets and Fiscal Planning Committee Approval
4/20/2012: Curriculum Council Approval
5/10/2012: Faculty Senate Approval
5/22/2012: OSU Provost Approval
6/7/2012: OUS Provosts' Council Approval
8/3/2012: Oregon State Board of Higher Educaton, Academic Strategies Committee

History
Active Version - Submitted April 23, 2012 10:05am
[Version 1](#) - Submitted January 18, 2012 5:02pm

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
[Donald Neubaum](#)	Assistant Professor	College of Business Dept
[Carol Brown](#)	Emeritus Appointment	College of Business Dept
[Robin Silveira](#)	Asst to the Assoc Dean	College of Business Dept

Contacts

No contacts

Proposal Details
College:College of Business

Department/School:No Department
Program Type:Undergraduate Major
New Degree Name:Innovation Management

Supporting Documents

DOCUMENTS
* Signed Transmittal Sheet ⓘ
Cat I Proposal Transmittal Sheet - IM Degree.pdf (442.50 Kb added Apr 23, 2012 9:52 am)
* Executive Summary ⓘ
cat-1-proposal-im-degree-executive-summary-v2.doc (52.50 Kb added Apr 23, 2012 10:02 am) Revisions made to the first paragraph.
* Proposal ⓘ
cat-1-proposal-im-degree-v2.docx (119.30 Kb added Apr 23, 2012 10:03 am) As requested, revisions have been made to this document in the following places: P. 1, b 1, 1st paragraph P. 3, 3a, 2nd paragraph P. 5, 4a, 1st paragraph
* Letters of Support ⓘ
Carol Brown im-degree-letters-of-support.docx (28.02 Kb added Apr 23, 2012 9:52 am)
* Accessibility Form ⓘ
accessibility-form.pdf (409.44 Kb added Apr 23, 2012 9:52 am)
* Library Evaluation ⓘ
Cat 1_innovation management library rev.pdf (522.99 Kb added Apr 23, 2012 9:52 am)
* Faculty CVs ⓘ
FacultyCvs.docx (26.19 Kb added Apr 23, 2012 9:52 am)
Other Attachments ⓘ
BABS in Innovative Management Board Version.doc (348.50 Kb added May 16, 2012 1:30 pm) Board version of BA BS in Innovation Management
On behalf of the provost.docx (14.48 Kb added May 23, 2012 4:29 pm) OSU Provost Approval
LIAISONS
* Liaisons ⓘ
OSU Liasons Request: *None* Response: im-degree-osu-liaison-responses.docx (32.06 Kb added Apr 23, 2012 9:52 am)
OUS Liasons Request: *None* Response: im-degree-ous-liaison-responses.docx (29.18 Kb added Apr 23, 2012 9:52 am)
BUDGET INFORMATION

* Budget Year 1

Budget Inovation Management - Year 1.doc (84.00 Kb added Apr 23, 2012 9:52 am)

* Budget Year 2

Budget Inovation Management - Year 2.doc (84.00 Kb added Apr 23, 2012 9:52 am)

* Budget Year 3

Budget Inovation Management - Year 3.doc (87.50 Kb added Apr 23, 2012 9:52 am)

* Budget Year 4

Budget Inovation Management - Year 4.doc (83.50 Kb added Apr 23, 2012 9:52 am)

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Category I Proposal Transmittal Sheet
Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

> **For instructions, see http://oregonstate.edu/ap/curriculum/cati.html. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.**

Check one:

Full Proposal
- ☒ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal
- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: http://www.ous.edu/aca/aca-forms.html

Title of Proposal:

__Innovation Management, BS/BA, Double Degree__

Effective Date:

__Summer 2012__

Department/Program:

__No Departments__

College:

__College of Business__

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Carol E Brown	11-28-2011	*Ilene Kleinsorge*	11/29/11
Sign (Dept Chair/Head; Director)	**Date**	**Sign (Dean of College)**	**Date**

__Carol E. Brown, Associate Dean__
Print (Department Chair/Head; Director)

__Ilene Kleinsorge__
Print (Dean of College)

Proposal to offer a Bachelor of Science in Innovation Management and Bachelor of Arts in Innovation Management

Oregon State University
College of Business

Executive Summary

This proposal is for a new BA, BS major in Innovation Management (IM) specifically designed for non-business majors wanting to earn a second degree. This is a proposal to establish a new double degree program. This means that a student cannot come to OSU just to pursue this degree program but must complete it in conjunction with the completion of another undergraduate degree program. Specifically, this major is not available to student who are already majoring in Business or who already have a Business degree (Bachelors or higher). The desired action is a decision by the College of Business (COB) to provide access to an innovation and commercialization curriculum for all non-business students - particularly students in Engineering, Forestry, Agriculture, and Design and Human Environment, who wish to complement their primary degree program.

The shortage of innovative talent has been identified by the Oregon Innovation Council as one of the major stumbling blocks to building a stronger economy in the state. The new proposed major will seek to advance one of the University's three signature areas of excellence as it will help foster economic growth and social progress by providing non-business students with the skills necessary to push ideas and inventions through the innovation and/or commercialization process. It is the COB's belief that the proposed IM Degree can help fill part of the current talent gap which impedes the state's progress in innovation.

Because the classes currently exist within the COB, and the proposed degree program is intended to complement a student's primary degree, there are no new resource demands nor are there any major shifts needed in faculty expertise. The increase in faculty to teach the additional sections has already been funded from the Provost's Faculty Investment Initiative. Faculty members have successfully been recruited to fill the additional sections. Additional advisor time will be funded from funds generated by online and summer school classes.

The proposed curriculum requires the completion of 36 credit hours, of which 24 credit hours must be unique to the Innovation Management degree program. WIC will be from the primary major or BA 353 when that is not possible.

Minimum Coursework to complete:

Course Title	Designator	Credits
Fundamentals in Accounting	BA 215	(4)
Introduction to Entrepreneurship	BA 260	(4)
Managing Organizations OR Managing Team and Individual Performance	BA 351 BA 352	(4)
Professional Development	BA 353	(4)
Technology and Innovation Management	BA 363	(4)
Marketing	BA 390	(4)
Leadership	BA 452	(4)
Innovation and New Product Development	BA 458	(4)
Technology Commercialization	BA 468	(4)
		(36) Total

Additional coursework that may be completed to achieve 24 credit hours unique to the Innovation Management degree program:

Course Title	Designator	Credits
Venture Management	BA 460	(4)
New Venture Financing	BA 464	(4)
Personal Selling	BA 491	(4)
		(12) Total

Proposal to offer a Bachelor of Science in Innovation Management and Bachelor of Arts in Innovation Management

Oregon State University
College of Business
CPS#: 82725
December 2011

Description of Proposed Program

1. **Program Overview**

   a. Proposed CIP number: 520210

   > CIP # 520210
   >
   > Title: Research and Development Management.
   >
   > Definition: A program that prepares individuals to manage projects, programs and organizations involving basic and applied research, or specialized technology applications, in the public or private sectors. Includes instruction in all aspects of business management applied to the leadership and control of scientific, clinical, engineering and social scientific enterprises; the management of related operational, security and logistical issues; and technical competence in one or more research disciplines.
   >
   > Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

   b. Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.

   > The College of Business (COB) proposes a new major in Innovation Management (IM) specifically designed for non-business majors wanting to earn a second degree. This is a proposal to establish a new double degree program. This means that a student cannot come to OSU just to pursue this degree program but must complete it in conjunction with the completion of another undergraduate degree program. Specifically, this major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher). This new double-degree program would provide non-business students access to a curriculum in innovation and commercialization that would complement their primary degree program.
   >
   > We expect students from Engineering, Forestry, Agriculture, and Design and Human Environment to be particularly interested in this program. This proposed program will focus on building the skills to develop and implement product, process and organizational innovations. The shortage of innovative talent has been identified by the Oregon Innovation Council as one of the major stumbling blocks to building a stronger economy in the state. The new proposed major will also advance one of the University's three signature areas of excellence as it will help foster *economic growth and social progress* by providing non-

business students with the skills necessary to push ideas and inventions through the innovation and/or commercialization process.

NEW

BA, BS in Innovative Management (CIP # 520210)
- Degree Types: **Bachelor of Arts (BA) and Bachelor of Science (BS)**
- Program Type: **Double Degree (Minimum of 36 credit hours)**
  Must complete it in conjunction with the completion of another undergraduate degree program.
- Academic Home: **College of Business**
- Options: **None**
- Undergraduate Minors: **None**
- Course Designator: **BA** (existing)
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Unique Admission Requirements: **GPA of 2.50 and a minimum grade of C- or above in all completed BA coursework that is relevant to the degree program**
- Enrollment Limitations: **Maximum of 45 incoming students annually**
- Accreditation: **Association for the Advancement of Collegiate Schools of Business (AACSB)**
- Proposed Start Date: **Summer Term 2012**

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c. When will the program be operational, if approved?

If approved, the degree program will be operational for the summer term of 2012. At that time, students can begin enrolling in existing classes. We anticipate the first graduates from the program could emerge by June of 2013.

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

a. What are the objectives of the program?

The College of Business is dedicated to provide nationally recognized, research-based education that will prepare profession-ready graduates who can excel in an innovative, knowledge-based economy. Graduates of the proposed program will gain expertise in developing new ideas and inventions and learn how to take these ideas through the innovation and commercialization process. Our intent is to build upon the "technical" skills developed by students in their primary major while giving them the tools to become more productive and innovative members of the organizations where they will work. The intent of the program is to provide students with a foundation in business basics, such as marketing and accounting, while also building students' expertise in the innovation and commercialization process. Pedagogy within the proposed program will not necessarily emphasize new venture creation. While content in new venture creation will be covered, the focus of the degree program will be on helping its graduates effectively leverage their technical skills for the betterment of the organizations where they will one day work.

b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

The IM degree aligns with: a) OSU's land grant status and its mission to educate the citizens and workforce of Oregon; b) OSU's focus on professional programs; and c) OSU's strategic plan. Graduates from a program such as the one we propose would fill an identifiable need for the state of Oregon that fits within OSU's objective to "help attract and invest the public and private resources necessary to build academic programs and infrastructure that address the emerging economic and social needs of the people of Oregon"

Further, the proposed degree program is consistent with OSU's divisional structure to help the university focus its resources, make strategic investments for the future and better serve students. As stated above, we expect students from the College of Engineering will be particularly attracted to this proposed major, which will naturally increase the integration of the two colleges in the Division of Business and Engineering.

Finally, the development of this program, and its submission for approval, is the result of funding from the Provost's Faculty Investment Initiative Proposal. Through his investment in a new faculty line required to deliver this program, the Provost has expressed his commitment to this program and asserted its consistency with the University's mission and vision.

c. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

The State's capacity to respond to growing social, economic and environmental challenges and opportunities is directly enhanced by this new program. In order for future Oregonians and graduates from Oregon State University to address these growing concerns, new ideas and new solutions must be developed. Skills in taking ideas to market or turning basic research into applied outcomes, must be developed. Students trained in disciplines which address these concerns (e.g., public health, agriculture, mechanical engineering) will benefit from this program by learning how to take their ideas developed in the lab and push them out the door or release them into the public market place. According to Oregon InC's Oregon Business Plan, the lack of top managerial talent is one of the major impediments to innovation in the state of Oregon. We believe our proposed program can help fill part of the current talent gap which impedes the state's progress in innovation.

The proposed degree fits well within the COB's strategic plan and the COB's focus on being a resource for business education and adding value to Oregon's economy. In particular, the COB is committed to developing top-notch students who are well-versed in business technology, sustainability, entrepreneurship and the global economy. The COB also endeavors to partner with other OSU academic units, forge stronger relationships with our technology-focused peers, and to assist the university in transferring knowledge and research to various industries. We believe the IM degree program will significantly advance these efforts. Further, the program responds to the call to enhance the social, economic, and environmental challenges facing our state by training its graduates to bring ideas to fruition.

3. Course of Study

a. Briefly describe proposed curriculum. (List is fine.)
    i.   Slash courses (i.e., 400/500-level) should be listed as such.
    ii. Include course numbers, titles and credit hours.

The proposed curriculum requires the completion of 36 credit hours, of which 24 credit hours must be unique to the Innovation Management major. This allows Business and Entrepreneurship minors and non-business majors with several required business classes access to this major by taking the three additional courses to achieve the 24 unique credits. The writing intensive course (WIC) requirement of the program will be fulfilled by WIC of the primary major, assuming: a) the discourse, written conventions, and genres of the two majors are closely related; and b) the substitution of a WIC course from one major for that in another major is approved in writing by the Chairs or Heads of both departments involved. In cases where this requirement is not met, students in this program must complete BA 353 (Professional Development) in addition to all other required course work. BA 353 is the WIC for all other College of Business degree programs.

It is important to note that this major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher).

Minimum Coursework that must be completed:

Course Title	Designator	Credits
1. Fundamentals of Accounting	BA 215	(4)
2. Introduction to Entrepreneurship	BA 260	(4)
3. Managing Organizations or Managing Team and Individual Performance	BA 351 BA 352[1]	(4)
4. Professional Development	BA 353[2]	(4)
5. Technology and Innovation Management	BA 363[3]	(4)
6. Marketing	BA 390[4]	(4)
7. Leadership	BA 452	(4)
8. Innovation and New Product Development	BA 458	(4)
9. Technology Commercialization	BA 468	(4)
Total		36

Additional coursework that may be completed to achieve 24 credits unique to the Innovation Management major:

	Designator	Credits
1. Venture Management	BA 460	(4)
2. New Venture Financing	BA 464[5]	(4)
3. Personal Selling	BA 491	(4)
Total		12

Note: Most students interested in this program will have completed the prerequisites for the required classes as a part of their primary major or the BACC Core.

[1.] *PREREQS: (COMM 111 or COMM 111H or COMM 114 or COMM 114H)*
[2.] *PREREQS: (COMM 111 or COMM 111H or COMM 114 or COMM 114H) and (WR 222 or WR 323 or WR 327) and BA 101*
[3.] *PREREQS: (BA 260 or BA 260H)*
[4.] *PREREQS: (ECON 201* or ECON 201H* or AREC 250) *PREREQS: MTH 111 or equivalent is recommended.*
[5.] *PREREQS: (BA 340 or BA 360)*

Illustrative One-year Schedule for Students in the IM Major

Fall	Winter	Spring
BA 215 BA 260 BA 390	BA 351 BA 353 BA 363	BA 452 BA 458 BA 468

Note: One year schedule assumes the student has completed the prerequisites.

b. Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions.

There are no new courses required for this program.

c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

There are no new courses required for this program.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Learning Outcomes - Upon completion of the curriculum within the Innovation Management degree program, students will be able to:	Coursework
Understand, analyze and apply accounting information to facilitate strategic decision making.	BA 215
Recognize new business opportunities in the marketplace, and evaluate the feasibility of pursuing those opportunities.	BA 260
Understand and apply conceptual frameworks and skills required for interpersonal effectiveness as leaders and members of teams and organizations.	BA 351 or BA 352
Construct a career development plan that outlines a path to a chosen career by developing the skills needed to create, format and tailor a professional resume while demonstrating effective, professional communication skills in business situations through writing, speaking, and listening.	BA 353
Understand how innovations are created, evaluated and leveraged within business strategy; and how innovation is managed within various business environments.	BA 363
Master core marketing concepts and effectively communicate and apply the ideas, strategies and tactics that result from them.	BA 390
Develop and apply skills of leadership, team building, and negotiations to increase effectiveness as a group member or leader.	BA 452
Describe, define, and identify new product development principles, understand the tools and skills involved in new product development, and assess and choose appropriate efforts to evaluate these development efforts.	BA 458
Demonstrate knowledge of the market, intellectual property landscape, and financial considerations needed to distinguish between the different approaches that may be taken to extract value from technical innovation.	BA 468

4. **Recruitment and Admission Requirements**

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

This major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher). Therefore, because the program is intended to be a second degree, it mostly enhances existing programs in other academic units within the University. The proposed program is unique to Oregon and the Pacific Northwest. Students may choose to enroll at Oregon State University because of the unique opportunity the program provides.

b. Are any requirements for admission to the program being proposed that are in **addition** to admission to the institution? If so, what are they?

Yes. Students must be in good standing at OSU with an overall University GPA at or above a 2.50 and must have achieved a minimum grade of C- or above in all completed BA coursework that is relevant to the degree program.

c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its

rationale. How will students be selected if there are enrollment limitations?

Yes. Because of personnel constraints, the proposed program is limited to 45 incoming students annually. Should demand for the program exceed 45 seats, then overall University GPAs will be used to select applicants into the program. Exceptions for students based on hardship, ethical, unique experiences and/or diversity criteria would then be considered in the application process.

5. **Accreditation of the Program**

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

The Association for the Advancement of Collegiate Schools of Business (AACSB) accredits graduate business programs, undergraduate business programs and accounting programs. As with all degrees awarded by the College of Business, the Innovation Management degree would fall under the AACSB accreditation for undergraduate business programs at Oregon State University.

b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

The College of Business at OSU is fully accredited by the AACSB. This accreditation requires an annual self-study with regular periodic visits by outside reviewers. Among other things, in its annual self-study, the AACSB expects us to provide information on new degree programs, as well as information on assurance of learning. Excerpts for what is required by the AACSB in the annual report for new degree programs and assurance of learning are shown below.

New Degree Programs

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:
- A brief description of the employer or employment needs to be served by the program.
- A brief description of the intended student market.
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next maintenance of accreditation review.

Assurance of Learning

Address the following in regards to assurance of learning processes and curricula development:
- **Curricula Development:** Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions.
- **Assessment Tools and Procedures**: Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of the mission. What are the most recent outcomes from the assessments, and what is the impact on curricula development actions?

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?

This proposal is limited to undergraduate majors.

Need

6. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)

The need for skills and knowledge in innovation in the state of Oregon has never been stronger. In his 2009-2010 state budget, the Governor earmarked $20.5 million for the *Innovation Plan* developed by the Oregon Innovation Council (Oregon InC).This plan includes an innovation-based economic development strategy that will enable Oregon's businesses to stay competitive in a global economy. This plan recognizes that Oregon's success is dependent on the ability to market the newest and best products and services. Oregon InC stressed the need for innovation in traditional industry sectors, such as agriculture and forestry, where innovation can help maintain and increase the number of good, family-wage jobs.

Further, significant investments in signature programs, such as Oregon Nanoscience and Microtechnologies Institute, the Food Innovation Center, Oregon Translational Research and Drug Discovery Institute, and Bio-Economy and Sustainable Technologies, will achieve greater benefits if the future employees of these centers effectively marry their technical skills with those offered by the proposed program. According to Oregon InC's Oregon Business Plan*, "*We need to create new, high-quality jobs in Oregon communities, cultivating a stronger research base capable of enabling innovation, increasing the availability of seed capital for Oregon entrepreneurs, increasing high-value exports, and making innovation the job of every Oregonian… Further, we must invest in future opportunities that will enable us to emerge from the economic downturn more diversified and in a stronger position to remain a national leader in the innovation economy… However, major impediments to innovation exist in Oregon. Poor access to seed and venture capital, the lack of top managerial talent, and continued disinvestment in higher education put Oregon's innovation economy at risk."

Based on input from faculty in the area of Strategic Management and Entrepreneurship in the COB, a list of about 7 courses considered critical to the success of students in the proposed program was created. We searched similar programs at other universities and included our findings in our original list of courses and course topics. We then presented this list of potential courses and course topics to about 20 members of the COB's Dean's Circle of Excellence. The Circle provides advocacy, consultation, and support for the college and the continuing development of its business programs. Serving as an advocacy group both on campus and off, the Circle promotes a positive image and good relations with business students, alumni, business partners, the OSU campus, as well as with the state, region and nation. It also helps connect the students, faculty, and dean of the college with society at large. The Circle includes alumni and individuals who work for potential employers. Based on the feedback during this focus group session, additional courses and topics were added to our initial list.

In the next step in our development process, we surveyed faculty from across the University, including faculty in the College of Engineering, the College of Forestry, and the College of Health and Human Sciences. We explained the goal of the proposed degree program, and then provided faculty with a list of 13 course titles and descriptions which might be included in the proposed major. We then asked faculty how important they felt it would be for each of the 13 courses to be included in the program. We also asked them to provide ideas about courses or course topics which we did not include in our list. We relied on these responses to identify the courses to be included in our degree program proposal.

Based on a 7-point Likert scale, the following courses received the highest rating (1 = "Not at all Important" and 7 = "Extremely Important")

Top Five Most Valued Courses	Average Response
BA 452 - Leadership	6.0
BA 363 - Technology and Innovation Management	6.0
BA 458 - Innovation and New Product Development	6.0

| BA 260 - Introduction to Entrepreneurship | 5.8 |
| BA 468 - Technology Commercialization | 5.7 |

Because BA 458 - Innovation and New Product Development and BA 452 – Leadership require prerequisites, both BA 390 - Marketing (average 5.5/70) and BA 352 - Managing Team and Individual Performance (average 5.0/7.0) were added to the curriculum. Finally, BA 215 – Fundamentals to Accounting was added to the program because of the need for knowledge related to concepts such as costs and revenues in other courses in the program.

In addition, we asked faculty to respond to the following two questions:

a) In your opinion, how likely would students in the intended audience consider enrolling in the proposed degree program? (average response = 5.3 out of 7.0, with 1 = "Very Unlikely" and 7 = "Very Likely")

b) Students who graduate from this program are likely to have a strong competitive edge in the workplace over students without a similar degree. (average response = 5.3 out of 7.0, with 1 = "Very Unlikely" and 7 = "Very Likely")

Based on these responses, it appears demand for the program will be strong and its graduates will have a competitive edge in the workplace.

Finally, we surveyed external constituents from local employers (such as Hewlett Packard and Tektronix). The responses of the practitioners closely mirrored those gathered from faculty and students. We believe this supports the appropriateness of the coverage of our proposed coursework.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

See answer to question 6a.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

The program anticipates graduating 45 students per year over the next five years. The students are expected to come primarily from technical programs such as Engineering, Forestry, and Agriculture. Forty-five has been determined to be the capacity of the IM program, given the college's current personnel and budget. The characteristics of the students are expected to represent the same demographic profile as students from Engineering, Forestry, Agriculture, and Design and Human Environment over the life of the program.

d. Are there any other compelling reasons for offering the program?

Based on the Provost's investment in a faculty line to help develop and deliver this degree, the program has the strong support of University Administration.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

We believe all sectors of the Oregon economy may potentially benefit from our program.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

We have no plans at present to extend or expand the delivery mode of the IM program. In the future, we would like to offer some or all of this degree program on-line through E-Campus. Funding and availability of personnel prevent us from offering this option at the current time.

Outcomes

7. Program Evaluation

a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)

> We have extensive assessment and monitoring methods as part of our accreditation process including surveying former graduates, evaluating learning outcomes in each class, and continuous improvement processes. For example, surveys of graduates of this program may include questions assessing the extent to which the program prepared them to enhance the commercialization and innovation activities of the organizations where they work, or the extent to which the program helped them use their technical skills to be more productive members of their organizations where they work. See section 8a for details on the assessment embedded in the curriculum.

b. How will the collected information be used to improve teaching and programs to enhance student learning?

> We regularly make changes to our courses and programs within our assessment and monitoring process.

8. Assessment of Student Learning

a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Learning Outcomes - Upon completion of the curriculum within the Innovation Management degree program, students will be able to:	Coursework	Assessment embedded in the curriculum - This learning outcome will be assessed by:
Understand, analyze and apply accounting information to facilitate strategic decision making.	BA 215	Evaluating the answers to specific questions on the final exam, covering theory, application, and comprehension. Results are monitored and course materials are adjusted if indicated.
Recognize new business opportunities in the marketplace, and evaluate the feasibility of pursuing those opportunities.	BA 260	A review and evaluation of written feasibility studies and business plans required for the course. A representative selection of students' work is reviewed by all those who teach the class based on two assessment criteria in a group meeting of all those who teach the class at the end of each Fall term.
Understand and apply conceptual frameworks and skills required for interpersonal effectiveness as leaders and members of teams and organizations.	BA 351 or BA 352	Periodic review of 20-30 samples of students' journals and group project peer evaluations selected over one or two terms and reviewed with a rubric by all those who teach the class.

Construct a career development plan that outlines a path to a chosen career by developing the skills needed to create, format and tailor a professional resume while demonstrating effective, professional communication skills in business situations through writing, speaking, and listening.	BA 353	Multiple written class assignments; extensive 1:1 coaching and assessment; in-class discussions and exercises; development and personal assessment of individual resumes; in-class mock interviews of each student; graded on campus corporate interviews.
Understand how innovations are created, evaluated and leveraged within business strategy; and how innovation is managed within various business environments.	BA 363	Evaluating the answers to specific questions on the midterm and final exams covering innovation creation, evaluation, leverage and management. Results are monitored and course materials are adjusted if indicated.
Master core marketing concepts and effectively apply the ideas, strategies and tactics that result from them.	BA 390	Evaluating the answers to specific questions on the midterm and final exams. Results are monitored and course materials are adjusted if indicated.
Develop and apply skills of leadership, team building, and negotiations to increase effectiveness as a group member or leader.	BA 452	Evaluating the answers to specific exam question and a paper that integrates leadership theories/concepts from the course with a coherent description of what they believe it means for them to become a leader in a particular position or job to which they aspire. Application of those principles will be assessed based on the results of group projects.
Describe, define, and identify new product development principles, understand the tools and skills involved in new product development, and assess and choose appropriate efforts to evaluate these development efforts.	BA 458	Evaluating the performance of student teams which are charged with developing new products during a quarter-long assignment. Assessment will be conducted at multiple points throughout the term.
Demonstrate knowledge of the market, intellectual property landscape, and financial considerations needed to distinguish between the different approaches that may be taken to extract value from technical innovation.	BA 468	Evaluating the final technology commercialization presentation and written report against a rubric. Evaluation will be performed by class instructor and a panel of reviewers.

Methods of student learning assessment are both course specific and program specific and therefore are embedded throughout our curriculum. We integrate a broad assessment program of exams, homework assignments, contextual case studies, written assignments, team projects, presentations, professional activities and computer projects across our curriculum.

b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

The COB currently does this through exit interviews and after-graduation surveys.

c. Is a licensure examination associated with this field of study?

No.

Integration of Efforts

9. Similar Programs in the State

a. List all other closely related OUS programs.

Oregon State University has an Entrepreneurship option for the Business Administration major which includes many of the same upper division courses. However that program includes the Business Core and requires 86 BA credits making it unsuitable for many students whose primary major is in another college.

The University of Oregon has an undergraduate business administration degree leading to an option in Entrepreneurship. The Entrepreneurship program, however, is directed toward College of Business students whereas the proposed OSU Innovation Management program focuses on non-business majors.

The Oregon Institute of Technology offers a Bachelor's of Science in Management with an option in Entrepreneurship/Small Business. This program, however, is directed toward College of Business students. As this proposal is for a double degree from Oregon State University it would not compete with the OIT Entrepreneurship/Small Business program.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

> Resources of other institutions or resources shared with other programs will be unaffected by the creation of this degree program. As such there are no plans for complementary/cooperative activities.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

> No projected impacts on other OUS intuitions or programs are anticipated.

Resources

10. Faculty

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

Tenure Track Faculty Teaching Classes in the Innovation Management Program:

Professor Erik Larson (Ph.D., State University of New York at Buffalo, 1982). Primary areas of teaching include project management and organizational behavior.

Associate Professor David Baldridge (Ph.D. University of Connecticut, 2000). Primary areas of teaching include organizational behavior.

Assistant Professor Michelle Barnhart (Ph.D., University of Utah, 2009). Primary areas of teaching areas include marketing and professional selling.

Assistant Professor Jiyao Chen (Ph.D., Stevens Institute of Technology, 2007). Primary areas of teaching include technology and innovation management.

Assistant Professor Jeewon Cho (Ph.D., SUNY at Buffalo, 2007). Primary areas of teaching include leadership and team building.

Assistant Professor Cory Cromer (Ph.D. University of Massachusetts, 2007). Primary areas of teaching include marketing and new product development.

Assistant Professor Robert Garrett Jr. (Ph.D. Indiana University, 2008). Primary areas of teaching include entrepreneurship.

Assistant Professor Keith Leavitt (Ph.D., University of Washington, 2009). Primary areas of teaching include leadership and team building.

Assistant Professor Michele Swift (Ph.D. University of Colorado, 2006). Primary areas of teaching include human resource management and organizational behavior.

Adjunct Faculty Teaching Courses in the Innovation Management Program:
Amy Bourne (DBA, Anderson University, 2009). Primary area of teaching includes accounting.

Mark Elton (MBA, Brigham Young University, 1990). Primary areas of teaching include marketing and personal selling.

Manolete Gonzalez (Ph.D., University of Southern California, 1985). Primary area of teaching includes entrepreneurship.

John Mentler (MBA, University of Colorado). Primary area of teaching includes entrepreneurship.

Mindy Perez (MBA, Golden Gate University, 1985). Primary area of teaching includes accounting.

John Turner (Ph.D., UC-San Diego, 1982). Primary area of teaching includes entrepreneurship and technology commercialization.

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?

No new faculty positions will be needed to initiate the proposed program.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

No changes are expected in the number and type of support staff.

11. Reference Sources

a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

This program includes no new courses. Thus, current Oregon State University Library resources are sufficient for this program.

b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

No additional resources are required. See the library evaluation for confirmation.

12. Facilities, Equipment, and Technology

a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

No additional resources are necessary for the program.

b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

       No resources beyond those on hand are necessary.

13. If this is a graduate program, please suggest three to six potential external reviewers.

       Not applicable.

14. Budgetary Impact

a. On the "Budget Outline" sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The "Budget Outline Instructions" form for filling out the Budget Outline is available on the Forms and Guidelines Web site, as well.

       Attached.

c. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

       No federal or other grants are required to launch this undergraduate degree program.

d. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

       No new cost allocations are necessary.

       The program was funded by a new position from the provost. The person has been hired. The slight shortages in the first two years will be covered by the College from profits from summer school and e-campus (distance education).

IM DEGREE LETTERS OF SUPPORT

MESSAGE SENT:

TO: Liaison
FROM: Carol Brown, Ph.D. - Associate Dean for Research and Faculty Development, College of Business
SUBJECT: Curriculum Liaison – OSU College of Business - Innovation Management Dual Degree

As some of you may know, the College of Business at Oregon State University is proposing to create an undergraduate Innovation Management degree for non-business majors. This new program would provide non-business students access to a curriculum in innovation and commercialization that would complement their primary degree programs. We expect students from the Engineering, Forestry, Agriculture, and Design and Human Environment to be particularly interested in this program. This program will focus on developing the skills to create and implement product, process and organizational innovations. We intend to build upon students' "technical" skills while giving them the tools to become more productive and innovative members of the organizations where they will work. The program will provide students with a strong foundation in business basics, such as marketing and accounting, while also extending students' expertise in the innovation and commercialization process. Pedagogy will not necessarily emphasize new venture creation. While content in new venture creation will be covered, the degree program will focus on helping its graduates effectively leverage their technical skills for the betterment of the organizations where they will one day work.

Your support is needed.

We are finalizing the details to begin the approval process that culminates in a decision by the State Board of Higher Education on whether to permit the new program.

I would greatly appreciate an email from you that states your strong support and your organization's strong support for the Innovation Management dual degree program that will help persuade board members that this degree is important to industry stakeholders. It can be in the form of an email with your name, title, and company name.

It is important to note we are not seeking additional funding from the state. The issue before the State Board of Higher Education is whether there is enough industry support to offer the degree in this region.

Please help me gain approval for this important program. I appreciate your continued support of the College and the University. If you have any questions or comments, please feel free to contact me at any time.

LETTERS OF SUPPORT:

Ken Thrasher – CEO, Compli; Retired President & CEO, Fred Meyer
"Don, I and my company Compli strongly support the Innovation Management Dual Degree strategy. Thank you for your leadership in this effort and Happy Thanksgiving."

David Andersen – President, Andersen Construction Company, Inc.
"I wanted to write you and express my enthusiasm for the undergraduate Innovation Management degree the OSU College of Business is proposing to create. Providing non-business students access to a curriculum in innovation and commercialization that would complement their primary degree programs and develop the skills needed for creating and implementing product, process and organizational innovations - very entrepreneural.

Creating new entrepreneurs is exactly what our State needs. Entrepreneurs create new products and services that create jobs. I understand the curriculum will not necessarily emphasize new venture creation. However, it's my experience that new product and service ideas often find their way in a new company.

Let me know if there is any support I can provide to assist in convincing the State Board of Higher Education to permit OSU to offer the new program."

Mary Coucher – VP, WW OEM Partner Mgmt. Systems & Technology Group , IBM Corp.
"Thank you for this information. I completely support this program and degree. As you know, IBM is highly focused on innovation as a key differentiator for leadership in work-force ready engineers. Inventors must understand how to bring their concepts to market in order to really create change and value for our world. This program completely aligns with IBM's core values of 'Innovation that matters - for our company and the world.'"

OSU
Oregon State UNIVERSITY

Category I Proposal
Guidelines for Addressing Accessibility of New Programs

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Innovation Management, BS/BS, Double Degree

Effective Date:

Summer 2012

Department/Program:

No Departments

College:

College of Business

☐ Faculty Guidelines
   (http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff)
☐ Information Technology Guidelines (http://oregonstate.edu/accessibility/)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Carol E Brown 1-18-2012   Carol E Brown

Sign (Dept Chair/Head; Director)   **Date**   **Print (Department Chair/Head; Director)**

Associate Dean of Programs
College of Business

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Proposal to offer a Bachelor of Science and Bachelor of Science in Innovation Management and Bachelor of Arts in Innovation Management

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Title of Proposal

Departments

Business

Colleges

The subject librarians responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

      [   ] inadequate to support the proposal (see budget needs below)
      [   ] marginally adequate to support the proposal
      [x] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

      Year 1:   Ongoing (annual):

Comments and Recommendations:
Collection is currently adequate.

Date Received: <u>11/09/11</u>   Date Completed: <u>11/15/2011</u>

LAURIE BRIDGES
Subject Librarian   Signature   Date
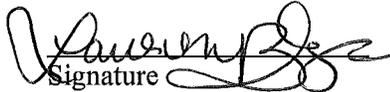
STEVEN SOWELL
Head of Collections & Resource Sharing   Signature   Date

FAYE CHADWELL
University Librarian   Signature   Date
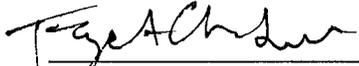
Oregon State University Libraries
Evaluation of the Collection Supporting:
Proposal to offer a Bachelor of Science in Innovation Management and Bachelor of Arts in Innovation Management

Oregon State University
College of Business

In the Proposal, prepared by the College of Business, it is stated, "This program includes no new courses. Thus, current Oregon State University Library resources are sufficient for this program." The library is in agreement with this statement, based on the comprehensive library collection assessment done in March 2000 for the business collection. Because the Innovation Management major does not propose any new courses, the 2000 assessment gives a good overview of the ability of the OSU Libraries collection to support the existing courses.

Monographs

According to the 2000 OSU Libraries Collection Assessment, the monograph collection in Business is adequate to support upper division undergraduate study.

In addition, OSU students, faculty, and staff have access to the monograph collections of over forty academic libraries through the Orbis Cascades Alliance and its union catalog, Summit. Authorized OSU users can easily request books from Pacific Northwest libraries, including Portland State University, University of Oregon, University of Washington, and Washington State University. Items are delivered to OSU within three to five days.

Serials/Journals

The 2000 OSU Libraries Collection Assessment revealed the serials collections were adequate to support upper division undergraduate study. Although substantial journal cuts have been made in the last several years, OSU Libraries subsidizes our collection using Interlibrary Loan, allowing students and faculty to obtain journal articles not available at Oregon State University.

Government Information

OSU Libraries is partial federal depository, meaning that a core collection of government documents are housed here. SEC filings can be accessed through Edgar online and also through our subscription to Lexis-Nexis Academic. Lexis-Nexis Academic can also be used to search for pending legislation and current laws.

Subject-Specific Indexes and Abstracts

The library subscribes to several databases that provide access to business information systems literature and data. These include the following:

- Business Source Premier: Online access to business literature
- Lexis-Nexis Academic: Online access to major newspapers and magazines and to SEC filings
- Mergent: Public and private company profiles and news
- Wall Street Journal: Online index and full-text
- Mintel: Market research reports

Summary
Current library resources are adequate to support the program as described.

Respectfully submitted by:

Laurie Bridges,
Oregon State University Libraries
November 14, 2011

Conspectus Report: College of Business.

The College of Business offers two undergraduate degree programs and one graduate degree program. Curricula lead to Bachelor of Arts (B.A.), Bachelor of Science (B.S.) and Master of Business Administration (M.B.A.). Business Administration offers options in accounting, international business, finance, management, management information systems, marketing management, and general business. A minor in a non-business area is required of all business students. The College participates in the Interdisciplinary Studies (M.A.I.S.) program, but College faculty do not serve as the major professor for M.A.I.S. degrees.

Monographs. There are 23,785 monographic titles in the call numbers from HF through HJ in the main and reference collections, which is equivalent to a WLN Conspectus rating of **level 3c.**
However, using different measures results in different ratings for the monograph collection.

Comparing the monograph holdings against Books for College Libraries and Business Information Sources gives a second but more dated measure. The library has 78% and 67% of these titles respectively. These are level 3b ratings, according to the WLN standards. However, based on conversations with faculty and the outstanding acquisition level of recent years, I would rate the monograph collection at level **level 3c**, "Advanced study or instructional support level (adequate to support master's degree program)."

Acquisition of 688 business books cost $25,118 in 1995-1996. In 1996-1997, 699 books cost $23,943. According to Blackwell's Cost and Coverage study, we acquired 51% of U.S. business hardback publishing in 1995-1996 and 58% of what was published in 1996-1997. By WLN standards, this is a **level 4** acquisition rate, "Research level (adequate to support doctoral research)."

Seventeen percent of the collection has been published within the last ten years, reflecting the considerable effort made to keep the collection current. Physically, the collection is in good condition, in a new library, but the median ages of the subcategories in business are in the 1965-1974 range.

5,331 items were checked out of the library in 1998. 152 items were borrowed from other libraries via inter-library loan in the year ending in March 1999.

Serials. Of 78 business and finance journals listed in the Social Science Citations Index the library currently subscribes to 61 journals or 78%. According to WLN standards, this is a **level 3b** collection; "Intermediate study or instructional support level (adequate to support upper division undergraduate courses; not adequate for master's degree programs)."

In addition to journals and newspapers in print, the Library provides network access to the following electronic indexes: The General Business File, The Expanded Academic Index, Lexis-Nexis (these three indexes have 40 - 90% of the referenced articles in full text), ABI/Inform, Disclosure and Statistical Universe. Increasingly, journals are becoming available in electronic format directly from the publishers; in business we have 14 from publishers such as Elsevier and Oxford University Press.

Acquisitions of periodicals, continuations and monographic series in 1995-1996 were: periodicals $48,209, continuations $24,829 and monographic series $264. In 1996-1997, acquisitions were: periodicals $47,145, continuations $29,323 and monographic series $37. College of Business faculty demand for journals is greater than current funding.

Summary: While the monograph collection meets WLN standards for the Master's program, journal holdings are not sufficient to meet WLN standards and need to be brought up to this standard. Because of the insufficiency of journal subscriptions. I am forced to rate the business collection at a **WLN Level 3b** "Intermediate study or instructional support level (adequate to support upper division undergraduate courses; not adequate for master's degree programs)." Overall, the business collection is better than this rating, but this does not change the journal situation. Since the College of Business faculty and students are especially interested in having web or desktop access to the Library's resources, the addition of web business databases providing the full text of articles may help provide a way around the university's problems with journal costs.

Ratings for College of Business
CL=Current collection level; AC=Acquisitions commitment; GL=Goal level

LC class	Line	Category	CL	AC	GL
HF 1-5000	ECO 067	Commerce (General)	3b		3c
HF 5001-6351	ECO 069	Business, Business Administration	3b		3c
HG	ECO 072	Finance (General)	3b		3c
HJ	ECO	Public Finance (General)	3b		3c
Division As A Whole			**3b**	**3b**	**3c**

WLN Conspectus Ratings

0 — Out of scope

1 — Minimal level
       1a — Minimal level, uneven coverage
       1b — Minimal level, even coverage

2 — Basic informational level
       2a — Basic information level, Introductory
       2b — Basic information level, Advanced (Appropriate for community college students)

3 — Study or instructional support level
       3a — Basic study or instructional support level (Adequate to support lower division undergraduate courses)
       3b — Intermediate study or instruction support level (Adequate to support upper division undergraduate courses; not adequate for master's degree programs)
       3c — Advanced study or instructional support level (Adequate to support master's degree programs)

4 — Research level (Adequate to support doctoral research)

5 — Comprehensive level

Proposal to offer a Bachelor of Science in Innovation Management and Bachelor of Arts in Innovation Management

Oregon State University
College of Business

Faculty CVs

Available upon request.

Proposal for a New Academic Program

Institution: **Oregon State University**

College: **College of Business**

Program: **Bachelor of Arts (BA) and Bachelor of Science (BS) in Innovation Management**

OSU CPS Tracking # 82725
https://secure.oregonstate.edu/ap/cps/proposals/view/82525

1. Program Description

a. *Proposed Classification of Instructional Programs (CIP) number:*

CIP Number: **520210**

Title: **Research and Development Management**

Definition: A program that prepares individuals to manage projects, programs and organizations involving basic and applied research, or specialized technology applications, in the public or private sectors. Includes instruction in all aspects of business management applied to the leadership and control of scientific, clinical, engineering and social scientific enterprises; the management of related operational, security and logistical issues; and technical competence in one or more research disciplines.

(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

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b. *Provide a brief overview (approximately 1-2 paragraphs) of the proposed program, including a description of the academic area and a rationale for offering this program at the present time. Please include a description of any related degrees, certificates, or subspecialties (concentrations, areas of special emphasis, etc.) that may be offered now or in the foreseeable future.*

The College of Business (COB) proposes a new major in Innovation Management (IM) specifically designed for non-business majors wanting to earn

a second degree. This is a proposal to establish a new double degree program. This means that a student cannot come to OSU just to pursue this degree program but must complete it in conjunction with the completion of another undergraduate degree program. Specifically, this major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher). This new double-degree program would provide non-business students access to a curriculum in innovation and commercialization that would complement their primary degree program.

We expect students from Engineering, Forestry, Agriculture, and Design and Human Environment to be particularly interested in this program. This proposed program will focus on building the skills to develop and implement product, process and organizational innovations. The shortage of innovative talent has been identified by the Oregon Innovation Council as one of the major stumbling blocks to building a stronger economy in the state. The new proposed major will also advance one of the University's three signature areas of excellence as it will help foster *economic growth and social progress* by providing non-business students with the skills necessary to push ideas and inventions through the innovation and/or commercialization process.

NEW

BA, BS in Innovative Management (CIP # 520210)
- Degree Types: **Bachelor of Arts (BA) and Bachelor of Science (BS)**
- Program Type: **Double Degree (Minimum of 36 credit hours)**
  Must complete it in conjunction with the completion of another undergraduate degree program.
- Academic Home: **College of Business**
- Options: **None**
- Undergraduate Minors: **None**
- Course Designator: **BA** (existing)
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Unique Admission Requirements: **GPA of 2.50 and a minimum grade of C- or above in all completed BA coursework that is relevant to the degree program**
- Enrollment Limitations: **Maximum of 45 incoming students annually**
- Accreditation: **Association for the Advancement of Collegiate Schools of Business (AACSB)**
- Proposed Start Date: **Summer Term 2012**

c. When will the program be operational, if approved?

If approved, the degree program will be operational for the summer term of 2012. At that time, students can begin enrolling in existing classes. We anticipate the first graduates from the program could emerge by June of 2013.

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

a. What are the objectives of the program?

The College of Business is dedicated to provide nationally recognized, research-based education that will prepare profession-ready graduates who can excel in an innovative, knowledge-based economy. Graduates of the proposed program will gain expertise in developing new ideas and inventions and learn how to take these ideas through the innovation and commercialization process. Our intent is to build upon the "technical" skills developed by students in their primary major while giving them the tools to become more productive and innovative members of the organizations where they will work. The intent of the program is to provide students with a foundation in business basics, such as marketing and accounting, while also building students' expertise in the innovation and commercialization process. Pedagogy within the proposed program will not necessarily emphasize new venture creation. While content in new venture creation will be covered, the focus of the degree program will be on helping its graduates effectively leverage their technical skills for the betterment of the organizations where they will one day work.

b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

The IM degree aligns with: a) OSU's land grant status and its mission to educate the citizens and workforce of Oregon; b) OSU's focus on professional programs; and c) OSU's strategic plan. Graduates from a program such as the one we propose would fill an identifiable need for the state of Oregon that fits within OSU's objective to "help attract and invest the public and private resources necessary to build academic programs and infrastructure that address the emerging economic and social needs of the people of Oregon" (http://oregonstate.edu/leadership/strategicplan/).

Further, the proposed degree program is consistent with OSU's divisional structure to help the university focus its resources, make strategic investments for the future and better serve students. As stated above, we expect students from the College of Engineering will be particularly attracted to this proposed major, which will naturally increase the integration of the two colleges in the Division of Business and Engineering.

Finally, the development of this program, and its submission for approval, is the result of funding from the Provost's Faculty Investment Initiative Proposal. Through his investment in a new faculty line required to deliver this program, the Provost has expressed his commitment to this program and asserted its consistency with the University's mission and vision.

c. *How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?*

The State's capacity to respond to growing social, economic and environmental challenges and opportunities is directly enhanced by this new program. In order for future Oregonians and graduates from Oregon State University to address these growing concerns, new ideas and new solutions must be developed. Skills in taking ideas to market or turning basic research into applied outcomes, must be developed. Students trained in disciplines which address these concerns (e.g., public health, agriculture, mechanical engineering) will benefit from this program by learning how to take their ideas developed in the lab and push them out the door or release them into the public market place. According to Oregon InC's Oregon Business Plan, the lack of top managerial talent is one of the major impediments to innovation in the state of Oregon. We believe our proposed program can help fill part of the current talent gap which impedes the state's progress in innovation.

The proposed degree fits well within the COB's strategic plan and the COB's focus on being a resource for business education and adding value to Oregon's economy. In particular, the COB is committed to developing top-notch students who are well-versed in business technology, sustainability, entrepreneurship and the global economy. The COB also endeavors to partner with other OSU academic units, forge stronger relationships with our technology-focused peers, and to assist the university in transferring knowledge and research to various industries. We believe the IM degree program will significantly advance these efforts. Further, the program responds to the call to enhance the social, economic, and environmental challenges facing our state by training its graduates to bring ideas to fruition.

3. Course of Study

a. *Briefly describe proposed curriculum. (List is fine.)*
   i. *Slash courses (i.e., 400/500-level) should be listed as such.*
   ii. *Include course numbers, titles and credit hours.*

The proposed curriculum requires the completion of 36 credit hours, of which 24 credit hours must be unique to the Innovation Management major. This allows Business and Entrepreneurship minors and non-business majors with several

required business classes access to this major by taking the three additional courses to achieve the 24 unique credits.

The writing intensive course (WIC) requirement of the program will be fulfilled by WIC of the primary major, assuming: a) the discourse, written conventions, and genres of the two majors are closely related; and b) the substitution of a WIC course from one major for that in another major is approved in writing by the Chairs or Heads of both departments involved. In cases where this requirement is not met, students in this program must complete BA 353 (Professional Development) in addition to all other required course work. BA 353 is the WIC for all other College of Business degree programs.

It is important to note that this major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher).

Minimum Coursework That Must Be Completed

Course Title	Designator/Number	Credits
1. Fundamentals of Accounting	BA 215	4
2. Introduction to Entrepreneurship	BA 260	4
3. Managing Organizations or Managing Team and Individual Performance	BA 351 BA 352[1]	4
4. Professional Development	BA 353[2]	4
5. Technology and Innovation Management	BA 363[3]	4
6. Marketing	BA 390[4]	4
7. Leadership	BA 452	4
8. Innovation and New Product Development	BA 458	4
9. Technology Commercialization	BA 468	4
TOTAL		36

Additional Coursework That May Be Completed to Achieve 24 Credits Unique to the Innovation Management Major

Course Title	Designator/Number	Credits
1. Venture Management	BA 460	4
2. New Venture Financing	BA 464[5]	4
3. Personal Selling	BA 491	4
TOTAL		12

Note: Most students interested in this program will have completed the prerequisites for the required classes as a part of their primary major or the BACC Core.

[1] PREREQS: (COMM 111 or COMM 111H or COMM 114 or COMM 114H)
[2] PREREQS: (COMM 111 or COMM 111H or COMM 114 or COMM 114H) and (WR 222 or WR 323 or WR 327) and BA 101
[3] PREREQS: (BA 260 or BA 260H)
[4] PREREQS: (ECON 201* or ECON 201H* or AREC 250) *PREREQS: MTH 111 or equivalent is recommended.
[5] PREREQS: (BA 340 or BA 360)

Illustrative One-year Schedule for Students in the Innovation Management Major

Fall	Winter	Spring
BA 215 BA 260 BA 390	BA 351 BA 353 BA 363	BA 452 BA 458 BA 468

Note: One year schedule assumes the student has completed the prerequisites.

b. *Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions.*

There are no new courses required for this program.

c. *Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.*

There are no new courses required for this program.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Learning Outcomes - Upon completion of the curriculum within the Innovation Management degree program, students will be able to:	Coursework
Understand, analyze and apply accounting information to facilitate strategic decision making.	BA 215
Recognize new business opportunities in the marketplace, and evaluate the feasibility of pursuing those opportunities.	BA 260
Understand and apply conceptual frameworks and skills required for interpersonal effectiveness as leaders and members of teams and organizations.	BA 351 or BA 352
Construct a career development plan that outlines a path to a chosen career by developing the skills needed to create, format and tailor a professional resume while demonstrating effective, professional communication skills in business situations through writing, speaking, and listening.	BA 353
Understand how innovations are created, evaluated and leveraged within business strategy; and how innovation is managed within various business environments.	BA 363
Master core marketing concepts and effectively communicate and apply the ideas, strategies and tactics that result from them.	BA 390
Develop and apply skills of leadership, team building, and negotiations to increase effectiveness as a group member or leader.	BA 452
Describe, define, and identify new product development principles, understand the tools and skills involved in new product development, and assess and choose appropriate efforts to evaluate these development efforts.	BA 458
Demonstrate knowledge of the market, intellectual property landscape, and financial considerations needed to distinguish between the different approaches that may be taken to extract value from technical innovation.	BA 468

4. Recruitment and Admission Requirements

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

This major is not available to students who are already majoring in Business or who already have a Business degree (Bachelors or higher). Therefore, because

the program is intended to be a second degree, it mostly enhances existing programs in other academic units within the University. The proposed program is unique to Oregon and the Pacific Northwest. Students may choose to enroll at Oregon State University because of the unique opportunity the program provides.

b. *Are any requirements for admission to the program being proposed that are in* **addition** *to admission to the institution? If so, what are they?*

Yes. Students must be in good standing at OSU with an overall University GPA at or above a 2.50 and must have achieved a minimum grade of C- or above in all completed BA coursework that is relevant to the degree program.

c. *Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?*

Yes. Because of personnel constraints, the proposed program is limited to 45 incoming students annually. Should demand for the program exceed 45 seats, then overall University GPAs will be used to select applicants into the program. Exceptions for students based on hardship, ethical, unique experiences and/or diversity criteria would then be considered in the application process.

5. Accreditation of the Program

a. *If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.*

The Association for the Advancement of Collegiate Schools of Business (AACSB) accredits graduate business programs, undergraduate business programs and accounting programs. As with all degrees awarded by the College of Business, the Innovation Management degree would fall under the AACSB accreditation for undergraduate business programs at Oregon State University.

b. *If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?*

The College of Business at OSU is fully accredited by the AACSB. This accreditation requires an annual self-study with regular periodic visits by outside reviewers.   Among other things, in its annual self-study, the AACSB expects us to provide information on new degree programs, as well as information on assurance of learning. Excerpts for what is required by the AACSB in the annual report for new degree programs and assurance of learning are shown below.

New Degree Programs

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program.
- A brief description of the intended student market.
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next maintenance of accreditation review**.**

Assurance of Learning

Address the following in regards to assurance of learning processes and curricula development:

- **Curricula Development:** Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions.
- **Assessment Tools and Procedures**: Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of the mission. What are the most recent outcomes from the assessments, and what is the impact on curricula development actions?

c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?*

This proposal is limited to undergraduate majors.

6. Evidence of Need

a. *What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)*

The need for skills and knowledge in innovation in the state of Oregon has never been stronger. In his 2009-2010 state budget, the Governor earmarked $20.5

million for the *Innovation Plan* developed by the Oregon Innovation Council (Oregon InC). This plan includes an innovation-based economic development strategy that will enable Oregon's businesses to stay competitive in a global economy. This plan recognizes that Oregon's success is dependent on the ability to market the newest and best products and services. Oregon InC stressed the need for innovation in traditional industry sectors, such as agriculture and forestry, where innovation can help maintain and increase the number of good, family-wage jobs.

Further, significant investments in signature programs, such as Oregon Nanoscience and Microtechnologies Institute, the Food Innovation Center, Oregon Translational Research and Drug Discovery Institute, and Bio-Economy and Sustainable Technologies, will achieve greater benefits if the future employees of these centers effectively marry their technical skills with those offered by the proposed program. According to Oregon InC's Oregon Business Plan*, "*We need to create new, high-quality jobs in Oregon communities, cultivating a stronger research base capable of enabling innovation, increasing the availability of seed capital for Oregon entrepreneurs, increasing high-value exports, and making innovation the job of every Oregonian… Further, we must invest in future opportunities that will enable us to emerge from the economic downturn more diversified and in a stronger position to remain a national leader in the innovation economy… However, major impediments to innovation exist in Oregon. Poor access to seed and venture capital, the lack of top managerial talent, and continued disinvestment in higher education put Oregon's innovation economy at risk."

Based on input from faculty in the area of Strategic Management and Entrepreneurship in the COB, a list of about 7 courses considered critical to the success of students in the proposed program was created. We searched similar programs at other universities and included our findings in our original list of courses and course topics. We then presented this list of potential courses and course topics to about 20 members of the COB's Dean's Circle of Excellence. The Circle provides advocacy, consultation, and support for the college and the continuing development of its business programs. Serving as an advocacy group both on campus and off, the Circle promotes a positive image and good relations with business students, alumni, business partners, the OSU campus, as well as with the state, region and nation. It also helps connect the students, faculty, and dean of the college with society at large. The Circle includes alumni and individuals who work for potential employers. Based on the feedback during this focus group session, additional courses and topics were added to our initial list.

In the next step in our development process, we surveyed faculty from across the University, including faculty in the College of Engineering, the College of Forestry, and the College of Health and Human Sciences. We explained the goal of the proposed degree program, and then provided faculty with a list of 13 course titles and descriptions which might be included in the proposed major. We then asked faculty how important they felt it would be for each of the 13 courses to be included in the program. We also asked them to provide ideas about courses or course topics which we did not include in our list. We relied on

these responses to identify the courses to be included in our degree program proposal.

Based on a 7-point Likert scale, the following courses received the highest rating (1 = "Not at all Important" and 7 = "Extremely Important")

Top Five Most Valued Courses	Average Response
BA 452 - Leadership	6.0
BA 363 - Technology and Innovation Management	6.0
BA 458 - Innovation and New Product Development	6.0
BA 260 - Introduction to Entrepreneurship	5.8
BA 468 - Technology Commercialization	5.7

Because BA 458 - Innovation and New Product Development and BA 452 – Leadership require prerequisites, both BA 390 - Marketing (average 5.5/70) and BA 352 - Managing Team and Individual Performance (average 5.0/7.0) were added to the curriculum. Finally, BA 215 – Fundamentals to Accounting was added to the program because of the need for knowledge related to concepts such as costs and revenues in other courses in the program.

In addition, we asked faculty to respond to the following two questions:

a) In your opinion, how likely would students in the intended audience consider enrolling in the proposed degree program? (average response = 5.3 out of 7.0, with 1 = "Very Unlikely" and 7 = "Very Likely")

b) Students who graduate from this program are likely to have a strong competitive edge in the workplace over students without a similar degree. (average response = 5.3 out of 7.0, with 1 = "Very Unlikely" and 7 = "Very Likely")

Based on these responses, it appears demand for the program will be strong and its graduates will have a competitive edge in the workplace.

Finally, we surveyed external constituents from local employers (such as Hewlett Packard and Tektronix). The responses of the practitioners closely mirrored those gathered from faculty and students. We believe this supports the appropriateness of the coverage of our proposed coursework.

b. *Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for*

additional qualified individuals such as the proposed program would produce? If yes, please specify.

See answer to question 6a.

c. *What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?*

The program anticipates graduating 45 students per year over the next five years. The students are expected to come primarily from technical programs such as Engineering, Forestry, and Agriculture. Forty-five has been determined to be the capacity of the IM program, given the college's current personnel and budget. The characteristics of the students are expected to represent the same demographic profile as students from Engineering, Forestry, Agriculture, and Design and Human Environment over the life of the program.

d. *Are there any other compelling reasons for offering the program?*

Based on the Provost's investment in a faculty line to help develop and deliver this degree, the program has the strong support of University Administration.

e. *Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).*

We believe all sectors of the Oregon economy may potentially benefit from our program.

f. *Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.*

We have no plans at present to extend or expand the delivery mode of the IM program. In the future, we would like to offer some or all of this degree program on-line through E-Campus. Funding and availability of personnel prevent us from offering this option at the current time.

7. Program Evaluation

a. *How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)*

We have extensive assessment and monitoring methods as part of our accreditation process including surveying former graduates, evaluating learning

outcomes in each class, and continuous improvement processes. For example, surveys of graduates of this program may include questions assessing the extent to which the program prepared them to enhance the commercialization and innovation activities of the organizations where they work, or the extent to which the program helped them use their technical skills to be more productive members of their organizations where they work. See section 8a for details on the assessment embedded in the curriculum.

b. *How will the collected information be used to improve teaching and programs to enhance student learning?*

We regularly make changes to our courses and programs within our assessment and monitoring process.

8. Assessment of Student Learning

a. *What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?*

Learning Outcomes -- Upon completion of the curriculum within the Innovation Management degree program, students will be able to:	Course	Assessment Embedded in the Curriculum – This learning outcome will be assessed by:
Understand, analyze and apply accounting information to facilitate strategic decision making.	BA 215	Evaluating the answers to specific questions on the final exam, covering theory, application, and comprehension. Results are monitored and course materials are adjusted if indicated.
Recognize new business opportunities in the marketplace, and evaluate the feasibility of pursuing those opportunities.	BA 260	A review and evaluation of written feasibility studies and business plans required for the course. A representative selection of students' work is reviewed by all those who teach the class based on two assessment criteria in a group meeting of all those who teach the class at the end of each Fall term.
Understand and apply conceptual frameworks and skills required for interpersonal effectiveness as leaders and members of teams and organizations.	BA 351 or BA 352	Periodic review of 20-30 samples of students' journals and group project peer evaluations selected over one or two terms and reviewed with a rubric by all those who teach the class.
Construct a career development plan that	BA 353	Multiple written class assignments; extensive 1:1 coaching and

outlines a path to a chosen career by developing the skills needed to create, format and tailor a professional resume while demonstrating effective, professional communication skills in business situations through writing, speaking, and listening.		assessment; in-class discussions and exercises; development and personal assessment of individual resumes; in-class mock interviews of each student; graded on campus corporate interviews.
Understand how innovations are created, evaluated and leveraged within business strategy; and how innovation is managed within various business environments.	BA 363	Evaluating the answers to specific questions on the midterm and final exams covering innovation creation, evaluation, leverage and management. Results are monitored and course materials are adjusted if indicated.
Master core marketing concepts and effectively apply the ideas, strategies and tactics that result from them.	BA 390	Evaluating the answers to specific questions on the midterm and final exams. Results are monitored and course materials are adjusted if indicated.
Develop and apply skills of leadership, team building, and negotiations to increase effectiveness as a group member or leader.	BA 452	Evaluating the answers to specific exam question and a paper that integrates leadership theories/concepts from the course with a coherent description of what they believe it means for them to become a leader in a particular position or job to which they aspire. Application of those principles will be assessed based on the results of group projects.
Describe, define, and identify new product development principles, understand the tools and skills involved in new product development, and assess and choose appropriate efforts to evaluate these development efforts.	BA 458	Evaluating the performance of student teams which are charged with developing new products during a quarter-long assignment. Assessment will be conducted at multiple points throughout the term.
Demonstrate knowledge of the market, intellectual property landscape, and financial considerations needed to distinguish between the different approaches that may be taken to extract value from technical innovation.	BA 468	Evaluating the final technology commercialization presentation and written report against a rubric. Evaluation will be performed by class instructor and a panel of reviewers.

Methods of student learning assessment are both course specific and program specific and therefore are embedded throughout our curriculum. We integrate a broad assessment program of exams, homework assignments, contextual case studies, written assignments, team projects, presentations, professional activities and computer projects across our curriculum.

b. *What specific methods or approaches will be used to assess graduate (completer) outcomes?*

The COB currently does this through exit interviews and after-graduation surveys.

c. *Is a licensure examination associated with this field of study?*

No.

9. Similar Programs in the State

a. *List all other closely related OUS programs.*

Oregon State University has an Entrepreneurship option for the Business Administration major which includes many of the same upper division courses. However that program includes the Business Core and requires 86 BA credits making it unsuitable for many students whose primary major is in another college.

The University of Oregon has an undergraduate business administration degree leading to an option in Entrepreneurship. The Entrepreneurship program, however, is directed toward College of Business students whereas the proposed OSU Innovation Management program focuses on non-business majors.

The Oregon Institute of Technology offers a Bachelor's of Science in Management with an option in Entrepreneurship/Small Business. This program, however, is directed toward College of Business students. As this proposal is for a double degree from Oregon State University it would not compete with the OIT Entrepreneurship/Small Business program.

b. *In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?*

Resources of other institutions or resources shared with other programs will be

unaffected by the creation of this degree program. As such there are no plans for complementary/cooperative activities.

c. *Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?*

No projected impacts on other OUS intuitions or programs are anticipated.

10. Faculty

a. *Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.*

Tenure Track Faculty Teaching Classes in the Innovation Management Program:

Associate Professor David Baldridge (Ph.D. University of Connecticut, 2000). Primary areas of teaching include organizational behavior.

Assistant Professor Michelle Barnhart (Ph.D., University of Utah, 2009). Primary areas of teaching areas include marketing and professional selling.

Assistant Professor Jiyao Chen (Ph.D., Stevens Institute of Technology, 2007). Primary areas of teaching include technology and innovation management.

Assistant Professor Jeewon Cho (Ph.D., SUNY at Buffalo, 2007). Primary areas of teaching include leadership and team building.

Assistant Professor Cory Cromer (Ph.D. University of Massachusetts, 2007). Primary areas of teaching include marketing and new product development.

Assistant Professor Robert Garrett Jr. (Ph.D. Indiana University, 2008). Primary areas of teaching include entrepreneurship.

Professor Erik Larson (Ph.D., State University of New York at Buffalo, 1982). Primary areas of teaching include project management and organizational behavior.

Assistant Professor Keith Leavitt (Ph.D., University of Washington, 2009). Primary areas of teaching include leadership and team building.

Assistant Professor Michele Swift (Ph.D. University of Colorado, 2006). Primary areas of teaching include human resource management and organizational behavior.

Adjunct Faculty Teaching Courses in the Innovation Management Program:

Amy Bourne (DBA, Anderson University, 2009). Primary area of teaching includes accounting.

Mark Elton (MBA, Brigham Young University, 1990). Primary areas of teaching include marketing and personal selling.

Manolete Gonzalez (Ph.D., University of Southern California, 1985). Primary area of teaching includes entrepreneurship.

John Mentler (MBA, University of Colorado). Primary area of teaching includes entrepreneurship.

Mindy Perez (MBA, Golden Gate University, 1985). Primary area of teaching includes accounting.

John Turner (Ph.D., UC-San Diego, 1982). Primary area of teaching includes entrepreneurship and technology commercialization.

b. *Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?*

No new faculty positions will be needed to initiate the proposed program.

c. *Estimate the number and type of support staff needed in each of the first four years of the program.*

No changes are expected in the number and type of support staff.

11. Reference Sources

a. *Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).*

This program includes no new courses. Thus, current Oregon State University Library resources are sufficient for this program.

    b. *How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?*

No additional resources are required. See the library evaluation for confirmation.

12. Facilities, Equipment, and Technology

    a. *What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?*

No additional resources are necessary for the program.

    b. *What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?*

No resources beyond those on hand are necessary.

13. If this is a graduate program, please suggest three to six potential external reviewers.

Not applicable.

14. Budgetary Impact

    a. *On the "Budget Outline" sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The "Budget Outline Instructions" form for filling out the Budget Outline is available on the Forms and Guidelines Web site, as well.*

Attached.

    b. *If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?*

No federal or other grants are required to launch this undergraduate degree program.

c. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

No new cost allocations are necessary.

The program was funded by a new position from the provost. The person has been hired. The slight shortages in the first two years will be covered by the College from profits from summer school and E-Campus (distance education).

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Oregon State University

Program: BA, BS in Innovation Management

Academic Year: 2012-2013

Indicate the year: X __ First _____ Second

_____ Third _____ Fourth

Prepare one page each of the first four year's

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit **(Provost)**	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income **(Bus TUI Diff)**	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	(1.0 FTE) $107,000	($107,000)				$0
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(0.13 FTE) $5,400					$5,400
Fellowships/Scholarships						
OPE	$52,800	($46,600)				$6,200
Nonrecurring:	$15,500					$15,500
Personnel Subtotal	(1.13 FTE) $180,700	($153,600)				$27,100
Other Resources						
Library/Printed						
Library/Electronic (use existing)						
Services and Supplies						
Equipment						
Other Expenses **(Faculty Develop)**	$5,000					$5,000
Other Resources Subtotal	$5,000					$5,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	$0					$0
GRAND TOTAL	**$185,700**	**$153,600**			**($22,300)**	**$9,800**

Column E: College of Business -- Tuition Differential

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: BA, BS in Innovation Management

Academic Year: 2013-2014

Indicate the year: _____ First __X__ Second
_____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit **(Provost)**	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income **(BUS TUI Diff)**	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	(1.0 FTE) $110,200	($111,280)				**($1,080)**
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(0.13 FTE) $5,600					**$5,600**
Fellowships/Scholarships						
OPE	$55,600	($48,464)				**$7,136**
Nonrecurring:	$15,450					**$15,450**
Personnel Subtotal	(1.13 FTE) $186,850	($159,744)				**$27,106**
Other Resources						
Library/Printed						
Library/Electronic						
Services and Supplies						
Equipment						
Other Expenses **(Faculty Develop)**	$5,000	$5,000				**$5,000**
Other Resources Subtotal	$5,000	$5,000				**$5,000**
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	$0					**$0**
GRAND TOTAL	**$191,850**	**($159,744)**			**($22,300)**	**$9,806**

Column E: College of Business -- Tuition Differential

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: BA, BS in Innovation Management

Academic Year: 2014-2015

Indicate the year: _____ First _____ Second

__X__ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit **(Provost)**	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income **(BUS TUI Diff)**	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	(1.0 FTE) $113,500	($114,618)				**($1,118)**
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(0.13 FTE) $5,800					**$5,800**
Fellowships/Scholarships						
OPE	$58,500	($49,918)				**$8,582**
Nonrecurring:						
Personnel Subtotal	(1.13 FTE) $177,800	($164,536)				**$13,264**
Other Resources						
Library/Printed						
Library/Electronic						
Services and Supplies						
Equipment						
Other Expenses **(Faculty Develop)**	$5,000					**$5,000**
Other Resources Subtotal	$5,000					**$5,000**
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	$0					**$0**
TOTAL EXPENSE BUDGET	**$182,800**	**($164,536)**			**($24,300)**	**($6,036)**

Column E: College of Business -- Tuition Differential

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: BA, BS in Innovation Management

Academic Year: 2015-2016

Indicate the year: _____ First _____ Second _____ Third __X__ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit **(Provost)**	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income **(BUS TUI Diff)**	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	(1.0 FTE) $116,900	($118,057)				**($1,157)**
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	(0.13 FTE) $6,000					**$6,000**
Fellowships/Scholarships						
OPE	$61,500	($51,415)				**$10,085**
Nonrecurring:						
Personnel Subtotal	(1.13 FTE)$184,400	($169,472)				**$14,928**
Other Resources						
Library/Printed						
Library/Electronic						
Services and Supplies						
Equipment						
Other Expenses **(Faculty Develop)**	$5,000					**$5,000**
Other Resources Subtotal	$5,000					**$5,000**
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	$0					**$0**
GRAND TOTAL	**$189,400**	**($169,472)**			**($24,300)**	**($4,372)**

Column E: College of Business -- Tuition Differential

IM DEGREE LETTERS OF SUPPORT

MESSAGE SENT:

TO: Liaison
FROM: Carol Brown, Ph.D. - Associate Dean for Research and Faculty Development, College of Business
SUBJECT: Curriculum Liaison – OSU College of Business - Innovation Management Dual Degree

As some of you may know, the College of Business at Oregon State University is proposing to create an undergraduate Innovation Management degree for non-business majors. This new program would provide non-business students access to a curriculum in innovation and commercialization that would complement their primary degree programs. We expect students from the Engineering, Forestry, Agriculture, and Design and Human Environment to be particularly interested in this program. This program will focus on developing the skills to create and implement product, process and organizational innovations. We intend to build upon students' "technical" skills while giving them the tools to become more productive and innovative members of the organizations where they will work. The program will provide students with a strong foundation in business basics, such as marketing and accounting, while also extending students' expertise in the innovation and commercialization process. Pedagogy will not necessarily emphasize new venture creation. While content in new venture creation will be covered, the degree program will focus on helping its graduates effectively leverage their technical skills for the betterment of the organizations where they will one day work.

Your support is needed.

We are finalizing the details to begin the approval process that culminates in a decision by the State Board of Higher Education on whether to permit the new program.

I would greatly appreciate an email from you that states your strong support and your organization's strong support for the Innovation Management dual degree program that will help persuade board members that this degree is important to industry stakeholders. It can be in the form of an email with your name, title, and company name.

It is important to note we are not seeking additional funding from the state. The issue before the State Board of Higher Education is whether there is enough industry support to offer the degree in this region.

Please help me gain approval for this important program. I appreciate your continued support of the College and the University. If you have any questions or comments, please feel free to contact me at any time.

LETTERS OF SUPPORT:

Ken Thrasher – CEO, Compli; Retired President & CEO, Fred Meyer
"Don, I and my company Compli strongly support the Innovation Management Dual Degree strategy. Thank you for your leadership in this effort and Happy Thanksgiving."

David Andersen – President, Andersen Construction Company, Inc.
"I wanted to write you and express my enthusiasm for the undergraduate Innovation Management degree the OSU College of Business is proposing to create. Providing non-business students access to a curriculum in innovation and commercialization that would complement their primary degree programs and develop the skills needed for creating and implementing product, process and organizational innovations - very entrepreneurial.

Creating new entrepreneurs is exactly what our State needs. Entrepreneurs create new products and services that create jobs. I understand the curriculum will not necessarily emphasize new venture creation. However, it's my experience that new product and service ideas often find their way in a new company.

Let me know if there is any support I can provide to assist in convincing the State Board of Higher Education to permit OSU to offer the new program."

Mary Coucher – VP, WW OEM Partner Mgmt. Systems & Technology Group , IBM Corp.
"Thank you for this information. I completely support this program and degree. As you know, IBM is highly focused on innovation as a key differentiator for leadership in work-force ready engineers. Inventors must understand how to bring their concepts to market in order to really create change and value for our world. This program completely aligns with IBM's core values of 'Innovation that matters - for our company and the world.'"

IM DEGREE OUS LIAISON RESPONSES

IM DEGREE PROPOSAL WAS SENT TO THE FOLLOWING OUS LIAISONS:

University of Oregon
- Business Administration - Kees de Kluyver, Dean
- Innovation and Entrepreneurship – Dick Sloan, Undergraduate Coordinator
- Management – James Terbog, Department Head
- Management – Donald Upson, Entrepreneurship Advisor

Oregon Institute of Technology
- Engineering and Management – Charlie Jones, Interim Dean
- Management – Marla Miller, Department Chair

Linn-Benton Community College
- Management and Entrepreneurship – Jack Stone, Instructor and Business Program Contact
- Accounting – Wendy Krislen, Instructor and Business Program Contact
- Academic Planner – Greg McCarthy

Portland State Univeristy
- Business Administration – Scott Dawson, Dean
- Management and Innovation Technology - Melissa Appleyard, Ames Professor
- Management and Innovation Technology – Pamela Tierney, Ames Professor
- Management and Innovation Technology – Neil Ramiller, Roger Alhbrandt Professorship

OUS LIAISONS WHO HAVE <u>NOT</u> RESPONDED (Deadline was 1/6/12):

University of Oregon
- Business Administration – Kees de Kluyver, Dean
- Innovation and Entrepreneurship – Dick Sloan, Undergraduate Coordinator
- Management – Donald Upson, Entrepreneurship Advisor

Oregon Institute of Technology
- Management – Marla Miller, Department Chair

Linn-Benton Community College
- Management and Entrepreneurship – Jack Stone, Instructor and Business Program Contact

Portland State Univeristy
- Management and Innovation Technology - Melissa Appleyard, Ames Professor
- Management and Innovation Technology – Pamela Tierney, Ames Professor

MESSAGE SENT:

TO: Liaison
FROM: Carol Brown, Ph.D. - Associate Dean for Academic Programs, College of Business
SUBJECT: Curriculum Liaison – New Innovation Management Double Degree for non-business majors

The Category I proposal found at: https://secure.oregonstate.edu/ap/cps/proposals/view/82725
describes a new BA, BS major in Innovation Management (IM) specifically designed for non-business
majors at Oregon State University who want to earn a second degree.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as
notification to your department, campus unit and/or OUS institution of our intent to make this curricular
change.

Please review the online materials and send your comments, concern, or support to me by Friday,
January 6, 2012. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

RESPONSES:

12/16/11 - Charlie Jones, Interim Dean – Engineering and Management - OIT
"I could have comments back to you by Jan. 20th."

12/16/11 – Scott Dawson, Dean – Business Administration – Portland State University
"We have no objection to the new degree. Good luck."

12/17/11 - James Terbog, Department Head – Management – University of Oregon
"I have no objections."

*12/21/11 - Neil Ramiller, Roger Alhbrandt Professorship - Management and Innovation
Technology – Portland State University*
"Hello. The attached message appears to imply that I am being asked to speak in regard to this
matter on behalf of my organizational unit at Portland State University. That unit would
presumably be the School of Business Administration (SBA). Although I do have research and
teaching interests in innovation management, as a simple faculty member I am not in a position
to represent the SBA on this issue.

I'm copying this reply over to our outgoing Associate Dean of Undergraduate Studies (Brown),
our incoming Associate Dean (Enders), and our dean (Dawson). I will let them take things from
here."

On behalf of the provost, the following proposals for new programs are approved and ready to be reviewed by the OUS PC:

- Graduate Certificate in Public Health (CPS # 82511)
- BA, BS in Innovation Management (CPS # 82725)
- BFA in Graphic Design (CPS # 82870)

Becky
****
Rebecca Warner
Senior Vice Provost for Academic Affairs
628 Kerr Administration
Oregon State University
541.737.0732 phone
541.737.3033 fax

IM DEGREE OSU LIAISON RESPONSES

OSU LIAISONS:
- Agricultural Business Management, Agricultural and Resource Economics, Agricultural Sciences - Susan Capalbo, Penelope Diebel , Tjodie Richardson, Greg Thompson
- Apparel Design, Merchandising Management, Interior Design – Leslie Burns
- Applied Physics, Physics – Henri Jansen
- Biochemistry – Gary Merrill
- Bioengineering, Electric and Electronics Engineering – John Bolte
- Biology – Robert Mason
- Chemical Engineering – Gregory Rorrer
- Chemistry – Kevin Gable
- Civil Engineering, Construction Engineering Management – Sandra Jameson
- Computer Engineering – Terri Fiez, Kartikeya Mayaram
- Computer Science – Bella Bose
- Energy Engineering Management – Robert Stone
- Environmental Science – Patricia Muir
- Food Science and Technology – Robert McGorrin
- Forest Engineering, Resources and Management, Forest Management, Renewable Materials – Thomas Maness
- Manufacturing Engineering – Toni Doolen
- Marine Resources Management – Robert Duncan
- Microbiology – Theo Dreher, Linda Bruslind
- Nuclear Engineering – David Hamby
- Wood Science – Eric Hansen

OSU LIAISONS WHO HAVE <u>NOT</u> RESPONDED (Deadline was 12/16/11):
- Biochemistry – Gary Merrill
- Bioengineering, Electric and Electronics Engineering – John Bolte
- Biology – Robert Mason
- Chemical Engineering – Gregory Rorrer
- Chemistry – Kevin Gable
- Civil Engineering, Construction Engineering Management – Sandra Jameson
- Computer Science – Bella Bose
- Energy Engineering Management – Robert Stone
- Food Science and Technology – Robert McGorrin
- Forest Engineering, Resources and Management, Forest Management, Renewable Materials – Thomas Maness
- Manufacturing Engineering – Toni Doolen
- Marine Resources Management – Robert Duncan
- Microbiology – Theo Dreher, Linda Bruslind
- Wood Science – Eric Hansen

MESSAGE SENT:

TO: Liaison
FROM: Carol Brown, Ph.D. - Associate Dean for Academic Programs, College of Business
SUBJECT: Curriculum Liaison – New Innovation Management Double Degree for non-business majors

The Category I proposal found at: https://secure.oregonstate.edu/ap/cps/proposals/view/82725
 describes a new major in Innovation Management (IM) specifically designed for non-business majors wanting to earn a second degree.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change.

Please review the online materials and send your comments, concern, or support to me by Friday, December 16, 2011. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.
RESPONSES:

12/6/11 - Susan Capalbo - Agricultural and Resource Economics Department:
"I have no concerns. This looks like a useful opportunity."

12/6/11 - Terri Fiez – Computer Engineering
"Looks good – should be a good program!"

12/7/11 - Elisha Brackett on behalf of Ken Williamson - Chemical, Biological and Environmental Engineering
"Please update your records to reflect a new School Head in our school: Gregory Rorrer, gregory.rorrer@oregonstate.edu."

12/7/11 - Patricia Muir – Environmental Science:
"I have no objections to this proposal from the Environmental Sciences perspective – sounds like a useful addition!"

12/7/11 - Henri Jansen - Physics
HJ: "Why was the liaison not done through the proposal system? I thought that was the required way now…"

> **CB Response:** "That is what I thought too. I tried to do it through the system. I could not find the button or page for liaison in the category I proposal system. I called Gary Beach and he could not find it either. He said we needed to do it outside the system then post a document with the answers. "

HJ: "Strange. Cat I proposals must be different... I have not done one in the new system. PS: Proposal looks fine to me, no problems there. Just one question, did WIC approve the doubling up for the WIC course?"

CB Response: "We pulled the quote directly from the WIC FAQ website. Apparently, it is allowed as long as the writing needs in the fields are similar and both department chairs approve. Here is the link Vicki Tolar Burton sent me on the subject. We would consider the writing done for the majors we are targeting as being sufficient. If a studio art major … decided they wanted to do this we would have to look carefully at the WIC to see if we would approve it."

HJ: "Thanks!"

12/13/11 - David Hamby – Nuclear Engineering
"I've polled our faculty and there are no concerns. Good luck with the new major."

12/21/11 - Leslie Burns - Apparel Design, Merchandising Management, Interior Design
"Thanks for sending me the link to the proposed new major in Innovation Management. DHE is supportive of the proposal. I offer the following comments and questions to your use in strengthening the proposal as it moves forward. Thanks for including us in this review.

Comments and questions related to the proposed new major in Innovation Management:

- Overall, the learning objectives and curriculum appear appropriate for a credential in Innovation Management. The curriculum is also appropriate for enhancing degrees in majors outside of Business.

- It was unclear to me why this is being proposed as a double degree rather than as an undergraduate minor. The curriculum appears to be more in line with an undergraduate minor. According to the Curriculum Policies and Procedures Handbook: 'An undergraduate minor is a formal aggregate of courses in a designated secondary subject area or discipline distinct from and usually outside the students' degree major, in which knowledge is gained in a coherent pattern of courses. Minors may be offered by an academic unit for its own majors and/or majors from other academic units.'

	> **CB Response:** Per the Curriculum Policies and Procedures Handbook: "Undergraduate majors consist of a minimum of 36 credits, 24 of which must be upper-division courses. Minors consist of a minimum of 27 designated quarter credits of related course work, at least 12 of which must be at the upper-division level.
	>
	> The proposed major meets the requirements for a major per the handbook. Perhaps the confusion was because the 4 credit WIC was not shown as a line-item? The proposal has been modified to show the full 36 credits with 28 upper division credits."

- I was also unclear as to the enrollment management processes – I understand that only 45 students will be admitted into the program. The proposal refers to limiting it to "incoming students"; although was unclear as to whether this was referring to incoming OSU students or incoming students to the program. It is my understanding that OSU does not allow admissions review of incoming students beyond what OSU's admission criteria are. That is, when there are admissions criteria for "professional programs", it must happen after students are admitted to OSU. Therefore, will interested students be first admitted as "pre-IM majors and then apply? If

so, when will students' applications for this program to be reviewed? Can students of any class standing apply (i.e., can a student who is senior standing be admitted into the program?)?

> **CB Response:** "We will use the same basic process we use for our other business majors. The students will have to have junior standing to apply. Selection will be based on GPA in 'predictor classes' (e.g. prerequisites for classes in the program and BA courses already taken). Applications are accepted twice a year."

- This may have been in the proposal and I just missed it – will students who are in this double degree have to pay the same differential tuition as other undergraduate majors in Business and if a student is already paying differential tuition (e.g., Engineering major) will they have to pay both differential tuitions or just the higher of the two?"

> **CB Response:** "University policy is that the student pays the higher of the two when two majors both have differential tuition."

IM DEGREE OUS LIAISON RESPONSES

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MESSAGE SENT:

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majors at Oregon State University who want to earn a second degree.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as
notification to your department, campus unit and/or OUS institution of our intent to make this curricular
change.

Please review the online materials and send your comments, concern, or support to me by Friday,
January 6, 2012. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

RESPONSES:

12/16/11 - Charlie Jones, Interim Dean – Engineering and Management - OIT
"I could have comments back to you by Jan. 20th."

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Portland State University
"Hello. The attached message appears to imply that I am being asked to speak in regard to this matter
on behalf of my organizational unit at Portland State University. That unit would presumably be the
School of Business Administration (SBA). Although I do have research and teaching interests in
innovation management, as a simple faculty member I am not in a position to represent the SBA on this
issue.

I'm copying this reply over to our outgoing Associate Dean of Undergraduate Studies (Brown), our
incoming Associate Dean (Enders), and our dean (Dawson). I will let them take things from here."

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution:	Oregon State University	Indicate the year: **XX First** Second
Program:	College of Business Innovation Tech Major	Third Fourth
Academic Year:	AY 2013	Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel	**PROVOST**				**BUS TUI Diff**	
Faculty (Include FTE) **1.0**	107,000	(107,000)				
Graduate Assistants (Include FTE)						
Support Staff (Include FTE) **.13**	5,400					
Fellowships/Scholarships						
OPE	52,800	(46,600)				
Nonrecurring	15,500					
Personnel Subtotal	**180,700**	**(153,600)**				
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses (Fac Dev)	5,000					
Other Resources Subtotal	**5,000**					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	**185,700**	**(153,600)**			**(22,300)**	**9,800**

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program
Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution:	Oregon State University		Indicate the year:	First	**XX Second**
Program:	College of Business Innovation Tech Major			Third	Fourth
Academic Year:	AY 2014		Prepare one page each of the first four years		

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel	**PROVOST**			**BUS TUI Diff**		
Faculty (Include FTE) **1.0**	110,200	(111,280)				
Graduate Assistants (Include FTE)						
Support Staff (Include FTE) **.13**	5,600					
Fellowships/Scholarships						
OPE	55,600	(48,464)				
Nonrecurring	15,450					
Personnel Subtotal	**186,850**	**(159,744)**				
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses **(Fac Dec)**	5,000					
Other Resources Subtotal	**5,000**					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	**191,850**	**(159,744)**			**(22,300)**	**9,806**

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University   Indicate the year: First   Second

Program: College of Business Innovation Tech Major   **XX Third**   Fourth

Academic Year: AY 2015   Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
		Institutional Reallocation from	From Special State			
	From Current Budgetary Unit	Other Budgetary Unit	Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel	**PROVOST**				**BUS TUI Diff**	
Faculty (Include FTE) **1.0**	113,500	(114,618)				
Graduate Assistants (Include FTE)						
Support Staff (Include FTE) **.13**	5,800					
Fellowships/Scholarships						
OPE	58,500	(49,918)				
Nonrecurring						
Personnel Subtotal	**177,800**	**(164,536)**				
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses **(Fac Dev)**	5,000					
Other Resources Subtotal	**5,000**	**-**				
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	**182,800**	**(164,536)**			**(24,300)**	**(6,036)**

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution:	Oregon State University		Indicate the year:	First Second
Program:	College of Business Innovation Tech Major			Third **XX Fourth**
Academic Year:	AY 2016		Prepare one page each of the first four years	

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel					BUS TUI Diff	
Faculty (Include FTE) **1.0**	116,900	(118,057)				
Graduate Assistants (Include FTE)						
Support Staff (Include FTE) **.13**	6,000					
Fellowships/Scholarships						
OPE	61,500	(51,415)				
Nonrecurring						
Personnel Subtotal	**184,400**	**(169,472)**				
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses (Fac Dev)	5,000					
Other Resources Subtotal	**5,000**					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	**189,400**	**(169,472)**			**(24,300)**	**(4,372)**