AGENDA

Call to Order

Roll Call

Approval of Minutes

- Approval of December 21, 2001, Minutes

Action Items

- Undergraduate Admission Policy for 2003-04
- OSU Reorganization: College of Health and Human Sciences

Consent Items

- Resolution for Exclusion of Certain Directors or Officers
- OSU, Ph.D., Materials Science
- OSU, M.F.A., Creative Writing
- OSU, Master of Public Policy
- OHSU, Master of Medical Informatics
- Authorization to Award Honorary Doctorate Degrees
- OUS State Legislative Proposals (Kerans)
- OUS Federal Appropriations (A. Clark)

Report Items

- Update on Proficiency-based Admission Standards System (PASS)
- Foreign Language Teaching and Assessment Enhancements

Adjournment
Background

It is Oregon State Board of Higher Education policy to approve undergraduate admission requirements for each academic year in February of the preceding calendar year. This schedule is necessary for institutional planning, program implementation, publications, and timely notice to prospective students.

Admission Policy Update

Beginning with the admission policy adopted by the Board for 1996-97, the Oregon University System (OUS) projected a transition from the traditional grade- and subject-based admission standards to a proficiency-based admission standards system. An updated schedule for this policy transition begins on page 16 of the full policy document.

Admission Policy Changes for 2003-04

Admission policy, as currently approved by the Board for the 2001-02 academic year, will continue with minor updates for admission to the 2003-04 academic year. (Please see the chart “Undergraduate Admission Requirements for 2003-04 Academic Year.”) However, projected transition to the proficiency-based admission system has been updated to reflect and accommodate the implementation of educational reform in Oregon’s schools. A separate report on the implementation of proficiency-based admission standards is in the February 16, 2001, Board docket.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board approve (1) that the 2001-02 general admission policy be continued as updated for the 2003-04 academic year; and (2) that staff continue to work with Oregon schools, OUS campuses, and the Oregon Department of Education on the transition from the traditional admission policy to the proficiency-based admission standards system.

COMMITTEE ACTION:

BOARD ACTION:
## Undergraduate Admission Requirements for 2003-04 Academic Year

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<td><strong>FRESHMAN ADMISSION</strong></td>
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<td>High School Graduation</td>
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<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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<tr>
<td>High School Grade Point Average (HSGPA)</td>
<td>3.00*</td>
<td>2.50</td>
<td>3.00</td>
<td>3.00</td>
<td>2.75</td>
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<tr>
<td>Subject Requirements - 14 Units (4-English, 3-Math, 2-Science, 3-Social Studies, 2-Second Language)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td>SAT I / ACT Scores**</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<td><strong>TRANSFER ADMISSION</strong></td>
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<td>GPA of Residents</td>
<td>2.25</td>
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<td>GPA of Nonresidents</td>
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<tr>
<td>Admission Consideration for Applicants with 2.00+ GPA and AA Degree from Oregon Community Colleges</td>
<td>Yes</td>
<td>N/A</td>
<td>Yes</td>
<td>N/A</td>
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<td>Minimum College Hours Required</td>
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<td>24</td>
<td>36</td>
<td>30</td>
<td>36</td>
<td>36</td>
<td>24</td>
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<tr>
<td>All Applicants Must Meet Specified Course Requirements</td>
<td>Yes***</td>
<td>Yes***</td>
<td>Yes***</td>
<td>Yes***</td>
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* In courses taken to satisfy the subject requirements. Students below the 3.00 HSGPA must submit a portfolio with specified, additional documentation.

** Minimum SAT I scores are not set, but score results must be submitted and may be used for alternative or selective admission.

*** Courses Required: OSU, UO – one writing course beginning with WR 121 with a grade of C- or above; college algebra or above with a grade of C- or above, or the equivalent of Math 105. All institutions – two years of same high school-level second language with a grade of C- or above, or two terms of a college-level second language with a grade of C- or above, or acceptable performance on approved assessment options. American Sign Language (ASL) meets the second language requirement. Second language requirement applies to transfer students graduating from high school in 1997 and thereafter.
Oregon State University proposes to merge and rename the existing College of Health and Human Performance and the College of Home Economics and Education into the College of Health and Human Sciences. The School of Education would function as a stand-alone academic unit.

Background

Currently, the two colleges – the College of Health and Human Performance and the College of Home Economics and Education – support research and instruction that promote the well-being of individuals, families, and communities. These programs advance understanding of family and human development, human environments and relationships, health and health policy, and related disciplines. For the past 13 months, faculty, staff, and administrators have engaged in extensive focused meetings and have identified several core beliefs that unite their disciplines and professions. A summary of these core beliefs are:

- Human health, development, and well-being are multifaceted and are grounded in physical, physiologic, family, social, economic, and community environments and processes.

- The environments and processes that affect development and health begin before birth and extend through the lifespan.

- The creation, transmittal, and application of knowledge can improve human health, development, and well-being.

- Responding to diversity is essential to effective teaching, meaningful scholarship, and effective outreach and service.

- Strong linkages with public and private sectors are essential to education, scholarship, and outreach.
Rationale

*Human sciences* is the term used nationally to designate home economics and related professional programs that address family and human development and environments. Not only have faculty identified common core beliefs; the two colleges have a productive 20-year history of programmatic and scholarly connections. Students frequently enroll in courses in both colleges. Multidisciplinary Extension Service programs frequently have linked faculty in home economics and health (e.g., support for special needs children and their families). Collaborative research has addressed such areas as aging and osteoporosis; exercise, cardiovascular physiology, and nutritional status; and evaluation of community education programs for older adults and family caregivers.

The College of Health and Human Sciences will formally establish these connections, creating the foundation for important future initiatives and optimizing OSU’s capacity to address human health and well-being across the lifespan. During the first years, interdisciplinary faculty teams will explore areas of strength to expand collaborative scholarship, education, and outreach.

**College of Health and Human Services**

The new college comprises five departments currently in the two separate colleges. Each department offers baccalaureate through doctoral degrees. All multidisciplinary programs currently administered in the two colleges will also join the new college.

A brief description of the five departments follows.

- **Apparel, Interiors, Housing, and Merchandising (AIHM).** This department embraces a multidisciplinary approach to understanding the designed environment and human, social, psychological, and physical well-being. AIHM programs and scholarship focus on human needs as affected by the production, distribution, use, and design of clothing, textiles, residential, and commercial environments. OSU enrolls over 420 AIHM majors each
year, and graduate students and faculty have received 23 international, national, and university awards just in the past ten years. Industry leaders recognize OSU as offering one of the top nine AIHM programs in the country.

- **Exercise and Sport Science.** Each year, over 660 students major in this program, which focuses on the application of the physical, biological, social, and behavioral sciences in the study of physical activity/sport and their effects on health, fitness, and quality of life, regardless of age and ability. All students participate in a practicum and/or internship experience as part of their degree requirements.

  Part of the Exercise and Sport Science Department, the *Physical and Motor Fitness Program*, enrolls almost 100 children with disabilities annually. Participants receive individualized educational programs emphasizing physical fitness, gross motor development, and aquatic skills. In addition to support by the college, the program receives support through grants, contracts, and user fees, and is a United Way Fund recipient.

- **Human Development and Family Sciences (HDFS).** With over 530 undergraduate and graduate majors, HDFS is one of OSU’s largest programs. Students are prepared for careers in early childhood development and education, human and family services, youth development, and gerontology, among other fields. Faculty are nationally known scholars in family and lifespan development attracting over $1M of external support for research each year.

  The Department’s *Child Development Center* supports child and family development research, student training, and a preschool program serving over 150 children and their families. In its 75th year of operation, the center receives nearly $500,000 annually in external grants and contracts.

- **Nutrition and Food Management.** This department examines the biochemistry, metabolic, and behavioral
aspects of human nutrition as they relate to health promotion and disease prevention. Over 130 students major in this program, and faculty and graduate student research is currently examining obesity, nutrition, and physical activity, and nutrient bioavailability and metabolism in relationship to human health and disease. Students may pursue coursework required to become a registered dietician as well as numerous other professional careers in food management, teaching, research, and community nutrition program administration.

- **Public Health.** The Department of Public Health addresses the effects of human behavior, social and governmental policies and programs, industrial environments, and health service systems on population health. Over 400 students are currently pursuing majors in this department. Undergraduate degrees include Environmental Health and Safety, Health Care Administration, and Health Promotion and Education. The department also offers an array of graduate programs, including the Master of Public Health, in collaboration with PSU and OHSU.

Another key component of the new college will be the Extension Family and Community Development (EFCD) Program. Staffed by six on-campus faculty, 23 field faculty, and 20 program assistants throughout the state, this outreach program serves over 120,000 Oregonians per year. EFCD educational programs and community partnerships focus on (1) diet, nutrition, and health; (2) family development and resource management; and (3) leadership and community development. EFCD programs address such issues as parent-child relationships, aging and life transitions, health promotion and disease prevention, and family micro-enterprise development.
School of Education

The OSU School of Education was a stand-alone unit until the early 1990s, when it was merged with the College of Home Economics as a result of Measure 5. Upon Board approval, the OSU School of Education will return to its former status as a stand-alone academic unit, to be headed by a dean. The former director of the school is retiring, so a search for a dean will be under way.

Program Termination

OSU proposes to terminate the M.S. and Ph.D. in Family Resource Management. Three graduate students currently enrolled will complete their coursework by spring 2002, and their dissertation work is likely to be completed in 2003. The decision to close this major was based on the relatively small size of the program and the recent retirement of two faculty members associated with the program.

Administrative Structure

The College of Health and Human Sciences will be led by a dean, who will report to the provost and executive vice president. Each department chair and the associate dean of the Extension Family and Community Development (EFCD) Program will report to the dean. The EFCD Department will be terminated and the EFCD faculty will select departmental homes that best fit their academic backgrounds and professional goals, whether within or outside the new college. All other current academic (111 FTE) and classified (24 FTE) personnel will continue in the college.

During the first few years, it is anticipated that strategic integration of programs and faculty will facilitate interaction and collaboration to an even greater degree than already occurs. For example, the student services officers will be combined, and investments in laboratories and expensive equipment will be facilitated by strategic sharing of resources and collaborative investigations.
Resources

Funding requirements of the new college will be met through state General Funds already allocated to the college, and through grants, preschool income, and other sources. The college will make prudent use of internal reallocation as well. For example, when two Family Resource Management faculty retired in spring 2001, those positions were identified as resources for reallocation to areas of higher enrollment and greater potential in the new college.

The FY 2001-02 budget of $13.67M includes $5.07M in foundation, grants, and other resources. Oregon State University will support the new college with recurring education and General Fund resources. A request for $200,000 in nonrecurring funds to support aggressive pursuit of external resources has been made to the new college by internal reallocation. The two colleges average over $3M in grants and contracts to support education, scholarship, and outreach activities each year.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends the Board authorize Oregon State University to merge and rename the existing College of Health and Human Performance and the College of Home Economics and Education into the College of Health and Human Sciences, effective immediately.

COMMITTEE ACTION:

BOARD ACTION:
RESOLUTION
FOR
EXCLUSION OF
CERTAIN
DIRECTORS
OR OFFICERS

The Industrial Security Manual issued by the U.S. Department of Defense requires that owners, officers, and executive personnel of corporations and regents or trustees of colleges and universities whose employees have access to classified material in the course of working on Department of Defense contracts delegate to others the authority for fulfilling the requirements of the Industrial Security Manual and exclude themselves from access to classified information.

The resolution recommended for adoption is required by the Manual.

RESOLUTION

WHEREAS, current Department of Defense directives contain a provision making it mandatory that the university president, and all principal officers or officials who are specifically and properly designated by the Board as the managerial group with the authority and responsibility for the negotiation, execution, and administration of classified contracts, meet the personnel security clearances requirements established for a contractor’s facility security clearance; and

WHEREAS, those persons occupying the following positions for Oregon State University shall be known as the Managerial Group as described in the Industrial Security Manual for Safeguarding Classified Information:

President                  Paul Risser
Vice President for Finance Mark McCambridge
    And Administration, Acting
Vice Provost for Research   George R. Holdren
Director of Public Safety  Jack Rogers
Security Manager           Paulette Ratchford

WHEREAS, the chief executive and the members of the Managerial Group have been processed or will be processed for a personnel clearance for access to classified information, to the level of the facility clearance granted to this institution as provided for in the aforementioned Industrial Security Manual, and

WHEREAS, the said Managerial Group is hereby delegated all of the Board’s duties and responsibilities pertaining to the protection of classified information under the classified contracts of the Department
of Defense or User Agencies of its Industrial Security Program awarded to Oregon State University.

BE IT RESOLVED, that the following officers and members of the Oregon State Board of Higher Education shall be required, shall not have, and can effectively be excluded from access to all classified information in the possession of Oregon State University, and do not occupy positions that would enable them to affect adversely the policies and practices of Oregon State University in the performance of classified contracts for the Department of Defense or User Agencies for its Industrial Security Program awarded to Oregon State University.

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<tr>
<th>Name</th>
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<tr>
<td>Don VanLuvanee</td>
<td>Board President</td>
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<td>Jim Lussier</td>
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<td>Roger Bassett</td>
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<td>Bill Williams</td>
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<td>Phyllis Wustenberg</td>
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<td>Tim Young</td>
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Staff Recommendation to the System Strategic Planning Committee

Staff recommends the Board adopt the following resolution regarding access to classified information related to the Department of Defense material.

COMMITTEE ACTION:

BOARD ACTION:

OSU, PH.D., MATERIALS SCIENCE

Oregon State University proposes to offer the Ph.D. in Materials Science, effective winter term 2002. OSU currently offers a master’s in Materials Science. Materials science is an interdisciplinary field combining expertise from chemical engineering, civil engineering, electrical and computer engineering, mechanical engineering, nuclear
engineering, forest products, chemistry, and physics. The University has a strong history in this field. Prior to 1988, a professional degree – Master of Materials – was offered at OSU, principally through the College of Engineering. The current M.S. program, which replaced the professional degree, has been stable and successful since inception. Currently, 15 graduate students are pursuing the M.S. in Materials Science.

Approximately 100 universities in the United States offer the doctoral-level program. No institution in Oregon offers a Ph.D. in Materials Science. The state of Washington has two such programs and California has eight.

UO houses the Materials Science Institute (MSI), which fosters collaboration among materials-oriented research groups from the departments of physics, chemistry, and geology. The institute also oversees industrial internship programs in semiconductor device processing and polymer science that are offered in conjunction with master's degree programs in chemistry and physics. MSI was recently awarded a large grant from the National Science Foundation to develop a new degree program in Materials Chemistry and Physics; MSI is working with both OSU and PSU on developing this program.

OSU has the Center for Advanced Materials Research. This center was established to strengthen research and education in the properties, synthesis, and understanding of new materials, with special emphasis on materials of importance to Oregon's economy. This interdisciplinary program spans nine departments: chemical engineering, civil engineering, electrical and computer engineering, mechanical engineering, nuclear engineering, forest products, chemistry, mathematics, and physics.

Students in the proposed doctoral program would complete 18 credits of core courses; 15 credits in an area of concentration, either (1) mechanical behavior of materials, which often includes structural materials, or (2) electrical, optical, and magnetic behavior of materials; 12 credits of elective courses in the area of concentration; and 63 credits of research, thesis, and seminar. The program will include teaching internships and proposal writing in addition to scientific journal article preparation.

Need for the program is demonstrated by the fact that some of the top graduates of OSU's M.S. in Materials Science program subsequently
attend other universities to earn their Ph.D.s. OSU also fields a significant number of inquiries regarding the existence of such a program.

Oregon industry has supported materials science both in research and by hiring OSU materials science master’s graduates. Interactions with companies in the metals and electronic communities attest to the shortage of high-quality Ph.D. graduates in the materials science area. Lack of such a doctoral program also limits the number of trained students who can effectively participate in research in the structural and electronic materials areas.

Another indication of the importance of materials science is the broader level of funding and resource allocation in that area. The Division of Materials Science in the National Science Foundation has experienced steady increases in funding to levels well above other engineering disciplines such as mechanical, civil, chemical, industrial, and manufacturing engineering.

Graduates of the proposed program will have the skills necessary to work as engineers and applied scientists to solve practical problems and conduct high-quality research in their area of concentration. They will be able to deconstruct a problem into its essential components, decide which technical approaches are most appropriate, design experiments or computational simulations if required, and present the problem or research objectives and solutions in a clear, concise form. Some of the graduates will likely pursue academic positions at research universities. The teaching internships, proposal writing, and journal article preparation components of the program will help round out their skills to prepare them for academe.

Resources are sufficient to offer this program. Twenty-eight faculty from the participating Colleges and current support staff stand ready to implement the program. No additional facilities, equipment, technology, or resources are needed. No significant new funds are being requested by the proposed program. The Colleges have agreed to increase departmental support in future years if anticipated expansion of the program is realized.

The proposed program has been positively reviewed by the appropriate institutional committees. An external review of the program was conducted by Alan Ardell, UCLA; David Bourell, University of Texas, Austin; and Julia Weertman, Northwestern University; all have appointments in the Departments of Materials Science and Engineering at their institutions. Professor Bourell has an
appointment in the Department of Mechanical Engineering as well. The external review was positive, and the panel “enthusiastically” recommended the program for approval. They concurred with OSU’s perception that there is a need for this program in the state and that graduates would fill a national need, as well as garnering salaries comparable with other engineers.

The review panel suggested strengthening the core faculty, while indicating that the current staff are sufficient at present. In written response by OSU, the dean of the College of Engineering has continued to be supportive of the proposed program and indicated “his commitment to hiring additional faculty of exceptional quality that will join in the contributions to, and support of,” the program.

The OUS Academic Council has reviewed the program proposal and supports its implementation.

**Staff Recommendation to the System Strategic Planning Committee**

Staff recommends that the Board authorize Oregon State University to establish a program leading to the Ph.D. in Materials Science. The program would be effective winter term 2002, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2007-08 academic year.

**COMMITTEE ACTION:**

**BOARD ACTION:**

OSU, M.F.A., CREATIVE WRITING

Oregon State University proposes to offer the M.F.A. in Creative Writing, effective winter term 2002. Currently, creative writing is one of the principal broad areas of specialization within the English major at OSU.

The proposed program would offer three areas of concentration: fiction, poetry, and nonfiction writing. Students would complete a total of 48 graduate credits: 18 credits in creative writing workshops; 18
credits in literature and/or composition and rhetoric, with at least one course on theory of composition and one course emphasizing literary roots; and 12 credits in thesis and/or writing and conference. The thesis would be a sustained piece of imaginative writing of literary merit. In addition, a formal oral examination would be required of all students and would likely involve questions on theory and technique, on the history of the genre, on the student’s creative work, and on the contemporary situation in the creative writing field.

The University of Oregon has offered the M.F.A. in Creative Writing since the 1960s with two focus areas: fiction and poetry. UO’s program requires students to complete 72 credits, 36 of which are in workshops, 18 in writing and conference or thesis, and 18 in literature. The thesis and exam are structured similarly to OSU’s proposal.

In fall 1999, Portland State University implemented the M.A./M.S. in writing, which includes creative writing as one of three areas of concentration. Students in that program complete 48 credits – typically 24 core, 16 elective, and 8 thesis credits.

It may be useful to describe further the characteristics OSU’s proposed program would share with the UO program. OSU intends to limit enrollment to eight or ten students per year, in part because professional standards indicate that graduate writing workshops succeed best with a maximum enrollment of 12-15 students. The University of Oregon’s program is very distinguished and has produced accomplished and award-winning faculty and graduates. The nature of UO’s program is to remain highly selective, emphasizing individualized attention. For a number of years, OSU has worked cooperatively with UO to provide visiting faculty and once even an acting director in the fiction writing area when renowned UO faculty moved on in their careers. OSU and UO both agree that this cooperative spirit will continue with approval of the proposed M.F.A. PSU has also offered its support of the proposed program, viewing it as complementary rather than competitive.

The need for the program is evidenced by the rising number of OSU graduate students specializing in creative writing over the last ten years. Students are now being recruited from a nationwide pool, and they seek the terminal degree appropriate to the field. For program visibility, career goals in publishing, and increased employment opportunities in the field, the M.F.A. is a necessary asset. The proposed program would also ensure higher-quality graduate students
to assist in teaching introductory creative writing courses, thus benefitting the English Department. Overall, a vital community of writers would be developed and nurtured at OSU.

The objective of the M.F.A. in creative writing is to prepare students to become successful writers, editors, or teachers. Graduates of this program would be well-prepared to fill positions in libraries, on local arts committees and literary guilds, and on other public arts commissions. They would also be prepared to find employment teaching in universities and community colleges. But whatever field they choose to enter following graduation, graduates would be well-served by this degree because competent communicators are needed across the entire occupational spectrum.

Current faculty or support staff are sufficient to implement the program. Although the most recent library review found the materials to be “marginally adequate,” no additional resources are allocated because the American Library Association has not developed a recommended list of materials for this program. No other equipment, facilities, or technology are required for this program.

All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program. An external team composed of Michael Collier, director, Bread Loaf Writers’ Program; Debra Monroe, Southwest Texas State University; and David W. Fenza, The Associated Writing Programs (AWP), George Mason University, reviewed the program. (AWP, headquartered at George Mason University, is considered by most academic institutions in the U.S. conferring advanced creative writing degrees as the primary source of standards for M.F.A. programs. AWP has issued a series of Guidelines for Creative Writing Programs and Teachers of Creative Writing, updated annually, as well as a document entitled Hallmarks of a Successful Graduate Program in Creative Writing.)

The external review team characterized the OSU program as having an “excellent core” and noted that “[g]iven the high level of accomplishment among the faculty in creative writing at OSU, and given the demand among the creative writing students for the MFA degree, the MFA program is an efficient way to address the needs of OSU’s students while OSU improves its stature in the arts and humanities.”
Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Oregon State University to establish a program leading to the M.F.A. in Creative Writing. The program would be effective winter term 2002, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2007-08 academic year.

COMMITTEE ACTION:

BOARD ACTION:

OSU, MASTER OF PUBLIC POLICY

Oregon State University proposes to offer the Master of Public Policy (MPP), effective winter term 2002. The proposed interdisciplinary program draws from the departments of economics, political science, sociology, and agricultural and resource economics, providing concentrations in two substantive areas: environmental policy and international policy. This 62-credit program consists of 38 core courses, which provide a foundation in statistics, research methods, computer applications, public policy analysis, public administration and ethics, and economics; and 24 credits in the student’s chosen area of concentration. Students with little work experience in public service, the nonprofit sector, or in the international context would be required to complete supervised internships with public/nonprofit organizations or through international internship programs. Those students with relevant work experience would substitute coursework for internship credits. All MPP students will be required to write a master’s essay and participate in a final oral defense.

Two OUS institutions have related programs. The University of Oregon offers the M.A./M.S. in Public Affairs. UO’s 72-credit program requires 32 core credits in management of public service organizations, quantitative and qualitative analysis techniques, and public policy and organizational environment; 20 credits in an area of concentration; 12 internship credits; and 8 to 10 credits in thesis or final project. Although the UO master’s program is similar in some respects to the proposed OSU program (e.g., offers areas of concentration), it differs in that OSU does not offer planning or management courses. Portland State University offers the Master of
Public Administration. This 60-credit program requires 30 core credits in public administration, 9 credits of skill development, 15 credits of specialization, and 6 credits of integrative experience. The PSU program has an administrative and skill development focus, whereas the proposed OSU program is more policy oriented.

Willamette University offers an MBA for Business, Government and Not-for-Profit Management. This 60-credit program includes a 30-credit core in management, finance, and economics; and 30 credits of related electives, including specialization and hands-on experience.

OSU’s proposed curriculum conforms with the guidelines of the National Association of Schools of Public Affairs and Administration. The program is designed to foster and develop the abilities of present and future public and nonprofit administrators and policy analysts in Oregon and the region to meet the challenges of governance in the 21st century. Not only is there strong community and student interest in such a program, but the growth in public sector employment (particularly at the state and local levels) warrants mounting this type of program. Concomitant with this trend are the increasing globalization of the economy and increasing economic interdependence of Oregon and the Pacific Northwest with Pacific Rim countries. Future public managers and policy analysts will have to understand the international arena that will have an ever-greater impact on regional economic, political, social, and environmental issues. One only has to consider the current state of national and world affairs to recognize the value of such understanding.

Oregon State University has sufficient faculty to offer this program: 11.5 FTE in economics, 9.5 FTE in political science, and 10.5 FTE in sociology would participate as part of their overall workload. In addition, four faculty in the Department of Agriculture and Resource Economics are part of the proposed program. All participating faculty have Ph.D.s and offer graduate courses for the M.A. in Interdisciplinary Studies, the program that OSU students currently pursue when seeking this type of educational experience.

By the third year of the program, a half-time clerical position will be needed to maintain graduate student files, process applications, and provide support to the program director. All other staff, resources, and facilities are currently sufficient to offer this program.
The proposed MPP program is designed to attract students employed in proximate communities as well as OSU undergraduates. Some courses will be available via distance learning to provide flexibility for nontraditional students. Initially, 12 to 15 students will be admitted to the program. If resources are not available to accommodate program growth in the third and fourth years, the program will be capped at approximately 20 to 25 students.

All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program. An external review team with representatives from the University of Texas, El Paso; Boise State University; and the University of California, Davis; visited the campus in the fall and reviewed the proposed program. The review team found the proposal “exciting” and believe the program “will be highly sought after . . . among mid-career professionals. . . .” One of the program’s strengths noted by the external reviewers is the “impressive cooperative atmosphere between departments.”

OSU responded to the concerns raised in the review team’s report. First, the team thought that the third area of concentration – applied public policy – needed further development. OSU will launch the program with two areas of concentration; discussions regarding clarification of the third area are under way.

A second concern related to the fact that no new resources were requested after the first couple of years, even though the review team believes additional resources will be needed. OSU’s response is that the three participating departments agreed to fund the program the first two years through reallocation of existing departmental resources. In addition, the departments will work with the dean’s office to develop a strategic funding plan. Finally, enrollment limits will ensure that faculty are not overloaded and budgets overspent.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Oregon State University to establish a program leading to the Master of Public Policy. The program would be effective winter term 2002, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2007-08 academic year.
Oregon Health and Science University proposes to offer the Master of Medical Informatics degree, effective winter term 2002. This 52-credit program will provide a nonthesis degree alternative to the M.S. in Medical Informatics that OHSU has offered since 1996. The only other difference between the two programs is that the Master of Medical Informatics will be offered entirely on-line.

Medical informatics is the field concerned with the application of information technology to health care. Applications include electronic medical records, information retrieval from knowledge-based systems, processing of data from genomics research for new discovery, and telemedicine. OHSU is an international leader in the field by any measure, including external grant support and number of students.

Development of the proposed program grew, in part, out of requests from students in the on-line graduate certificate program in medical informatics who wanted to continue their distance education and earn a master’s degree. Many students enter or are currently in professional positions that do not require research. Therefore, in place of the thesis, OHSU plans to establish a capstone project consisting of either a practicum experience, extended paper, or faculty-directed project.

The M.S. and certificate programs are highly successful. The M.S. program has had 20 graduates, most of whom have found employment in academia and industry. Currently, over 100 students are enrolled in the graduate certificate program. Both programs attract a student cohort of approximately two-thirds physicians, with the remaining third split between health care professionals (e.g., nurses, pharmacists, dentists) and non-health professionals (e.g., life scientists, information technology professionals).

All faculty, staff, facilities, and requisite resources are in place to offer this program.
The appropriate University committees and the OUS Academic Council have positively reviewed the proposed program. The requirement for an external review was waived because the proposed program is simply a nonthesis adaptation of an existing graduate major.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends that the Board authorize Oregon Health and Science University to establish a program leading to the Master of Medical Informatics. The program would be effective winter term 2002, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2007-08 academic year.

COMMITTEE ACTION:

BOARD ACTION:

Staff Report to the Board

The Board of Higher Education permits institutions, with the concurrence of their faculty, to award honorary degrees. Each institution wishing to award honorary degrees must adopt criteria and procedures for selection that will ensure the award honors distinguished achievement and outstanding contributions to the institution, state, or society. Criteria and procedures for selection must be forwarded to the Chancellor or designee for approval. Institutions forward their recommendations for honorary degrees for the Board’s approval 90 days before the date for awarding the degrees. (Internal Management Directive 2.021)

Oregon State University

Oregon State University requests authorization to award an honorary doctorate to John S. Niederhauser at the June 2002 Commencement ceremony.

Dr. Niederhauser has committed the majority of his professional life to helping feed the hungry. His work as both scientist and
humanitarian has been broadly recognized as having helped mitigate world hunger and malnutrition.

In 1990, Dr. Niederhauser was awarded the World Food Prize for his discovery of "a durable resistance to the potato late blight disease, which boosted the food supply for many nations." The importance of this work is considerable; the potato is one of the four major food crops in the world. The World Food Prize is awarded for exceptional and measurable, tangible achievement in enhancing the quality, quantity, and availability of or access to the world’s food supply (www.worldfoodprize.org).

In the mid-1940s, after graduating from Cornell University and a brief stint as a USDA plant pathologist, Dr. Niederhauser accepted a position as assistant professor at Cornell. In 1947, he went to Mexico to work with the Rockefeller Foundation’s new international agricultural program designed to help Third World countries produce more of their basic food crops utilizing primarily their own resources. For 20 years, Dr. Niederhauser worked as the plant pathologist on the international wheat, corn, and bean programs.

During the ‘60s and ‘70s, Dr. Niederhauser initiated and developed an International Potato Program to increase production of this basic food. By 1970, the Program had made a dramatic impact on potato production in 67 developing countries. The Mexican research program on potato late blight rapidly expanded into a worldwide cooperative project. When Dr. Niederhauser and his colleagues discovered that Mexico was the place of origin of the causal fungus, Mexican wild potato species were utilized as sources of blight resistance in potato breeding programs all over the world. Collaborators from many countries used the field trials in central Mexico in their search for a durable resistance to potato late blight, an effort that evolved into the International Cooperative Potato Late Blight Project. Based in Mexico, the Project now coordinates collaboration between the potato programs of more than 15 countries.

In 1978, Dr. Niederhauser founded the Regional Cooperative Potato Program in Mexico, Central America, and the Caribbean. Recognizing that no single country could afford or justify a complete potato development program, the cooperative has provided the structure and support for a regional potato program that makes each facet of a successful potato program available to each national participant.
Although he retired in 1980, Dr. Niederhauser has remained active in a number of programs relating to agricultural research and development. He serves as consultant on a number of national and international projects and agencies. He has been an adjunct professor in the Department of Plant Pathology at the University of Arizona since 1985. He and his late wife, Ann, donated $100,000 to establish an endowment fund within the American Phytopathological Society to promote international collaborative projects that improve food production. In addition, Dr. Niederhauser has made several trips to Oregon and OSU, presenting seminars and meetings with students and faculty in the Department of Botany and Plant Pathology.

Portland State University

Portland State University requests authorization to award honorary doctorates to Professor Takayasu Okushima, president of Waseda University, and Professor Takehiko Kawase, Waseda University. Under normal circumstances, the honorary doctorates would be awarded at PSU's June commencement ceremonies; however, due to Professor Kawase's poor health, PSU requests Board authorization to award these degrees in Tokyo in March or April.

Portland State also requests authorization to award honorary doctorates to State Senator Lenn Hannon, Joan C. Johnson, and George Passadore at the June 2002 commencement. These three individuals exemplify the PSU mission and model of "Let Knowledge Serve the City." They have impressive histories of service to the state and to their community.

Takayasu Okushima

Dr. Okushima earned bachelor's, master's, and doctoral degrees in law at Waseda University. From August 1976 until January 1979, he was a visiting researcher at the University of Paris. Dr. Okushima has held increasingly responsible academic and administrative positions at Waseda University since graduation, culminating in November 1994 with the university presidency, an office which he continues to hold. In addition, Dr. Okushima holds many significant appointments, such as:

- president of The Japan Association of Private Colleges and Universities;
- member of the University Council, Ministry of Education;
Takehiko Kawase

Dr. Kawase was awarded his bachelor's and doctoral engineering degrees at Waseda University and has been a professor at Waseda since 1967. As a professor, Dr. Kawase has taught undergraduate and graduate courses in system dynamics and fluid engineering, and supervised 400 undergraduates, more than 100 master's, and four doctoral students over the course of his 34-year career. He was a visiting scholar at MIT in 1976-77 and has also served in a number of administrative capacities at Waseda University. His interest in the international arena is demonstrated by his service as executive director of Waseda's International Center (1987-94), dean of the International Division (1995-98), and dean of the Center for International Education (1998-99).

Dr. Kawase is known for his singular commitment to enhancing the quality of undergraduate and graduate education from the perspective of the student and providing what he considers fundamental resources for a rich academic life.

Portland State University desires to recognize both President Okushima and Professor Kawase for their vision and leadership in the area of internationalization of higher education. They worked with many Oregon participants, including public and private institutions and community members, to develop the Waseda/Oregon Transnational Program, which is fully implemented and successful. By bringing an international dimension to the educational and research activities of Waseda University, these two individuals have developed models for other universities in Asia and throughout the world.

Lenn Hannon

Senator Lenn Hannon has had a distinguished career of service to Oregon in the State Senate. Senator Hannon is truly a representative of the citizen legislator that has defined Oregon’s leadership since our
beginnings. He began his service in 1974 and in the more than 27 years of service, he has been an outspoken advocate for legislation that improves the lives of Oregonians, including a lifetime commitment to expanding access to higher education. During the 2001 Legislative Session, Governor John Kitzhaber proclaimed July 4, 2001, as "Lenn Hannon Day" in honor of the Senator's 58th birthday. The proclamation recognized Senator Hannon for his "unwavering integrity" and his "honor and principle."

Senator Hannon's quiet and effective leadership on higher education issues has meant that hundreds of thousands of Oregonians have been able to pursue their dream of enrolling in a public university. He has fought for affordable access, increased funding for financial aid, and provided for new facilities at OUS institutions. Portland State University seeks to recognize the Senator for his work in 1999 to reform the OUS funding model and to secure the largest increase in funding for higher education in more than 30 years. Senator Hannon has also had an impact on the development of Oregon's higher education institutions. For example, he has played an instrumental role in the development of PSU's University District plan, including in recent years, state funding for the Urban Center, acquisition of the 4th Avenue Building and the 6th Avenue Building, remodeling of the Millar Library, the Native American Student and Community Center, and in 2001, authorization of $26.5 million for the Northwest Center for Engineering, Science, and Technology.

In addition to higher education, Senator Lenn Hannon's legislative career has been defined by his support for senior citizens and health care, particularly mental health services and substance abuse recovery programs.

Senator Hannon has received many awards for his service. Among them are recognition from the Oregon Police Chiefs Association, Oregon Psychiatric Association, Oregon Judicial Department, Sons of the American Revolution, Citizens for Health Association, Association of Oregon Hospitals, Oregon Association of Area Agencies on Aging, the Ashland Chamber of Commerce, and the Oregon College Board Award. Senator Hannon has received the Lifetime Achievement and Legislator of the Year award from the Oregon Student Association, the 2001 President's Award from the Rogue Valley Association of Realtors, the Grand Champion Legislator Award from the Oregon Fairs Association in 2001, and the 1999 Governor's Arts Award.
Joan Johnson

Joan Johnson became involved in community development initiatives and issues initially by advocating for schools and equal opportunity laws. She helped Beaverton School Board member Nancy Ryles – one of Oregon's pathbreakers for women in politics – win election to the State House of Representatives and later to the State Senate. As her legislative assistant, Ms. Johnson was involved in some of the great policy discussions and legislation of the '70s and '80s, including housing reform, women's rights and reproductive freedom, social justice programs, the rights of the terminally ill, and children and family issues. Ms. Johnson has been actively involved in many organizations including the Washington County Community Action Agency, the Oregon Women's Political Caucus, Family Planning Advocates of Oregon, and she has volunteered with many political campaigns.

Ms. Johnson was a returning older woman student when she enrolled at Portland State University in the mid 1970s. Graduating with honors in political science and a minor in urban studies in 1978, Ms. Johnson understood the challenges women faced in pursuing a college education while balancing the demands of home and family. To honor her passion for education, Ms. Johnson and two other friends worked with Senator Ryles in the last months of her struggle against brain cancer to create the Nancy Ryles Scholarship for Returning Women. This scholarship has grown to be a premier award at PSU and has provided 14 women with a $5,000 annual scholarship to complete their education.

Ms. Johnson has been recognized for her work by many organizations, including the Helen Oliver Memorial Award for Civic Leadership in 1978, the Sue Juba Award for Community Service by the Portland Caucus of the Oregon Women's Political Caucus in 1985, a First Place Award for speech writing by the National Press Women in 1986, a service award from the Washington County Community Action Organization in 1988, and in 1992 she and the other co-founders were recognized as an "Outstanding Friend of PSU" for their work in establishing the Nancy Ryles Scholarship.

Joan C. Johnson is a true example of the values that define Oregon. She is someone who is not afraid to lead but is willing to give others
the credit for success. She works to improve her community and the lives of others, and she works for a future that allows others to realize their dreams through higher education.

**George Passadore**

George Passadore is an Oregon business leader with a commitment to community, a passion for making a difference, and a vision of leadership that has resulted in Wells Fargo's Oregon operations leading the nation.

George Passadore is president of Wells Fargo's operations in Oregon and southwest Washington. Mr. Passadore's leadership has made Wells Fargo into an Oregon-friendly bank, known for its service and community-based operations. The bank is viewed as one of the "most admired companies" by Fortune magazine, and the Oregon operations are growing.

Mr. Passadore is not just an example of a moral business leader; he also exemplifies committed community leadership. He is currently the president of the board of directors for Tri-Met and chair of the Portland Metropolitan Chamber of Commerce. He also serves on the boards of the Portland Branch of the Federal Reserve Bank of San Francisco, the Oregon Business Council, Associated Oregon Industries, and Holt Children's Services. He is a trustee of the Portland Art Museum.

Mr. Passadore has been a longtime friend and supporter of Portland State University. He serves on the advisory council for the School of Business and has been very involved in its progress toward becoming a premier program in the nation. He was the first major sponsor of the PSU Simon Benson Award Dinner, which raises funds for scholarships and programs. Mr. Passadore is also a past chair of the Oregon Health Sciences University Board of Trustees, serves as a trustee on the Oregon Independent College Foundation, and is a member of PSU's capital campaign committee.

Mr. Passadore has received numerous awards and recognitions for his service and leadership work. The School of Nursing at OHSU presented Mr. Passadore with its first-ever "Spirit of Caring" award in April 1999 in recognition of his vision, leadership, and commitment to improving the quality of life for all Oregonians. In June 2001, Mr. Passadore was inducted into the Oregon Bankers Association Hall of
Fame. The Portland chapter of the National Multiple Sclerosis Society presented him with its "MS Hope" award in November 2001 as Portland's top business and civic leader.

Mr. Passadore is a true embodiment of the spirit of the Oregon leaders in the past who have taken the risks, made the sacrifices, and stood out among others in order to create a sustainable and livable community.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends the Board authorize Oregon State University to award an honorary doctorate to Dr. John S. Niederhauser at the June 2002 Commencement ceremony; Portland State University to award honorary doctorates to Professor Takayasu Okushima and Professor Takehiko Kawase, in Tokyo in March or April 2002; and Portland State University to award honorary doctorates to State Senator Lenn Hannon, Joan C. Johnson, and George Passadore at the June 2002 commencement.

COMMITTEE ACTION:

BOARD ACTION:

Summary

In order for OUS to advance any legislative proposals to the 2003 Legislature, the concepts must first be reviewed by the Oregon State Board of Higher Education (OSBHE) and approved by the Board for submission to the Department of Administrative Services (DAS). If DAS approves their introduction, the concepts are submitted to the Legislature by the Office of the Governor on behalf of the OSBHE. The two concepts presented today are to be voted on by the Board at the February 15, 2002, meeting, and filed with DAS before the April 15, 2002, deadline for submission of agency proposals.
1. CAPITAL RENEWAL BOND MEASURE

The concept would amend the Oregon Constitution to provide for a one-time authorization of $500 million in General Obligation Bond revenue to fund capital renewal needs of campus Education and General buildings, in order to reduce the OUS deferred maintenance backlog and provide for academic building modernization. The authority to sell the bonds would sunset ten years after it was adopted. Bond terms would range from 15 to 30 years. Bond proceeds would be apportioned by the Board among campuses. Deferred maintenance, code compliance, and modernization would be funded as appropriate capital renewal expenditures. Preventive maintenance and new construction would be excluded from funding under this General Obligation Bond authority.

2. CLARIFICATION OF OUS BIDDING PROCESS UNDER SENATE BILL 271

This concept would clarify authority the OSBHE has to make exceptions to competitive bidding, when appropriate, for contracts, procurement, and purchasing. This authority is implied within the context of SB 271, the Higher Education Administrative Efficiency Act (1995 Legislative Session), and this concept would simply clarify the legislative intent of the original measure. The authority sought would be parallel to that exercised by other state agencies under ORS Chapter 279.

Staff Recommendation to the System Strategic Planning Committee

Staff recommends the Board submit the proposal to the Department of Administrative Services for consideration at the 2003 legislative session.

COMMITTEE ACTION:

BOARD ACTION:
During each annual federal appropriation cycles, the Oregon University System (OUS) delivers a memo soliciting the "top three" federal appropriation priorities from institutions. Each OUS institution has been responsible for developing the rationale, background material, executive summary, and likely source of federal funding for each of the institution's stated priorities. Participants enlisted for the discussions, and the priority ranking of the selected projects, remain exclusively at the president's discretion.

The culmination of the System's latest effort came on January 10, 2002, when President Bush signed H.R.3061, the Departments of Labor, Health and Human Services, and Education Appropriations Act for Fiscal Year 2002. The Labor-HHS-Education appropriations bill, in addition to several other spending measures, includes financial support for targeted initiatives at Oregon's public universities. The majority of projects compiled for the OUS Federal Priorities Notebook receiving a congressional delegation letter-of-support also received some form of appropriation bill language or funding. In Fiscal Year 2002, System projects have secured $4,875,000 in direct earmarks with additional amounts for Oregon Health and Sciences University - an affiliated institution of the Oregon University System.

The Oregon congressional delegation, supported by campus presidents and federal affairs representatives, worked diligently to secure much needed federal funding for Oregon's public universities. Most importantly, several valuable lessons were learned for the upcoming Fiscal Year 2003 appropriation cycle.

The coordination and presentation of a System Priorities Notebook, vigilance on the part of institution staff, and the letters of support from delegation members played a key role in the success of individual campuses.

(No Board action required)
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PROGRAM</th>
<th>APPROPS. BILL</th>
<th>AGENCY</th>
<th>ACCOUNT</th>
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<td>Institute of</td>
<td>Office of</td>
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In addition to several Oregon University System projects, key student aid measures were signed into law. Primary among those measures to aid access to postsecondary education was the adoption of a $4,000 maximum Pell grant award. This represents a one-year $250 increase (7%) over the FY 01 Pell maximum of $3,750 and a two-year $700 increase (21%) over the FY 00 Pell Grant maximum award of $3300. The Pell Grant program will assist 4.3 million students to obtain a higher education at a cost of nearly $10.3 billion dollars. An additional 121,000 students would be assisted compared to last year. The President requested a $100 increase in the maximum award in his original budget request.

In other student aid and related programs:

- TRIO received $803 million, a compromise between the House and Senate numbers;
- Supplemental grants (SEOG): $725 million, the number that the House voted;
- Work Study (CWSP): $1.011 billion, the same number proposed by the President and both chambers of congress;
- Leveraging Education Assistance Program (LEAP State Grants): $67 million, a compromise between the House and Senate numbers;
- Perkins loan capital: $168 million, the same number proposed by the President and both chambers of congress with $100 for new capital and $68 million for loan cancellation funds;
- Gear: up $285 million, the number that the House voted;
- International Ed & Foreign Language: $99 million, a compromise between the House and Senate numbers;

The overall funding total for the Department of Education was $6.6 billion or 16 percent more than the funding level provided by Congress last year and $4.4 billion more than the President's budget request. For elementary and secondary education programs, this will mean a 17% boost ($4.8 billion) over last year. For higher education programs, it will mean a 13% increase ($1.7 billion).
The National Institutes of Health will receive a $3 billion (15%) increase above last year to support biomedical research. In consideration of various transfers to other programs authorized by the conference report, the measure makes available $2.8 million (14%) for NIH -- $324 million more than the House bill.

Fiscal Year 2003

In a continuing effort to respond to requests from the staff of the seven-member Oregon Congressional delegation, the Oregon University System has compiled a Federal Appropriations Priorities List for Fiscal Year 2003. A single priority document, forwarded by the Chancellor, enables Congressional delegation members to address a clear set of stated campus appropriation objectives.

As House and Senate committees begin deliberations on the Federal government's Fiscal Year 2003 budget, the document also prepares congressional staff to deal effectively with specific campus appropriation requests.

The Fiscal Year 2003 federal priority list has been developed along the same lines as the list presented at the February 2001 meeting of the State Board of Higher Education. Even in light of an unusually late adjournment of the First Session of the 107th Congress, campuses requesting FY 2003 worked diligently to provide "pre-proposals" for FY 2003 for the December 2001 Board meeting.

As always, each OUS institution bears responsibility for the development of the rationale, background material, executive summary, and identification of a likely federal funding source for the institution's "Top Three" priorities. Participants who have been enlisted for the discussion, and the selection of the projects, have remained at the president's discretion.

The project summaries describe partnerships, the overall value of the project to the institutions' programmatic goals, and a rationale illustrating how the project serves long-standing or emerging statewide and regional needs. The funding priorities of each institution accurately reflect the mission of OUS in furthering aspects of instruction, research, and public service.

Chancellor Joseph W. Cox will present the compiled lists in a series of meetings scheduled with the Oregon Congressional delegation in mid-March 2002.
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<th>INSTITUTION</th>
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<th>APPROPS. BILL</th>
<th>AGENCY</th>
<th>ACCOUNT</th>
<th>$AMOUNT REQUESTED</th>
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<td>Labor-HHS-Education VA/HUD</td>
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<td>Energy and Water Development</td>
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<td>Department of Housing and Urban Development</td>
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</table>
(A) Rural Frontier Delivery

Eastern Oregon University (EOU) requests $1.5 million from Community Development Fund for continuation and expansion of the Rural Frontier Delivery (RFD) program to provide educational resources and training for nurses to provide for unmet health care needs for residents who live and work in the rural communities of eastern Oregon. The specific objective of the RFD program is to curtail the critical shortage of registered nurses in remote counties of eastern Oregon.

While the Rural Frontier Delivery program serves as the cornerstone for unmet health education needs, expansion of the program promotes several economic development objectives. Since 1995, 28 RFD graduates have passed the state licensing examination and 75% have remained in their rural community. All of the graduates were employed either on a full-time or part-time basis as registered nurses working in a hospital or in a community-based health care setting.

As eastern Oregon’s health care needs grow, Eastern Oregon University and the Oregon Health and Sciences University have been in the process of health service capacity building. The RFD seeks to educate and place nearly 18 registered nurses each year for the next 5 years. Registered nurses employed at Grande Ronde Hospital (the region’s largest hospital network) possessing a four-year degree, earn on average $36,500 a year.

Eastern Oregon University and Oregon Health and Science University have combined their efforts to educate and train qualified nurses for unmet health care needs of residents in rural communities throughout eastern Oregon. In 1992, this partnership lead to the establishment of the only distance nursing education program in Oregon, developed specifically to address the lack of qualified health care providers. This program was appropriately named the Rural Frontier Delivery (RFD) program and has served Baker, Grant, Harney, Lake and Wallowa counties.

Although the RFD program has reduced the critical shortage of registered nurses in remote counties of eastern Oregon, it has not eliminated it entirely. A critical shortage of nurses still exists. With the assistance of federal appropriations, grants and private gifts, the RFD program will be able to expand and serve eight rural locations in

Nursing education will be accomplished through a combination of distance education delivery and on-line course work. The RFD program will enroll a minimum of 16 students per year. Additional faculty will be added to supervise course work and administer clinical practicum in multiple rural communities.

Continuation and expansion of RFD will result in a national model for nursing education, providing nurses for unmet health care needs for the residents who live and work in the rural communities. Eastern Oregon is an ideal place to apply this model.

Oregon Institute of Technology

(A) A Proposal to Support the Growth and Development of a Clean Energy Business Incubator

OIT requests funds to support the growth and development of a clean energy-oriented business incubator to help emerging businesses develop applications for their technologies, develop business plans, and find investment capital. Many clean energy businesses are not prepared to make the jump between product development and marketing.

In Washington, Oregon, and British Columbia, clean energy is currently a $1.4 billion a year industry. This sector is expected to grow to a total of $2.5 billion a year over the next 20 years and over 12,000 jobs over the next 20 years. Jobs and dollars could both be much higher with support to help emerging businesses commercialize and market their products, which could help the region attain a 3.5% share of the global market, resulting in 32,000 jobs over the next 20 years.

Market analysis cites lack of investor interest as a key barrier to the growth of the Northwest's clean energy sector. According to investors interviewed by the research team, clean energy businesses tend to be managed with a technology focus rather than a customer focus, often with no business plan or market knowledge. This finding backed by the National Renewable Energy Laboratory (NREL), which found that many clean energy businesses fail during the transition between technology development and commercialization. The commercialization phase is complicated for clean energy businesses by the fact that many products and services must meet product certification requirements to be used as part of the power grid. The
OIT incubator will complement the renewable energy development and commercialization projects in OREC. This incubator will provide opportunities also for clean energy entrepreneurs to receive management training, market research, and business development. The incubator focus would be on investor needs and interests, helping businesses find venture capital and markets for their products.

(B) A Proposal to Support Economic Development Through Clean Energy Technology Training Programs for Incumbent and Underemployed Workers

In support of its mission as Oregon's polytechnic university, Oregon Institute of Technology proposes to develop a new standard for accessibility to clean energy technology training. Through the Oregon Renewable Energy Center (OREC), OIT will assist in identifying local, state, and regional development needs of clean energy technology workers and employers. The OREC will serve as a clearing house and research center for identifying and developing strategies promoting education, skill development and career building opportunities for clean energy workers. It will function as a workforce training “hub”, using technology to train technologists.

OIT's strength is in the higher education system and in the workforce development system in providing high-tech, high-skilled education and training. The OREC plays a key role in regional economic development and in job retention and advancement. OIT has successfully designed and implemented work-based technology training programs. In the spirit of the Workforce Investment Act, the Oregon Renewable Energy Center can do for workforce development what OIT has done for Oregon since 1947. It can be responsive, effective and accountable. By matching the needs of workers and employers with access to technology education and training, OIT and the OREC will provide added value and demonstrate the capability to do "More for Less," rather than the "Same for More."

(A) Business and Information Technology (BIT) Extension Program

This pioneering outreach program will assist Oregonians in adopting leading-edge technology as an integral part of their community, business, and personal lives. Residents will gain business and information technology skill sets that are especially useful in fostering new enterprises and economic diversification in disadvantaged areas.
BIT Extension training will widely benefit audiences of all ages statewide by offering three inter-related program elements:

Adult components enhancing business, local government, agencies and non-profits use of technology through applied learning – then sharing. Modeled after the very successful Master Gardener program, some learners will become BIT Masters who provide a formal “payback” by sharing what they learn with other interested groups and individuals. Youth components in which 4-H Youth Development program participants learn in order to teach their families and other youth. Applied 4-H projects will also advance small community’s use of technology and create business opportunities for youth trained in providing technical support for rural interests in remote Oregon regions. OSU Student components provide a 12-week funded Extension BIT Internship along with academic credits for students infusing technology into small rural enterprises, communities and governments. These students will be located in Extension county offices throughout the state to conduct projects in tandem with mentoring OSU Extension staff and campus faculty.

Partnerships and Collaboration: A pilot scale BIT Extension program is being developed through Industry partnerships and collaboration. For instance, Intel Corporation is providing $200,000 in equipment and 2000 professional hours of technology mentors in support of a 4-H Technology Club of Hispanic teenagers. Also, the Engineering Technology Industry Council (ETIC) recently awarded a $350,000 project grant for OSU, in partnership with the Oregon Institute of Technology, to initiate several new BIT Extension Agent positions.

1. OSU Strategic Development: The BIT Extension program will build youth interest and skills in business and technology. For instance, the OSU Entrepreneurial Learning Program will benefit from BIT Extension creating a statewide pool of 4-H youth interested in technology related entrepreneurship. Likewise, BIT Extension Internships will enable OSU students from Business, Engineering, the Honors College and Multimedia Program to apply their technology skills in “real-world” settings. These units welcome BIT Extension broadening their students’ professional development while enhancing rural business, community and government use of emerging technology.

2. Priority Topic: Last year, the OSU Extension Service conducted a comprehensive educational needs assessment involving over
1,000 residents and community leaders. Oregon's economy was the most frequently noted issue of concern, with people in all counties noting that their economies are changing significantly. Where many once relied on natural resources, now their economic opportunities require different infrastructure such as fiber optic cables. Family-wage jobs are becoming increasingly scarce, and throughout Oregon well-paying jobs increasingly require in-depth training and skills in information technology.

This situation is mirrored throughout the western United States and the nation. While e-commerce holds opportunity for economically disadvantaged communities, businesses, and individuals to participate in the new economy, these are in danger of being left behind for lack of necessary skills and experience. Due to its statewide presence and credibility with both adult and youth audiences, Extension has the opportunity to leverage its existing programs to build interest and skills in business and information technology. The OSU Extension Service is perceived as a national leader and innovator in this topical arena by peer institutions.

3. Institutional Linkages: By increasing adult technology awareness and transferring beginning skills, the BIT Extension program will build the demand for business and information technology courses at Community College and University levels. The BIT program will also boost demand for small business services provided by the state’s network of Small Business Development Centers to support these new and expanding rural enterprises.

The BIT Extension program benefits from institutional linkages with the following: Oregon Institute of Technology, Klamath Falls; Regional Service Institute, Eastern Oregon University, La Grande; Center to Bridge the Digital Divide, Washington State University Cooperative Extension; Western Rural Development Center, Utah State University and New Mexico State University Cooperative Extension.

4. State Agency: The Oregon Economic and Community Development Department (OECD) is supportive of the BIT Extension program aiding Oregonians to become eLiterate. If needed, a letter of support could be solicited from this state agency.
5. **Federal Agency:** There are several pending Congressional bills to fund this type of outreach program. The CSREES (USDA) is supportive of this emerging opportunity, as is the Land Grant system through ECOP (Extension Committee on Policy), now chaired by Dr. Lyla Houglum.

6. **Other interested parties:** OSU Extension has long-standing relationships with many public and private organizations supportive of innovative outreach education to bolster economic diversification and development. If needed, letters could be solicited from these in support of the BIT Extension program.

**(B) Central Oregon Aviation Initiative**

There are multiple sources of evidence that airports nationally are going to experience significant transformation over the next 25 years. The September 11th tragedy will significantly change airport operations management in the future. Additionally, the Small Airports Transportation System (SATS) will “enable doorstep-to-destination travel at four times the speed of highways, to 25% of the nation’s suburban, rural, and remote communities in 10 years and over 90% in 25 years,” predicts Bruce Holmes, NASA Manager of General Aviation. As a consequence, SATS will also contribute to significantly changing airport operations management. And lastly, two-thirds of today’s air traffic controllers will retire in the next five years. The Central Oregon Aviation Initiative is a project designed to synergistically address these issues for the state, region, and nation. No other institution is proposing to address these three issues/opportunities within a single integrated initiative.

This initiative requires facilities funding ($30,000,000) that will add a building to the Redmond Airport property and infrastructure. The facility will be owned by the Redmond Airport and leased to the university. Additionally, this initiative requires funding ($800,000 across 4 years) for curriculum and program development. The project has support of Oregon officials. Senators Smith and Wyden have expressed high interest. Senator Smith is joined on the Aviation Subcommittee of the Senate Transportation Committee by Senator Wyden. On the House side, Peter de Fazio is the senior Democrat on the Aviation subcommittee of the House Transportation Committee. Representative Walden, in whose district the Redmond Airport resides, has expressed his support. Governor Kitzhaber, through his staff, has also expressed support.
The Central Oregon Aviation Initiative includes the following synergistic components:

1. **Airport Operations Management Development:** Both September 11th and SATS will require a restructuring of airport operations management practices. Of the 600 airports with scheduled service, four-fifths of U.S. airline passengers pass through the 22 hub airports (Embry-Riddle). SATS dramatically changes the utilization and operation of the 14,000 small-to-medium sized airports throughout the U.S. OSU working with the Redmond Airport proposes to be in the forefront of developing the new airport operations management practices and associated education required to implement it nationally;

2. **Air Traffic Controller Training:** SATS, along with the significant number current controllers expected to retire in the next several years, will cause a severe demand in air traffic controller training. OSU proposes to be part of the solution to this impending national crisis through providing or enabling an Air Traffic Control program to be available locally;

3. **SATS Operator Training Evaluation:** Even though the planes that will support SATS will operate “intuitively, simply, and as responsively as a Nintendo game,” effective training will be critical to ensure operators have the necessary skills for safe air travel. OSU proposes to support SATS development by expanding upon its existing nationally recognized research in the area of aviation human factors. Both FAA and NASA have previously funded Dr. Ken Funk’s research at Oregon State University;

4. **Northwest SATS Development and Implementation:** The actual physical infrastructure utilized by SATS aircraft will need to be identified, equipped, and maintained. OSU proposes to lead the effort in partnership with state agencies and institutions to accomplish this complex project.

**Partnerships and Collaborations:** OSU-Cascades Campus is working closely with the Redmond Airport, city and county government, the Oregon State Department of Aviation, the Oregon State Aviation Board, Embry-Riddle Aeronautical University and Lancair in the development of this initiative.
Close partnerships currently exist with Ann Crook, Head of the State Department of Aviation, Bill Wilkins, Chair of the State Aviation Board, and Richard Eyde, Program Coordinator for Embry-Riddle Aeronautical University. Ms. Crook, Mr. Wilkins, and Mr. Eyde are each willing to send letters of support for the initiative. Read Van de Water's, Assistant Secretary of Transportation for Aviation and International Affairs, is informed of the initiative. A budget line item is not available at this time, as everyone involved in air traffic is consumed in other serious and urgent matters and budget lines are in flux given recent events. This initiative though is targeted at the long-term issues in air traffic and should resonate well with federal agencies seeking support in providing innovative solutions.

Overall Value to Programmatic Goals: Oregon State University - Cascades Campus in collaboration with the College of Engineering at OSU is developing the Central Oregon Aviation Initiative. The initiative is consistent with the College's over-arching objective of attaining national recognition for its programs and research. The College leadership, in conjunction with several engineering departments, including the Industrial and Manufacturing Engineering Department, the Civil, Construction, and Environmental Engineering Department, and the Computer Science Department support this initiative.

How the Project Serves an Emerging or Long-Standing Statewide or Regional Need: Central Oregon represents one of the fastest growing areas in the state. The most probable location for SATS development in the state and region is in Central Oregon. This initiative enables the state to participate in the development of SATS and concurrently to address a critical forecasted national shortage of air traffic controllers by increasing national training capacity.

Determination of Need for One-Time or "Phased-in" Federal Funding: This is a request for: 1) a single allocation of funds ($30,000,000) to construct a building to be owned by the Redmond Airport; and 2) a multi-year request for funding ($800,000 across 4 years) for curriculum and program development.

(C) Virtual Center for Transboundary Waters: A Universities Partnership

From the Klamath to the Jordan, transboundary water issues are a priority at state, national, and international levels. Worldwide, water demands are increasing, groundwater levels are dropping, and water
bodies are increasingly degraded and depleted. From individual irrigators, to urban versus rural uses, to nations that straddle international waterways, the need for cooperation and the potential for conflict between watershed stakeholders will increase as populations increase and problems become more imminent.

The State of Oregon is no stranger to water resource conflicts, and is nationally and internationally recognized for its proactive approach to watershed issues and negotiations between competing demands. Since the end of the cold war, and especially after recent events, U.S. foreign policy has placed more focus on the intricate linkages between natural resources, poverty, violence and democracy, and their combined effects on domestic and regional stability. Programs such as the U.S. Agency for International Development's new bureau for Conflict Prevention and Developmental Relief reflect the Bush administration's efforts to reduce the potential for instability by supplementing technical natural resource assistance with training in conflict prevention and mediation. Oregon has much to offer the nation and the rest of the world, and much to gain from the experiences of its peers from around the world.

Proposal: To create shared knowledge and open dialogue among parties involved in transboundary water issues across the nation and the world, OSU is proposing to establish the Virtual Center for Transboundary Waters, a consortium of expertise including nine universities on five continents. OSU will serve as the lead administrative institution, and will partner with Sandia National Laboratories Cooperative Monitoring Center as the North American node. The activities of the Virtual Center will focus on key socioeconomic and geopolitical issues in transboundary water management at local, regional, national, and international levels. All activities would be explicitly linked and integrated within four coordinated Virtual Center focus areas: 1. Shared and unified data accumulation, analysis, and distribution; 2. Training workshops for local, regional, and international basin stakeholders; 3. Coordinated applied research; and 4. Graduate and professional certification in transboundary water resources management.

Existing Infrastructure: In 1964, OSU was designated Oregon's Water Resources Research Institute to serve all universities and colleges in Oregon; the Institute was merged into the Center for Water and Environmental Sustainability (CWES) in 1999. Water resource expertise at Oregon State University (OSU) provides students and
researchers with a rich laboratory to model, analyze and critique water controversies occurring in a backdrop of shifting values, priorities, and demographic realities. As part of an interdisciplinary team working on the Klamath Basin, for example, OSU faculty are contributing to a statewide initiative to better understand the multiple dimensions of the conflict, and to identify impacts that will assist future decisions about the area's future. Other OSU researchers are active contributors to the global discourse on the relationship between water resources and armed conflict between nations, and the appropriate mechanisms to facilitate cooperation in international basins. The Virtual Center will be collaboratively administered by CWEST and the College of Science, each of which has existing infrastructure in place to facilitate such a broad-based collaboration. With adequate focus of energy and expertise, OSU is well poised to become the preeminent U.S. institution for research, teaching, and global service in transboundary water dispute prevention and resolution.

Partnerships and Collaborations: The Sandia Cooperative Monitoring Center (CMC) will serve as our primary partner in North America. The Cooperative Monitoring Center (CMC) is located at Sandia National Laboratories in Albuquerque, New Mexico, and is funded primarily through the U.S. Department of Energy (DOE). The CMC has developed a sophisticated array of technology for jointly monitoring transboundary assets. While originally developed for issues related to arms control, the CMC has more recently been focusing on natural resources, including several projects on water resources. OSU has a long history of collaboration with the CMC, most recently joint sponsorship of a conference on “Fire and Water: A Dialog between the Realms of Arms Control and International Waters,” held in Albuquerque in October 2001. OSU also has seven international institutions that will act as global nodes of expertise, sharing administration, research, database development, and teaching throughout the Virtual Center. Its international partner institutions include the University of Zimbabwe, the University of Pretoria, the Asia Institute of Technology, Yunnan University, Linnköping University, the University of Dundee, and the University of Sao Paulo.

Relevance to OSU’s Stated Mission: The Virtual Center would complement University goals by: (1) building on existing teaching and research strengths across the University; (2) contributing to issues of topical scientific and societal importance; (3) adding to statewide, national, and international visibility; and (4) consolidating programmatic cores and teaching missions.
Overall Value to Programmatic Goals: The proposed initiatives of the Virtual Center fit well within the Natural Resources focal area as one of the four strategic, scientific priorities of the College of Science. In addition, the program will attract top-tier graduate students and professionals through the international certificate program.

How the Project Serves an Emerging or Long-Standing Statewide or Regional Need: This project will contribute to State initiatives to build a sustainable Oregon through the advancement of publicly accessible knowledge and tools for water resource decision-making and conflict resolution. The focus of the Virtual Center will be on water resource issues in Oregon, nationwide, and internationally, and will seek to find strategies applicable to all levels which diminish polarization between groups with divergent economic, environmental, and community values. The Virtual Center will complement other state initiatives by cataloguing legal, political, and sociological watershed data to bolster existing state biophysical parameters, will make available training materials in water conflict resolution, and will expand opportunities for collaborative activities between faculty and state water resource agencies. In addition, through its international partners, the creation of the Virtual Center will enhance diversity and international awareness within the Oregon University and larger State communities.

(A) The University District -- Building an Engineering and Science Center in the Central City

Portland State University and the City of Portland have established a partnership to strengthen the central city and its urban university. This partnership is focused on the physical development of The University District the 52 block area that encompasses the University neighborhood and the further development of PSU’s College of Engineering and Computer Science to expand programs and research connected to the region’s high technology industry. Portland State University is proposing the development of a new engineering complex that will serve as a research magnet for businesses needing close access to high quality faculty and students.

Portland State University is located in the center of Oregon’s booming high technology and manufacturing industrial base. High technology industries demand highly educated employees, including trained engineers and scientists. Industry leaders have called upon PSU and the Oregon University System to respond to the need for more
employees and for a research base to support innovation and new technological advances. This proposal answers that call and will enable PSU to improve the national recognition of its programs, serve more students, and increase research funding.

At Portland State University, technology competence -- the ability to use the technological tools appropriate to a student chosen major or profession -- is a mark of a successful graduate. This requires the use of technology to be integrated throughout the curriculum. It also requires the University to be leaders in using technology in the classroom and in building areas of excellence in response to industry needs.

The PSU College of Engineering and Computer Science will grow in response to industry employment needs. PSU is prepared to double the number of graduates in engineering in the near future. This requires an investment -- in facilities, in faculty, in student support, and in program support -- in engineering and computer science.

The City of Portland has identified key industries that will enhance the economic base of the central city and allow for continued economic prosperity for residents. These key industries include high technology and bioengineering, environmental engineering, and creative media services. PSU is working with the City of Portland to link the assets of the proposed facility, including laboratories, to fostering development of these growing industries.

As PSU develops its engineering, science, and technology initiative, University leaders and faculty are working with OHSU and its Oregon Graduate Institute, as well as key industries to develop programs that are collaborative in design.

The proposed engineering facility is projected to cost $70 million, including $10 million in equipment donations. PSU will pursue a collaborative funding strategy for this facility, including local, state, federal and private support. The State of Oregon has approved $26.5 million in Article XI-G bonds (where the State pays the debt service) and these bonds must be matched by the end of 2003 or the authorization expires. Portland’s Mayor Katz has provided $5 million from the Portland Development Commission for this effort. Funding ($300,000) was appropriated in the FY 2001 Housing and Urban Development Appropriations bill to support both the extension of the Central City Streetcar to the new engineering facility and design of the
building. PSU is seeking support from the 2001 Legislature of Article XI-G bonds to match City, Federal, and private funds dedicated to the project.

(B) Portland State University’s Branford P. Millar Library/Middle Eastern Studies Center/Judaic Studies Program

Portland State University is seeking funding to enhance and increase the accessibility of its Library Collections in the area of Middle Eastern and Judaic Studies.

The Middle East Studies Center (MESC) is the first federally supported undergraduate program in the United States for Arabic language and area studies. Dating from 1961, the Center’s mandate today is to support the academic study of the Middle East at PSU and to provide information on the peoples, cultures, languages, and religions of the region in an open and objective atmosphere. MESC is one of PSU’s oldest, successful institutional bridges between the campus--its resources and expertise--and the community. MESC also serves as a regional information center providing support to political, business, media, and educational systems throughout the Northwest and the nation.

In addition to this longstanding focus on Middle Eastern studies, Portland State University has recently begun the process of expanding an innovative community-based Judaic Studies Program, primarily funded through private donations. A statewide summer institute (the Oregon School of Judaic Studies) was launched in 2001 with part of its goal to promote a broader knowledge and understanding of Judaism in the region by serving rural communities throughout the Western United States.

Portland State University is seeking federal funding to support the library collections in these two important areas of study.

Among the activities that would be funded are:

1. Completion of cataloguing of PSU’s extensive collection of Arabic writings, and digitizing unique documents, making them more accessible to students and scholars.

2. Cataloguing of PSU’s equally extensive collection of Hebrew language materials, and digitizing a key portion of them – the
Yizkor books – which consist of personal remembrances of Jewish village life in Eastern Europe prior to the Holocaust, making them more accessible to students and scholars.

3. Integrating newly purchased materials with the existing collections of both of these important programs.

4. Developing bibliographic support for the Judaic Studies program.

5. Preserving and storing documents in both collections.

The events of the past year dictate that Americans understand the peoples, cultures, and religions of this critical region of the world. Portland State University’s long history of scholarship and creativity in these disciplines, and the Millar Library’s extensive existing collections, make it an ideal access point for documents and resource materials that will aid in this understanding.

(C) Building Livable and Sustainable Communities: The College of Urban and Public Affairs

Portland State University, and its College of Urban and Public Affairs, is proposing the establishment of a program that will focus on building livable communities in urban and metropolitan regions. Called the Program on Innovation for Livable Communities and Metropolitan Regions, this initiative builds on the nationally and regionally recognized work of PSU’s faculty in the School of Urban Studies and Planning and the School of Community Health. Also, the College of Urban and Public Affairs has set the standard in the Pacific Northwest and the nation for research focused on the role that the regional economy, ecology, political institutions, history/culture, educational, and infrastructure systems play in supporting a livable and sustainable community. This proposal seeks to build a base of research and identify recommendations or principles of best practice that support livable communities and regions.

The Program on Innovation for Livable Communities and Metropolitan Regions will study the interrelated goals for growth in metropolitan regions:

1. Creating a higher standard of living (rising per-capita income)
2. Preserving and protecting the environment and a high quality-of-life at both the regional and neighborhood/community level

3. Connecting lower income residents with the new high-technology economy.

The Program will focus on four major areas:

1. Regional and Community Performance Monitoring – The Program on Innovation for Livable Communities and Metropolitan Regions will identify the most pressing sustainability and livability challenges in the Portland Metropolitan Region. As a result of this work, regional and community benchmarks would be developed to provide an annual review of performance and issues. Benchmarks will be identified for the three “livability” factors of people, place, and economy. Measures will be derived from a new framework incorporating both the factors affecting outcomes (education, technology, public investments), and the desired outcomes themselves (higher per-capita income, better transportation systems, health of community residents, and reduced poverty).

2. Best Practices Clearinghouse – The Program on Innovation for Livable Communities and Metropolitan Regions will serve as a clearinghouse for identifying, assessing, and disseminating regional best practices for use by other communities throughout the nation. The College will also identify national and global best practices for dissemination to the region.

3. Livability Outcomes Assessment – The Portland Metropolitan region is known as one of the nation’s most livable communities; however, little is known about the outcomes associated with this work. The Program on Innovation for Livable Communities and Metropolitan Regions will develop multidisciplinary assessments of those livability efforts as a means for increasing the likelihood that future interventions will be successful.

4. Livability Action Research – The College will engage students and faculty in interdisciplinary research activities that focus on local and regional issues affecting livability and sustainability.
This initiative will build on Portland State University’s role as a national model of an urban university and its partnership with local governments in the Portland Metropolitan Region. The College of Urban and Public Affairs at PSU is the only one of its type to link public health, planning, urban affairs, politics, government, public administration, criminology, and community development as part of an overall academic organization. The Institute of Portland Metropolitan Studies board of directors will be an important component of this program. The Board includes the Mayor of Beaverton, the Mayor of Lake Oswego, a Clackamas County Commissioner, a Clark County Commissioner, a State Legislator and Vice President of one of Oregon’s private foundations, the region’s representative of the U.S. Economic Development Administration, the Presiding Officer of the regional government council, and others.

(A) Southern Oregon Multimedia Institute

With strong participation from industry, the State of Oregon is investing new monies in the engineering and computer-science-related programs at selected Oregon University System institutions, which have strengths and potential in these fields. This initiative is intended to stimulate and diversify Oregon’s economy. Southern Oregon University is one of the four institutions chosen to receive such support, based on its impressive growth in computer science and engineering graduates and its contributions to pre-engineering education. SOU seeks to leverage these special state funds with federal and private resources in order to develop unique expertise in the application of computer science and software development to multimedia and high-technology forms of the visual and performing arts. Spinoff applications in these industries and in other sectors are expected to be fruitful for Oregon’s economy, businesses, and communities.

SOU proposes to create the Southern Oregon University Multimedia Institute, giving a contemporary edge to its distinction as the Oregon University System’s designated Center of Excellence in the Fine and Performing Arts, while also advancing its capacity and reputation for pre-engineering and computer science undergraduate and master’s programs. The Multimedia Institute will be innovative and interdisciplinary and will collaborate with business, nonprofit, and education sectors to advance the interface among computer science, the arts, and multimedia in education, research, and development. The results will be a productive transfer of new technologies and a
growth in the number of graduates prepared to enter engineering and computer science fields.

With programs in digital art and music, video production, film studies, computer science, media studies, applied multimedia, and technical theatre, Southern Oregon University is uniquely positioned to develop the Multimedia Institute. It will be located in the SOU Center for the Visual Arts, a recently completed facility with three specially designed computer labs devoted to digital art and multimedia. Other campus resources include a laboratory for digital music, a vibrant theatre program, smart lecture halls and classrooms equipped for film, Internet, slide projection, and sound; a new photography studio; video production; and the production resources of Jefferson Public Radio (the region’s public radio station, which delivers National Public Radio and locally originated programming to a wide geographical area).

The proposed center will draw on Southern Oregon University’s strengths in the fine arts and computing sciences, with the following teaching and partnership initiatives:

Expanded University-Industry and University-University Ties: Strengthen ties to other universities and businesses in the following areas: graphics programming, graphic design, digital imaging, human factors, digital music, and sound. These partnerships will expand internship opportunities for students in a variety of businesses and organizations, while simultaneously bringing industry professionals to campus with innovative developments in their fields. Not only would these ties foster joint research and transfer of industry know-how to the campus, but they would also transfer campus innovation to industry.

Research in Visual Communication: Establish a research center on design communication and public policy that focuses on the role of visual design and digital information in aesthetics, marketing, security, and industrial safety, among other applications.

Distance-Education Workshops and Seminars: Expand opportunities for programs for teachers and professionals by establishing a series of online evening and/or weekend courses. The workshop courses will allow teachers and others to develop professional art, video, multimedia and design, and visual communication skills. Industry professionals and faculty will participate together in these unique contributions to modern teaching.
An Expanded Digital Art Institute: In the summer of 2001, SOU began to offer summer programs in digital art. The institute will host visiting faculty from the film industry and the corporate sector. We anticipate rotating the theme each summer to focus on, for example, graphics programming one summer, copyright and security policy issues another, image-recognition a third summer, and so forth.

(B) Theatre Education Project

Designated as a Center of Excellence in the Fine and Performing Arts by the Oregon University System, Southern Oregon University is the only institution in the system to offer the bachelor of fine arts professional degree in theatre. The SOU Theatre Department specializes in undergraduate theatre education and takes advantage of the University’s close proximity to the Oregon Shakespeare Festival (OSF). (The festival actually has its roots in the work of our institution’s theatre faculty.) The Theatre Department employs festival actors, directors, and designers as guest artists and adjunct faculty. This enables students to work directly with professionals in their field. In addition, qualified students find opportunities for internships at such venues as the Oregon Cabaret Theatre, the Actors’ Theater, The Craterian Theater, the Britt Music Festival, as well as OSF.

Southern Oregon University intends to create a contemporary Theatre Education Institute in collaboration with local school districts, the Oregon Shakespeare Festival, and other performing arts organizations in southern Oregon. This institute will provide a framework and forum for education enrichment programs for theatre professionals, as well as for youth and seniors. In addition, the institute will promote research and development of theatre technology and serve as a prime site for “beta testing” innovative approaches to teaching about theatre—from production to performance and insightful consumption to expert criticism. The established excellence in theatre at the local public schools, the University, and the Oregon Shakespeare Festival make this setting ideal for a nationally recognized institute in theatre education for use by preprofessional students, professionals, and lay people, as well as for experimentation in theatre education for all ages. SOU already enjoys a national reputation in educational enrichment programming for seniors and has a growing array of youth programs. SOU is uniquely suited to focus on excellence and partnership in theatre education.
Renovation and expansion of the Southern Oregon University Theatre Arts Building is necessary to house the institute and expand the programs of theatre design and instruction. Constructed in 1981, the Theatre Arts building is used as a teaching and performance facility. Originally designed for a maximum of 60 undergraduate students, the building is not adequate to serve the teaching and learning needs of the current 180 majors and premajors (up from 29 in 1980). A building renovation has been planned by Ogden/Schmitz Architects in consultation with theatre faculty and professionals, and it has been approved by the Oregon University System Board of Higher Education. The building expansion will include studio and rehearsal space, as well as the addition of new classroom/laboratory space for computer-assisted drawing, digital costume patterning, and audio-computer work. Other upgrades also reflect the increased use of technology in theatre arts, education, and performance. An award of federal funds could potentially be matched by the State of Oregon to accomplish the desired renovation and expansion.

The institute will be ideal for expanding outreach and partnerships in theatre, education, and innovation, especially during the summers when the Oregon Shakespeare Festival participants, senior citizens, and high school students are best able to engage in seminars and workshops. Using advanced technology in seminars and workshops will encourage greater collaboration with visiting faculty from OSF and other theatres and universities, including King Alfred’s College in England, which has a School of Performing Arts enrolling more than 700 students. SOU has an established exchange program with King Alfred’s College for students and faculty.

(C) The AuCoin Institute - Capacity Building Project

These monies will provide capacity-building funds for the AuCoin Institute, founded in June 2001. The institute builds on SOU’s strength in environmental studies by promoting cross-disciplinary teaching and learning. It creates dynamic connections among the academic fields of government, history, ethics, sociology, economics, and American literature. The institute partners with the School of Sciences, the School of Social Science, and the Regional Ecosystem Applied Learning Corps (REAL Corps) at SOU, along with the U.S. Forest Service, the Bureau of Land Management, and the U.S. Fish and Wildlife Service.
The institute conducts research and develops innovative multidisciplinary team teaching techniques. It provides conflict resolution workshops with its partners on campus, as well as in the federal government and private sectors. The AuCoin Institute produces model programs that combine theoretical studies with experiential instruction. It fosters civil discourse grounded in reliable information, good research, and diverse perspectives for leaders in business, government, academia, and nonprofit organizations, with varying and often conflicting interests. In addition, the institute provides campus outreach education to enhance public understanding of the complexities of endangered ecosystems, sustainable communities and industries, and the responsibility of citizens to make informed decisions. The institute’s location in one of North America’s most diverse and disputed ecosystems (the Klamath-Siskiyou region) provides an ideal living laboratory for its programs.

Funds will help develop the institute’s capacity to support the following programs:

- **Scholar-in-Residence Endowment.** This program will bring visiting scholars and national experts to campus for periods of one to two weeks. The visiting scholar will deliver a major public address on key ecological issues, provide guest lectures in standard university courses, meet with interested industry partners, and be featured at community colloquia on topical issues such as the Klamath Basin Water Crisis.

- **Research on Teaching.** This research program would bring together SOU faculty, institute staff, and visiting experts in the exploration of new, innovative teaching techniques for studies involving the natural and social sciences and experiential learning.

- **Community Short Courses.** Public education programs will be provided on ecology, economics, and civics, with a special focus on topical regional issues.

- **Ecological Conflict Resolution Workshop Series.** Ongoing workshops will engage diverse stakeholder groups involved in difficult natural resource conflicts. SOU intends to offer a minimum of six workshops a year and to build short courses around them for SOU students studying political science, sociology, and environmental studies.
- **Smart Classroom/Conference Room.** A computer and media-equipped classroom for model classes, seminars, and workshops will be established.

- **Video Conferencing.** A video conferencing capability will be needed in order to send Institute programs to other institutions in the Oregon University System; to engage classes in live exchanges with state and national political and scientific leaders; and to link with other institutes conducting similar work in the West and beyond.

- **Personnel Capacity:** Leadership for the institute will require one full-time director, one full-time faculty scholar, and one full-time executive assistant.

### University of Oregon School of Music Building

The University of Oregon’s School of Music needs a renovated and expanded facility to accommodate its large student enrollment and to update its facilities. The Oregon Legislature in the 2001 session authorized $7.6 million in bonding authority to finance the expansion of the facility. In addition, the University of Oregon Foundation continues its aggressive campaign to help finance construction.

The University of Oregon School of Music is a professional school in a university setting and is the only full-range professional school of music in the Oregon University System. The School of Music contributes significantly to the arts in Oregon through the Grammy Award winning Oregon Bach Festival, its community music programs, and its many concerts and recitals open to community members.

The School of Music plans to expand its facilities, construct additional performance spaces and practice rooms, and the new addition will establish a strong presence on the university’s southwestern edge, thus completing the fourth cornerstone of campus. The greater capacity will allow the School of Music to better serve its students and to create additional opportunities for performances along with the economic stimulus such activity provides the local community.
(B) University of Oregon Museum of Natural History Collections  
Storage Facility and Research Lab

The University of Oregon Museum of Natural History will soon run out of room. Its collections, which are now stored in five buildings on campus in addition to the main museum building, grow continuously through gifts and with the specimens and related data generated by ongoing archaeological research in Oregon. To continue to provide and support research and educational opportunities, and to ensure the security of the collection, the museum must expand its collections storage areas. This space would provide collections space and storage shelving, faculty and administrative offices, laboratory space, and field equipment storage.

Background: The museum holds the largest and most important collections of archaeological materials from Oregon, including the world’s oldest shoes, 10,000 year-old sagebrush sandals from Fort Rock cave, and North America’s oldest house, a 9,400 year old summer settlement buried under layers of volcanic ash at Newberry Crater. The museum is designated by state statute as the official repository of the state’s anthropological collections and is the central repository for archaeological research collections in Oregon. The museum works regularly with public agencies to perform “rescue archaeology” prior to the construction or expansion of public works projects. The collection is available to researchers for study.

Partnerships and Collaborations: The museum and its laboratories support archaeological research in Oregon, including rescue archaeology mandated by state and federal law. The museum provides research and curation support to the Oregon Department of Transportation and curation support for such agencies as the Bureau of Land Management, U.S. Forest Service, and the Army Corps of Engineers. The federal agencies now pay a fee for these services, but much of the museum’s storage space is taken up by items unearthed during dam construction on the Columbia and John Day systems, for which the museum has never been compensated. In FY02, the project received $50,000 in an earmark to the Institute of Museum and Library Services program.

(C) Brain, Biology and Machine

The University of Oregon will seek funds for continued development of the Brian, Biology and Machine initiative, building on the successful
effort to obtain funds for a research grade magnetic resonance imaging machine (fMRI) for cognitive neuroscience research in the first phase of the initiative. The effort involves raising funds from federal, state, foundation and private donor sources.

The initiative, which reflects the University of Oregon’s nationally and internationally recognized research strengths, is an interdisciplinary collaboration of biologists, chemists, computer scientists, neuroscientists, physicists, and psychologists which will advance teaching and research in the broad area of integrative information science. It draws together the rapidly expanding fields of cognitive neuroscience, genomics, bioinformatics, optical information processing and computational science. This forward-looking interdisciplinary effort positions the University of Oregon at the forefront of science and technology efforts in the Northwest and the nation. It builds on the University of Oregon’s longstanding and groundbreaking tradition of organizing research along interdisciplinary lines.

Legislative History: The project was funded by Congress in FY00, FY01, and FY02 through earmarks to the Department of Defense budget. In FY02, the project was funded at $4 million in the House Appropriations defense bill and at $3 million in the Senate bill. The conference committee awarded the project $1.8 million in FY02 on a line entitled *Brain, Biology and Machine*. To continue to develop the initiative, the University of Oregon is seeking funds for research, a building to house the project and equipment for the laboratories that are part of the effort.

**UPDATE ON PROFICIENCY-BASED ADMISSION STANDARDS SYSTEM (PASS)**

**Background**

The Proficiency-based Admission Standards System (PASS) was established by the Board of Higher Education, in response to an agreement made between the Board of Higher Education and the Board of Education in July 1993. The purpose of the agreement was to clarify and define the relationship between the Certificates of Initial and Advanced Mastery (CIM and CAM) and college admission. The goal was to create a means for admitting students based on demonstrated proficiency related to academic knowledge and skills, thereby allowing students to move continuously through the education system based on their performance.
PASS Proficiency Standards Developed

During the fall of 1993, the PASS project team reviewed national standards and involved high school teachers and higher education faculty in all sectors in the process of developing proficiencies in six content areas, the results of which were presented to the Board in January 1994. After additional input and review from Oregon University System (OUS) faculty and administrators and public school educators, the Board, at its May 1994 meeting, endorsed the proficiencies as the optional basis for admission to OUS institutions for in-state public school students applying fall term 1999 and reviewed a timeline for full implementation. Subsequent revisions of the PASS proficiency standards and the development of criteria for assessment have involved literally hundreds of OUS faculty, community college faculty, and high school teachers. Annual reviews ensure that the PASS standards and assessments maintain alignment with both OUS admission and implementation of CIM and CAM.

Phased Implementation Timeline Established for CIM and PASS

In 1995, the Oregon Legislature passed HB 2991, which aligned CIM requirements very closely with the proficiencies already developed by PASS. This bill also delayed implementation of the CIM until the 1998-99 school year. Given this change in the implementation timeline for CIM, PASS also modified its implementation schedule, adopting a phased implementation to begin with fall term 2001 and continue through 2005, two years after each CIM requirement was put into place. This adaptation was reviewed by the Board of Higher Education at its February 1996 meeting. This policy was further refined and procedures for out-of-state applicants clarified in materials presented at the February 1997 Board meeting. Additional timeline adjustments by the State Board of Education in 1999 delayed the implementation of the social science requirement for the CIM until 2003, moving PASS implementation to 2005. However, the current admission policy for OUS remains that students have the option of using PASS proficiencies to meet certain subject-area requirements as of fall 2001 and are expected to present evidence of proficiency for admission in all six content areas beginning fall 2005. This schedule was reviewed by the Board of Higher Education at its February 2000 meeting. This extended period of transition is designed to allow high schools to adapt gradually to the use of proficiencies and to enable them to extend training and curricular redesign over a multi-year period. OUS Academic Affairs staff members continue to work closely...
with the Oregon Department of Education (ODE) to remain aligned as adjustments are made in CIM implementation and CAM development. Regular progress reports are made to the Joint Boards of Education – most recently at the January 2002 meeting.

Standards and Assessments for CIM and PASS Aligned

A major milestone was achieved in the 1998-99 school year when PASS and ODE agreed upon a set of aligned content standards that extend from grade 3 through college admission. Oregon is the first and only state in the nation to have aligned its standards in this fashion. This means that as students work toward meeting the benchmarks set at grades 3, 5, and 8, along with the requirements for the Certificate of Initial Mastery, they will be able to see how their efforts relate directly to OUS admission requirements.

As a result of alignment efforts during the 2000-01 school year, students who meet the CIM state assessment requirements in English, math, and science automatically meet four out of the ten PASS standards required for admission to OUS institutions. This provides a firm foundation for completion of the rest of the standards and additional ones recommended for advanced students seeking scholarships, class placement, and/or college credit. In January 2001, the State Board of Education agreed that students meeting the required PASS standards will automatically meet the requirements for CIM in English, math and science. Finally, ODE adopted the PASS methodology for judging collections of student work against standards and criteria as a means for “juried assessments,” the K-12 system’s alternative to CIM state assessment requirements.

Recent Activities

1. Moving from Research and Development to PASS Implementation

As reported to the Board in February 1999, a three-year $1.45-million grant was awarded to OUS from The Pew Charitable Trusts for September 1998-2001. This award, matched by OUS and ODE contributions, allowed PASS to expand its efforts to 55 high schools during the 1998-99 school year and 65 public high schools in 1999-00. These high schools, located in 46 school districts, enrolled 63,089 students or approximately one half of the high school students in the state. This PASS network of high schools included an eastern Oregon consortium coordinated by
Eastern Oregon University faculty that represented small and rural schools. More than 180 designated PASS teachers involved their English, math, and science departments in PASS activities at their high schools. Evaluation results indicated that (a) teacher judgments of student work proved to be comparable across the state, (b) teachers were changing practices and focusing classroom-based instruction and assessment on students reaching standards, and (c) students reported that they were more academically engaged in classes organized around PASS standards and that they understood course content and application at a deeper level than in “non-PASS” classes.

Encouraging results from the entire research and development period through June 2000 led OUS to end this phase and focus 2000-01 efforts on building the capacity for PASS implementation statewide. In fall 2000, OUS offered training to three teachers each from the over 300 public and private high schools in Oregon. To date, over 1000 teachers in Oregon have received training.

2. Partnerships Involve Other State Associations and Agencies in PASS Implementation

OUS formed a partnership in 2000 with the Confederation of Oregon School Administrators (COSA) for the following purposes: (a) to inform high school teachers and administrators about PASS and the benefits to be realized by beginning implementation in fall 2001, and (b) to produce and distribute to high schools throughout the state the PASS Guides to Teaching and Assessing Proficiency. PASS is part of the Oregon Business Council’s (OBC) statewide communication campaign, “Show it Counts.” Discipline-based associations such as the Oregon Council of Teachers of English (OCTE) and the Confederation in Oregon for Language Teaching (COFLT) have made significant contributions to PASS development and implementation.

3. OUS/ODE Assessment Panel, Implementation Forums, Campus Implications Teams and On-Line Training Support Implementation

• Statewide OUS /ODE Assessment Panels composed of high school teachers and OUS faculty in English, math, and science meet semi-annually to ensure the comparability and quality of teacher judgments across the state. In October 2001, three
regional conferences were held for school counselors, registrars, administrators, and OUS admissions officers. In the near future, forums conducted through the state will give educators the next steps for PASS implementation.

- To meet the critical need for information and training, the Web sites for both PASS <http://www.ous.edu/pass> and OUS Enrollment Services <http://www.ous.edu/enroll_svcs_home/html> have been redesigned and expanded. The PASS Web site offers training modules and scoring labs that may be used by teachers as well as higher education faculty and college of education faculty who are preparing new teachers.

- Faculty Implications Teams were established on each campus to examine implications of PASS for undergraduate coursework; align placement tests with PASS proficiency assessment data; and orient and update other faculty on PASS developments.

- OUS faculty are directly involved in the setting of performance levels for PASS through calibration sessions that are held on all OUS campuses. These sessions allow faculty to verify judgments of PASS teachers on collections of student work in English, math, and science; set levels above proficient for exemplary work (worthy of recognition); and align performance of students entering with PASS proficiencies with performance of students in current undergraduate coursework.

- OUS Enrollment Services is working with OUS admission officers to establish the processes and procedures for transfer of data from high schools to individual OUS campus offices; working with ODE on the Oregon Student Record; working with high schools throughout the state on implementing the revised course-approval process that maps courses against PASS standards; and instituting incentives available for students demonstrating PASS proficiencies.

4. Research Grant and Board Resolutions Support PASS Implementation

In fall 2001, OUS received a three year $500,000 grant from the U.S. Department of Education, Fund for the Improvement of Post-
Secondary Education (FIPSE) to study the success of freshmen who are the first to be admitted having met PASS standards in English and math. Findings from this study will indicate the predictive value of proficiency measures related to student success in classes, retention and time to degree. The results should prove useful to educators and policy-makers in assessing the impact of school reform on college success.

On January 18, 2002, the Joint Boards of Education approved a resolution supporting the development of an integrated assessment system by June 2002 and the development of a student data transfer mechanism by April 2002. These are absolutely critical components for a viable CIM to PASS, K-16 system.

5. PASS is Part of a National Standards Movement

Through the PASS project director, Christine Tell, and Enrollment Services director, David McDonald, OUS continues to collaborate with 36 other states that are investigating or developing various forms of proficiency-based admissions. PASS continues to have a professional relationship with The College Board and other national organizations involved in the development of assessments common to institutions of higher education across the country. PASS continues to be a recognized model for proficiency-based admission, as reflected in the interest shown by other states and in national publications and articles (bibliography is available upon request). The goal of this national work is to ensure that Oregon students with PASS standards can apply without difficulty anywhere in the nation.

Professor David T. Conley, who led development of PASS from 1993 to 2000, directs Standards for Success (S4S), a national project funded by The Pew Charitable Trusts, which is based at the University of Oregon. S4S is working with the Association of American Universities institutions to establish a clearinghouse for proficiency-based admission systems.

(No Board action required)
FOREIGN LANGUAGE TEACHING AND ASSESSMENT ENHANCEMENTS

The Center for Applied Second Language Studies (CASLS) is a research and development center created by the Chancellor’s Office in 1994 and later moved to the University of Oregon. The Center’s central mission is to support K-16 foreign language teachers’ efforts develop a generation of internationally literate Oregonians. Originally focused on Japanese language teachers, CASLS now serves teachers of all languages and has worked closely with the Proficiency-based Admission Standards System (PASS) Project and OUS Enrollment Services to create a successful model of standards-based admissions. Key aspects of this model include: clear, concise performance standards; cooperation and articulation between K-12 schools and OUS institutions; rigorous and reliable assessments; and technology-based assessment and teaching aids.

CASLS recently formed a public-private partnership with a local company to license educational tools from CASLS and market them internationally. In addition to serving the wider educational community, this arrangement may generate royalty revenue for the University of Oregon.

CASLS is an example of an OUS strategic initiative that reaps long-term benefits for System institutions as well as K-12 schools. Established in the mid-1990s with an initial grant of $500,000 to the Chancellor’s Office from a Japanese foundation, the Center has since received more than $2.5 million in federal and private grants to sustain its activities in support of educational reform. In addition, CASLS staff continue to work closely with Chancellor’s Office staff on implementation of PASS and other policies related to foreign language learning and international education.

(No Board action required)