Thursday, April 7, 2005
- Presidents Council, 11:00 a.m.-1:00 p.m., Chardonnay Room
- Provosts’ Council, 10:00 a.m.-noon, Riesling Room

Friday, April 8, 2005
- Full Board meeting, 9:00-11:30 a.m., Merlot/Pinot Noir Room
- Joint Boards Working Group, 12:00-2:00 p.m., Merlot/Pinot Noir Room

REGULAR MEETING OF THE STATE BOARD OF HIGHER EDUCATION
CHEMKEKTA EOLA NORTHWEST VITICULTURE CENTER
FRIDAY, APRIL 8, 2005
9:00 – 11:30 A.M.

AGENDA

1. CALL TO ORDER/ROLL CALL/WELCOME

2. APPROVAL OF MINUTES
   - Joint Boards of Education, February 3, 2005 .................................................. 83
   - Regular Board Meeting, March 4, 2005 ................................................................. 97

3. REPORTS
   a. Chancellor’s Report
   b. Presidents’ Reports
   c. Provosts’ Council
   d. Interinstitutional Faculty Senate (IFS) President
   e. Oregon Student Association (OSA) Chair
3. **ACTION ITEM**

   a. **Semiannual Investment Report** (Green) .............................................................. 1
      Internal Management Directive 6.130, which directs staff to report corporate stock
      investment status and transactions to the Board on a semi-annual basis.

4. **CONSENT ITEMS**

   a. **SOU, Conferring of Honorary Degree** .............................................................. 11
      Southern Oregon University requests State Board of Higher Education approval to award
      the honorary doctoral degree to Libby Appel during its Commencement Exercises on
      June 11, 2005.

5. **REPORT ITEMS**

   a. **PSU, School of Urban Studies and Planning, Name Change** (Davis) ............... 15
      Portland State University (PSU) proposes the School of Urban Studies and Planning (in
      the College of Urban And Public Affairs) to be renamed, *Nohad A. Toulan School of
      Urban Studies and Planning*.

   b. **2005 OUS Diversity Report** (Webber-Davis) .................................................. 19
      This report contains a five-year analysis of progress toward the increased representation
      of diverse groups within OUS and includes brief summaries of System and campus
      initiatives to further address Oregon's increasingly diverse population.

   c. **UO, Standards for Success** (Moseley/Conley) ................................................ 63
      A first-of-its-kind program developed by UO professor David Conley and his Center for
      Education Policy Research.

   d. **Linking Performance Outcomes to Funding** (Weeks) ...................................... 67

   e. **2005-2007 Biennial Budget Update** (Heiligman) ............................................. 79

6. **COMMITTEE REPORTS**

   a. Working Groups
      i. Access and Affordability (Tim Nesbitt)
      ii. Excellence in Delivery and Productivity (Gretchen Schuette)
      iii. Academic Excellence and Economic Development (Kirby Dyess)

   b. Other Board Committees
      i. OHSU (Kirby Dyess)
      ii. Oregon College Savings Plan (Tim Nesbitt)

7. **PUBLIC INPUT**

8. **BOARD COMMENTS**
9. **DELEGATION OF AUTHORITY TO BOARD’S EXECUTIVE COMMITTEE**

“Pursuant to Article II, Section 5 of the Bylaws of the Board of Higher Education, the Board delegates to the Executive Committee authority to take final action as here designated or deemed by the committee to be necessary, subsequent to the adjournment of this meeting and prior to the Board’s next meeting. The Executive Committee shall act for the Board in minor matters and in any matter where a timely response is required prior to the next Board meeting.”

10. **ADJOURNMENT**

Note: All docket materials are available on the OUS website at: http://www.ous.edu/board/meetingmaterials.htm. Please contact the Board’s office at (541) 346-5795 if you have any questions regarding these materials. This agenda may be amended at any time prior to 24 hours before the Board meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the President of the Board. During the meeting, the Board may convene in Executive Session to receive legal advice regarding any item on the agenda or for any reasons permitted under Oregon law.
REGULAR MEETING OF THE STATE BOARD OF HIGHER EDUCATION
FRIDAY, APRIL 8, 2005
(9:00-11:30 A.M.)

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ACTION ITEM
Report on Investments – As of December 31, 2004 ......................................................... 1

CONSENT ITEM
SOU, Conferring of Honorary Degree ............................................................................... 11

REPORT ITEMS
PSU, School of Urban Studies and Planning, Name Change .............................................. 15
OUS Diversity Report 2005 ............................................................................................. 19
UO, Standards for Success ............................................................................................... 63
Linking Performance Outcomes and Funding ................................................................... 67
2005-2007 OUS Budget Proposal ................................................................................... 79
Report on Investments – As of December 31, 2004

The System’s first and second quarter Investment Reports, which are included with the supplemental materials (on file with the Board’s office), are submitted together pursuant to Internal Management Directive 6.130, which directs staff to report corporate stock investment status and transactions to the Board on a semi-annual basis. A brief summary of the information within the Investment Reports is provided below for the six months ended December 31, 2004.

As of December 31, 2004, the OUS Endowment Fund had a combined market value of $67.0 million, summarized as follows:

<table>
<thead>
<tr>
<th>Endowment Fund</th>
<th>Market Value Dec 31, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pooled Endowment Funds</td>
<td>$ 63,699,240</td>
</tr>
<tr>
<td>Separately Invested Endowment Funds</td>
<td>3,274,690</td>
</tr>
<tr>
<td>Total</td>
<td>$ 66,973,930</td>
</tr>
</tbody>
</table>

The total Pooled Endowment Fund (Fund) return for the six months ending December 31, 2004, was 8.4 percent, which out-performed the policy benchmark return of 7.5 percent. The Fund’s allocation to large-cap equities (BGI Alpha Tilts Fund B) returned 7.6 percent, which out-performed its benchmark (S&P 500 Stock Index) return of 7.2 percent. The Fund’s allocation to small/mid-cap equities (Batterymarch) returned 10.9 percent, which lagged its benchmark (Russell 2500 Index) return of 11.4 percent. The Fund’s allocation to foreign equities (T. Rowe Price Foreign Equity) returned 12.1 percent, which lagged its benchmark (EAFE Index) return of 15.1 percent. The Fund’s allocation to fixed income (Western Asset Core Plus Bond Fund) returned 6.4 percent, which outperformed its benchmark (Lehman Aggregate Bond Index) of 4.2 percent.

There were no security purchases or sales during these first six months of FY 2005.

*Staff Recommendation:*
Staff recommends the Board accept the Investment Reports as of September 30, 2004, and December 31, 2004.
OREGON UNIVERSITY SYSTEM  
2004-05 FIRST QUARTER INVESTMENT REPORT AS OF SEP 30, 2004  
ENDOWMENT FUND  
MARKET VALUE

### U.S. EQUITY INVESTMENTS

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Beginning Market 7/31/04</th>
<th>Market 8/31/04</th>
<th>Market 9/30/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGI Alpha Tilts Fund B–Large Cap Fund</td>
<td>$28,892,273</td>
<td>$27,651,957</td>
<td>$27,702,931</td>
</tr>
<tr>
<td>Batterymill–Small/Mid Cap Fund</td>
<td>10,369,386</td>
<td>9,768,071</td>
<td>9,540,695</td>
</tr>
<tr>
<td>Total U. S. Equity Investments</td>
<td>39,261,659</td>
<td>37,420,028</td>
<td>37,243,626</td>
</tr>
</tbody>
</table>

### Foreign Equity Investments

* T. Rowe Price Foreign Equity Fund  
  Market 8/31/04 = $6,493,716  
  Market 9/30/04 = $6,532,471  
  Market 10/30/04 = $6,663,779

### FIXED INCOME INVESTMENTS

* Western Asset Core Plus  
  Market 8/31/04 = $12,899,056  
  Market 9/30/04 = $13,122,955  
  Market 10/30/04 = $13,185,149

### OTHER INVESTMENTS*

* Endowment Partners Fund (EEP)**  
  Market 8/31/04 = $6,648  
  Market 9/30/04 = $6,648  
  Market 10/30/04 = $5,741

* Endowment Venture Partners I, LP***  
  Market 8/31/04 = $33,941  
  Market 9/30/04 = $33,941  
  Market 10/30/04 = $34,234

* Total Other Investments  
  Market 8/31/04 = $40,589  
  Market 9/30/04 = $40,589  
  Market 10/30/04 = $39,975

* Cash  
  Market 8/31/04 = $671,945  
  Market 9/30/04 = $672,114  
  Market 10/30/04 = $672,114

### Total Endowments

* Total Endowments-Pooled  
  Market 8/31/04 = $59,563,707  
  Market 9/30/04 = $57,611,755  
  Market 10/30/04 = $58,791,150

* Total Endowments –Separately Invested  
  Market 8/31/04 = $3,273,914  
  Market 9/30/04 = $3,275,074  
  Market 10/30/04 = $3,274,967

### TOTAL ENDOWMENTS

* TOTAL ENDOWMENTS  
  Market 8/31/04 = $62,837,621  
  Market 9/30/04 = $60,886,829  
  Market 10/30/04 = $62,066,117

---

* Other Investments are valued on a quarterly basis. Value shown for July and August 2004 is as of June 30, 2004. The value shown for September 2004 is as of September 30, 2004.  
** Remaining EEP assets held in liquidating trust  
*** Expected liquidation 6/30/06
## OREGON UNIVERSITY SYSTEM
### 2004-05 FIRST QUARTER ASSET ALLOCATION BY CATEGORY
#### POOLED ENDOWMENT FUND
#### AS OF SEP 30, 2004

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Allocation</th>
<th>Target Allocation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>76.3%</td>
<td>70.0%</td>
<td>60%-80%</td>
</tr>
<tr>
<td>Fixed Income</td>
<td>22.5%</td>
<td>25.0%</td>
<td>20%-30%</td>
</tr>
<tr>
<td>Cash</td>
<td>1.1%</td>
<td>5.0%</td>
<td>0%-10%</td>
</tr>
<tr>
<td>Alternative Assets</td>
<td>0.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Equity Category:

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Actual Allocation</th>
<th>Target Allocation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large-Cap Equity</td>
<td>62%</td>
<td>65.0%</td>
<td>55%-75%</td>
</tr>
<tr>
<td>Small/Mid-Cap Equity</td>
<td>23%</td>
<td>20.0%</td>
<td>15%-25%</td>
</tr>
<tr>
<td>International Equity</td>
<td>15%</td>
<td>15.0%</td>
<td>10%-20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>
### OREGON UNIVERSITY SYSTEM

#### 2004-05 FIRST QUARTER INVESTMENT REPORT AS OF SEPTEMBER 30, 2004

**POOLED ENDOWMENT FUND INVESTMENT PERFORMANCE**
*(BASED ON TOTAL RETURN)*

<table>
<thead>
<tr>
<th>Monthly Returns</th>
<th>First Quarter</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jul 2004</td>
<td>Aug 2004</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT OUS</strong></td>
<td>-3.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Target Allocation Policy Benchmark</td>
<td>-2.3%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>OUS U.S. Equity Investments</strong></td>
<td>-4.7%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Russell 3000 Index</td>
<td>-3.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>BGI Alpha Tilts Fund B</strong></td>
<td>-4.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>S &amp; P 500 Stock Index</td>
<td>-3.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Batterymarch</strong></td>
<td>-5.8%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Russell 2500 Index</td>
<td>-5.8%</td>
<td>-0.3%</td>
</tr>
<tr>
<td><strong>OUS Foreign Equity Investments</strong></td>
<td>-4.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>T. Rowe Price Foreign Equity Fund</td>
<td>-3.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>MSCI EAFE Index</td>
<td>-3.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>FIXED INCOME INVESTMENTS</strong></td>
<td>1.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Western Asset Core Plus</td>
<td>1.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Lehman Aggregate Index</td>
<td>1.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td><strong>OTHER INVESTMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment Venture Partners</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Notes:** All amounts are net of investment charges. Shaded returns are less than their benchmarks’ returns.
TOTAL ENDOWMENT FUND HISTORICAL COMPARISON
AS OF SEPTEMBER 30, 2004

Fiscal Year | Donated Value | Market Value
-----------|---------------|---------------
1995       | 24,107,696    | 39,379,440    
1996       | 28,397,045    | 48,075,605    
1997       | 29,239,189    | 54,451,357    
1998       | 28,416,278    | 61,333,357    
1999       | 29,254,078    | 65,920,823    
2000       | 29,932,316    | 70,576,083    
2001       | 29,758,221    | 62,846,919    
2002       | 29,952,306    | 56,983,761    
2003       | 30,006,457    | 56,747,938    
2004       | 30,008,262    | 62,837,621    
2005       | 30,008,262    | 62,066,117    
# Oregon University System
## 2004-05 Second Quarter Investment Report as of December 31, 2004
### Endowment Fund
#### Market Value

<table>
<thead>
<tr>
<th></th>
<th>Beginning Market</th>
<th>Market 10/31/04</th>
<th>Market 11/30/04</th>
<th>Market 12/31/04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S. Equity Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BGI Alpha Tilt B–Large Cap Fund</td>
<td>$28,063,847</td>
<td>$28,621,232</td>
<td>$29,721,936</td>
<td>$30,803,718</td>
</tr>
<tr>
<td>Batterymarch–Small/Mid Cap Fund</td>
<td>10,166,286</td>
<td>10,261,112</td>
<td>11,147,576</td>
<td>11,439,268</td>
</tr>
<tr>
<td>Total U. S. Equity Investments</td>
<td>38,230,133</td>
<td>38,882,344</td>
<td>40,869,512</td>
<td>42,242,986</td>
</tr>
<tr>
<td><strong>Foreign Equity Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. Rowe Price Foreign Equity Fund</td>
<td>6,663,779</td>
<td>6,887,037</td>
<td>7,299,580</td>
<td>7,484,011</td>
</tr>
<tr>
<td><strong>Fixed Income Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Asset Core Plus</td>
<td>13,185,149</td>
<td>13,309,537</td>
<td>13,147,832</td>
<td>13,259,782</td>
</tr>
<tr>
<td><strong>Other Investments</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment Partners Fund (EEP)**</td>
<td>5,741</td>
<td>5,741</td>
<td>5,741</td>
<td>6,013</td>
</tr>
<tr>
<td>Endowment Venture Partners I, LP***</td>
<td>34,234</td>
<td>34,234</td>
<td>34,234</td>
<td>34,234</td>
</tr>
<tr>
<td>Total Other Investments</td>
<td>39,975</td>
<td>39,975</td>
<td>39,975</td>
<td>40,247</td>
</tr>
<tr>
<td><strong>Cash</strong></td>
<td>672,114</td>
<td>672,114</td>
<td>672,214</td>
<td>672,214</td>
</tr>
<tr>
<td><strong>Total Endowments–Pooled</strong></td>
<td>58,791,150</td>
<td>59,791,007</td>
<td>62,029,113</td>
<td>63,699,240</td>
</tr>
<tr>
<td><strong>Total Endowments—Separately Invested</strong></td>
<td>3,274,967</td>
<td>3,275,455</td>
<td>3,274,339</td>
<td>3,274,690</td>
</tr>
<tr>
<td><strong>Total Endowments</strong></td>
<td>$62,066,117</td>
<td>$63,066,462</td>
<td>$65,303,452</td>
<td>$66,973,930</td>
</tr>
</tbody>
</table>

* Other Investments are valued on a quarterly basis. Quarterly value as of September 30, 2004.
** Remaining EEP assets held in liquidating trust. EEP value shown for October and November 2004 is as of September 30, 2004. The value shown for Dec 2004 is as of Dec 31, 2004.
*** Expected liquidation 6/30/06
OREGON UNIVERSITY SYSTEM
2004-05 SECOND QUARTER ASSET ALLOCATION BY CATEGORY
POOLED ENDOWMENT FUND
AS OF DECEMBER 31, 2004

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Allocation</th>
<th>Target Allocation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>78.1%</td>
<td>70.0%</td>
<td>60%-80%</td>
</tr>
<tr>
<td>Fixed Income</td>
<td>20.7%</td>
<td>25.0%</td>
<td>20%-30%</td>
</tr>
<tr>
<td>Cash</td>
<td>1.1%</td>
<td>5.0%</td>
<td>0%-10%</td>
</tr>
<tr>
<td>Alternative Assets</td>
<td>0.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Equity Category:**
- Large-Cap Equity: 62% 65.0% 55%-75%
- Small/Mid-Cap Equity: 23% 20.0% 15%-25%
- International Equity: 15% 15.0% 10%-20%
- **Total**: 100% 100%
OREGON UNIVERSITY SYSTEM  
2004-05 SECOND QUARTER INVESTMENT REPORT AS OF DECEMBER 31, 2004  
POOLED ENDOWMENT FUND INVESTMENT PERFORMANCE  
(BASED ON TOTAL RETURN, NET OF FEES)

<table>
<thead>
<tr>
<th>Monthly Returns</th>
<th>Second Quarter</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL ENDOWMENT OUS</td>
<td>1.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Target Allocation Policy Benchmark</td>
<td>1.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>OUS U.S. Equity Investments</td>
<td>1.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Russell 3000 Index</td>
<td>1.6%</td>
<td>4.7%</td>
</tr>
<tr>
<td>BGI Alpha Tilts Fund B</td>
<td>2.0%</td>
<td>3.8%</td>
</tr>
<tr>
<td>S &amp; P 500 Stock Index</td>
<td>1.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Batterymarch</td>
<td>0.9%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Russell 2500 Index</td>
<td>2.3%</td>
<td>7.5%</td>
</tr>
<tr>
<td>OUS Foreign Equity Investments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T. Rowe Price Foreign Equity Fund</td>
<td>3.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>MSCI EAFE Index</td>
<td>3.4%</td>
<td>6.9%</td>
</tr>
<tr>
<td>FIXED INCOME INVESTMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Asset Core Plus</td>
<td>1.2%</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Lehman Aggregate Index</td>
<td>0.8%</td>
<td>-0.8%</td>
</tr>
<tr>
<td>OTHER INVESTMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment Venture Partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: All amounts are net of investment charges. Shaded returns are less than their benchmarks’ returns.
**TOTAL ENDOWMENT FUND HISTORICAL COMPARISON**

**AS OF DECEMBER 31, 2004**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Donated Value</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>24,107,696</td>
<td>39,379,440</td>
</tr>
<tr>
<td>1996</td>
<td>28,397,045</td>
<td>48,075,605</td>
</tr>
<tr>
<td>1997</td>
<td>29,239,189</td>
<td>54,451,357</td>
</tr>
<tr>
<td>1998</td>
<td>28,416,278</td>
<td>61,333,357</td>
</tr>
<tr>
<td>1999</td>
<td>29,254,078</td>
<td>65,920,823</td>
</tr>
<tr>
<td>2000</td>
<td>29,932,316</td>
<td>70,576,083</td>
</tr>
<tr>
<td>2001</td>
<td>29,758,221</td>
<td>62,846,919</td>
</tr>
<tr>
<td>2002</td>
<td>29,952,306</td>
<td>56,983,761</td>
</tr>
<tr>
<td>2003</td>
<td>30,006,457</td>
<td>56,747,938</td>
</tr>
<tr>
<td>2004</td>
<td>30,008,262</td>
<td>62,837,621</td>
</tr>
<tr>
<td>2005</td>
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SOU, Conferring of Honorary Degree

**Purpose:**
Southern Oregon University requests State Board of Higher Education approval to award the honorary doctoral degree to Libby Appel during its Commencement Exercises on June 11, 2005.

**Staff Report to the Committee:**
Libby Appel will have been the Artistic Director for the Oregon Shakespeare Festival (OSF) for ten years in November 2005, and will retire upon the completion of the 2007 Festival Season. She is the fourth Artistic Director in the Festival’s 65-year history and is the first woman to hold OSF’s top artistic post. Ms. Appel also is one of the nation’s most sought-after freelance directors and her work at OSF and elsewhere has earned a highly regarded international reputation. Her imprint is visible in the extraordinary quality of the plays and in the racial and ethnic diversity among the company's performers and plays.

**Background:**
Before the Oregon Shakespeare Festival, Libby Appel was the Artistic Director of the Indiana Repertory Theatre. Throughout her career, she has directed more than 50 plays at more than 20 professional theatre companies.

Her career includes teaching and academic leadership. Ms. Appel was Dean and Artistic Director at the School of Theatre at the California Institute of the Arts for nine years (1981 to 1990) and Associate Artistic Director and Conservatory Director for the California Shakespearean Festival in Visalia in 1980-81. She held teaching positions at California State University-Long Beach, where she was Head of the Acting Program and tenured professor (1976-81), and at the Goodman Theatre and School of Drama (1970-76). Through OSF, Ms. Appel guides numerous interns including those from Southern Oregon University.

In addition to providing leadership for the selection of all plays and selecting and guiding the directors, her own professional directing credits are as follows:

**At the Oregon Shakespeare Festival:**
2005  Richard III, Napoli Milionaria!
2004  Henry VI, Part 1 (Talbot and Joan), Henry VI, Parts 2 & 3 (Henry and Margaret)
2003  Richard II
2002  Macbeth, Saturday Sunday Monday
2001  The Trip to Bountiful, Three Sisters
2000  Henry V, Hamlet
1999  Henry IV Part 2
1998  Uncle Vanya, Measure for Measure
1991  The Merchant of Venice
1990  The Winter’s Tale
1989  Breaking the Silence, The Seagull (at OSF Portland)
1988  Enrico IV (The Emperor)

At the Indiana Repertory Theatre:
2000  Molly Sweeney
95-96  The Tempest, Angel Street, Broadway Bound
94-95  A Raisin in the Sun, Dancing at Lughnasa, Holiday Memories
93-94  The Cherry Orchard, Much Ado About Nothing, Ain’t Misbehavin’
92-93  Yerma, Miss Evers’ Boys, Hamlet, And A Nightingale Sang

Other theatres and works directed include:
The Guthrie Theatre (The Magic Fire), Intiman Theatre (Measure for Measure), San
Jose Repertory Theatre (The Master Builder), Milwaukee Repertory Theatre (The Gin
Game, The Early Girl), Seattle Repertory Theatre (Happy Days), Arizona Theatre
Company (Steel Magnolias), South Coast Rep (The Philadelphia Story), Syracuse
Stage (As You Like It), New Mexico Repertory (Tartuffe, Alfred Stieglitz Loves
O’Keffe), Repertory Theatre of St. Louis (Miss Evers’ Boys), Alabama Shakespeare
Festival (All’s Well That Ends Well), Utah Shakespeare Festival (Midsummer Night’s
Dream, Othello, Troilus and Cressida), Kern Shakespeare Festival (Macbeth, Twelfth
Night), Colorado Shakespeare Festival (Antony & Cleopatra), Court Theatre (Waiting for
Godot, The Father, Two Gentlemen of Verona) The Goodman Theatre (Little Red
Riding Hood), and many shows at the Goodman School of Drama, Cal State Long
Beach, and CalArts.

Her widely known actor training techniques are outlined in her book, Mask
Characterization: An Acting Process, and a video she created and produced, Inter/Face:
The Actor and the Mask. She is the co-author, with Michael Flachmann, of two plays,
Shakespeare’s Women and Shakespeare’s Lovers. She has delivered papers and led
workshops for numerous organizations and conferences, including but not limited to the
American College Theater Festival, the American Theater Association, state theatre
conferences in California and Arizona, and internationally, for example, in England.

Ms. Appel serves her profession through various theatre organizations nationally, most
notably her experience as a member for five years of the Board of Directors for the
Theatre Communications Group, the national association for theaters in America. She
was invited to be a featured speaker by the Association of American Colleges &
Universities during one of its first twelve community-university forums on greater
expectations in college and liberal education for 21st century society—the forum held in
Oregon during 2002. She was the keynote speaker for the Kennedy Center’s American
College Theatre Festival, Region 7, in February 2005. Her talk was entitled “Seizing the
Day” – addressing students and faculty of theatre during this conference and
adjudication. Her service extends to our local community as well. For example,
membership on the Board of Directors of the Southern Oregon Humane Society for
three years and speaking frequently to local service clubs in the region.
Among her honors are these in Indiana and Oregon: Mayor Stephen Goldsmith established “Libby Appel Day” in Indianapolis in 1995 upon her departure to come to Oregon. Indiana Governor Evan Bayh bestowed on her the “Saganaw of the Wabash” Award. And, the Soroptimist Club of Ashland named her “Woman of Distinction.”

Ms. Appel earned her B.A. from the University of Michigan, where she was inducted into Phi Beta Kappa, and her M.A. from Northwestern University in Evanston, Illinois.

Southern Oregon University seeks approval to award the honorary doctorate in recognition of Libby Appel’s distinguished achievements in the literature, production, and promotion of the arts, the close alignment between her ideals and work and the mission and values of Southern Oregon University, and her inspiration for the arts in learning and society. She has earned a national and international reputation as artist, thinker, speaker, educator, and leader in theatre. Oregon is most fortunate to have her in this great state, providing artistic direction for its Oregon Shakespeare Festival, education for people of all ages and walks of life, and representing us brilliantly as ambassador for the arts and Oregon.

The University’s administration followed its policy for consultation in the awarding of an honorary degree and has the endorsement of the Advisory Council of the Faculty Senate, which serves as the University’s Honorary Doctorate Committee.

**OUS Staff Recommendation to the Committee:**
Staff recommends the Board grant an exemption to the Board policy establishing a 90-day time line for submittal of the request and authorize Southern Oregon University to award an honorary doctorate to Libby Appel at the 2005 spring Commencement ceremonies.

*(Board action required.)*
PSU, School of Urban Studies and Planning, Name Change

Portland State University (PSU) proposes the School of Urban Studies and Planning (in the College of Urban And Public Affairs) to be renamed, Nohad A. Toulan School of Urban Studies and Planning.

Dr. Nohad A. Toulan is the founding dean of the College of Urban and Public Affairs at PSU. He is an internationally recognized urban planner who contributes extensively to the development of major urban and regional plans in the U.S., the Middle East, and North and West Africa. Dr. Toulan has been an advisor to the United Nations Development Program and to local and foreign governments on development issues. He retired as dean emeritus of the College and professor emeritus of the School of Urban Studies and Planning in 2004 after 28 years as dean. He continues to serve as a special advisor to President Bernstine concerning the future development of the University District.

A native of Egypt, Dr. Toulan grew up in Cairo and Alexandria. He received a degree in Architecture from the University of Cairo, a master’s degree in City Planning from Berkeley, and a Ph.D. from the University of Pennsylvania in Philadelphia. In 1965, he became the first Planning Director of the Greater Cairo Region and is the author of many of the concepts that continue to shape policy in that growing region. In 1972, he was on the faculty of Architecture and Planning at Columbia University when he was selected to direct the PSU graduate program in Urban Studies.

The PSU Urban Studies Program began with a Ph.D. in Urban Studies and later added a Master’s of Urban and Regional Planning. With the addition of the Master’s in Public Administration, the School of Urban and Public Affairs was created. Dr. Toulan was named dean of the School in 1976. The School housed several graduate programs, academic departments, and research centers. In the late 1990s, the School had grown to become the College of Urban and Public Affairs with three schools: The Mark O. Hatfield School of Government, the School of Urban Studies and Planning, and the School of Community Health. Dr. Toulan provided the vision behind this evolution from program to college. Toulan. He understood both the value of enhancing Portland State’s offerings in these fields and the important role that such a school and its graduates would play in the development of the region and the state. He was committed to scholarship and service, and the School and the College reflect those core values today.

Dr. Toulan has received numerous awards in Oregon and nationally for his leadership and vision as a professional planner. His research and publications cover such areas as city and regional planning, housing, and urban design. He is among the earliest group of honorees to be recognized as Fellows of the American Institute of Planning. He received the 1997 Mayor’s Spirit of Portland Award for his contributions to the city. In 2000 he was recruited to chair the Committee on the Oregon Planning Experience by the Oregon Chapter of the American Planning Association and, in that capacity, foresaw the possibility of what we now know as ballot measure 37. In 1984-85, while on a
20-month leave of absence from PSU, he directed the preparation of a comprehensive regional plan for the Holy City of Mecca that presented extraordinary design challenges.

In light of his signature accomplishments at Portland State on behalf of its academic programs, community service, and development as an institution, and in consideration of his exemplary service to the planning profession and to planning education nationally and internationally, the institution requests that the School of Urban Studies and Planning in the College of Urban and Public Affairs be renamed the “Nohad A. Toulan School of Urban Studies and Planning.” His career is an inspiration to all who have worked and studied here and stands as an example of what it means to be a public intellectual in service to community. The renaming not only recognizes Dr. Toulan’s many accomplishments and contributions but dignifies both the School and the University with the addition of his name.

The proposed name change has received the support of faculty governance structures at Portland State University.
OUS Diversity Report 2005
Charting a Course for the Future

Oregon University System
P.O. Box 3175
Eugene, OR 97403

Prepared for the
Oregon State Board of Higher Education
April 7-8, 2005

For more information:
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OUS Diversity Report 2005

Executive Summary

In recognition of the need for Oregon to address issues associated with the increasing diversity of students in the education pipeline as well as on postsecondary campuses, the 2005 annual diversity report provides an overview of information relating to all sectors of Oregon University System (OUS) involvement in diversity considerations, including the State Board of Higher Education, System administration, and OUS campuses. Increased efforts toward student-centered and cross-sector education activities have facilitated opportunities to develop partnerships and statewide efforts that enhance access, policies, and involvement on issues that promote the representation, inclusion, and engagement of broadly diverse populations.

The report includes brief summaries of related System and statewide activities facilitated by the Board’s Academic Excellence and Economic Development Working Group, the Access and Affordability Working Group, and the Excellence in Delivery and Productivity Working Group, as well as campus initiatives designed to enhance and promote diversity. The report highlights Oregon’s efforts to focus on emerging connections that better strengthen academic preparation and achievement, ease of access, and economic viability.

Progress in the representation of racial/ethnic, cultural, and gender diversity within OUS indicates the following:

- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students was 10,876 (13.6%) in fall 2004. This total represents an increase from 10,543 (13.2%) in fall 2003 and 8,818 (12.6%) in fall 2000. Total five-year enrollment growth for these populations was 23.3%.
- The total enrollment of students reporting more than one race was 751 (0.9%) in fall 2004. This total represents a numeric increase from 700 (0.9%) in fall 2004 and 483 (0.7%) in fall 2000. Total five-year enrollment growth for the population of students reporting more than one race was 55.4%.
- The total enrollment of international students was 3,724 (4.7%) in fall 2004. This represents a decline from 3,883 (4.9%) in fall 2003 and 3,931 (5.7%) in fall 2000. The total five-year enrollment decrease for the population of international students was –5.2%.
- Degrees earned by African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students totaled 1,888 (11.4%) in 2003-04. This total represents an increase from 1,724 (11.3%) in 2002-03 and 1,501 (10.9%) in 1999-2000.
- The total representation of full-time, ranked, instructional African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino faculty was 264 (10.7%) in fall 2004. This total represents a decrease from 266
(11.2%) in fall 2003; however, the five-year trend indicates an increase from 234 (9.7%) in fall 2000.

- Comparative data by gender indicate that women continue to represent more than half of all OUS enrollment; 37,199 (53.5%) in fall 2000 and 42,503 (53.1%) in fall 2004. Women represented 6,579 (53.4%) of all faculty/staff in fall 2001 and 6,774 (54.1%) in fall 2004.

Introduction

The Oregon University System (OUS) annual diversity report represents a vehicle for State Board of Higher Education members to review initiatives, monitor progress, and identify areas for future consideration and action. This year’s report includes evidence of Board, System-level, and campus initiatives toward enhanced diversity efforts, and also includes the progress made toward enhancing the diversity of student, faculty, and staff representation within OUS.

Since 2000, OUS has articulated a vision for diversity that addresses multifaceted issues, extending beyond mere numeric representation. Included within the vision have been System and campus enhancements that address issues of inclusion and engagement as essential elements in promoting the educational and other benefits of diversity. Within the OUS vision of diversity, initiatives relating to representation seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward. Activities that promote inclusion and engagement (i.e., quality of experience) seek to create environments that are progressive and responsive, provide benefits for all OUS populations, and that celebrate the achievements and contributions of all participants.

Figure 1

The Benefits of Diversity
Societal, Workforce, and Personal Benefits

Benefits to students

Institutional

Inclusion

Representation

Benefits to faculty &
Within this paradigm “diversity” broadly includes race/ethnicity, national origin, multicultural identity, gender, disability, geographic diversity, language, age, and socioeconomic status, among other inclusive factors.

Effective enhancements and progress in diversity considerations require leadership and sustained efforts at all levels of the organization. Diversity considerations are being addressed through the efforts of Board members, the OUS Acting Chancellor and Chancellor’s Office staff, institutional leaders, partnership efforts, and campus programs. In 2004, the newly configured Board set an enhanced agenda designed to move OUS toward future growth and achievement in several areas. The broad agenda includes opportunities for the Board’s working groups to infuse multiple aspects of diversity into planning, processes, and action.

### Representation of Racial/Ethnic, Cultural, and Gender Diversity

During 2004-05, OUS institutions include:

- **80,066 total enrollment**
  - 58,711 (73.3%) Caucasian
  - 10,876 (13.6%) domestic students of color
  - 1,523 (1.9%) African American
  - 1,028 (1.3%) Am. Indian/Alaska Native
  - 5,412 (6.8%) Asian/Pacific American
  - 2,913 (3.6%) Hispanic/Latino
  - 3,724 (4.7%) international students
  - 6,755 (8.4%) declined to report/multiracial
  - 6,004 (7.5%) declined to report
  - 751 (0.9%) reporting as multiracial
  - 37,360 (46.7%) male students
  - 42,503 (53.1%) female students
  - 203 (0.2%) unreported gender

- **12,531 total faculty/staff**
  - 10,352 (82.6%) Caucasian
  - 1,136 (9.1%) domestic faculty/staff of color
  - 189 (1.5%) African American
  - 134 (1.1%) Am. Indian/Alaska Native
  - 484 (3.9%) Asian/Pacific American
  - 329 (2.6%) Hispanic/Latino
  - 423 (3.4%) international faculty/staff
  - 620 (4.9%) declined to report

### Key Considerations in Planning for the Future

Oregon, like many states, is experiencing increasing growth in diversity within its population. Under the leadership of the Oregon State Board of Higher Education and Acting Chancellor George Pernsteiner, multiple efforts are underway to identify opportunity areas and enhance the ability of OUS to effectively address these issues.

**K-12 Pipeline**

A key consideration relates to growing diversity within Oregon’s K-12 population (see Figure 2). In addition to increasing racial/ethnic and cultural diversity, Oregon’s demographics include a wealth of broader diversity considerations that will have an impact on the demographics of future postsecondary students.
In 2003-04, Oregon’s K-12 population included more than 60,000 (11%) students who spoke at least one of 138 different languages other than English. Almost 71,000 (12.8%) were identified as special education students. As a measure of socioeconomic status, increasing numbers of students are qualifying for free and reduced lunches, with the current rate at approximately 41%. [Source: Oregon Department of Education].

High school dropout rates among student populations continue to be an area of concern for all stakeholders. Hispanic/Latino and African American students have the highest proportionate dropout rates, although numerical headcounts indicate challenges for all racial/ethnic populations. During 2002-03, a total of 7,439 of Oregon’s public high school students dropped out, representing an overall dropout rate of 4.4%. Dropout rates by race/ethnicity were 9.0% (412 students) for African Americans; 6.3% (227 students) for American Indians/Alaska Natives; 3.8% (273 students) for Asian/Pacific American; 9.1% (1,475 students) for Hispanics/Latinos; and 3.6% (4,860 students) for Caucasians. [Source: Oregon Department of Education].

Community Colleges
During 2003-04, of the 84,215 students enrolled in Oregon’s community colleges, racial/ethnic diversity within the student body included 1,744 (2.1%) African American students; 1,533 (1.8%) American Indian/Alaska Native students; 3,755 (4.5%) Asian/Pacific American students; and 4,712 (5.6%) Hispanic/Latino students. [Source: Integrated Postsecondary Education Data System].
Current data availability provides preliminary insights about the transfer patterns of diverse populations into OUS institutions. The following data reflect students of color who were enrolled in a community college the prior year and transferred to OUS during 2003-04. Of the 16,167 students who transferred, 297 (1.8%) were African American; 235 (1.5%) were American Indian/Alaska Native; 1,088 (6.7%) were Asian/Pacific American; and 690 (4.2%) were Hispanic/Latino [Source: OUS Institutional Research Services].

**Opportunity Areas**

Key to organizational effectiveness is the infusion of diversity throughout planning, initiatives, and organizational values. Within the past year, the recently reconfigured State Board of Higher Education has implemented several initiatives to identify and address key opportunity areas, with a focus on student-centered activities.

1. **State Board of Higher Education and Chancellor’s Office**

The Oregon State Board of Higher Education is the governing board of OUS. Several new Board Committees and Working Groups, chaired by Board members, were formed in 2004 to address areas of critical importance to Oregon and its postsecondary institutions. Representatives from key education, business, philanthropic, and community sectors participate in Working Group activities to develop and implement new initiatives. During 2004, three Board Working Groups began efforts essential to enhancing access and student-centered initiatives. The Working Group efforts include the preliminary identification of several long-term opportunities that enhance broad diversity considerations, including race/ethnicity, socioeconomic status, and geographic diversity throughout Oregon. Included throughout these efforts are considerations to address educational access and achievement. For additional information concerning the Board’s work, visit the OUS website at http://www.ous.edu/sb_work.htm.

a) **Academic Excellence and Economic Development (AEED) Working Group** – Chaired by Board Vice President Kirby Dyess, AEED is addressing several opportunity areas that build upon the academic excellence within Oregon’s postsecondary institutions to support economic development initiatives, identify an array of possible future initiatives, and assist core research efforts. Several AEED subcommittees have brought together experts in a number of fields. AEED has identified the following opportunity areas:

- Nanotechnology
- Neuroscience/Biomedical research
- Information technology
- Analog mixed signal
• K-12 education (education and behavior intervention; K-12 administrator preparation; and literacy)
• Natural resources (agriculture, forestry, fisheries, food and wine production)
• Sustainability and renewable energy
• Healthcare workforce
• Arts and creative services
• Leisure, recreation, and sports
• Keeping top students in Oregon

AEED provides leadership to connect postsecondary education with other sectors; within these efforts, several opportunities have been identified to provide a framework and further address considerations of diversity. Efforts have included the introduction of IBM global diversity efforts to OUS executive leadership – including Board members, the Acting Chancellor, and campus presidents and provosts – as a model that connects excellent organizational practices with diversity and economic viability, and connection with representatives of the Mexican government to discuss key issues toward culturally sensitive and enhanced opportunities for students at all education levels. Within the K-12 education opportunity area, multiple System efforts have been identified to address emerging issues surrounding effective education and opportunities for all student populations, including enhancements to K-12 educator preparation.

b) Access and Affordability Working Group (AAWG) – Co-chaired by Board member Tim Nesbitt and Interim President, Portland Community College, Cascade Campus Nan Poppe, the AAWG seeks to enhance educational attainment as a gateway to economic opportunity for Oregonians. A key AAWG objective is to promote opportunities for every qualified Oregonian to have a spot in an Oregon community college or university. Specifically, AAWG seeks to:

• Expand access and make postsecondary education more affordable for all Oregonians
• Increase the number of Oregonians who are successful in achieving their individual postsecondary goals
• Ensure the well-educated workforce required by Oregon’s current and potential employers.

AAWG includes participation by numerous external representatives and “resource experts” to provide diverse perspectives on access and affordability for multiple Oregon stakeholders. In collaboration with the Oregon Student Assistance Commission, a short-term proposal has been developed for increasing need-based financial aid through the Oregon Opportunity Grant (OOG). In collaboration with a broad group of stakeholders, including Oregon’s community colleges, private colleges, student groups, community groups, and external experts, proposed efforts would expand opportunities for 24,700 new students in the 2005-2007 biennium; extend coverage year-round to lower income students; fully fund students who are eligible at 55% of median family income for dependent students and 30% of median family income for single, independent students.
c) **Excellence in Delivery and Productivity (EDP) Working Group** – Chaired by Board member and President of Chemeketa Community College, Dr. Gretchen Schuette, the OUS Board Excellence in Delivery and Productivity Working Group has embraced an approach to student success built upon a foundation of striving for the full inclusion of all students in post-secondary education. Explicit in its self-charge was to build a student-centered, statewide, and collaborative educational platform with focused efforts upon first-generation, low-income, students of color, older, working, and transfer students.

The working group identified seven operational areas (see below) to pursue that would increase student access to and completion of their college education. For each area, a team of community college and OUS campus leaders was selected to lead the research and development of policies and practices to achieve the goals. Faculty members, represented by the OUS Interinstitutional Faculty Senate, have been actively engaged throughout the process.

The strength of this working group is in the connections that bind the topics—collaboration across education sectors that focuses upon success for all students from all regions in the state.

- **Retention**
  Active collaboration between Oregon’s community colleges and public universities has produced a student-centered framework that is designed to increase the number of college students who complete their degrees.

- **General Education**
  For many students of color, low-income students, or older students, the community colleges are often the initial access point to a post-secondary education. The ability to take courses that move the student closer to completion of their bachelor’s degree is a critical piece in increasing access to a degree.

  Oregon Transfer Module – The module represents a one-year lower-division general education initiative that allows students to attend multiple colleges and universities and earn credits that will apply towards the general education requirements of a degree at all other participating colleges and universities.

- **Articulation of Majors and Dual Enrollment**
  Nearly 4,000 students benefited from dual enrollment programs between OUS campuses and community colleges. A common template for these agreements is being developed to help shorten the time it takes to create new agreements that serve students. Campuses will work to create articulation agreements for high demand majors to further facilitate successful transfer of credits.
• **Accelerated Opportunities for High School Students**
  High school offers the most affordable opportunity for students to prepare for college. However, not all high schools are the same in terms of their ability to provide students with access to a college preparatory or college-credit earning curriculum. The goal of this area is to create a statewide infrastructure that ensures that all students at all schools have the opportunity to prepare for and then to enroll in at least one course that leads to college credits while in high school.

• **Capacity Courses**
  Timely completion of course work is the most efficient financial assistance available. For too many students, progress to a degree is delayed due to insufficient or logjam courses in areas such as writing and math. Community colleges and OUS institutions are collaborating to determine if there are ways to offer more courses in high demand areas.

• **On-line Education**
  Increased distance education offerings would provide additional access to students who were geographically isolated or more homebound.

• **Electronic Student Data Initiatives**
  The ability to accurately and efficiently send and receive student performance data between and among high schools, community colleges, and OUS institutions is a critical infrastructure piece for the state. Providing timely data to high schools is an important way to ensure that curricular practices are as effective as possible in preparing all students for college success. Two separate efforts will address major data needs.

  **Statewide data transfer process** to connect K-12, community college, and OUS student data systems leading to improved accountability, feedback to schools regarding student performance, and increased efficiencies.

  The **Articulated Transfer Linked Audit System (ATLAS)** is designed to provide students with anytime, anywhere Internet tools to determine how and where their college credits can transfer to another institution leading to a degree.

d) **Chancellor’s Office**
  Several initiatives are underway to further enhance OUS efforts toward serving increasingly diverse populations. Through liaison work, outreach activities, and support to the Board and campuses, the Chancellor’s Office gathers insights, facilitates opportunity areas, and provides an information pathway between diverse constituents and OUS on issues of statewide importance. In recent months, for example, enhanced efforts have been implemented toward System efforts to enhance the preparation of culturally competent K-12 educators who must address
increasingly diverse needs (see www.ous.edu/lev for additional information). Key initiatives continue to focus on enhanced educational efforts at all levels.

2. Campus Initiatives

Each OUS institution engages in multiple efforts to enhance the representation, inclusion, and engagement of campus populations. Key to these efforts is the involvement of multiple stakeholders in planning, discussion, processes, and action. Each campus has unique campus-wide initiatives, student outreach and support initiatives, and faculty/staff initiatives that facilitate the effective integration of diversity with institutional missions. Campus representatives have provided overviews of selected initiatives (see Appendix A).

Data

Background

Postsecondary institutions across the U.S. are in a continuing period of data transition concerning the collection and reporting of race/ethnicity data. Increasingly, many people are reporting multiracial heritage, consistent with modifications to the 2000 U.S. Census. The West Coast, in particular, has the largest population of census respondents reporting more than one race. Federal data collection mechanisms for educational reporting have not been modified to fully capture and report the growing population of multiracial respondents. Therefore, OUS and other educational entities have not yet modified data collection and reporting standards.

In recognition of the increasing numbers of individuals who desire to report multiracial background, beginning in 2003, OUS annual diversity reports have included student enrollment data related to this racial/ethnic designation. OUS student race/ethnicity data are collected via the application for admission forms designed and utilized by each OUS institution. Given the variation in the questions posed to collect race/ethnicity data on these forms, the fact that self-reporting race/ethnicity is optional, and the fact that people in general may not have a complete understanding of the differences in data collection for various purposes, these data may not be comparable with future internal and external collections of race/ethnicity data once a new standardized protocol is established. Current compilations of OUS data for faculty/staff, collected as an optional response item, currently adhere to the previously established (pre-Census 2000) format. The legacy nature of a large portion of the faculty and staff race/ethnicity data differs from the more fluid collections of student data.

There have been increases over the years in the numbers of students, faculty, and staff who decline to respond to race/ethnicity data requests. These data are listed within the tables included as appendices in this report. Student enrollment tables include a column that identifies students who designate more than one race. However, current
Systemwide data for degrees awarded and faculty/staff representation are currently maintained, and included within this report, under the pre-Census 2000 standard.

Five-year Comparative Data
Total Enrollment and First-Time Freshman Enrollment

During fall 2004, total OUS enrollment reached 80,066 students (see Figure 3), an increase from 69,508 students in fall 2000. First-time freshman enrollment was 9,730 students (see Figure 4) in fall 2004, and 9,211 in fall 2000. Following is a summary of comparative data by race/ethnicity for the five-years from fall 2000 to fall 2004. Appendices B and C include the full array of total enrollment and first-time freshman enrollment data for the five-year period. Additional data are available in the OUS Fact Book at www.ous.edu/irs.

Figure 3
Total OUS Enrollment, Five-Year Comparison by Selected Racial/Ethnic Group

Source: OUS Institutional Research, Fourth Week Enrollment
African American students

Total Enrollment
The total OUS enrollment of African American students increased from 1,132 (1.6%) in fall 2000 to 1,523 (1.9%) in fall 2004; representing a percentage increase of 34.5%.

First-Time Freshman Enrollment
The representation of African American first-time freshmen was 149 (1.6%) in fall 2000 and 175 (1.8%) in fall 2004.

American Indian/Alaska Native students

Total Enrollment
The total OUS enrollment of American Indian/Alaska Native students increased from 868 (1.2%) in fall 2000 to 1,028 (1.3%) in fall 2004; representing a percentage increase of 18.4%.

First-Time Freshman Enrollment
The representation of American Indian/Alaska Native first-time freshmen was 121 (1.3%) in fall 2000 and 145 (1.5%) in fall 2004.
Asian/Pacific American students

Total Enrollment
The total OUS enrollment of Asian/Pacific American students increased from 4,559 (6.6%) in fall 2000 to 5,412 (6.8%) in fall 2004; representing a percentage increase of 18.7%.

First-Time Freshman Enrollment
The representation of Asian/Pacific American first-time freshmen was 761 (8.3%) in fall 2000 and 710 (7.3%) in fall 2004.

Hispanic/Latino students

Total Enrollment
The total OUS enrollment of Hispanic/Latino students increased from 2,259 (3.2%) in fall 2000 to 2,913 (3.6%) in fall 2004; representing a percentage increase of 29%.

First-Time Freshman Enrollment
The representation of Hispanic/Latino first-time freshmen was 333 (3.6%) in fall 2000 and 405 (4.2%) in fall 2004.

Caucasian students

Total enrollment
The total OUS enrollment of Caucasian students increased numerically but declined proportionately from 51,126 (73.6%) in fall 2000 to 58,711 (73.3%) in fall 2004; representing a percentage increase of 14.8%.

First-Time Freshman Enrollment
The representation of Caucasian first-time freshmen was 7,143 (77.5%) in fall 2000 and 7,531 (77.4%) in fall 2004.

Students Reporting More Than One Race

Total Enrollment
The total OUS enrollment of students reporting more than one race increased from 483 (0.7%) in fall 2000 to 751 (0.9%) in fall 2004; representing a percentage increase of 55.4%.

First-Time Freshman Enrollment
The representation of first-time freshmen reporting more than one race was 72 (0.8%) in fall 2000 and 118 (1.2%) in fall 2004.

Unspecified race/ethnicity

Total enrollment
The total OUS enrollment of students with unspecified race/ethnicity increased from 5,150 (7.4%) in fall 2000 to 6,004 (7.5%) in fall 2004; representing a percentage increase of 16.5%. 
First-Time Freshman Enrollment
The representation of first-time freshmen with unspecified race/ethnicity was 432 (4.7%) in fall 2000 and 501 (5.1%) in fall 2004.

International Students
Total Enrollment
The total OUS enrollment of international students declined from 3,931 (5.7%) in fall 2000 to 3,724 (4.7%) in fall 2004; representing a percentage decrease of –5.2%.

First-Time Freshman Enrollment
The representation of international first-time freshmen was 200 (2.2%) in fall 2000 and 145 (1.5%) in fall 2004.

OUS Degrees Awarded

During 2003-04, OUS institutions awarded 16,442 degrees; and a total of 72,201 degrees during the five-year period from 1999-2000 through 2003-2004 (see Appendix D). During that five-year period, African American or Black students earned 946 (1.3%) of degrees; American Indian/Alaska Native students earned 855 (1.2%) of degrees; Asian/Pacific American students earned 4,029 (5.6%) of degrees; Hispanic/Latino students earned 2,220 (3.1%) of degrees; Caucasian students earned 53,819 (74.5%) of degrees; students reporting more than one race/unspecified race earned 4,887 (6.8%) of degrees; and international students earned 5,445 (7.5%) of degrees (see Figure 5). Women earned 39,991 (55.4%) of degrees during this period. Appendix E illustrates the degrees awarded, by discipline and gender during the five-year period.
**OUS Degrees Awarded 2003-04 by All Levels, Discipline and Racial/Ethnic Group**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Students of Color</th>
<th>All other students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Forestry, Environment</td>
<td>40</td>
<td>656</td>
</tr>
<tr>
<td>Architecture</td>
<td>17</td>
<td>267</td>
</tr>
<tr>
<td>Biological Science</td>
<td>48</td>
<td>460</td>
</tr>
<tr>
<td>Business</td>
<td>341</td>
<td>1,935</td>
</tr>
<tr>
<td>Commu/Journalism</td>
<td>78</td>
<td>574</td>
</tr>
<tr>
<td>Computer Science</td>
<td>66</td>
<td>395</td>
</tr>
<tr>
<td>Education</td>
<td>175</td>
<td>1,887</td>
</tr>
<tr>
<td>Engineering</td>
<td>132</td>
<td>958</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>82</td>
<td>423</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>247</td>
<td>2,194</td>
</tr>
<tr>
<td>Law</td>
<td>20</td>
<td>139</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
<td>162</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>23</td>
<td>290</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>349</td>
<td>2,566</td>
</tr>
<tr>
<td>Other</td>
<td>248</td>
<td>1,628</td>
</tr>
<tr>
<td>Total</td>
<td>1,888</td>
<td>14,554</td>
</tr>
</tbody>
</table>

*Source: OUS Institutional Research, degrees awarded 2003-04*

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**OUS Faculty/Staff Representation**

**Total faculty/staff**

During 2004-05, of the 12,531 total faculty/staff, 189 (1.5%) are African American; 134 (1.1%) are American Indian/Alaska Native; 484 (3.9%) are Asian/Pacific American; 329 (2.6%) are Hispanic/Latino; 10,352 (82.6%) are Caucasian; 620 (4.9%) declined to report; and 423 (3.4%) are international faculty/staff. The total representation of faculty/staff of color increased from 1,027 (8.3%) in 2001-02 to 1,136 (9.0%) during 2004-05. Total faculty/staff census data are collected periodically; additional reports and information are available in the OUS Fact Book at [www.ous.edu/irs](http://www.ous.edu/irs).

**Full-time, ranked, instructional faculty**

One common measure of faculty representation relates to those who hold full-time, ranked, instructional positions. Figure 6 illustrates five-year System representation in these populations. Overall, there has been growth in the diverse representation of this faculty population; however, progress has been inconsistent during the five-year period from fall 2000 through fall 2004 (see Appendix F).

**African American full-time, ranked, instructional faculty**

The total representation declined slightly from 35 (1.5%) in fall 2000 to 33 (1.3%) in fall 2004, with a peek of 39 (1.5%) reached in fall 2002.
American Indian/Alaska Native full-time, ranked, instructional faculty
The total representation moved from 17 (0.7%) in fall 2000 to 18 (0.7%) in fall 2004, with a peek of 22 (0.9%) during fall 2002 and 2003.

Asian/Pacific American full-time, ranked, instructional faculty
The total representation increased from 127 (5.3%) in fall 2000 to 147 (6.0%) in fall 2004, with a peek of 151 (6.4%) in fall 2003.

Hispanic/Latino full-time, ranked, instructional faculty
The total representation increased from 55 (2.3%) in fall 2000 to 66 (2.7%) in fall 2004.

Caucasian full-time, ranked, instructional faculty
The total representation decreased from 2,011 (83.6%) in fall 2000 to 1,913 (77.8%) in fall 2004, with the lowest numeric representation found in fall 2003.

Unspecified race/ethnicity among full-time, ranked, instructional faculty
The total representation increased from 102 (4.2%) in fall 2000 to 155 (6.3%) in fall 2004.

International full-time, ranked, instructional faculty
The total population increased from 59 (2.5%) in fall 2000 to 126 (5.1%) in fall 2004.

Figure 6
Total OUS Full-Time Ranked Instructional Faculty, Five-Year Comparison by Selected Racial/Ethnic Group

Source: OUS Institutional Research, end-of-October payroll
Conclusions

Within the past year, OUS efforts at all levels have become increasingly focused on student-centered initiatives and seamless cross-sector educational opportunities, including attention to current and future considerations to address Oregon’s increasingly diverse population.

Key factors in advancing the student-centered agenda include early and adequate academic preparation to facilitate postsecondary achievement and success. In recognition of the growing populations of students of color moving through the K-12 pipeline, enhanced attention is given to outreach, encouragement, readiness, and ease of accessibility for a college education. Also, initiatives that seek to better integrate seamless secondary, community college, and OUS opportunities through multiple activities must include sustained and comprehensive attention to these issues for all populations.

OUS institutions continue to make strides in the representation of increasingly diverse student, faculty, and staff populations. An additional focus on retention efforts for all OUS populations will further enhance progress toward providing the educational and economic benefits of postsecondary education.

Key challenges for the future continue to include:

- Sustaining and building upon the OUS progress experienced in regard to representation, inclusion, and engagement.

- Remaining competitive with colleges and universities throughout the country and continuing to make progress in attracting and retaining diverse student, faculty, and staff populations.

- Continuing the progress made toward ensuring that planning for the future of OUS and Oregon education at all levels includes sustained attention to diversity considerations.
Appendix A
Oregon University System (OUS)
Examples of Campus Initiatives to Promote Representation, Inclusion, and Engagement

Eastern Oregon University (EOU)

Campus-wide Initiatives
EOU’s Diversity Committee is composed of elected members drawn from throughout the campus community. The committee’s mission and goals are closely aligned with the university mission and strategic plan with regard to representation, inclusion, and engagement of people of diverse backgrounds. The committee has recently addressed issues for an inclusive curriculum and diversity in the University’s Cornerstones Program. This academic year, the Provost has asked the Diversity Committee to:

- Assess the outcomes of current practices in terms of recruitment, retention, and advancement of diverse faculty, staff, and students; and
- Make recommendations to improve outcomes.

President Khosrow Fatemi has demonstrated a commitment to diversity through the Blueprint for Excellence, a plan designed to serve as a road map to assist EOU’s move into the next phase of its development. His commitment to diversity and affirmative action is articulated in two of the major goals outlined in the Blueprint: to create a global university and to improve diversity.

Student Outreach and Support
The Vice President for Student Affairs and staff are proactive in seeking solutions to enhance programs for diverse students. The Office of Student Affairs has organized and hosted two retreats to assist staff in building awareness and understanding of the various areas of diversity.

The Office of Admissions/New Student Programs has increased efforts to recruit students of color. An increase in the number of diverse applicants demonstrates the progress being made. The Admissions and Native American Program offices have provided opportunities for admission counselors to attend conferences targeting students of color. Staff in the Admissions/New Student Office is responsible for outreach to students of color and for the planning and implementation of the “Making College Happen” program.

The Native American Multicultural Student Service Office develops and delivers a variety of student services to ethnically diverse students. Student clubs and organizations host a range of programs designed to build awareness of cultural diversity. These groups work together to increase opportunities to build bridges of friendship and cultural understanding.
The Student Health Center staff has developed programs to address gender and culture specific health issues. These programs include outreach and information to campus cultural clubs, organizations, and diversity interest groups.

EOU supports several important outreach programs that address the K-12 pipeline. One such program is the *Native American Adolescent Mentorship Program* (NAAMP). The NAAMP is a volunteer mentoring program that connects college students and community members with Native American youth. The primary goals of the program are to build friendships, increase self-esteem, decrease absenteeism, and promote post secondary education. This collaborative program among EOU, the Pendleton School District, and the Confederated Tribes of Umatilla Indian Reservation (CTUIR), is supported by the three partners.

The School of Education & Business and the Native American Program work together to recruit, retain, and graduate students in the field of teaching. The *Native American Teacher Education Program* (NATEP) encourages students at the undergraduate and graduate level to complete teacher licensure and return to their own community or communities with high native/student of color enrollments.

The *Northeast Oregon Area Health Education Center* (NEOAHEC) offers programs to middle and high school aged students and targets students from diverse backgrounds to participate in these programs.

- **MedQuest**: Brings high school students to attend a five-day residential camp at Eastern Oregon University. MedQuest is a "hands-on" exploration designed to introduce students to career opportunities in health care.
- **MedStars**: An advanced camp for students who have attended an introductory health career camp or have been in an intensive health occupations class at their school and have a definite goal to pursue a degree in the health field.
- **EOU Science Camp**: A week long camp for youth between the ages of 9 and 14. Campers have five days of hands-on activities in Chemistry, Physics, Geology, and Biology plus recreational activities.

**Faculty/Staff Initiatives**

The Provost/Vice President for Academic Affairs supports ongoing initiatives to enhance diversity at EOU. Attention has been focused on improving the faculty candidate search process and identifying best practices.

At the request of the President, affirmative action and the search process were moved to the Human Resources Office. Included in all searches is a step where the affirmative action officer (AAO) meets with search chairs and committees to review the legal parameters and institutional goals for recruiting a diverse faculty. The AAO and Human Resources are continually striving to improve the search process; for example, the Human Resource Office and Affirmative Action Office have developed a working manual for search chairs and committees. These offices work in concert to track the search process. Search Chairs meet with the AAO and Human Resource Director to review the search packets, affirmative goals, and placement of search announcements.
The AAO meets with each search committee and provides information to assist them in their efforts to conduct an inclusive and successful search.

Each fall, the Provost and the Center for Teaching, Learning, and Assessment present a faculty orientation program designed for new and returning faculty on policies and procedures covering various topics including affirmative action and disability services programs, tenure, promotion, third-year interim review, and annual evaluation. School Deans are encouraged to take action-orientated steps to ensure that topics of diversity are an integral part of teaching and learning. EOU faculty members who work on reforming the general education curriculum have implemented recommendations on how to best address diversity within the general education framework. The EOU Cornerstones Program has expanded its definition for the international experience to include areas of diversity within the United States.

The President provides ongoing support for a committee and Center that work to address areas of concern for women and students of color. The President’s Commission on the Status of Women presents workshops and sponsors speakers. Annually, the Commission organizes a weeklong program to raise awareness of women’s issues in the celebration of International Women’s Week. The Commission has also been instrumental in the development and support of the Women’s Resource and Research Center.

Oregon Institute of Technology (OIT)

Campus-wide Initiatives
The OIT community shares a common belief that diversity among students, faculty, and staff is important toward fulfilling the institution’s primary mission – providing quality education. Diversity, as an integral part of the educational experience, challenges stereotypic perceptions, encourages critical thinking, and assists students in effective communication with people of varied backgrounds. OIT has implemented directed initiatives and activities that reach out to girls who are potential college students, enrich the on-campus educational experience, and strengthen the diversity of the academic community. OIT has a number of campus-wide initiatives, including the areas of student outreach and support of women in engineering.

In recognition of the unique skills that must be acquired on the pathway to faculty employment, as well as other careers in engineering and technology, OIT emphasizes pipeline diversity initiatives. These initiatives are focused on increasing the number of women enrolled in engineering-related fields, including engineering, technology, and computing.

Student Outreach and Support
Student outreach efforts include introducing elementary through high school girls to careers in science and engineering, supporting female science and engineering
students on campus and encouraging women engineering students to seek a career as an engineering faculty member.

The Women in Science and Engineering (WISE) program is a women-in-engineering day conference that provides an opportunity for high school girls to meet professional female engineers on campus and to explore engineering careers. The “Saturday Experience” program is a series of Saturday programs on campus for students from local schools to create an interest in mathematics, science, and engineering. The “I’m Going to College” program brings sixth-grade female students to campus to expose them to college life, including an opportunity to tour the campus and attend a class in their area of interest. This program also includes a meeting with parents as a follow-up activity in their own elementary school. We also have a week long summer residential program for junior high school students, Teen Women in Science and Technology (TWIST) that introduces them to engineering skills and careers.

For women science and engineering students on campus, OIT supports the Society of Women Engineers (SWE) organization. Regular social gatherings bring female engineering students into direct contact with other female engineering students and faculty members and provide an opportunity for them to explore the breadth of engineering and technology disciplines on campus.

Faculty/Staff Initiatives
In past years OIT operated a FIPSE-funded program for the development of female faculty members for engineering, Preparing Future Faculty in Engineering, Mathematics, and Science (PFFEMS). The program included an active Learning Communities effort, as well as opportunities for development of teaching skills and educational pedagogies for the teaching fellows supported by the program. As a continuation of those activities beyond the federal funding, OIT has continued the Learning Communities program through a female faculty-led effort.

Oregon State University (OSU)

OSU continues a range of diversity initiatives that enhance the ability to sustain an inclusive and supportive campus environment; to improve the capacity to be proactive and responsive; and to embrace a sense of community and acceptance.

Campus-wide Initiatives
Diversity and the Strategic Plan: In support of the priorities outlined in the recently adopted OSU Strategic Plan, the office previously known as Multicultural Affairs has been renamed and has a Director of Community and Diversity. The Director position has been appointed by the President and will report to both the President and Provost. The Office has a campus-wide purview and will be both “environmental” and “ecological” in its service. The Director will be designated a key member of the leadership team and will serve on the university cabinet.
The Campus Climate Assessment, sponsored by the Office of Multicultural Affairs and the Faculty Senate, was conducted during spring term 2004 and the results were disseminated in winter 2005. Students, faculty, staff, and administrators assisted in refining the survey instrument. The results are providing data to assist in the further development and implementation of the Strategic Plan, including unit level and university-wide Diversity Action Plans.

Diversity Action Plan: An OSU Diversity Action Plan is underway in support of the OSU Strategic Plan. Each academic unit is required to address issues of recruitment, retention, campus climate, and student success.

C2D Task Force (Committed to Diversity Task Force): The C2D Task Force has been created and is open to all individuals on campus. This task force will be spending the next year collaborating with others on campus to develop tools to help OSU move forward on the diversity agenda. The task force meets every month and is broken into the following committees:
- Recruitment
- Retention/Campus Climate
- Student Performance
- Careers/Life-long Learning
- Community Building
- Capacity Building

Partnership for Diversity: OSU was a founding member and major player in forming this community-based collective to bring diversity programs to the Corvallis area. This year’s program featured Tim Wise, a nationally recognized speaker on anti-racism. In addition to OSU, the Partnership includes Hewlett Packard, CH2M Hill, Linn Benton Community College, Corvallis city government, Benton County government, Corvallis Martin Luther King, Jr. Commission, Community Alliance for Diversity, Safeway, and Corvallis Oddfellows.

Cultural Competency Curriculum: A cultural competency curriculum is being created by different constituencies at OSU. This training will be 20 hours and will have small group, online, and workshop components.

Presidential Diversity Lecture Series: The OSU President will be establishing a diversity lecture series that will feature prominent speakers that address emerging aspects of diversity.

Dual Enrollment Programs: OSU’s Dual Enrollment Programs promote diversity by clearing paths for students who begin their college careers at community colleges. Economically disadvantaged students and students of color are more likely to enroll in community colleges. Through streamlined admission, financial aid, and articulation processes, these students are more likely to transfer to OSU and complete 4-year degrees.
Student Outreach and Support

Community Outreach Programs have been held in Hispanic, African American, and Asian/Pacific American communities to promote middle and high school persistence and postsecondary education. The community-based programs invited families and community leaders to attend, since many educational decisions are family based. OSU students played major roles in providing information to participants on student life and activities. OSU established an outreach program in Spanish to reach the state’s growing Latino population.

The Educational Opportunities Program (EOP) was created at OSU in 1969 to provide support for students of color, older than average students, students with disabilities, single parents, low-income students, and students who have been rurally isolated. EOP started out with 48 students in 1969 and now has over 800 students. EOP graduates have gone on to achieve many of their goals. The list includes judges, lawyers, doctors, college professors, business owners, counselors, social workers, teachers, and others. EOP provides the following services:

- Assistance through the admissions process
- Assistance in locating financial resources
- Orientation to the University
- Academic and personal advising
- Courses to help review or fill in gaps in math, reading, and writing
- Free tutoring provided by upper division and graduate students
- Assistance with finding jobs and internships, writing resumes and cover letters
- Preparation for graduate school

Pride Center: OSU has established a Pride Center to advocate for gay, lesbian, bisexual, transgender, queer, questioning, and intersexed (GLBTQQI) students and to serve as an inclusive resource for the entire campus. The Pride Center was established in the autumn of 2004.

Professional and Managerial Internships in State Employment (PROMISE) is a summer program in its twelfth year of providing students of color with opportunities to gain professional, managerial or technical skills and experience in positions at the University or in state, county and local governments. Interns acquire valuable career development strategies and provide opportunities for participating departments and agencies to increase diversity and diversity awareness in their worksites. Sponsors attest to the value of working with students from diverse racial and ethnic backgrounds. Upon completion of the internship, many departments retain interns for full year employment and maintain contact for future employment. Former interns have secured positions in Oregon universities and state, county, and city governments and agencies upon graduation. In helping students of color realize their career potential, PROMISE is one of OSU’s most effective avenues for demonstrating its commitment to diversity. The program is supported by the Human Resources Department (financial and oversight), the Office of the President (financial), and intern sponsors at the university, state, county, and local government levels. The PROMISE Task Force provides guidance for the program.
**Academic Success Center:** All programs at the Academic Success Center are governed by a strong commitment to the affirmation of diversity in a broad sense and to opposing discrimination, prejudice, and oppression. The Center promotes an environment of inclusiveness where all value and celebrate each other’s differences and extend this spirit to the populations served, treating all with dignity and respect. In the University Exploratory Studies Program, these core principles are enacted in advising over 1400 students who have not declared a major; these students represent a diverse population and advising is adjusted to accommodate the particular needs of each student.

**Ongoing activities:**
- Making all students feel respected and welcomed
- Offering study skills advice that often includes referrals for disability testing or referrals to support centers for students who need skill development
- Offering study skills classes for all students at OSU
- Facilitating a mentoring program for students who are parents
- Ensuring that staff and ASC search committees are trained on diversity hiring practices
- Offering unit support for the delivery of classes for students with attention deficit disorder (ADD), for international students, and for a diverse population in the EOP program

**Initiatives in development:**
- Goalquest: a web-based first year retention program. OSU representatives have worked with the designers to ensure that the OSU version is fully accessible and is welcoming to diverse students
- In design: a leadership program for international students and English speaking partners that will provide education in cultural competency
- A committee examining retention and graduation rates for African American students—designing specific interventions

The **Gear-Up Program** is a college readiness and outreach program for students in K-12 that encourages middle school students coming from socio-economic disadvantages and first generation students to begin thinking about the possibility of college and how to prepare academically for high school. The focus for high school students is on continuing their college readiness preparation and guiding them through the entire college admission process.

The **College Assistance Migrant Program** (CAMP) assists students who are migratory or seasonal farm-workers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education. The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to institutions of higher education or to other nonprofit private agencies that cooperate with such institutions. CAMP grantees are funded to serve about 2,400 annually.
Faculty/Staff Initiatives
The newly revised Tenured Faculty Diversity Initiative (TFDI) was implemented in February 2005. This initiative is designed to help increase racial and ethnic diversity at OSU through hires that promote positive changes to the academic climate. Faculty members will be selected for academic excellence and for their ability to positively impact the campus culture with regard to diversity. Preference will be given to faculty appointments that meet the requirements to be hired with tenure, though strong candidates who meet all other criteria will be considered for hire at the assistant professor level.

This initiative is aimed at new hires whose job duties will include having a positive impact on the climate and culture at OSU and is not to be used for racial or ethnic minorities who are hired under a traditional position announcement without those specific duties. The Provost's Office will pay 75% of the salary costs for the first two years, or 50% for three years, (within certain dollar limits) after which the hiring department will pick up the salary.

The Faculty Diversity Initiatives actively recruit and support minority graduate students with "Minority Group Graduate Student Pipeline Support Fellowships" and the “Minority Faculty Doctoral Advancement Fellowship” as one approach to faculty diversity.

The Diversity Hiring Initiative requires applicants for all leadership positions to demonstrate commitment to diversity. Hiring administrators throughout the university with the capacity and the will to further diversity initiatives enhances the ability to meet inclusive goals.

The Office of Affirmative Action and Equal Opportunity continues to provide information and work with search committee to attract a diverse pool of employment applicants through improved marketing and communication methods. The office has also developed a guide to assist search committees in the implementation of the Diversity Hiring Initiative.

Community Outreach
MacLaren Youth Correctional Facility Mentoring Program: African American faculty members at OSU have created a mentoring program with MacLaren Youth Correctional Facility. In addition, members of the Black Poet Society and an African American graduate student are mentoring African American students at MacLaren.

Corvallis Boys and Girls Club Mentoring Program: Students of color mentor students at the Corvallis Boys and Girls Club and in local schools in Corvallis.

Benton County Commission on Children and Families Teen Summit: Educational Opportunities Program (EOP) co-sponsors the Benton County Commission on Children and Families Teen Summit.
The *Hispanic Leadership Conference*: For the last eight years, Educational Opportunities Program (EOP) faculty members have participated in the Hispanic Leadership Conference in Pendleton, Oregon.

*City Committees and County Commissions*: African American faculty members serve and are active members of city committees and county commissions.

*TRIO Programs*: The Educational Opportunities Program (EOP) hosted several visits from TRIO programs throughout the state of Oregon. The TRIO programs are federally funded by the U.S. Department of Education. The programs identify qualified youth or adults who are low-income and/or first-generation college students. Participants are selected according to their potential for academic success.

**Portland State University (PSU)**

The President and the Provost further diversity through the Portland State University (PSU) Presidential Initiative established in 1999. The goals of this initiative include 1) the creation of an institutional environment, curricula and scholarship that enhance learning about diversity and respect for diversity and equality; 2) increases in the representation of both in-state and out-of-state students of color within the campus community; 3) increases in the participation of underrepresented groups in the faculty, staff, and administration; and 4) increases in the number of sustained and mutually beneficial connections with diverse communities. Activities and outcomes that support the President’s Initiative are reported on the website of the Center for Academic Excellence. Because PSU is migrating its website to a new format, the diversity website is currently in transition. Most of the documents relevant to this report may be viewed at a temporary staging area at [http://stage.www.pdx.edu/cae](http://stage.www.pdx.edu/cae), which is the draft site of the new homepage of the Center for Academic Excellence (CAE). As of spring 2004, diversity was formally adopted as one of four key elements of the CAE mission.

**Outcomes**

Positive results of the President’s Diversity Initiative are reflected in the following areas:

- Between 1999 and 2004, the number of faculty of color (full-time instructional) increased by 40.6% (from 64 in 1999 to 90 in 2004). During this same period, those faculty (full-time instructional) who identified as white/European only increased by 14.9%.
- As of 2004-05, a total of 31 departments have participated in the Diversity Incentive Plan funding opportunity.
- During 2004-05, the Diversity Action Council will host, co-host, or sponsor over 25 events, including an end-of-the-year, all-campus celebration of diversity work.
- During 2004-05, the Diversity Film Fest will host five events and is available to undergraduate students as the basis for a one-credit course.
Campus-wide Initiatives
The following campus-wide activities are associated with the President’s Diversity Initiative.

- The Diversity Action Council (DAC), which consists of 28 presidentially appointed faculty, staff, and students, has designed a Diversity Action Plan that highlights actions, key personnel, timelines, and rationales that support each of the Diversity Initiative Goals. In efforts to include all levels of the institution in related activities, the DAC reports regularly to the Council on Academic Deans and the Faculty Senate.

- The DAC sponsors and collaborates with campus offices to deliver activities throughout the year that: investigate the perceptions of faculty, staff, and students on the campus, raise awareness, and facilitate opportunities for discussion of the various effects of diversity. Examples of these activities include the following and others listed within the student and faculty/staff sections below.
  - The Diversity Liaison Network: Faculty representatives of each unit (academic and nonacademic) hear about upcoming diversity activities and publicize them to their colleagues.
  - The Diversity Newsletter: A quarterly newsletter highlighting diversity events and diversity discussions.
  - The Diversity Action Hiring and Retention Team (DAHRT): To further the goal of increasing the number of faculty of color at Portland State, DAHRT teams, which consist of faculty members, visit academic departments to talk about hiring and retention issues. Because the Affirmative Action procedures are effective, the DAHRT focuses mainly on practices that support the retention of a diverse faculty.

Student Support and Outreach
- During 2004-05, PSU participated in the Oregon Leadership Institute, a program that enhances the progress of Latino high school students toward higher education by bringing them together with current Latino PSU student mentors. The high school outreach coordinator for this position is supported by the diversity initiative.
- Students receive diversity mini-grants for campus-wide diversity activities.

Faculty/Staff Initiatives
- Academic departments receive incentive funds for departmental tenure track hires that document both diversification of the candidate pools and hiring of diverse faculty.
- Research addressing issues of diversity is encouraged among the faculty and funded by the Presidential Initiative through mini-grants. Five mini-grants were funded in 2004-05, with a special focus this year on projects designed to have a substantial and direct impact on the Portland State campus.
- The CAE’s introduction of a Program Assistant for Diversity, a permanent position on the CAE staff, has added significantly to the effectiveness of the CAE’s diversity team and will enhance diversity work on campus.
• The DAC sponsors *Connections*, an informal monthly meeting for faculty and staff of color at PSU. There are 355 individuals on the *Connections* listserv.

**Southern Oregon University (SOU)**

Southern Oregon University (SOU) has implemented various strategies to enhance diversity on campus and in the community. Major diversity initiatives include the following:

**Campus-wide Initiatives**

The *Multicultural Executive Council* is composed of faculty and staff and serves as a decision-making group for issues of concern for the SOU multicultural community. A faculty member who serves as Faculty-in-Residence for multicultural student affairs and the Diversity Scholars Program chairs the Multicultural Executive Council and is the primary contact for multicultural students.

The *Multicultural Library* is a self-service departmental library containing U.S. ethnic literature, gay and lesbian U.S. literature, and secondary sources. The Library is open to students and staff.

The *Lenn and Dixie Hannon Library* regularly selects and accepts materials to represent diverse cultures, backgrounds, and perspectives and strives to make the library welcoming to all students. The *Multicultural Alcove* in the third-floor fireplace area opened in 2004 as part of the library renovation and expansion. This inviting area features comfortable seating, as well as a display of recently acquired books on multicultural topics and issues.

• In 2004, Dr. Jonathan Friedlander, Outreach Director of the Middle East/Near East Studies Center/International Studies at UCLA, donated nearly 300 books on Islamic and other Middle East studies. Friedlander, a Middle-East studies scholar, has published three books: *Sojourners and Settlers: The Yemeni Experience* (Utah, 1988); *Irangeles: Iranians in Los Angeles* (UC Press, 1993); and *Transitions: Russians, Ethiopians & Bedouins in Israel's Negev Desert* (Ashgate, 1999). This timely donation strengthens the Hannon Library’s holdings in Middle-Eastern studies.

• Native American Materials and Services: Southern Oregon University’s Hannon Library has a premier collection of materials relating to Native Americans of North America and has deemed the selection and acquisition of materials relating to North American Indians as a collecting focus.

• Of the OUS regional universities, Hannon Library has the largest collection of Native American materials, with over 8,700 books and videos dealing with Native North America. Hannon Library maintains subscriptions to 26 periodicals pertaining to Native Americans and collects newsletters from the federally
recognized tribes of Oregon. The library also subscribes to the online database, HRAF Bibliography of Native North America.

- Helen Redbird-Smith, an alumna of SOU and Professor Emeritus of Western Oregon University, donated an extraordinary collection of 1,400 monographs, sound recordings, research papers, ephemera, reference materials, and documents relating to North American tribes. The Douglas Martin Collection contains over 1,000 books collected by this scholar of Indian-White relations during his lifetime.

- Hannon Library is also involved in an IMLS funded digitization project to create the Southern Oregon Digital Archive (SODA) of materials relating to the ethnohistory and environment of the unique Siskiyou/Cascade/Klamath bioregion. The First Nations Collection of SODA now numbers 400 web-accessible hard-to-find public domain documents, books, and articles relating to the indigenous peoples of this area. The collection has been developed in consultation with representatives from tribes. Some of the groups represented in SODA include the Alsea, Coos, Cow Creek Band of Umpqua, Hupa, Klamath, Modoc, Shasta, Siuslaw, Takelma, Tututni, and Yahuskin nations.

Native American Studies: Recruitment efforts have been broadened and enhanced at SOU with the establishment of the Director of Native American Studies position, in addition to the Native American Academic Coordinator. SOU offers both a 24-credit minor and a 36-credit certificate in Native American studies. With the development of the Center for First Nations Studies, recruitment efforts have expanded to the international level within indigenous populations. SOU participates in numerous high school and community visitations and maintains close regional interactions with the nearby tribal Education Departments and federally recognized Northern California tribes.

SOU is represented at the annual Oregon Indian Education Association (OIEA) Conference. Further, SOU is represented at Oregon Indian Coalition on Post-Secondary Education (OICPSE), the Oregon Indian Education Youth Conference, the Oregon/National Tribal Educational Contractors Association, and the National Congress of American Indians. Currently, both Native American Studies faculty are members of the Board of Directors for OIEA and participating members of the Oregon American Indian/Alaska Native Education Council.

Southern Oregon University has representation on Ashland Cultural Diversity Alliance’s (ACDA) Steering Committee, a local organization whose membership includes employers, community organizations, and individuals. The ACDA is dedicated to increasing awareness, fostering cultural competency, and promoting leadership in cultural diversity development. During 2004, SOU co-sponsored the ACDA’s kickoff event for community leaders in which they participated in a dialogue about diversity in Ashland and participated in diversity workshops that began in January 2005.
**Student Outreach and Support**

The *Southern Oregon University Minority Outreach Program* has identified a number of travel activities, events, and programs as recruitment strategies for this academic year. SOU will send a representative to various conferences and college fairs such as the Cesar Chavez Conference, MeCha, Hoopa Valley High School fair, and others. ESL classroom visits to local middle and high schools have given SOU the opportunity to speak to students of color about admission to college, financial aid, scholarships, and housing. Each January, SOU participates in financial aid workshops in Spanish at local high schools. In addition, Upward Bound and Education Talent Search groups from Oregon and northern California attend campus preview programs annually. Telephone calls and mailings have been another way to contact prospective students.

SOU is represented at the annual *Oregon Diversity Institute*, which addresses issues of multicultural concern for faculty members, students, and staff throughout the Oregon Community College System.

The *Black Student Union* works with students at area secondary schools to provide training and support of multicultural issues. The BSU also works with veterans at the White City Veterans Administration in order to narrow the gap between generations.

The *Native American Advisory Council and the Board of Directors for the Center for First Nations Studies* continue to assist SOU in the identification and elimination of institutional barriers to student success. Membership consists of local Native American community/tribal members, faculty, NASU officers, members of OICPSE, and OTECA. Faculty are assisting in the development of reflective curriculum in a number of areas, including teacher education and continuing licensure, utilizing coursework from the Native American Studies Program.

Southern Oregon University hosts *Konaway Nika Tillicum Native American Youth Academy*, for grades 6-12 each summer. The Academy is an in-residence early-intervention program for recruitment, retention, collegiate academic preparation, cultural relevancy, and leadership. The Academy is a collaborative effort between SOU and Oregon State University’s American Indian Science and Engineering Society. Participation includes Oregon’s nine federally recognized Tribal Education Departments, all Title III Indian Education programs, Johnson O’Malley programs, urban/rural American Indian programs, and National/International First Nations peoples.

*Latinos Academy/Academia Latino* is a weeklong residential camp at SOU for Latino students in the Southern Oregon region who have completed grades 6-8. The camp provides classes, lectures, cultural experiences, and recreational activities. These outreach programs create college readiness and a sense of community for multicultural students.

The main goals of the *Diversity Scholars Program* are to admit and award scholarships to cohorts of women and men who enhance institutional diversity, including racial/ethnic
diversity, to enrich the teaching and learning environment. The program supports 90 Diversity Scholars through mentoring and advising.

The mission of the Multicultural Student Center is to provide safe, supportive, and enriching environments to multicultural students who historically and/or presently have experienced racism and prejudice in the United States.

The Student Multicultural Coalition (MCC) was established to facilitate collective activities among the multicultural student organizations housed in the Multicultural Student Center. Presently, the MCC is comprised of the leaders of the multicultural student unions, associations, and clubs; the Multicultural Student Center coordinator; the Multicultural Student Center technician; and the Associate Director for Multicultural and Student Activities. The following student organizations are part of the Coalition: Black Student Union (BSU); Latino Student Union (LSU); Native American Student Union (NASU); Lesbian, Bisexual, Gay, Transgender Allies Student Union (LBGTA); International Student Union (ISU); Ho’opa’a Hawaii; and the Challenge Student Club (students with disabilities).

Disability Awareness: The Challenge Student Club, in cooperation with the MCC, presented the third annual Disability Awareness Week the last week of October 2004. The mission of the Challenge Student Club is to provide group support and encouragement for students with disabilities; and to promote interaction between students with and without disabilities and the university community. The five-day event incorporated workshops, displays, and activities intended to increase campus and community awareness and appreciation of contributions made by people with disabilities. Events included demonstrations by Dogs for the Deaf, a community resource and vendor faire with over 20 participants, the premiere of the independent film “That Summer of Purple,” a student/faculty panel discussion, and a dance performance by a group of students with disabilities.

To increase campus-wide understanding of ADA law as it applies to universities, Disability Services for Students and the ACCESS Center offered to all SOU administration and faculty a teleconference—“Kincaid’s Critical Caselaw for Colleges: The Top 5 Disability Cases of All Time and a Review of Relevant Recent Cases.” This well-attended teleconference enhanced knowledge and awareness of the University’s responsibilities in relation to students with disabilities.

• Resource Centers: Demonstrating its commitment to diversity on campus, the SOU student government, in collaboration with Student Affairs, continues to support the Women’s Resource Center, Queer Resource Center, and Non-Traditional Student Resource Center.

• The Women’s Resource Center (WRC) offers educational programs and support services to enhance the quality of life for SOU women. The center serves as a resource for students, faculty, staff, and community of all genders. The WRC maintains an extensive library and collection of
community resource information; takes a leadership role in prevention of sexual assault; and offers work-study, volunteer, and practicum opportunities to SOU students.

- The *Queer Resource Center* (QRC) provides support services for lesbian, bisexual, gay, and transgendered students, faculty, and staff. The QRC also provides educational and recreational programs to the campus community.

- The *Non-Traditional Student Resource Center* provides services to non-traditional students defined as individuals age 25 or older, who are single, married, or divorced, and with or without children. Services include access to computers and other resources, meeting space, and information on jobs and scholarships.

**Faculty/Staff initiatives**

*Recruitment:* The Office of Human Resource Services maintains a directory of recruitment resources for academic and administrative departments that are engaged in a search to fill faculty, administrator, and support staff positions. In addition to standard local, regional, and national publications, the recruitment resource directory includes college placement offices, minority organizations and publications, community organizations, and web sites that offer special services for providing information to minority applicants about position openings.

*Recruitment of Minority Faculty:* SOU’s collective bargaining agreement with the Association of Professors at SOU provides for financial enhancements to enable departments and schools to compete for faculty of color.

**University of Oregon (UO)**

The University of Oregon (UO) has developed a multi-faceted approach to diversity with efforts ranging from broad initiatives designed to increase campus community awareness, educational and research programs and centers that focus on issues of diversity, concerted efforts to attract and retain an increasingly diverse student body and workforce, and resources and services that support members of the increasingly diverse university community. The University’s diversity website <http://diversity.uoregon.edu/> provides a valuable array of diversity information and links to events, educational centers and programs, student organizations, services, scholarships, staff training workshops, committees and councils that are available to current as well as prospective students, faculty, and staff. Some examples and highlights of the university’s on-going diversity building efforts are described below.
Campus-wide Initiatives
The following initiatives establish diversity as one of UO’s core values.

A search for a new position in the recently established Office of Institutional Equity and Diversity has resulted in the reorganization of the student and academic services offices that support underrepresented students. This newly created position of Assistant Vice Provost will concentrate in the Portland area and establish partnerships with Portland-area schools, community organizations, and businesses. Additional personnel are to be added with responsibility for specific campus/community agendas, including but not limited to, oversight of student support services for underrepresented, non traditional students, outreach and partnerships with growing underrepresented communities in the state, support of and work with Native American initiatives.

Under the leadership of newly hired Vice Provost Professor Gregory Vincent, the work of campus involvement in these matters has begun in earnest. Through his leadership and guidance in all university equity and diversity matters concerning faculty, students, and staff, the greater UO campus has joined the work of ensuring a diverse environment and is working steadily to inculcate the values of excellence in equity from curriculum to staff hiring, from student recruitment to faculty appointments, from internal management to community relationships. Professor Vincent continues to work diligently with other administrators, faculty, staff, and students in the ongoing effort to increase appreciation of the critical importance of diversity in creating a comprehensive education experience and is providing directional leadership to enhance collaboration among the University’s many diversity stakeholders to ensure effective communication regarding diversity initiatives and accomplishments throughout the campus community.

To that end, the efforts of Professor Vincent have resulted in the creation of a five-year institutional diversity plan. The plan’s outline was presented to the UO campus through a series of community conversations that encouraged members of the UO community to learn more about the goals and vision behind the initiative, offer suggestions, perspectives, opinions, criticisms, that were then noted and folded into the writing to represent the concerns of the greater campus while informing them of the outline of the main planks of the plan.

In order to move this planning ahead, Professor Vincent, in concert with other campus leaders, invited a group of faculty, staff, students, and administrators, whose work portfolio involves diversity and equity matters, to sit on the Diversity Working Group (DWG). This entity is ultimately charged with assembling the Diversity Action Plan that will be a process to involve the University and more importantly, serve as a catalyst for strategic thinking and strategically involving all parts of the UO community. The group is tasked with designing a template by which the campus may address these issues in a multi-layered, cross campus, institutional manner, through the development of five subcommittees to include the following areas of inquiry and activity:

- Developing Cultural Competence
- Building Critical Mass
- Expanding and Filling the Pipeline
- Strengthening and Increasing Community Linkages (Internal/External)
• Developing and Reinforcing a Diversity Infrastructure

In addition, a wider more inclusive group of faculty, staff, students, and administrators comprise the Diversity Action Group (DAC), tasked with providing a wider perspective to the work of the DWG by their input and access to a larger constituency representing the greater body of work of the University.

The following initiatives constitute a sampling of the programs that continue to serve the institution in providing a width and breadth of activities that engage the challenges and opportunities of institutional equity and diversity, including graduate research colloquia, campus forums and collaborative campus/community projects, workshops, and classes on issues of cultural competence, admissions and recruitment protocols, and related matters:

• The Center on Diversity and Community (CODAC), established in 2001 as an interdisciplinary research center that promotes inquiry, dialogue and understanding on issues of racial, ethnic, and cultural diversity, continues to promote new diversity scholarship within and across fields of study <http://www.uoregon.edu/~codac/>.

• The Ethnic Studies Program examines the construction and context of ethnicity in the United States with a primary focus on Americans of African, Asian, Latino/a, and Native American descent. Program scholars are committed to promoting the recruitment and retention of faculty and students of color and curricular changes that address an increasingly heterogeneous society <http://darkwing.uoregon.edu/~ethnic/>.

• The Oregon Consortium for International and Area Studies, formed in 2000, provides support for the following multidisciplinary and international programs: Asian Studies Program, European Studies Program, International Studies Program, Latin American Studies program and Russian and East European Studies are included at <http://www.uoregon.edu/~ocias/what.html>.

• Center for Indigenous Cultural Survival, created in 2001, serves as a research and service institute focusing on indigenous peoples worldwide <http://www.uoregon.edu/~cics/center.htm>. In addition, it provides liaison to the tribes of Oregon and will provide stewardship for the Many Nations Longhouse at <http://www.uoregon.edu/~committees/longhouse/programs.htm>.

• Long-standing diversity efforts and programs include the President's Council on Race and the Center for Asian and Pacific Studies <http://darkwing.uoregon.edu/~caps/>.

The following initiatives are intended to increase campus community awareness of diversity.

• The University continues consideration and implementation of recommendations made in a report by former Western Michigan University President Elson Floyd, who was invited to campus to consult on the university’s agenda of increasing diversity on campus (e.g., the appointment of Vice Provost for Institutional Equity and Diversity Gregory Vincent, noted previously).
• In January 2002, the University invited Dr. Susan Rankin, Pennsylvania State University, to campus to share her analysis and results of the 2001 Campus Climate Assessment survey in which the University participated and to conduct focus groups to identify issues and challenges the campus faces.

• Other initiatives to increase campus community awareness of diversity include the Affirmation of Community Values statement available at <policies.uoregon.edu/ch1affirmation.html> and the Bias Response Team, coordinated within the Office of Student Life, designed to help the community and its members address effectively incidents of bias or hate.

Student Outreach and Support
Primarily through its Office of Admissions (<http://admissions.uoregon.edu/>), the University has devoted significant effort to increasing the number of students of color at the University. At the same time, the University has enhanced its efforts to support the academic success and retention of students of color who enroll with the University <http://admissions.uoregon.edu/diversity.html>. Specific recruitment programs include the following:

• Reach for Success is an annual event that brings approximately 250 middle-school-aged students of color and their parents to the UO campus for a day of activities to help students understand that going to college is possible and how the classes they take in middle and high school can lead to a university education.

• Connections is the UO’s primary recruitment and visitation program for students of color that focuses on multiple small- to medium-sized visits <http://www.uoregon.edu/~stl/parent/connectionsfall2002.pdf>.

• A full-time Native American Enrollment Coordinator position was created with primary responsibility for assisting Native American students in the process of exploring college options, applying and being admitted to the UO, paying for college, and graduating.

• The University proposed the Residency by Aboriginal Right program in which members of bands and tribes who have a historic relationship to the land that became Oregon are granted in-state residency for tuition purposes.

• The Native American Summer Bridge Program, launched and coordinated by the English Department, brings students to campus for an academic program aimed to ensure their success in later studies and focusing, in part, on Native American literature.

• A day-long Native American Education Gathering (Lobiital Hoskanga) brings Native American high school students from around the state to campus to explore college benefits and opportunities, including the transitional support available to Native American students.

• In 1998, the University secured federal support for a Ronald McNair Program to enhance diversity in graduate programs.

• The Office of Admissions employs multicultural recruiters/ambassadors who call and give weekly campus tours to prospective students of color.

• In 2002, the University, in partnership with the nine federally recognized tribes of Oregon secured federal support for a comprehensive model for recruitment,
support, pre-service training, and in-service mentorship of American Indian
teachers serving American Indian communities.

- In 2003, the University and the nine-federally recognized tribes of Oregon joined
to break ground on a new Many Nations Longhouse. The new facility was
dedicated in January 2005.
- The Linguistics Department, in partnership with the federally recognized tribes of
Oregon, has secured funding for the Northwest Indian Language Institute that will
provide for the teaching of the indigenous languages of the region.

**Faculty/Staff Initiatives**

- Since the inception of the Underrepresented Minority Recruitment Plan in 1994,
the Provost's Office has allocated more than $2,191,500 for related recruitment
efforts. The plan allows departments to enhance offers to minority candidates
and improve retention and support of minority faculty by funding activities
supporting faculty development.
- New Faculty Orientation was expanded with a strengthened focus on the
opportunities and challenges created by an increasingly diverse institutional
community.
- A position was added to the Teaching Effectiveness Program to assist faculty
members as they seek to work effectively in an increasingly multicultural teaching
and learning environment. This individual has worked with new and established
faculty in reassessing teaching paradigms to better ensure an inclusive and
welcoming classroom environment that fosters vibrant and stimulating
conversation and education.
- Diversity, inclusion, and engagement continue to be a focus of attention for both
deans and department heads in retreats and work sessions.
- The Office of Human Resources offers a variety of workshops annually that
concern diversity and maintaining an inclusive, respectful, and discrimination-free
working and learning environment <http://hr.uoregon.edu/training/>.

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**Western Oregon University (WOU)**

The location of Western Oregon University (WOU) in the mid-Willamette Valley places it
in one of the state’s fastest growing Hispanic population centers. It is estimated that well
over ten percent of the population in Polk and Marion counties is now of Hispanic
descent. This fact, coupled with the university’s commitment to ethnic diversity, has
resulted in numerous program initiatives.

**Campus-wide Initiatives**

The general education curriculum has been modified for all students seeking a B.S.
degree to include a cultural diversity course requirement. Each B.S. student is required
to complete six hours of course work (two courses) emphasizing topics and subjects of
cultural diversity.
An interdisciplinary minor in Chicano/a studies has been developed and implemented to provide students with increased opportunities to study issues of race, culture, and ethnic diversity.

**Student Outreach and Support**

WOU has instituted a number of initiatives to provide increased access to students of diverse ethnicity with special sensitivity to providing support for the growing numbers of college bound Hispanic students.

The “freshman year experience” program identifies and supports students during their critical first year in college by providing personal and academic counseling as well as academic support services in a variety of academic subject areas including math, science, speech, and writing.

High school outreach continues to be an important means of attracting students of color to WOU. Western offers specialized counseling and advising in selected Salem high schools to students indicating they are interested in going to college. This counseling service is offered as a continuing service by volunteering bilingual faculty members.

*Diversity Achievement Scholarships*: Consideration for this scholarship opportunity is given to any new freshman or transfer student from Oregon whose cultural background, life or work experience, or academic preparation and achievement is likely to enhance the diversity of campus life in and outside of the classroom.

*Upward Bound*: WOU is co-partnering with selected Marion and Polk County high schools through its Upward Bound program to increase high school to college participation rates. This four-year renewable, federally funded grant gives the University access to 65 high school students per year. The program strengthens both academic and personal skills necessary for success in college. Upward Bound operates ten months a year on-site in the high schools and for eight weeks each summer on-campus where students live in the University’s residence halls and receive classroom instruction that includes regular university faculty. The three-year average of graduating Upward Bound students being admitted to college is 85% and their three-year average college retention rate for these same students is 96%.

The *Student Enrichment Program* (SEP): SEP supports students of diverse ethnic backgrounds with academic and career advising services, and special learning equipment (i.e., laptop computers, calculators, cassette recorders, etc.) to make the transition from high school to college easier. SEP also offers free courses for academic credit in math and other academic skill areas to improve the probability of academic success. A peer mentoring program and an academic bridge program, sponsored by the university in conjunction with SEP, offer students support on a year-round basis. This program carries an 85% graduation rate.

*Student Retention Program*: The WOU Office of Academic Advising and Learning Center supports a freshman year program of tutoring and counseling to deal with the
personal and academic issues that often develop for students of color as they enter a majority academic and social environment. The program serves upwards of 70 students annually and yields retention rates consistent with the freshman to sophomore retention rates of majority students.

Special Preview Day: WOU provided a special Preview Day on January 29, 2005, which was designed for Spanish speaking parents. Two sessions designed for these families, as well as tours and advocates, were provided. Consideration is being given to offer the program on an ongoing basis.

Faculty/Staff Initiatives
The WOU Office of Human Resources and Affirmative Action offers regularly scheduled orientation seminars for new faculty and staff in order to improve campus awareness and commitment to enhancing the learning environment for ethnically diverse student populations. Greater effort is being made to assure that a diverse audience is reached with every recruitment for faculty and staff position vacancies.

Bilingual faculty members from a number of disciplines and students studying Spanish have developed student support programs with high-need area high school students and their families to provide both special instruction in English and a social support network to encourage students and families to see college as an attainable personal goal.

WOU places great importance on effective teaching and scholarly research as major conditions for tenure and promotion. First-year faculty members at WOU often find it challenging to balance a demanding undergraduate teaching load with the university requirement that they continue their growth as publishing scholars. This situation is often more daunting for faculty members of color who may also face additional challenges of adjusting to a majority culture environment. As part of its faculty diversity retention effort, Western has started two programs.

- **New Faculty Mentoring.** New faculty members are paired with senior faculty members who act as confidential mentors, answering questions, giving advice, and helping with teaching and research issues that nearly all newly hired faculty have. There is a clear relationship between this type of mentoring during the critical first two years of a new faculty member’s career and their successful promotion and tenure. This program has become an important part of Western’s faculty diversity retention initiative. The College of Education mentoring program includes two phases: year one is induction and years two through five are portfolio mentoring.

- **V Formation.** Started in the WOU College of Education, this program attempts to maintain a continuing dialogue between new faculty and senior faculty with established research and publication agendas. The monthly meetings of the seminar include the presentation of papers and research in the pre-publishing stages combined with practical discussions on how to improve written research
for publication, how to negotiate the vagaries of editorial boards, and how to match completed papers and research to the most appropriate journals and publishers. The seminar has proven helpful to new faculty and senior faculty alike.
## Appendix B

**OUS Total Enrollment by Racial/Ethnic Group**

### Five Year History (2000-2004)

<table>
<thead>
<tr>
<th></th>
<th>African American / Black</th>
<th>American Indian / Alaska Native</th>
<th>Asian / Pacific American</th>
<th>Hispanic / Latino</th>
<th>Caucasian</th>
<th>Reporting More Than One Race/Unspecified Race*</th>
<th>Unspecified</th>
<th>International</th>
<th>System Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>Reporting More Than One Race</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1,523</td>
<td>1.9%</td>
<td>1,028</td>
<td>1.3%</td>
<td>5,412</td>
<td>6.8%</td>
<td>2,913</td>
<td>3.6%</td>
<td>58,711</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1,447</td>
<td>1.8%</td>
<td>988</td>
<td>1.2%</td>
<td>5,306</td>
<td>6.7%</td>
<td>2,802</td>
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<td>Fall 2002</td>
<td>1,310</td>
<td>1.7%</td>
<td>984</td>
<td>1.3%</td>
<td>5,130</td>
<td>6.6%</td>
<td>2,644</td>
<td>3.4%</td>
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<tr>
<td>Fall 2001</td>
<td>1,230</td>
<td>1.7%</td>
<td>939</td>
<td>1.3%</td>
<td>4,840</td>
<td>6.6%</td>
<td>2,437</td>
<td>3.3%</td>
<td>54,243</td>
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<tr>
<td>Fall 2000</td>
<td>1,132</td>
<td>1.6%</td>
<td>868</td>
<td>1.2%</td>
<td>4,559</td>
<td>6.6%</td>
<td>2,259</td>
<td>3.2%</td>
<td>51,126</td>
</tr>
</tbody>
</table>

1 Includes extended enrollment students and credit at all levels.

* The current federal category is "unknown"; disaggregated here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall fourth-week enrollment reports
# Appendix C

## OUS Enrollment of First Time Freshman by Racial/Ethnic Group

**Five Year History (2000-2004)**

<table>
<thead>
<tr>
<th></th>
<th>African American / Black</th>
<th>American Indian / Alaska Native</th>
<th>Asian / Pacific American</th>
<th>Hispanic / Latino</th>
<th>Caucasian</th>
<th>Reporting More Than One Race/Unspecified Race*</th>
<th>Unspecified</th>
<th>International</th>
<th>SYSTEM TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
<td>Reporting More Than One Race</td>
<td>Unspecified</td>
<td>N  %</td>
<td>N  %</td>
</tr>
<tr>
<td><strong>Fall 2004</strong></td>
<td>175  1.8%</td>
<td>145  1.5%</td>
<td>710  7.3%</td>
<td>405  4.2%</td>
<td>7,531  77.4%</td>
<td>118  1.2%</td>
<td>501  5.1%</td>
<td>145  1.5%</td>
<td>9,730</td>
</tr>
<tr>
<td><strong>Fall 2003</strong></td>
<td>195  2.0%</td>
<td>134  1.4%</td>
<td>795  8.1%</td>
<td>387  3.9%</td>
<td>7,583  76.9%</td>
<td>106  1.1%</td>
<td>493  5.0%</td>
<td>168  1.7%</td>
<td>9,861</td>
</tr>
<tr>
<td><strong>Fall 2002</strong></td>
<td>174  1.7%</td>
<td>138  1.3%</td>
<td>735  7.1%</td>
<td>359  3.5%</td>
<td>8,092  78.1%</td>
<td>143  1.4%</td>
<td>528  5.1%</td>
<td>196  1.9%</td>
<td>10,365</td>
</tr>
<tr>
<td><strong>Fall 2001</strong></td>
<td>169  1.7%</td>
<td>133  1.3%</td>
<td>816  8.1%</td>
<td>360  3.6%</td>
<td>7,799  77.4%</td>
<td>100  1.0%</td>
<td>505  5.0%</td>
<td>192  1.9%</td>
<td>10,074</td>
</tr>
<tr>
<td><strong>Fall 2000</strong></td>
<td>149  1.6%</td>
<td>121  1.3%</td>
<td>761  8.3%</td>
<td>333  3.6%</td>
<td>7,143  77.5%</td>
<td>72   0.8%</td>
<td>432  4.7%</td>
<td>200  2.2%</td>
<td>9,211</td>
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* The current federal category is "unknown;" disaggregated here as "Reporting More Than One Race/Unspecified Race"

Source: OUS Institutional Research Services, fall fourth-week enrollment reports
# Appendix D

## OUS Degrees Awarded by All Levels and Racial/Ethnic Group

### Five Year History (2000-2004)

<table>
<thead>
<tr>
<th>Year</th>
<th>African American / Black</th>
<th>American Indian / Alaska Native</th>
<th>Asian / Pacific American</th>
<th>Hispanic / Latino</th>
<th>Caucasian</th>
<th>Reporting More Than One Race/Unspecified*</th>
<th>International</th>
<th>System Total by Discipline</th>
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<tbody>
<tr>
<td></td>
<td>N  %</td>
<td>N  %</td>
<td>N  %</td>
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<td>N  %</td>
<td>N  %</td>
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</tr>
<tr>
<td>2003-2004</td>
<td>213 1.3%</td>
<td>173 1.1%</td>
<td>970 5.9%</td>
<td>532 3.2%</td>
<td>12,249 74.5%</td>
<td>1,116 6.8%</td>
<td>1,189 7.2%</td>
<td>16,442 22.8%</td>
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<tr>
<td>2002-2003</td>
<td>193 1.3%</td>
<td>190 1.3%</td>
<td>864 5.7%</td>
<td>477 3.1%</td>
<td>11,306 74.4%</td>
<td>1,068 7.0%</td>
<td>1,101 7.2%</td>
<td>15,199 21.1%</td>
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<tr>
<td>2001-2002</td>
<td>195 1.4%</td>
<td>156 1.1%</td>
<td>705 5.2%</td>
<td>421 3.1%</td>
<td>10,198 74.8%</td>
<td>890 6.5%</td>
<td>1,075 7.9%</td>
<td>13,640 18.9%</td>
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<tr>
<td>2000-2001</td>
<td>158 1.2%</td>
<td>161 1.2%</td>
<td>748 5.7%</td>
<td>393 3.0%</td>
<td>9,898 74.8%</td>
<td>904 6.8%</td>
<td>972 7.3%</td>
<td>13,234 18.3%</td>
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<tr>
<td>1999-2000</td>
<td>187 1.4%</td>
<td>175 1.3%</td>
<td>742 5.4%</td>
<td>397 2.9%</td>
<td>10,168 74.3%</td>
<td>909 6.6%</td>
<td>1,108 8.1%</td>
<td>13,686 19.0%</td>
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<tr>
<td><strong>FIVE YEAR TOTALS</strong></td>
<td>946 1.3%</td>
<td>855 1.2%</td>
<td>4,029 5.6%</td>
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<td>53,819 74.5%</td>
<td>4,887 6.8%</td>
<td>5,445 7.5%</td>
<td><strong>72,201 100.0%</strong></td>
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</table>

* Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

* The current federal category is "unknown"; disaggregated here as "Reporting More Than One Race/Unspecified"

Source: OUS Institutional Research Services
### OUS DEGREES AWARDED¹ BY ALL LEVELS, DISCIPLINE AND GENDER

#### Five Year History (2000-2004)

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<tr>
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</tbody>
</table>

¹ Only degrees are reported. Postbaccalaureate and teacher education certificates are excluded.

Source: OUS Institutional Research Services
# Appendix F

## OUS Full Time Ranked Instructional Faculty by Racial/Ethnic Group

### Five Year History (2000-2004)

<table>
<thead>
<tr>
<th></th>
<th>African American / Black</th>
<th>American Indian / Alaska Native</th>
<th>Asian / Pacific American</th>
<th>Hispanic / Latino</th>
<th>Caucasian</th>
<th>Unspecified</th>
<th>International</th>
<th>System Total by Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>33 1.3%</td>
<td>18 0.7%</td>
<td>147 6.0%</td>
<td>66 2.7%</td>
<td>1,913 77.8%</td>
<td>155 6.3%</td>
<td>126 5.1%</td>
<td>2,458 20.1%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>36 1.5%</td>
<td>22 0.9%</td>
<td>151 6.4%</td>
<td>57 2.4%</td>
<td>1,891 79.8%</td>
<td>144 6.1%</td>
<td>69 2.9%</td>
<td>2,370 19.4%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>39 1.5%</td>
<td>22 0.9%</td>
<td>146 5.8%</td>
<td>57 2.3%</td>
<td>2,032 80.4%</td>
<td>151 6.0%</td>
<td>81 3.2%</td>
<td>2,528 20.7%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>34 1.4%</td>
<td>19 0.8%</td>
<td>138 5.6%</td>
<td>57 2.3%</td>
<td>1,991 81.1%</td>
<td>139 5.7%</td>
<td>76 3.1%</td>
<td>2,454 20.1%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>35 1.5%</td>
<td>17 0.7%</td>
<td>127 5.3%</td>
<td>55 2.3%</td>
<td>2,011 83.6%</td>
<td>102 4.2%</td>
<td>59 2.5%</td>
<td>2,406 19.7%</td>
</tr>
</tbody>
</table>

Source: OUS Institutional Research Services, end-of-October payrolls
UO, Standards for Success

_UO program gives nation's high schools standards for success_

The following is an article submitted by Greg Bolt, The Register-Guard, Eugene, Oregon: March 4, 2005; pg. A.1:

Many of the answers the governors are seeking can be found in Standards for Success, a first-of-its-kind program developed by UO professor David Conley and his Center for Educational Policy Research. Instead of asking what students should learn in high school, it looks at what they are expected to know when they enter college. "Our problem at the high school level is that it isn't clear anywhere in the nation what it is exactly that college professors want," said Mike Riley, superintendent of the Bellevue School District and an early advocate of the program. "So when we talk about a college prep curriculum, a lot of that is really guesswork. David is one of the first people that I know of in the country that actually did a systematic study of what colleges want kids to know when they get there." For example, Riley said the preliminary audit of the Bellevue curriculum found that English classes were doing a good job of teaching students to read and analyze fiction literature but not so good at nonfiction. That gives them a clear target for improving the curriculum.

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The focus of the work is on teaching students the things that colleges expect them to know. Governors of the 13 states that last weekend assigned themselves the task of making sure all high school graduates have college-level skills may find that the University of Oregon already has done most of its homework. Many of the answers the governors are seeking can be found in Standards for Success, a first-of-its-kind program developed by UO professor David Conley and his Center for Educational Policy Research. Instead of asking what students should learn in high school, it looks at what they are expected to know when they enter college. And with the 13-state effort to raise graduation requirements grabbing headlines nationwide, the program is poised to play a key role in what is shaping up as a dramatic change in the high school curriculum. "A lot of schools and school districts are using this as their reference point in their own high school redesign projects," Conley said this week. "We're surprised. We have boxes and boxes of material going out every week." Those boxes are full of workbooks and computer discs that lay out in unprecedented detail the kind of work college freshmen can expect to be assigned. They contain actual test and essay questions from dozens of freshmen courses as well as examples of answers that passed muster with professors. For all the talk in recent years about education reform, one piece that's been missing is a connection between K-12 and higher education. Educators say Standards for Success is the first program of its kind to bridge the gap between what high schools teach and what colleges want freshmen to know. "Our problem at the high school level is that it isn't clear anywhere in the nation what it is exactly that college professors want," said Mike Riley, superintendent of the Bellevue School District and an early advocate of the program. "So when we talk about a college
prep curriculum, a lot of that is really guesswork. David is one of the first people that I know of in the country that actually did a systematic study of what colleges want kids to know when they get there." That two-year study was funded by the Association of American Universities and The Pew Charitable Trusts and involved a nationwide review of freshman-level courses. The resulting product - guide books, CD-ROMs and other material - was then sent out to every high school in the country. Now Conley is expanding the program. Standards for Success has been licensed by The College Board, the organization that prepares the SAT, and will be used to help assess test results and give students a clearer picture of their strengths and weaknesses. He's also begun offering a comprehensive audit of high school programs that tell teachers and administrators where their curriculum lines up with the Standards for Success and where they need to refocus to get students ready for college. Most recently, the center was awarded a three-year federal grant that will allow UO researchers to create high school classes that connect directly to college classes. They would be designed around the Standards for Success guidelines, allowing freshmen to pick up right where their high school class left off. Those efforts are very close to what the 13-state American Diploma Project Network said it wants to do. Their effort is part of a growing national acceptance that no matter what a student plans to do after high school, he or she needs to be prepared for college-level work. "I think there is a current myth we need to dispel that not going immediately into a four-year university means there is somehow a less academically demanding pathway for me," said Patrick Burk, chief policy officer for the Oregon Department of Education. "I think what we have seen is just the opposite." Now, people seeking anything except the lowest-wage service jobs usually need some kind of post-secondary training. Whether that's a professional-technical program at a community college or even training for a high-tech production line, high school graduates have to be able to demonstrate a command of basic communication and math skills to have any hope at a family-wage job. A big question with any education reform is cost. But Burk noted that much of the Standards for Success material is available for free and said refining curriculum is something that almost all school districts already budget for." So at the local level the issue then becomes, do you have the money for putting together a task force or a process to bring teachers in, bring principals in to analyze your curriculum," he said. "There are some costs there but I don't think they are prohibitive." It may be more expensive if the state decides to realign the statewide graduation standards. But Burk said legislators in both the Oregon House and Senate have said they are willing to talk about such an effort. That could mean boosting the current state requirement for three years of English and two each of science and math to four years of English and three years of science and math. But Conley cautioned against an approach that simply adds more classes to the graduation requirement." Whenever you start talking about reinventing high schools, I always get a little nervous," he said. "That's because a lot of these efforts get more into structure, not content. Our program really gets into the meat and potatoes; it gets into what goes on in the classroom." For example, Riley said the preliminary audit of the Bellevue curriculum found that English classes were doing a good job of teaching students to read and analyze fiction literature but not so good at nonfiction. That gives them a clear target for improving the curriculum. Riley said one of the real values of Standards for Success is that it gives high schools a common set of goals. That will allow them to experiment on
ways to improve curriculum and share with others the techniques that work. "If we're all doing the same thing, then we can all learn from each other," he said. "What I really hope David's work inspires is a lot of school districts trying to work on that same English course so that we're not all reinventing the wheel but can learn from each other."
Linking Performance Outcomes and Funding

Following the presentation of the October 2004 Board of Higher Education report on Performance Measurement in the Oregon University System, much work has been done to incorporate Board members’ comments, align OUS and Oregon Progress Board performance measurement efforts, and test the new ideas with legislators and the Governor’s Office. While it is still a work in progress, the new performance and accountability framework displayed in Figure 1 represents the culmination of these efforts of the past six months.

The framework has organized the array of performance indicators into four primary outcome measures, four secondary measures, and a larger number of supporting indicators. The framework includes all of the measures currently reported to the Board, nearly all of the measures reported to the Oregon Progress Board, and several new measures arising out of discussions with the Provosts’ Council and legislators.

A primary consideration in the development of the framework was its ability to connect directly to the Board’s strategic goals (Access, Affordability, Excellence, and Economic Development) and to the Board’s working groups that target initiatives in those areas. Four broad performance measurement areas were identified: (1) Access and Affordability, (2) Student Progress, (3) Education Quality, and (4) Economic and Civic Contributions. Primary, secondary, and supporting measures were then identified and listed under each area. The alignment of Board goals, working groups, performance areas, and primary outcome measures is shown in Figure 2.

In an effort to take this to the next level—connecting outcomes and funding—a new template was designed to show estimated outcomes for the four primary performance measures arrayed across three different funding scenarios. The resulting 8-page document is included here.

For each of the primary outcome measures—number of bachelor’s and advanced degrees awarded, graduation rate, percent of the cost of attendance for a resident undergraduate covered by federal and state need-based aid for resident undergraduates receiving financial aid, and “graduate success” or the percent of bachelor’s recipients employed or continuing their education following graduation—projections were made under the three funding levels shown in Figure 3. The higher level represents the funding needed to maintain current program levels and the projected enrollment demand. The other levels represent the Governor’s Recommended Budget (GRB) and the GRB minus 10 percent. Because the resulting estimates reflect many hard-to-quantify factors, a page of additional text is provided with each outcome measure to identify key issues and contextual variables.

It is important to view these performance outcomes/funding scenarios documents as just a first step in estimating consequences of funding decisions. The goal of this analysis—however imprecise it may be—is to provide decision makers a tool to help in making difficult investment choices.
A more detailed presentation of the performance framework and the accompanying decision tool will be provided at the Board meeting.

Figure 1
OUS Performance & Accountability Framework

OUS Performance Areas Related to Strategic Goals

Affordable Access
- Cost covered by federal & state financial aid
- Freshman participation

Student Progress
- Graduation rate
- Freshman-to-sophomore persistence rate

Education Quality
- Graduate success
- Research & development dollars per faculty

Economic & Civic Contributions
- Bachelors and advanced degrees
- Degrees in shortage areas

OUS Performance Indicators*

- Cost of attendance as a percent of family income
- Students of color
- Undergraduate and graduate enrollment
- New community college transfers
- 25-to-49-year-olds enrolled part-time

- Graduation rate for community college transfers
- Graduation rate for students of color
- Time to degree: freshmen, CC transfers, students of color

- Graduate satisfaction
- Teaching effectiveness
- Internships, other experiential learning
- Students per full-time faculty
- Percent part-time faculty
- Student advising
- Faculty compensation
- Facilities maintenance

Financial Stewardship Measures

* Primary and secondary outcome measures are displayed in shaded boxes; supporting indicators below. Indicators not currently reported in the OUS or DAS performance indicator reports, including those to be developed, are shown in italics.
Figure 2
Alignment of Board Goals, Working Groups, Performance Areas, and Primary Outcome Measures

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Board Working Group</th>
<th>Performance Measurement Areas</th>
<th>Primary Outcome Measures</th>
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<tr>
<td>Access</td>
<td>EDP</td>
<td>Student Progress</td>
<td>Graduation rate of entering freshmen</td>
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<td>Affordability</td>
<td>AAWG</td>
<td>Access and Affordability</td>
<td>Percent of total cost of attendance covered by federal and state need-based financial aid for resident undergrad aid recipients</td>
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<td>Excellence</td>
<td>EDP, AEED</td>
<td>Education Quality</td>
<td>Graduate success (percent employed or continuing their education)</td>
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<td>Economic Development</td>
<td>AEED</td>
<td>Economic &amp; Civic Contributions</td>
<td>Bachelor's and advanced degrees awarded</td>
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Figure 3
Three Levels of Funding for Performance Outcome Estimates

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<th>Funding Scenario</th>
<th>General Fund Dollars</th>
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<td>Governor’s Recommended Budget</td>
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<td>Governor’s Recommended Budget minus 10%</td>
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(This page intentionally left blank.)
Economic & Civic Contributions

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Economic & Civic Contributions (continued)

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Student Progress

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Meeting #747—Docket

Student Progress (continued)

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Meeting #747—Docket

Affordable Access

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Affordable Access (continued) (to be completed at a later date)

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
Meeting #747—Docket

**Education Quality**

(see [http://www.ous.edu/board/dockets/ddoc050408-pm.pdf](http://www.ous.edu/board/dockets/ddoc050408-pm.pdf))
Education Quality (continued)

(see http://www.ous.edu/board/dockets/ddoc050408-pm.pdf)
2005-2007 OUS Budget Proposal

Status Report on the Ways and Means Process
Since the last budget update to the Board in February, the state has released the March 2005 Oregon Economic and Revenue Forecast, which projects approximately $200 million in additional revenues available for the 2005-2007 above the amount included in the Governor’s Recommended Budget. Although the revenue increase is very positive, a shortfall of approximately $800 million still remains between the Essential Budget Level and projected available resources.

The Oregon University System has completed the first of three phases of presentations to the Legislative Joint Ways and Means Subcommittee on Education. Phase 1 included an overview of the OUS mission, goals, Board initiatives, faculty, students, programs, and the capital budget. The subcommittee focused attention on performance indicators and linking expected outcomes to budget priorities.

Several Board members, campus presidents, faculty, students, staff, and stakeholders provided testimony to the subcommittee, describing the ways that the 2005-2007 budget supports the Board’s initiatives of Access, Affordability, Excellence, and Economic Development.

Following Phase 1 presentations, the subcommittee spent a week ranking budget priorities for all of the education agencies. The initial results of the subcommittee rankings are provided in the following table.

OUS Phase 2 of the Ways and Means is scheduled to begin on April 28 with a day set aside for public testimony. Presentations are tentatively scheduled for May 3-5, covering major budget drivers, costs, the impacts of budget reductions over time, and detailed explanations of the OUS budget.

Phase 3 Work Sessions are scheduled from May 23–June 17, with OUS likely to be scheduled in early June. The work sessions will include subcommittee adoption of the OUS performance measures, the OUS 2005-2007 budget, and action on any bills that have been referred to the subcommittee.
### Joint Ways and Means Subcommittee on Education - Budget Priority Rankings

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<th>W &amp; M Rank</th>
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<th>LF</th>
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<th>NL-OF</th>
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Total: 1,408,386,847
Oregon State Board of Higher Education

MINUTES

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April 8, 2005
Oregon State Board of Higher Education
1. **CALL TO ORDER/WELCOME/ROLL CALL**

Chair Lorenzen called the meeting of the Joint Boards of Education to order at 1:08 p.m.

**On roll call, the following members were present:** Jerry Berger (SBE), Steve Bogart (SBE), Kirby Dyess (SBHE), Emilio Hernandez, Jr. (SBE) (joined meeting via telephone at 3:08 p.m.), Henry Lorenzen (SBHE), Adriana Mendoza (SBHE), Tim Nesbitt (SBHE), Geri Richmond (SBHE) (arrived at 1:26 p.m.), Gretchen Schuette (SBHE), Howard Sohn (SBHE), Tony Van Vliet (SBHE), Duncan Wyse (SBE).

Don Blair (SBHE), Bridget Burns (SBHE), John von Schlegell (SBHE), and Nikki Squire (SBE) were absent due to business conflicts.

**The following institution representatives and staff members were present:** George Pernsteiner, Vickie Fleming, Cam Preus-Braly, Connie Green, Ryan Hagemann, Randy Harnisch, Dave McDonald, James Sager, and Elaine Yandell-Roth.

Meeting attendees also included institution representatives, Oregon Department of Education (ODE), Oregon University System (OUS), and Oregon Department of Community Colleges and Workforce Development (OCCWD) staff members, members of the press, and interested observers.

Chair Lorenzen welcomed everyone to the Joint Boards of Education meeting and specifically recognized Steve Bogart, the chair of the Oregon State Board of Education. He asked for introductions and that everyone shares what accomplishments Board members and staff would like to achieve over the coming year. Director Bogart noted the prime opportunity to move education as a system forward. Randy Harnisch described the new working relationship between the two Boards. Connie Green added she was prepared to assist the Boards in getting to where they would like to go and Dave McDonald echoed her comments. Director Berger stressed the importance of considering students and Commissioner Preus-Braly concurred with Director Berger. Director Schuette described her desire for a purposeful process for transforming education in Oregon. Director Dyess shared the importance of a consistent face to the legislature and the voters among all educational institutions. Acting Chancellor
Pernsteiner offered his hope that students participate fully and successfully in the 21st century economy and society. Director Sohn echoed the emphasis on students. Deputy Superintendent Fleming mentioned the commitment to dual credit programs throughout the state. Director Van Vliet mentioned discussion of the entire educational spectrum and “not taking no for an answer.” James Sager stressed the student-centered vision. Director Nesbitt offered the importance of cultivating a continuum and the place of affordability and access in that enterprise. Director Mendoza described the significance of students continuing their education. Director Richmond stressed the desire to cooperate. Ryan Hagemann mentioned the staff resources for the Joint Boards and Chair Lorenzen discussed disinvestment and the necessity of a master plan.

2. **Discussion Items**

a. **Governor's Charge to the Joint Boards**

Chair Lorenzen recognized staff members Connie Green and Dave McDonald as facilitators and Green turned to James Sager for a discussion of the Governor's charge to the Joint Boards. Sager mentioned the statutory requirement for Joint Boards meetings, but added that the Governor's vision for the Joint Boards was broader. Sager described previous work of the State Board of Education in identifying connections between K-12 and community college education and the State Board of Higher Education in cultivating key connecting issues, such as access and affordability and excellence in delivery. Sager stated Oregon needs a clear pre-K through 20 education continuum; with care to include professional training and adult education, and that the Governor needs the assistance of the Joint Boards in developing that vision over the next six years. Sager noted that the Governor would like the Joint Boards to assist in developing the plan, ensure that it moves forward, and monitor the priorities on the table. Sager stressed that the Governor is looking to the Joint Boards to help clarify Oregon's education vision and to make sure the right pieces are in place to build the education continuum. Green clarified the steps of starting to develop the education continuum with Sager. Chair Lorenzen asked Sager if he could identify major shortcomings so the Joint Boards could evaluate what to do in the future. Sager discussed the new budgetary process and how missing pieces emerged from approaching the problem from that perspective. Sager noted the importance of consolidating previous work in order to ensure that the various pieces work together as a complete system. Director Van Vliet mentioned the importance of putting a price tag on that endeavor.

b. **SBE and SBHE Alignment**

McDonald started this discussion with a brief review of the history of the Joint Boards. He noted the previous acceptance of reports, but failure to connect reports and action from various sectors into a larger, systemic approach. McDonald observed segmented work that did not connect or drive a vision for education. Green reviewed the recent work of the Joint Boards Working Group and then noted that several pieces of the work were already happening. She started with the working group's recent conversation on
exit and entrance requirements. Green stressed the value in identifying key things on which the Boards are working and how to make sure the efforts were aligned. Commissioner Preus-Braly discussed the status of community colleges in exit and entrance requirements and observed the different entrance requirements were awry. She added the importance of identifying entrance requirements and what they mean for the student. Chair Lorenzen asked for clarification as to where community colleges line up and Green explained alignment with ACT scores and writing entrance scores, but less alignment with math scores. Director Schuette asked the group to get grounded in the differences between entrance and admission. Green asked Director Richmond and IFS President Bob Turner for faculty perspective on the notion of whether exit from high school equals postsecondary entrance. Turner observed that in several cases, exit does not equal entrance. Director Wyse added the importance of higher education's view on K-12 assessment and the Certificate of Initial Mastery (CIM). He explained the critical work of using infrastructure to propel student learning. Director Van Vliet noted that each of the Boards is faced with defending the CIM and CAM (Certificate of Advanced Mastery) against a legislature that wants to eliminate it for fiscal reasons. Director Bogart noted there was a study illustrating how CAM recipients fared in higher education and Green expanded on the observation by noting the Joint Boards had an opportunity to guide how the CIM could be used in postsecondary education. Mr. Sager reiterated the focus on standards and assessment tools to measure progress against those standards. Director Schuette commented on the Oregon Transfer Module and Green acknowledged her comments, summarizing many efforts, including the proposed data system that are aligned. Deputy Fleming added the importance of student-centered work, such as credit for proficiency, emerging across Oregon and Director Van Vliet commented on the possibility of rethinking the standard education timeframe. Director Wyse discussed the blurring of budgetary and institutional lines and Director Van Vliet added the necessity of proceeding carefully because many would read shorter time as less money. Green summarized areas of alignment as student-centered efforts, the exit-entrance equation, and the data system. Sager noted it would be important for both Boards to be conversant in the shared responsibility model regarding access and affordability. Deputy Fleming noted she wanted to add virtual environment to the list.

Chair Lorenzen returned to the assessment issue and noted that he was concerned about creating one standard, such as the CIM, to move students through the education system. Director Wyse commented on the State Board of Education's work with a student-planned profile to work with assessment models for the benefit of students. Director Schuette noted EDP’s work with articulation in the majors and Deputy Fleming added the need to accommodate more flexible kinds of learning environments. Director Dyess stated that she was concerned about taking on projects that were too large and Sager observed that prioritization of projects was key. Director Dyess noted the importance of process and Director Schuette echoed her comments, noting some other organizations, such as the Joint Boards Articulation Commission, could assist in the efforts. Director Sohn observed that it might be useful to conceive the goal discipline-by-discipline, part-by-part. Director Richmond added that the focus should be on the students that fall through the cracks. She noted that the design of a system should be prioritized to capture the students that might otherwise be left behind, particularly in a
time of limited resources. Director Bogart observed the process might be more about placement than entrance. Chair Lorenzen returned to his concerns about assessment and stressed that it might create a focus on tests rather than the delivery of the educational service.

c. **Mission Statement**

Green turned the conversation to the mission statement. She shared "PK-20 continuum that provides success to students of all ages and is student-centered." Sager noted that "adult worker" should be reflected in the mission statement and Director Nesbitt wondered if there was too much jargon. Director Richmond added it should include reference to lifelong learning and Director Berger commented that the system should assist students to be successful. Director Schuette directed attention to the outcomes from the State Board of Education's plan and Green observed that staff would return with a mission statement that captured the comments.

d. **Policy Issues for Oversight and Development**

Green observed, in the context of the alignment and mission conversations, it would be important to ensure any relevant or important policy issues get in front of the Joint Boards Working Group for consideration. McDonald explained the difference between the Joint Boards and the Joint Boards Working Group, the latter serving as an action group to get proposals ready for the consideration of the full Joint Boards. Director Schuette suggested it might be easier if the Working Group brought thoughts and proposals to the group. Director Schuette, Green, and McDonald discussed policy development and the role of the Joint Boards in developing it. Director Schuette asked how the process would unfold for future proposals and Green posited that the Joint Boards would continue to meet on a regular basis and would be the forum to consider issues together. Director Wyse asked what policy issues were in front of the Joint Boards at present time and how the Joint Boards could generate a list of potential opportunities. Green noted that the issues discussed during the alignment section could serve as a starting point.

e. **Consistency in Policy and Budget Messages**

**DOCKET:**

**Common Message Areas for Joint Boards:**

- Access
- Affordability
- Accountability
- Economic and Workforce Development
Over-riding Themes for Joint Boards:

- Student-centered Approaches
- Collaboration and Partnering between Sectors
- Statewide Impact
- New ways of doing business

Aligned Approaches to Policy and Budget Messages:

Access:

- An aligned P-16 system focused on student success and increased educational attainment means success for all Oregonians.

- Helping students become better prepared through increased college awareness and preparation in K-12 reduces barriers to postsecondary education.

- Today in Oregon we lose thousands of students along the pathways that lead to college and to associate’s and bachelor’s degrees. This cross-sector group of stakeholders is working to determine how to increase the flow of students in the pipeline and reduce the numbers who drop out along the way.

- Increased opportunities for students to earn college credits while in high school – including through the use of dual enrollment, advanced placement courses, and distance education – can improve academic preparedness for postsecondary education, improve retention rates, and accelerate students’ time-to-degree, thus decreasing the cost barriers of a higher education and increasing the number of students who can access college and earn a degree.

- Opportunities for more Oregonians to receive an undergraduate degree must be expanded and improved through alignment and connections that:
  
  o Enable students to seamlessly apply earned credits to a degree through improved dual enrollment partnerships and the Oregon Transfer Module
  o Improve graduation and completion rates
  o Accelerate the time-to-degree

- Dual enrollment, articulation agreements, the Oregon Transfer Module, and aligned data transfer process are student-centered approaches that adapt the system to the non-lateral movement and needs of today’s students.
• Collaborative approaches to student success – such as retention, addressing affordability issues, and degree attainment – will crisscross sector boundaries.

• Easing student transitions between sectors is necessary in order to increase retention, and accelerate and facilitate degree/certificate attainment.

• Focusing more attention on retention efforts, such as academic advising for populations with lower degree-attainment rates, will result in improved retention rates and more Oregonians receiving college degrees.

• Identifying course “log-jams” that slow down student movement through the system, and coordinating access across sectors will accelerate student movement through college.

• Students need to be able to move within and among sectors in a seamless manner that does not create barriers that impede their postsecondary goals.

• Identifying underserved populations and collaborating across sector borders to increase college-going rates and student support systems before and during college will ensure greater equity in postsecondary education opportunities for all Oregonians.

• It is access to a quality postsecondary education that will allow Oregon to take its place in the knowledge economy and that will drive Oregon’s growth.

Affordability:

• Increases in the Oregon Opportunity Grant (OOG) are not a “hand-out” or a “free-ride” for students with financial need, but a helping hand that will mean the difference for thousands of students in being able to attend college.

• The Governor’s doubling of the Opportunity Grant in his Recommended Budget could have the greatest, single impact on access and college affordability for Oregon.

• Making college more affordable by increasing the Oregon Opportunity Grant and funding all eligible students will create greater equity in college attendance across the state, increasing access for our lowest-income and part-time students. Currently only 1/3rd of eligible full-time Oregon students receive grants.
• Addressing the impact of tuition increases and student loan borrowing on movement of underserved students into college will help postsecondary sectors to proactively improve affordability in the state.

Accountability and Efficiency:

• Aligned performance and accountability systems that integrate outcomes reached through efforts in all sectors ensure that more students succeed, and that Oregonians understand “where the money goes.”

• Engagement of all stakeholders is critical through a common vision and end-goal for P-16 education: stronger, more sustainable Oregon communities.

• Technology can be used across education sectors (K-16) in Oregon to increase efficiency and empower more students to prepare for and graduate from a postsecondary institution through use of student data systems that provide self-advising and student tracking, and college placement for high school seniors and adult learners returning to school.

• There is a growing community of interest in Oregon working to ensure that postsecondary education goals are an integral part of Oregon’s statewide goals: quality jobs for Oregonians through increased educational attainment; safe, caring, engaged communities supporting students’ and families’ educational aspirations; healthy, sustainable surroundings that allow Oregonians to have access to educational opportunities in their own communities; and well paying jobs that support families in our diverse rural and urban areas across the state.

• Every community has lives saved or positively affected daily by EMTs, nurses, firemen, police officers, doctors, social workers, teachers, ministers, engineers, and many others who received education and training from a community college or university in Oregon.

• Our ability to live and work in the community of our choice relies on a supply of qualified workers who make it possible for us all to thrive and survive the many times in our lives when we must count on others.

Economic and Workforce Development:

• Increased educational attainment is needed across the state to create and/or maintain balanced communities that can support their citizens, and support the needs of Oregon’s economy and workforce. 87% of jobs in Oregon by 2010 will require an associate’s or bachelor’s degree.
• An investment in postsecondary education is an investment in our families and extended families, in our neighborhoods and communities, in our schools and colleges, and in our future, which includes a growing population of diverse seniors and young children with growing needs for healthcare and education services.

• By working towards reinvestment in our future, we are building an Oregon that we want to be in, and thus nurture accordingly so that it can sustain our needs and improve the quality of our lives.

• Right now the education-economy relationship is out of balance in Oregon, and we are seeing the side effects of this and the consequences of continuing with the status quo. Oregon's economy cannot grow in any significant way without being nourished by increased educational attainment to meet the changing needs of our economy and job market.

• The knowledge economy is not something in the future, it is here today and Oregon is failing to meet its workforce requirements. That means more jobs lost to other states and overseas markets, and more Oregonians out of work.

• Oregon companies will continue to import non-Oregonian employees, relocate their businesses, or not come at all, as long as we fail as a state to provide a workforce with a greater level of educational attainment and training in the areas demanded by our highest employing sectors and our specialized, niche industries.

BOARD DISCUSSION:

Green and McDonald turned to OUS Director of Communications Di Saunders for a brief discussion on consistent policy and budget messages. McDonald mentioned that Saunders was asked to evaluate various talking points and messages and to outline areas of overlap so communication was consistent. Saunders stressed the importance of communicating a consistent story and revealing strategies that resonate with the legislature and Oregonians. McDonald suggested Board members review the draft materials prepared by Saunders and return any comments for the Working Group's consideration and refinement.

3. ACTION ITEMS

   a. Senate Bill 870

   DOCKET:

   Background:
Senate Bill 870 (the “Semesters Bill”) passed during the 2003 Oregon Legislative Session, requires that the Joint Boards of Education, in collaboration with representatives of Blue Mountain Community College, Treasure Valley Community College, and Eastern Oregon University, form a working group to conduct a study of the feasibility of providing instruction on a semester basis at Blue Mountain Community College, Treasure Valley Community College, and Eastern Oregon University. This working group was required to report its findings to the Joint Boards no later than February 29, 2004.

The Joint Boards were required to determine if Eastern Oregon University would provide instruction on a semester basis; and if the Board decides that Eastern Oregon University will provide instruction on a semester basis, approve the provision of instruction on a semester basis. The State Board of Higher Education was required to report its decision to the 73rd Legislature no later than February 1, 2005.

In December 2004, the Joint Boards Working Group approved the informal working group that had formed to study this matter as the official working group as required under the bill. The findings of the working group are provided below.

Report:

I. Moving to semesters is a good idea and makes sense in many areas, including streamlined administrative efforts and the utilization of textbooks that, by far, are written for schools on semester schedule. However, at this point in time in Oregon public higher education with campus leadership changes, System changes, and salary freezes making it difficult to engage faculty to take this study on as an unfunded extra, there is strong sentiment that the timing is wrong.

II. The Oregon University System and the Oregon Community Colleges should consider establishing semesters as an academic calendar as a complete move for all institutions. While most institutions indicate that moving to semesters makes sense in many ways, they are simply not in a position to provide resources for the effort.

III. With the State Board of Higher Education’s emphasis on “More, Better, Faster,” consideration of semesters may now be more attractive to the OUS institutions and the community colleges than in the past and could be assigned to one of the Board’s Working Groups.

IV. State Representative Greg Smith and State Senator David Nelson have been consulted, and are aware of the current atmosphere amongst the three Eastern Oregon institutions leadership; that is, not to move ahead on the semesters conversion project at this time.

Action:
Staff recommends that the Joint Boards of Education approve the report’s findings. A report of the Joint Boards action on this item will be transmitted to the Senate President and House Speaker on February 4, 2005.
BOARD DISCUSSION AND ACTION:

SBE Member Emilio Hernandez, Jr., joined the meeting by telephone in order to ensure a quorum of the State Board of Education before the Joint Boards turned to action items.

McDonald explained the docket materials. He reviewed the requirements of SB 870, the work of the group from Eastern Oregon University, Blue Mountain Community College, and Treasure Valley Community College evaluating the proposal to convert to a semester-based instructional schedule at Eastern Oregon University, and the Joint Boards Working Group's acceptance of the report included in the docket materials. He noted the group recommended against switching to a semester-based system at this time, and if a semester system was adopted, that it be adopted statewide. Director Hernandez asked if the recommendation was that semesters not be considered at this time or not be recommended at all. McDonald clarified that the recommendation was not at this time. Director Schuette and Director Hernandez expressed sensitivity about adequate resources. Chair Lorenzen called for a motion to accept the SB 870 report as included in the docket materials. Director Van Vliet moved to accept the SB 870 report as included in the docket materials and Director Dyess seconded the motion. All in favor: Directors Berger, Bogart, Dyess, Hernandez, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and Wyse. Opposed: none. Motion passed.

b. Transfer Module

DOCKET:

OREGON TRANSFER MODULE

(Joint Boards Articulation Commission Proposal Endorsed by Attendees of the November 19, 2004, Summit)

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES

The Oregon Transfer Module includes the following course work, which is equivalent to three academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must have a grade of “C-” or better, must be worth at least three credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.
**Foundational Skills**
- Writing: Two courses of college-level composition.
- Oral Communication: One course of fundamentals of speech or communication.
- Mathematics: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

**Introduction to Disciplines**
- Arts and Letters: Three courses.
- Social Sciences: Three courses.
- Science/Math/Computer Science: Three courses, including at least one biological or physical science with a lab.

**Electives**
As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

**NOTES**

1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.

2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.


4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.

6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.
BOARD DISCUSSION AND ACTION:

Green turned to Elaine Yandell-Roth for an explanation of the Oregon Transfer Module (OTM). She started with the Associate of Arts Oregon Transfer degree and how the OTM was a result of an extensive review process. Yandell-Roth stressed the importance of providing a strong core to students without imposing additional requirements and the critical role of advising. She observed the collaborative process and conversations across sectors and the initial discussions of discipline-specific conversations. Director Berger asked if the OTM added anything to the Associate of Arts Oregon Transfer degree and Yandell-Roth replied that it did not. Director Schuette stressed the portability of the OTM. Director Wyse asked about proficiency-based credit and if it could be part of the OTM. Yandell-Roth explained if a student met the proficiency for a course, it would feed into the OTM. She continued that the student, for example, would get credit through AP courses (Advanced Placement) and Director Wyse inquired if that clarification should be added to the OTM. Yandell-Roth stated that she did not think it was necessary because it was standard procedure to transcript that at the college that provided the credit. Green observed the differences between credit courses and proficiency systems and that the Joint Boards Articulation Commission might have to continue the conversation on proficiency systems. Director Berger added that different institutions transcript things differently and that he was curious about the impact of how institutions waive AP credit. Yandell-Roth shared that she would review the proficiency piece of the AAOT and return to JBAC for clarification. Yandell-Roth explained the general docket item as covering the necessary action steps for each Board. Green added that the seven OUS faculties had endorsed the docket materials for the OTM. She continued with an explanation of the general module. Before the motion, Director Schuette recognized the work of the IFS and former president Peter Gilkey. Chair Lorenzen called for a motion to approve the OTM. Director Schuette moved to approve the OTM and Director Dyess seconded the motion.

Before voting on the motion, Director Berger stressed the importance of working out the details for the benefits of students and advisors. Director Schuette echoed Director Berger's comments. Pernsteiner noted that when the seven OUS faculties were reviewing the OTM proposal, they were focused on credits and courses moving across institutions. Director Berger noted that he felt the AAOT was an excellent document, but got bogged down at the institution level and that there is increased sensitivity about taking extra or repeated credits. Director Sohn asked for clarification on Note 6 regarding OTM credits matching program requirements and Yandell-Roth offered the OTM supplements other articulation agreements and that it was not the intention of the OTM to supplant those agreements.

After the brief discussion, Chair Lorenzen returned to the motion on the floor. All in favor: Directors Berger, Bogart, Dyess, Hernandez, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and Wyse. Opposed: none. Motion passed.
c. Endorsements

i. Excellence in Delivery and Productivity Work Plan

Director Schuette explained the EDP work plan and that the Working Group was seeking endorsement of the direction it was taking. Chair Lorenzen called for a motion to endorse the Oregon State Board of Higher Education's Excellence in Delivery and Productivity Working Group's work plan. Director Dyess moved to endorse the EDP work plan and Director Berger seconded the motion. All in favor: Directors Berger, Bogart, Dyess, Hernandez, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and Wyse. Opposed: none. Motion passed.

ii. Access AND Affordability Work Plan

Chair Lorenzen turned to Director Nesbitt to explain the Access and Affordability (AAWG) materials. Director Nesbitt explained the work of the AAWG's meeting earlier in the morning regarding the structure of the proposed increase to the Oregon Opportunity Grant. He observed the collaborative work between sectors, including independent colleges and the Oregon Student Assistance Commission. Director Nesbitt outlined the process of structuring the Governor's proposal, including efforts to maintain funding levels for all sectors. He referred to the one-page handout explaining how the group collectively decided to restructure the Oregon Opportunity Grant if the Governor's Recommended Budget came to fruition. Director Nesbitt outlined the tiered approach. Director Nesbitt also observed the tiered approach fits nicely with OSAC's work regarding whether it should move to a flat grant. Director Nesbitt also pointed out the new incentive grant feature that would provide an additional $500 grant for students who had earned the CIM. He concluded by noting the proposal extends benefits to part-time students. Director Van Vliet asked if there were any figures about how the money would return to the community colleges and four-year institutions and Director Nesbitt observed that the total increase in tuition that would be paid by Oregon residents would exceed the increase in the Oregon Opportunity Grant. Chair Lorenzen noted that it could increase the burden on institutions because of increased demand. Pernsteiner added that the model and discussions considered increases in tuition and how the new Oregon Opportunity Grant would open the doors to 25,000 new students. Directors Schuette and Van Vliet commented on the impact on access of increased student populations.

Chair Lorenzen called for a motion to endorse the AAWG's proposal to restructure the Oregon Opportunity Grant. Director Berger moved to endorse the AAWG's proposal and Director Van Vliet seconded the motion. All in favor: Directors Berger, Bogart, Dyess, Hernandez, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and Wyse. Opposed: none. Motion passed.

iii. Data Transfer Investment

Chair Lorenzen turned to the final item on the agenda. Green explained the data transfer investment was on the agenda as an endorsement item because it was in the budget of all
three sectors. Director Wyse stressed the importance of the strategic investment. Director Van Vliet noted the motion should reflect that this would be the first phase because he did not want anyone to think the initial $5 million investment would accomplish the objectives. Director Wyse moved to endorse the data processing investment as a critical priority for supporting PK-20 education in Oregon and Director Berger seconded the motion. All in favor: Directors Berger, Bogart, Dyess, Hernandez, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and Wyse. Opposed: none. Motion passed.

Chair Lorenzen thanked everyone for attending the Joint Boards meeting.

4. **ADJOURNMENT**

Chair Lorenzen adjourned the meeting at 4:03 p.m.

Henry C. Lorenzen  
Chair

Ryan J. Hagemann  
Secretary to the Board, SBHE
1. **CALL TO ORDER/ROLL CALL/WELCOME**

Chair Henry Lorenzen called the regular meeting of the State Board of Higher Education to order at 10:08 a.m.

**The following Board members were present:** Henry Lorenzen, Kirby Dyess, Don Blair, Bridget Burns (via telephone), Adriana Mendoza, Tim Nesbitt, Geri Richmond, Gretchen Schuette, John von Schlegell, Howard Sohn, and Tony Van Vliet.

**The following OUS staff members were present:** George Pernsteiner, Michael Green, Ryan Hagemann, Nancy Heiligman, Benjamin Rawlins, and Susan Weeks.

**Others present included:** Presidents Dan Bernstine, Philip Conn, Martha Anne Dow, Khosrow Fatemi, Ed Ray, and Elisabeth Zinser. OHSU Provost Lesley Hallick and UO Provost John Moseley were also present.

Meeting attendees also included OUS staff, faculty, institution representatives, the press, and interested observers.

2. **APPROVAL OF MINUTES**

- Regular Board Meeting, February 4, 2005
- Special Meeting of the Board, February 18, 2005

Chair Lorenzen called for a motion to approve all outstanding meeting minutes, including the regular meeting on February 4, 2005, and the special meeting on February 18, 2005. Director Van Vliet moved approval of all outstanding minutes and Director Dyess seconded the motion. All in favor: Blair, Burns, Dyess, Mendoza, Nesbitt, Richmond, Schuette, von Schlegell, Sohn, Van Vliet, and Lorenzen. Opposed: none. Motion passed.

Before turning to the agenda, Chair Lorenzen recognized Representative Mitch Greenlick (D-Portland) for some comments on House Bill (HB) 2560. Representative Greenlick shared his background and association with both Portland State University and Oregon Health & Science University with the Board. He noted that he believed the Portland metropolitan area needed a major comprehensive university and HB 2560 was intended to accomplish that goal. Representative Greenlick explained that HB 2560 proposed to remove PSU from OUS and to expand the public corporation that manages OHSU. He continued the bill proposed that a new Board would manage the two separate institutions and would oversee, over a ten-year period, the integration of the
two institutions into a single university. Representative Greenlick observed that he first introduced the bill in the 2003 Legislature and attempted to engage various constituencies to offer comments on how to make the proposal better. He noted that he introduced the bill in this legislative session in the same form as in 2003 and has produced an amendment that would extend the effective date to July 2007. Representative Greenlick stressed the importance of timing and observed that the chief co-sponsor of the bill was the Republican chair of the House Education Committee.

Director Sohn asked why one marvelous institution would be better than two marvelous institutions and Representative Greenlick replied that it would be difficult to create two marvelous institutions, there was powerful symbolism with one institution, and that excellence in educational programming would be achieved by the integration of the two complimentary institutions. Director Mendoza asked about the impact on rural programs and Representative Greenlick offered that the rural and metropolitan strengths of each institution would be enhanced and that current programs serving rural Oregon would continue to exist if they were still present when the institutions merged. Director Mendoza also asked if Representative Greenlick could comment on why PSU and OHSU presidents did not support the proposal and Representative Greenlick deferred to the institutions for comment.

Director Van Vliet commented on the richness of the institutions in the System and his hesitation with breaking off pieces into the quasi public/private domain, as SAIF and OHSU. He noted that dissecting the System seemed to run counter to the cohesive system at the center of long-range planning efforts. Representative Greenlick replied that it would be important to ensure proper oversight. He noted that it was important to make higher education in Oregon the best it could be, not to make OUS the best it could be. Representative Greenlick stressed that the question was how to enhance higher education. Director Dyess asked about the strategic intent and whether there was a funding model to fund the integration if the bill were to pass. Representative Greenlick offered the strategic intent was to create the critical mass across a set of programs that would allow the programs to succeed. Chair Lorenzen asked whether there were performance measures that would improve if the merger were to occur. Representative Greenlick, referring to a recent Oregonian article, stated the amount of research money and number of students would increase. He also referred to the number of Ph.D., master's, and bachelor's students and the stature of the science departments. Director Dyess asked whether there would be more than "1+1=2" and Representative Greenlick stated his belief in a significant multiplier effect. Director Dyess returned to her previous question and asked about the budget to fund the integration and Representative Greenlick offered there was not a budget because the institutions were not actively involved in the initiative. He mentioned that he assumed if the bill passed, a budget would be necessary and it would be a part of the 2007 legislative session.

President Ray commented that in his time at Ohio State University, he fought for the comprehensive and integrated university because of the resulting synergies, but that, due to emerging market forces, university medical complexes are pulling away from the university. He noted the phenomenon that appeared to run counter to the direction
Representative Greenlick was proposing to go. Representative Greenlick offered his agreement with President Ray's comments on the highly integrated university and that he endorsed moving in the direction of integration.

Chair Lorenzen thanked Representative Greenlick for his time and noted the Board had not taken a position on the proposal. Chair Lorenzen added, without thorough analysis on the impact of the integration, he was very concerned about moving forward.

3. REPORTS

a. Chancellor’s Report

Chair Lorenzen turned to Acting Chancellor Pernsteiner for the Chancellor’s report. Pernsteiner shared new hires with the Board, noting Rick Hampton's appointment as Director of Labor & Employee Relations, Jay Kenton's appointment as Vice Chancellor for Finance & Administration, and Nancy Heiligman's appointment as Assistant Chancellor for Budget and Financial Policy. Pernsteiner thanked Joe Sicotte and SOU Vice President for Finance & Administration Ron Bolstad for their service. Chair Lorenzen and Director Blair thanked Heiligman for her service.

Pernsteiner reviewed the extensive preparation for the upcoming Ways & Means hearings and thanked Board members, campus leadership, faculty, and students for their flexibility. Pernsteiner turned to Neil Bryant for a legislative update.

Bryant observed the positive March revenue forecast. He discussed the fundamental disagreement between Democrats and Republicans regarding the Ways & Means process and the potential for two separate Ways & Means hearings. Bryant stated that, after discussions, the House and the Senate agreed on a process to proceed with budget negotiations. He noted that there was $32 million more for higher education, but it was in the form of a tuition buy-down. Bryant added, however, that the $32 million came at the expense of the proposed $91 million for the Oregon Opportunity Grant. Bryant observed that some agencies have started the second and third phases of their Ways & Means hearings and OUS had not even presented in the first phase.

Bryant commented on the governmental affairs operation. He shared the bill tracking system with Board members and observed that, in many instances, it would be difficult to get Board approval on every position offered during hearings. He noted that the Board should have confidence in the judgment of the governmental affairs operation because there would be instances in which they would be reporting on what happened to the Board. Bryant stated that the legislative committee might be a logical place to entertain Board positions on major pieces of legislation. Director Van Vliet asked if there were any changes to the one-hour hearing notices provision of previous years and Bryant commented the Oregon Senate changed it to four-hour notice. Director Nesbitt added that he presented in conjunction with the Oregon Student Assistance Commission regarding the Oregon Opportunity Grant and that OUS would need to be prepared to answer the question of how funds would be used if the legislature decided
to fund at less than $91 million. Bryant noted that there would be some time to evaluate that position because of the second phase scheduling. Director Schuette shared that she presented with the Department of Community Colleges and Workforce Development due to her position on the State Board of Higher Education and that she was encouraged that advocacy efforts were linked between the community colleges and universities. Director Blair asked for clarification regarding the proposed tuition buy-down and if there was any misperception among legislators that it represented an investment in the System. Bryant replied that he felt most did not understand that it did not bring additional resources to the System and that it would be a part of the education process.

b. Presidents’ Reports

PSU President Bernstine shared faculty member Andrew Fountain was a part of a team with an article on the cover of *Nature* and that PSU would be hosting the Big Sky men's basketball tournament for the first time.

OHSU Provost Hallick discussed recent awards from OGI faculty and reviewed several sizeable grants obtained by faculty, including faculty in the Center for Spoken Language Understanding, ONAMI, and the Child Development and Rehabilitation Center. Provost Hallick also mentioned the substantial programming on brain awareness.

EOU President Fatemi did not make a report.

WOU President Conn shared the $367,000 in federal appropriations received for technology and WOU had named a new vice president for finance and administration who would be introduced at the next meeting. He thanked Darin Silbernagel for his service as both the vice president for finance and administration and director of business services.

SOU President Zinser noted the men's basketball team's participation in the national tournament, an award given to Rogue Community College and SOU by the Rogue Valley Council of Governments, and Ron Bolstad's long service to OUS as SOU's vice president for finance and administration.

UO Provost Moseley shared that President Frohnmayer was attending a diversity conference in Eugene. He discussed a conference on women and diversity UO hosted in the previous week. Provost Moseley echoed that a tuition buy-down, as previously discussed, provided no new resources to institutions.

OIT President Dow shared excitement about "Warrior Soldiers," a photographic display of Native Americans. She noted OIT's women in engineering initiative, the Governor's visit, recognition of OIT's pre-college director, and OIT's participation in national basketball tournaments.
OSU President Ray noted that the new editor of National Geographic is an OSU alumnus and will be speaking at commencement. He also observed OSU's progress on its academic success center and center for teaching and learning. President Ray noted the emphasis on program excellence and shared the six initiatives in which OSU has chosen to invest.

c. Provosts’ Council

Chair Lorenzen called upon Lorraine Davis for a report from the Provosts' Council. She noted the Council's effort, particularly regarding performance measures, for Ways & Means preparation. Davis commented upon the program review process and observed the steps taken for the two program items on the current docket. She noted Western Oregon University's responsiveness to Council concerns regarding its proposed BFA and the reliance on external review for the proposed Ph.D. program at PSU. Davis stated that the Council would discuss the consultant's report regarding information technology integration. She observed the Council's serious concern about proposals to return to uniform tuition plateau at all OUS institutions, noting that one size does not fit all. Chair Lorenzen asked who was behind the proposed legislation and Bryant added the Oregon Student Association. Chair Lorenzen added that plateau discussions always involve a cost shift or subsidization by one group of students for another. Director Richmond asked if the legislation was related to proposals that all OUS institutions have the same tuition and Davis commented that she did not believe so. Director Nesbitt offered that if the bill made it to hearing, the Board's position might be that it would like to retain its authority to make these decisions institution by institution.

d. Interinstitutional Faculty Senate (IFS) President

Chair Lorenzen recognized Dr. Bob Turner for an IFS report. Turner stressed the importance of diversity, observed the concept applied to course offerings, and advocated for ATLAS. Turner noted that the ATLAS would be a system that would serve students well.

e. Oregon Student Association (OSA) Chair

Chair Lorenzen turned to Adam Petkun for an OSA report. Petkun commented on the Senate's budget efforts and the additional resources for an OUS tuition buy-down and community colleges. He observed that it was the first sign that postsecondary education has a fighting chance to stall the steady erosion of access. Petkun noted that OSA did not want the resources for the tuition buy-down to come at the expense of funding for the Oregon Opportunity Grant. He also noted the massive and unsustainable cut to OHSU. He also shared the efforts of the OSA and Oregon Students of Color Coalition. Director Mendoza asked if OSA had fully considered the negative implications of a tuition freeze after the freeze is lifted. Petkun replied that the tuition freeze would be getting back to the level where the state should be and Director Mendoza countered whether OSA expected huge tuition jumps if there was a freeze. Petkun offered there would not be jumps in tuition if the state were to invest. Director Nesbitt asked if the
$59 million was the cost for resident and nonresident tuition for two years and Assistant Chancellor Heiligman stated the proposal was for undergraduate resident tuition.

4. **CONSENT ITEMS**

   a. **Authorization to Award Honorary Degrees, OSU and PSU**

   **DOCKET:**

   **Summary:**
   Board of Higher Education policy permits institutions, with the concurrence of their faculty, to award honorary degrees. Each institution proposing the award of honorary degrees has received the Chancellor’s approval of criteria and procedures for selection that ensure the award honors distinguished achievement and outstanding contributions to the institution, state, or society.

   **Oregon State University**
   Oregon State University requests authorization to award honorary doctorates to Dr. David Satcher and Dr. Ann Streissguth at its June 2005 commencement ceremony.

   **Dr. David Satcher** has been a pioneer, a visionary, a humanitarian, and a role model throughout his entire career. One of nine children born to poor, self-educated farmers in rural Alabama, he nearly died at the age of two from whooping cough, then went on to become the first African American to hold the position of Surgeon General of the United States.

   It was the lack of a vaccine for whooping cough in his rural community that nearly killed young David Satcher – and fueled his desire to improve health care for all. He was one of just three students from his high school to go on to college and he became the first African American student to earn a combined Ph.D./M.D. from Case Western University.

   His medical career began in Los Angeles, where Dr. Satcher directed a sickle-cell anemia program and opened a free clinic in the basement of a church in Watts. As his practice grew, he always found time to treat the sick and injured in under-served areas of Los Angeles and Cleveland and in the immigrant communities of New York.

   In 1979, he returned to the site of his undergraduate education, becoming a professor and department chair at the Morehouse College School of Medicine. Three years later, he was named president of Meharry Medical College in Nashville, Tennessee, where he remained for 11 years. During that time, he was elected to the Institute of Medicine of the National Academy of Sciences, which cited his unparalleled leadership skills.

   In 1993, Dr. Satcher was named director of the prestigious Centers for Disease Control and Prevention and simultaneously held the title of Administrator of the Agency for
Toxic Substances and Disease Registry. For the next five years, he directed the efforts of both programs. His accomplishments were many; among them:

- He led an initiative that increased childhood immunization rates from 55 percent to 78 percent in just four years.
- He identified the need and upgraded the nation's capability to respond to emerging infectious diseases and laid the groundwork for a new early-warning system for detecting and preventing food-borne illness.
- He directed the CDC to place a greater emphasis on disease prevention and expanded the center's comprehensive breast and cervical screening programs from 18 to all 50 states.

On February 13, 1998, Dr. David Satcher was sworn in as the nation's 16th Surgeon General and served a four-year term. His pioneering ways continued. He not only was the first African American Surgeon General, he became the first person in that position to release a report on mental health, helping to remove the stigma associated with mental disorders.

He also helped lead initiatives to eliminate racial and ethnic disparities in health and to reduce youth violence and teen suicide. At the end of his four-year term, Dr. Satcher received the Institute of Medicine's Sarnat Prize for promoting mental health.

When he was sworn in as Surgeon General, Dr. Satcher was quoted: "This is an American dream come true – to go from a humble farm in Anniston, Alabama, to the office of Surgeon General, to have the chance to serve the country I love, and to earn the confidence of so many leaders I honor and respect."

Until the 1970s, there was little if any knowledge or evidence that alcohol consumption by pregnant women could damage developing fetuses. It was the work of Dr. Ann Streissguth that brought the nature of Fetal Alcohol Syndrome to public light, saving or improving countless lives.

Dr. Streissguth led an interdisciplinary team that in 1973 first identified the harmful effects of alcohol use during pregnancy. During the following year, she was named principal investigator for the Longitudinal Study on Alcohol and Pregnancy, funded by the National Institute on Alcohol Abuse and Alcoholism. Her research team found that nearly one in every 100 births was affected by Fetal Alcohol Syndrome or alcohol-related disabilities.

The study continued and, in 1981, the findings from her research team led the U.S. Surgeon General to make an official recommendation that women not consume alcohol during pregnancy or when planning a pregnancy.

Although the public was beginning to hear the message, the full impacts of Fetal Alcohol Syndrome were not yet revealed. The Centers for Disease Control and Prevention
appointed Dr. Streissguth to conduct a study on the secondary disabilities in patients with Fetal Alcohol Syndrome and related conditions. That landmark study found that:

- 94 percent of individuals who had Fetal Alcohol Syndrome suffered mental health problems
- 60 percent had disrupted school experiences
- 60 percent ended up having trouble with the law
- 50 percent experienced confinement in adolescence or adulthood
- 50 percent exhibited inappropriate sexual behavior
- 30 percent experienced personal drug or alcohol problems

The research pointed out not only the importance of pregnant women refraining from alcohol, it also spotlighted the importance of longitudinal research in pinpointing problems that may not become apparent for years.

Ann Streissguth graduated from Oregon State University in 1954 with a degree in home economics, subsequently earned a master's degree in child development from the University of California at Berkeley, and a doctorate in clinical psychology at the University of Washington. She still directs the Fetal Alcohol and Drug Unit at the University of Washington School of Medicine – a unit known worldwide for its investigations of many types of prenatal influences on later development. Among the factors studied: alcohol, tobacco, cocaine, aspirin and acetaminophen, as well as the rubella virus.

During her career, which has spanned nearly half a century, Dr. Ann Streissguth has published three books, more than 200 papers, and given more than 400 talks at conferences and meetings throughout the world. She has appeared numerous times in the media to inform her peers and the public about the dangers of Fetal Alcohol Syndrome.

Her studies continue. With colleagues, Dr. Streissguth recently began a five-year study of magnetic resonance imaging (MRI) and neuropsychological function in persons with Fetal Alcohol Syndrome in an effort to find improved treatment methods.

**Portland State University**

Portland State University requests authorization to award an honorary doctorate of humane letters to **Neal Keny-Guyer**, CEO of Mercy Corps, at its spring commencement 2005. President Bernstine is pleased to announce that Mr. Keny-Guyer has also accepted an invitation to be PSU's commencement speaker.

Portland State University is deeply honored to recognize the outstanding contributions made by Mr. Keny-Guyer. Today, under his guidance, Mercy Corps works in more than 30 countries, including the United States, helping communities overcome hunger, poverty, and conflict.
In 1994, Mr. Keny-Guyer joined Mercy Corps as chief executive officer and Mercy Corps has emerged as a leading international relief and development agency with over 2,000 staff and an annual operating budget in excess of $140 million. He has forged new organizational directions – most notably, globalizing operations through mergers and strategic alliances; placing peace making, human rights, and civil society at the heart of Mercy Corps' humanitarian mission; and building an organizational reputation for innovative and entrepreneurial practices.

Mr. Keny-Guyer's career began in America's inner cities in 1976. As special projects coordinator for Cities-In-Schools, he worked with at-risk youth to stem high school drop-out rates and gang activity among minority young people in Washington, D.C. and Atlanta, Georgia. In 1980, Mr. Keny-Guyer moved to Thailand to aid Cambodian refugees. As field coordinator for CARE/UNICEF, he organized an emergency relief program along the Thai-Cambodian border, including cross-border distribution of food and agricultural supplies.

Over the course of the next nine years, Mr. Keny-Guyer worked with Save the Children, designing and implementing high-impact relief and development programs in some of the world’s most politically sensitive regions. In Lebanon, living in war-torn Beirut, he developed the country’s largest locally managed relief and rehabilitation program (including an acclaimed credit project with a 90 percent repayment rate) and promoted peaceful governmental organization in an isolated, war-torn border area. In Jordan, the West Bank, Gaza, Afghanistan, Pakistan, and Sudan, he implemented innovative and cost-effective programs that directly impacted over two million people. As director of the agency’s Middle East, Europe, and North Africa programs, Mr. Keny-Guyer managed a $44 million budget and supervised 900 staff in ten countries.

In 1990, Mr. Keny-Guyer focused his efforts stateside, founding Keny-Guyer Associates in Menlo Park, California to offer strategic planning and organizational development consulting to businesses, foundations, and non-profit agencies. His subsequent work with Mercy Corps has resulted in the agency quadrupling in size and scope while maintaining a 91 percent efficiency rating. The agency reaches more than five million people each year with emergency relief, long-term social and economic development, and civil society programs.

Mr. Keny-Guyer serves on the boards of local and national organizations, including InterAction, an alliance of humanitarian and development organizations, and on the Board of Advisors for the Yale School of Management. He earned his BA in public policy and religion from Duke University and a Master’s of Public and Private Management from the Yale School of Management.

Neal Keny-Guyer’s commitment of energy, vision, and entrepreneurial enterprise to serving the world’s poorest and least represented people has truly made a difference in the global community. Our graduating class, their friends, and families will greatly benefit from his experience and the University will proudly welcome him to the Viking family.
**Staff Recommendation:**
Staff recommends the Board authorize Oregon State University to award honorary doctorates to Dr. David Satcher and Dr. Ann Streissguth, and Portland State University to award an honorary doctorate to Mr. Neal Keny-Guyer at their 2005 Spring Commencement ceremonies.

**b. PSU, Ph.D. in Applied Psychology**

**DOCKET:**

The Ph.D. will require 52 credit hours beyond the Master’s degree (56 credit hours), for a minimum total of 108 credit hours. The program has been designed explicitly to train research professionals who will have the tools and expertise to contribute to the definition and solution of significant social problems. The program will offer concentrations in Industrial/Organizational, Applied Social/Community, and Applied Developmental Psychology. The Industrial/Organizational concentration applies psychological principles to organizational and workplace issues. The Applied Social/Community concentration highlights the manner in which applied issues are shaped by social relationships, social groups, socialization practices, culture, and community. The Applied Developmental concentration brings a life-span perspective to the study of developmental processes in their social and historical contexts.

Demand for the specific specialties and for the applied focus of the degree has been documented by professional societies, by Department of Labor forecasts, and in the increasing applications for graduate study in these fields. Meeting that demand, and in particular meeting it through the applied nature of the program (as well as the associated research programs), is consistent with the mission of Portland State University, as well as the strategic direction of the College of Liberal Arts and Sciences. In keeping with the community orientation of Portland State University, the program emphasizes community collaboration in the preparation of Ph.D. recipients. This collaboration is accomplished through community-based learning classes, practica, applied research initiatives, and internships. Department faculty and community professionals jointly supervise these experiences to ensure quality and program relevance.

While some of the graduates from the program will undoubtedly enter higher education careers, most will probably enter diverse occupations related to the applied nature of the program specialties. For example, some will address issues of employee selection, retention, and motivation as industrial/organizational psychologists. Others will enter the growing fields of program evaluation, particularly in areas related to mental health and other community services. Still others will find positions with local, state, and national institutions and organizations that serve children, youth, the elderly, and their families.

In five years time, Portland State University expects to have 15 to 20 graduates per year from this program.
All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program. It was also reviewed by an external review team, which confirmed the program’s quality and viability.

**Recommendation to the Board:**
The OUS Provosts’ Council recommends that the Board authorize Portland State University to establish a Ph.D. in Applied Psychology, effective immediately.

c. **WOU, Bachelor of Fine Arts in Art**

**DOCKET:**

The Bachelor of Fine Arts (BFA) in Art is a rigorous program of study intended to provide art majors with an option to obtain a greater level of proficiency in specific studio concentration areas. Students will acquire expanded technical expertise and conceptual proficiency through research and study, along with components in service learning and/or international study.

The BFA in Art program is a fifth year of work in which the student proposes and completes a thesis project, resulting in an exhibit or other presentation appropriate to the area of study. B.A./B.S. in Art majors take studio courses in two discipline areas. These students (having completed university undergraduate degree requirements for a B.A. or B.S.), upon admission to the BFA in Art program (through portfolio and grade point average evaluation, interviews, and recommendations), will focus in a single chosen discipline. The BFA program consists of 218-222 credit hours (depending upon whether the student was completing a B.A. or B.S. in Art degree prior to being accepted into the BFA program). The service learning and international study components of the proposed BFA degree prepare students for entry into the marketplace more thoroughly than do the B.A./B.S. degrees.

Many students have transferred from Western Oregon University to pursue the BFA in Art at other private and public colleges in Oregon. These are excellent students who have valued their experience here, expressed gratitude for the strong foundation gained here, and would have stayed if a BFA were available.

To be competitive in the majority of the projected career in art related jobs, students should have a bachelor’s degree plus work experience; the proposed BFA degree will offer both, as well as the necessary preparation for acceptance into graduate programs in art and design.

The art department will admit five to ten students each year into the program for a total of 20 to 40 students within four years.

All appropriate University committees and the OUS Provosts’ Council have positively reviewed the proposed program.
Recommendation to the Board:
The OUS Provosts’ Council recommends that the Board authorize Western Oregon University to establish a Bachelor of Fine Arts in Art, effective immediately.

BOARD DISCUSSION AND ACTION:

Chair Lorenzen asked if Board members wanted to consider an item on the consent agenda independently. With no comment, Chair Lorenzen called for a motion to approve the consent agenda. Director Nesbitt moved approval of the consent agenda and Director Van Vliet seconded the motion. All in favor: Blair, Dyess, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and von Schlegell. Opposed: none. Motion passed.

After the motion, Chair Lorenzen asked Director Richmond about the process used to review the graduate program. Provosts' Council Chair Davis noted the Provosts' Council asked and received authority from the Board to act. She observed that the program had been processed as it should have been processed.

5. Action Items

a. Proposed Adoption of Temporary OAR 580-021-0029: Career Development Leave

Docket:

Background:
The Public Employees Retirement System (PERS) rules include a provision that allows an employee to extend a period of unpaid leave from six months to up to one calendar year without a break in service when leave is granted under an employer’s career development policy.

This rule establishes career development leave as a policy of the Oregon University System. OUS institutions approve leave under guidelines developed for their employee populations. Paid sabbatical leave is not affected by this rule.

580-021-0029
Career Development Leave

(1) Career development leave is available to unclassified, faculty, and classified employees of Oregon University System institutions as leave without pay, subject to the approval of the employing institution.

Stat Auth. ORS 351.070; ORS 238A.025.

Staff Recommendation:
Staff recommends the adoption of the temporary rule as drafted, effective upon filing.
BOARD DISCUSSION AND ACTION:

Chair Lorenzen asked if there were any questions regarding the proposed rules on career development leave. Director von Schlegell asked if there were any financial implications and OUS General Counsel Benjamin Rawlins replied there were not. Chair Lorenzen called for a motion to approve the proposed temporary rules on career development leave as outlined in the docket materials. Director Blair moved approval of the temporary rules and Director Schuette seconded the motion. On roll call vote, all in favor: Blair, Dyess, Mendoza, Nesbitt, Richmond, Schuette, von Schlegell, Sohn, Van Vliet, and Lorenzen. Opposed: none. Motion passed.

b. Voyager Tuition Assistance (Volunteer Guard and Reserve)

DOCKET:

Background:

Since September 11, 2001, 4,870 members of the Oregon National Guard and Reserves have been deployed to Afghanistan or Iraq. These men and women have made significant sacrifices for our nation’s security. Many of these soldiers will return to Oregon wanting to build a future for themselves and their families. The completion of a college education is a very effective way to meet that goal.

Financial Aid Directors and members of the OUS Student Affairs Council have designed the Voyager Tuition Assistance (Volunteer Guard and Reserve) that will, when combined with the veteran's federal tuition benefits earned by the members of the Guard and Reserves, allow these soldiers to attend an OUS campus in pursuit of their first undergraduate degree without having to pay for tuition or mandatory fees.

It is proposed that legislative approval be pursued to have this new and unique fee remission program not counted against any fee remission limitation imposed by the legislature.

Eligibility for the proposed program includes the following:
1. Oregon resident for tuition purposes as defined in ORS 580-010-0029 through 580-010-0045.
2. Active duty service as a member of the Guard or Reserves in a combat zone since September 11, 2001.
3. Fulfillment of the admission requirements of OUS campus where they plan to enroll.
4. Enrollment for initial bachelor’s degree only.
5. Completion of the Free Application for Federal Student Assistance (FAFSA) annually.
6. Receipt of the award is dependent upon the soldier’s receipt of the Military Tuition support (up to $4,500 for full-time student).
Award Amounts and Duration:
1. Fee remission amount will be the difference between the campus tuition and mandatory fee level and the Military Tuition Support.
2. Remission will be effective fall term 2005. No credits or refunds will be issued to eligible students for enrollment prior to fall 2005.
3. Students must continue to make satisfactory academic progress as defined by the campus to continue to receive fee remission.
4. The award period shall be:
   a. For undergraduate majors designed to be completed in four years the lesser of:
      i. Four years (12 academic quarters) from the point of initial support or
      ii. 15 credits beyond the required minimum number of credits required for the degree.
   b. For undergraduate majors designed to be completed in more than four years the lesser of:
      i. Five years (15 academic quarters) from the point of initial support or
      ii. 15 credits beyond the required minimum number of credits required for the degree.
5. There will be no extending of the award period for part-time enrollment.
6. Other forms of financial aid including federal grants and loans and state-supported financial aid shall be applied after the fee remission to support other educational expenses such as books and living expenses.
7. There will be no refunds of the fee remission if a student withdraws from classes.

Program Review and Continuation:
This program will be formally reviewed no later than June 2010 to determine its effectiveness in supporting college enrollment and completion and to evaluate its fiscal impact. A decision to continue or end the program will be made by the Board based upon this review.

Estimated Fiscal Impact:
It is not possible to accurately determine the number of potential students that will participate in this program. As of Fall 2004, there were 306 members of the Guard or Reserves enrolled in undergraduate degree programs on OUS campuses. An unknown number of these students did not serve in a battle zone since September 11, 2001. However, the total number of enrolled members is a useful starting point.

The enrollment of these students will result in a payment of tuition to OUS institutions of $4,500 per student as a result of the military tuition benefits that are earned by these soldiers.

The number of current members of the Guard or Reserves stationed in battle zones who may plan to pursue a bachelor’s degree at an OUS campus is also undeterminable.
The best estimate is to double the current 306 enrolled students. The table on the following page is the expected cost and tuition revenue distribution of the new remission by campus based upon 2004-05 tuition and fees.

**Maximum Estimated Fee Remission Amounts 2005-06**

<table>
<thead>
<tr>
<th>2004-05 Data</th>
<th>EOU</th>
<th>OIT</th>
<th>OSU</th>
<th>PSU</th>
<th>SOU</th>
<th>UO</th>
<th>WOU</th>
<th>OUS Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of eligible Undergraduates</td>
<td>32</td>
<td>52</td>
<td>112</td>
<td>172</td>
<td>68</td>
<td>94</td>
<td>82</td>
<td>612</td>
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<tr>
<td>2004-05 tuition and fees</td>
<td>5,508</td>
<td>4,974</td>
<td>5,319</td>
<td>4,761</td>
<td>4,697</td>
<td>5,670</td>
<td>4,332</td>
<td></td>
</tr>
<tr>
<td>Federal Guard/Reserve Tuition Benefit</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td>4,500</td>
<td></td>
</tr>
<tr>
<td>Per student fee remission amount (tuition/fees minus veterans tuition benefit)</td>
<td>1,008</td>
<td>474</td>
<td>819</td>
<td>261</td>
<td>197</td>
<td>1,170</td>
<td>0</td>
<td>518</td>
</tr>
<tr>
<td>Total Fee Remission Amount</td>
<td>$32,256</td>
<td>$24,648</td>
<td>$91,728</td>
<td>$44,892</td>
<td>$13,396</td>
<td>$109,980</td>
<td>$0</td>
<td>$316,900</td>
</tr>
</tbody>
</table>

**Staff Recommendation to the Board:**

Staff recommends that the fee remission program for Oregon Guard and reservists serving on activity duty in a combat zone since September 11, 2001, be approved and that it be included in the Academic Year Fee Book 2005-06. Staff further recommends that legislative approval be sought to exempt this fee remission from counting towards any legislative limitation upon the fee remission program.

**(Board action required.)**

**BOARD DISCUSSION AND ACTION:**

Chair Lorenzen recognized Dave McDonald for comments on the proposed Voyager Tuition Assistance program. McDonald noted the proposal was a precursor to the regular information item regarding fee remissions that would come to the Board in later meetings. McDonald offered that the Governor approached Acting Chancellor Pernsteiner about the possibility of providing tuition assistance to members of the Oregon National Guard and reservists returning home after service in areas of hostility. McDonald shared the proposal was drafted by OUS financial aid directors and a representative from the OUS Student Affairs Council. He noted the Provosts' Council, the Administrative Council, and the OUS presidents reviewed it. McDonald added it was a temporary rule request and would be folded into the formal fee book that the Board would review in June.

McDonald outlined the key elements of eligibility as included in the proposal. Chair Lorenzen clarified that the proposal was a temporary rule with permanent rulemaking to follow and McDonald replied yes. Director Van Vliet asked about the name of the program. Director Nesbitt asked whether each campus would determine the eligibility of combat experience and McDonald answered that each campus would have the discretion to determine combat zones. Director Nesbitt stated that he thought there
should be a consistent statewide standard. Chair Lorenzen noted, from a procedural standpoint, it would be possible to proceed with the temporary rule and use the rulemaking period to address Director Nesbitt's and any other concerns. Director Mendoza asked if there were any eligibility requirements after a recipient started the program and McDonald replied the standards were comparable to current standards for students receiving financial aid. Chair Lorenzen called for a motion to approve the proposed temporary rule on the Voyager Tuition Assistance program as outlined in the docket materials. Director Schuette moved approval of the proposal and Director Blair seconded the motion. On roll call vote, all in favor: Blair, Dyess, Mendoza, Nesbitt, Richmond, Schuette, von Schlegell, Sohn, Van Vliet, and Lorenzen. Opposed: none. Motion passed.

6. **REPORT ITEMS**

   a. **Articulation Transfer Linked Audit System (ATLAS) Update**

   **DOCKET:**

   **Background:**
   The Excellence in Delivery and Productivity (EDP) Working Group identified in its original work plan the need to develop a statewide web-based course articulation system that would enable students and academic advisors to determine if and how college courses taken at one college could be used to meet degree requirements at another college or university. Such a system would better support students who now enroll in multiple colleges or universities in the process of completing their college degrees.

   A group of faculty and staff from Mt. Hood Community College, Portland State University, and the University of Oregon developed an initial proposal to use a currently available software package called the Course Articulation System (CAS) to meet the student advising need. A presentation of the CAS software was made at the January 2005 meeting of the EDP Working Group. The Working Group endorsed the product and created a more formal group to further develop the pricing and implementation strategies.

   The system is now called ATLAS (Articulated Transfer Linked Audit System). Students will be able to create and store personalized records of courses taken from community colleges and OUS campuses on a central server. This record of courses can then be matched with the degree requirements of participating community colleges and universities. Arizona, Minnesota, and Ohio have implemented statewide systems with very positive results. Portland State University has already implemented this system.

   **Benefits:**
   - Accurate advising
   - More efficient course selection and degree completion
• Better match between courses completed and possible degree options at multiple colleges or universities
• More seamless transfer between colleges and universities

System Requirements for OUS:
• An automated degree audit system at the degree awarding campus. Currently six of the seven OUS campuses have such systems in place
• Software package to connect CAS to the degree audit programs at three OUS campuses
• Purchase of the CAS software and server. Current price estimate is approximately $125,000. An annual maintenance fee of approximately $15,000
• Staff time to load current articulation tables into CAS and to articulate additional courses (pricing being determined. Note PSU would not have additional cost since its CAS program is already operational)
• Technical staff support

System requirements for community colleges:
Students interested in a bachelor’s degree from an OUS campus could use the system without community college action. However, to make ATLAS a true collaboration between community colleges and OUS campuses, their involvement is critical. Community colleges would not need to create new data systems since the CAS software connects to many existing degree audit systems. The key for full community college participation that would allow students to look into course transfer between community colleges as well as transfer of credits from an OUS campus to a community college degree audit systems at all 17 community colleges. A survey of the status of degree audit systems in the community colleges is being undertaken.

For full participation:
• Degree audit systems
• Software package to connect CAS to the degree audit programs at some (to be determined) colleges
• Purchase of the CAS software and server (current price estimate $175,000)
• Staff time to load current articulation tables into CAS and to articulate additional courses (pricing being determined)
• Technical staff support

Next steps:
• Complete data collection on current degree audit systems in community colleges
• Actively engage key campus stakeholders
• Complete pricing estimates
• Develop funding package

BOARD DISCUSSION:

Chair Lorenzen recognized Dave McDonald for a brief report on the Articulation Transfer Linked Audit System (ATLAS), observing that there would be a demonstration
of the program after the meeting for those available. McDonald noted that the system was utilizing off-the-shelf software to permit web access to students about the courses they have taken and how the courses would apply to other postsecondary institutions in the state. He stressed it was not a new data system and that it was an overlay to existing technology at six of the seven campuses. Chair Lorenzen asked how the system related to the proposals for a data system and McDonald observed it was a complementary, but separate system.

b. Fiscal Year 2006 Federal Appropriation Priorities

DOCKET:

In a continuing effort to respond to requests from the staff of the seven-member Oregon congressional delegation, the institutions comprising the Oregon University System have submitted their federal appropriations priorities for fiscal year 2006. The campus lists enable Congressional delegation members to address a clear set of stated campus appropriation objectives.

With the release of President Bush’s Fiscal Year 2006 budget and as House and Senate Committees begin deliberations on the Higher Education Amendments, the timely submission of campus requests prepare congressional staff to deal effectively with specific appropriation requests.

As in the past, 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 federal priorities. Selection, preparation, and dissemination of federal appropriation projects have remained at the president's discretion.

SUMMARY OF FEDERAL APPROPRIATION PRIORITY SUBMISSIONS FOR FISCAL YEAR 2006

EASTERN OREGON UNIVERSITY:

(1) Oregon Center for Rural Development and Policy Studies

Eastern Oregon has historically been a natural resource-based economy, relying on forest and agricultural related industries for its economic well being. A series of policy changes and regulatory mandates in recent years have seriously affected these industries as many mills have had to close and many more workers have lost their livelihood in related industries. The purpose of the proposed Center for Rural Development and Policy Studies is to alleviate this problem by: assisting businesses with new opportunities; reducing the dependence of the region on a single economic base; retraining the affected work force and preparing them for other professions; studying the affects of poverty, hunger, and joblessness in rural economies; and enable
the region to avoid future economic crises by enhancing the educational opportunities available to the students of the region.

(2) Rural High School Outreach

Rural eastern Oregon holds 42 percent of the state’s landmass, but only 5 percent of the state’s population. In comparison with the rest of Oregon, the eastern Oregon region is younger, is less educated, is poor, and is shrinking. In comparison with the rest of Oregon, eastern Oregon’s economy has limited diversity and manufacturing capacity and its higher education population is severely underserved and is declining in numbers. The reasons include access, cost, intimidation, and insufficient incentives. A comprehensive, collaborative, and long-term solution to address these higher education and, therefore, economic problems of the region is necessary. EOU is proposing an extensive high school outreach program that starts early (ninth grade), involves parents, and promotes college education, not specific institutions. Also included in this program are college courses on high school campuses, joint summer institutes, and increased financial aid.

(3) Eastern Oregon Center for Regional Economic Studies

Eastern Oregon counties are currently without a comprehensive and centralized database on regional economic activities. Instituting such a Center would provide businesses in the region support in making sound business decisions and, more critically, attract external investments. (Eastern Oregon region is defined here to include the following ten counties: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa, and Wheeler). To address this problem, Eastern Oregon University is proposing to establish the Eastern Oregon Center for Regional Economic Studies (EOCRES).

OREGON INSTITUTE OF TECHNOLOGY

(1) Center for Allied Health Professions Project

OIT is requesting federal funding to match with funding from private and state sources to underwrite the construction and equipping of an 80,000 square foot facility (Center for Health Professions). To address a long-term shortage of health care professionals in Oregon and around the nation, OIT has embarked on a five-year campaign to double its enrollment in these areas (from 700 to 1,400 students) and to expand its menu of offerings on the main campus, in off-site locations, and on-line. To facilitate this growth, expanded and updated facilities in the form of this facility are required.

(2) Expanding the Health Professions Workforce in Rural Areas

OIT seeks funding to strengthen and expand its partnerships with community colleges and the health care industry in rural areas to increase student access to both associate’s and bachelor’s degree programs in a variety of health care professions. The
goal is to provide more and better qualified allied health employees in rural areas. This will be addressed by increasing enrollment capacity, upgrading facilities and equipment, and expanding outreach and collaborative capabilities. OIT will build on a long tradition of success in its allied health programs. The goal is to double the number of graduates by 2010 to help meet unprecedented industry demand for professionals in these fields.

(3) Certification of Performance of Renewable Energy Systems

The Oregon Renewable Energy Center (OREC) presently supports projects that test the performance of photovoltaic systems, geothermal energy systems, alternative energy transportation systems, wind power systems, bio-mass energy conversion systems and other components for efficient energy utilization. OREC is a leader in the practical application of renewable energy systems to meet the energy needs of homes and businesses in the northwest. OREC is requesting funding for laboratory equipment to support the expansion of its component and systems testing laboratory. OREC will provide independent, objective evaluations of systems and components used in the growing renewable energy systems marketplace as a service to businesses, industry, and homeowners. Independent certification of system and component performance is vital for the long-term growth and development of the renewable energy system industry in Oregon and the nation.

(5) Laboratory for Applied Energy Research

The Oregon Renewable Energy Center (OREC) has programs in photovoltaic systems, geothermal energy, transportation, wind, bio-mass, and other renewable energy systems. OREC is requesting funding for equipment to support a public-private demonstration project that monitors the behavior of complex alternative energy systems in real-world settings. This equipment will be installed in multi-use facilities on the OIT campus and will serve as a laboratory to demonstrate the behavior and performance of components and systems during diurnal, weekly, and annual cycles. Student and faculty teams will conduct applied research in smart energy systems. The research will include the development of predictive models of elements and system performance. Models will be refined and improved as system behavior is analyzed and the results will be published to influence market decisions on equipment acquisition, installation, and operation.

(6) Geothermal Power Plant Construction

We are requesting financial assistance to install a small-scale geothermal power plant on the Oregon Institute of Technology campus. The plant, a binary or organic Rankine cycle type, would be in the 100 to 250 kW range. This plant would use the existing geothermal water that is presently supplied from wells for heating the campus. At 192oF and 750 gallons a minute, the plant would provide between $30,000 and $50,000 in electric energy savings annually. This would be the first geothermal power plant in Oregon and also the one that uses the lowest temperature geothermal fluid in the U.S.
(7) Continued Operation of the Geo-Heat Center

This request is for the continued operation of the Geo-Heat Center, the only one of its kind in the United States, providing services nationally and internationally in the development and use of geothermal energy. The Center provides free technical assistance to developers and operators of geothermal direct-use, geothermal heat pump and small-scale electric power projects, either through the Internet, by phone, and/or a site visit. We also have an extensive website: (http://geoheat.oit.edu) that has 1,860 files, 172 PDF articles, 12,000 well and hot spring database for 16 western states, and a U.S. direct-use database of 2,345 projects. We also publish a Quarterly Bulletin sent to 2,000 subscribers. We support the USDOE GeoPowering the West program that assists interested geothermal groups in the western states to promote and develop geothermal energy resources

OREGON STATE UNIVERSITY

(1) Oregon Nanoscience and Microtechnologies Institute (ONAMI)

The Oregon Nanoscience and Microtechnologies Institute is collectively requesting a second year of federal appropriations. The request is growing to accommodate a new “Nanometrology Institute.” The three projects that will comprise the ONAMI package are:

ONAMI Miniature Tactical Energy Systems Development, $5,000,000 from the Army;
ONAMI Safer Nanomaterials and Nanomanufacturing, $5,000,000 from the Air Force;
and ONAMI Nanometrology Initiative, $5,000,000 from the Navy.

(2) Program for Water Cooperation

This project takes an integrative approach to water resources management, education, and research. The Program for Water Cooperation is conceived as a resource and information source that would facilitate dialogue on critical water issues through three integrated programs: A Certificate in Water Conflict and Resolution and Prevention; a Transboundary Freshwater Dispute Database; and the Universities Partnership for Transboundary Waters, which will act as a base for an international consortium of water expertise.

(3) Hatchery Research

This request is for research funds that will contribute to the effort that is underway jointly between OSU and ODF&W to turn the former Fall Creek Hatchery into a fish research laboratory. The Hatchery Research Center will be a cooperative experimental laboratory where partners in salmon restoration can develop an understanding of the mechanisms that create differences between hatchery and wild fish and devise the tools to manage the differences.
(4) Oregon Coastal Ocean Observing System

This proposal is to build an integrated coastal ocean observing system designed to improve the safety and efficiency of marine operations, mitigate the effects of natural hazards, improve predictions of climate change and its effects, reduce public health risks, protect and restore healthy coastal marine ecosystems, and enable the sustained use of marine resources through ecosystem-based management.

(5) Aging in Place

This project relies on interdisciplinary work among faculty in OSU's Program on Gerontology. At present there are very little data to support informed decision-making by elders and their caregivers and to guide decision-makers in public policy and in the high-tech industry. The goal of this proposal is to understand needs, identify the impacts of the physical and social environment, and establish the range of individual differences that must be accommodated to enable the nation’s growing elder population and meet the challenges of aging.

(6) Education Double Degree

The School of Education recently implemented the Education Double Degree program to promote higher standards of competence for teachers and to lower barriers to full teacher certification. The goal of this proposal is to conduct research on the program, including analysis of student access, program participation, and post-graduation teaching effectiveness as well as to complete research studies comparing traditional models of teacher preparation and innovative models as the Education Double Degree.

**Oregon State University Programs with Authorizations and/or Previous Funding:**

(1) Sun Grant

The Sun Grant Initiative was established to enhance national energy security through the development, distribution, and implementation of bio-based energy technologies; to promote diversification in, and the environmental sustainability of, agricultural production in the United States through bio-based energy and product technologies; to promote economic diversification in rural areas of the United States through bio-based energy and product technologies; to enhance the efficiency of bioenergy and biomass research and development programs through improved coordination and collaboration between the Department of Agriculture, the Department of Energy, and land-grant colleges and universities.

Members of the Sun Grant consortium are pressing for inclusion of a provision in the Senate version of the Transportation reauthorization bill that would provide $3 million per year to each of the member institutions. If the bill fails to pass, or should the provision fail to be included, the appropriations strategy is to seek $5 million per year for each institution either through the Department of Energy or through USDA. The
program currently receives some federal funding through earmarks to South Dakota State University and the University of Tennessee. However, the consortium is seeking a stable, long-term federal funding source to support the authorization that passed in 2004.

(2) CPORT

Despite the economic significance of ports and the clear link between maritime and surface transportation systems (MTS), there are no nationally recognized centers focusing on security, risk reduction, and efficiency of the nation’s maritime transportation system. A Center for Port Operations, Risk, and Technology would support a mission of research and education in port security that would establish a national research roadmap for port and MTS security, direct collaborative University-industry-agency-national laboratory research, and develop interdisciplinary educational programs. CPORT has not yet received any federal funding but the program was authorized in 2004.

(3) Oregon Watersheds Research Cooperative

Oregon has led the nation in science-based forest policy and regulation of forest management activities to protect water and fish since the Oregon Forest Practices Act was passed in 1971. Forest landowners have embraced the application of scientific information to guide development of rules that govern timber harvest, reforestation, road building, streamside protection, and other forestry practices that affect water and fish. A cooperative program of research and outreach has been established through local efforts and funding to address these information needs. Federal funds are being sought to enhance this support to achieve the full scientific potential for this effort. This project received $500,000 in federal funding in FY 2005.

(4) Value-Added Seafood Product Development

Value-Added Seafood Product Development: A Community Seafood Initiative would continue to strengthen and formalize an existing network of institutions into a systematic approach designed to ensure application of research by industry and maximize local economic impact. Research will focus on new technologies such as high-pressure processing and value-added products for oysters, shellfish, and albacore tuna. Direct participation in the early stages of the project will bring research and science closer to the community and individual business level, thereby involving communities in rebuilding their economy and protecting their natural resources. The Value-Added Seafood Product Development Initiative received $1.5 million through NOAA in FY 2004.

PORTLAND STATE UNIVERSITY

(1) Promoting Cultural Awareness and Honoring Diversity Through Contemporary Northwest Jazz: PSU’s Leroy Vinnegar Jazz Institute and Millar Library
Portland State University is seeking funding to enhance and increase the accessibility of its Millar Library Collections to support the newly established Leroy Vinnegar Jazz Institute (LVJI) in the School of Fine and Performing Arts. The Library would use this funding to support activities such as: 1) Acquire, catalogue, and transfer to digital media an extensive local collection of over 4,000 historic live jazz recordings dating from World War II to the present; 2) Preserve and store donated collections of historically significant artifacts, including historic photographs, manuscripts, journals/periodicals, and letters from local historian Homer Clark concerning The Portland Jazz Book; 3) Purchase scores, recordings, books, and other library materials to support a diverse and multi-culturally-based arts education curriculum, including assisting in the creation of a high-level educational performance ensemble at PSU, and an adult jazz participation program -- and further enhancing the LVJI’s jazz-based arts education programs; 4) Develop a searchable electronic archive of oral histories; 5) Digitize existing archival video and audio materials; 6) Purchase electronic resources for arts education-related curricular materials; 7) Document the rich history of jazz in Portland by collaborating with the Northwest Jazz Oral Histories Project; and 8) Establish a public outreach and dissemination effort supporting programs for schoolchildren.

(2) ONAMI – The Nanoscience and Microtechnologies Institute

Portland State University is a partner in ONAMI, which is collectively requesting a second year of federal appropriations. The request is growing to accommodate a new “Nanometrology Initiative.” The purpose of this new proposal is to initiate additional research in nanometrology and testing of nanodevices and circuits that enables the implementation of nanoscale materials into useful electronic applications such as high density memories on silicon integrated circuits. This will lead to new applications in computing, information processing, and biosensing.

The three projects that will comprise the ONAMI package are:

ONAMI Miniature Tactical Energy Systems Development, $5,000,000 from the Army; ONAMI Safer Nanomaterials and Nanomanufacturing, $5,000,000 from the Air Force; and; ONAMI Nanometrology Initiative, $5,000,000 from the Navy.

(3) PSU's Strategic Initiative on Aquatic Bioinvasions: A Catalyst for Critical Research and Development, Management, Outreach, and Education in the Pacific Northwest (A PSU Partnership Involving the Smithsonian Environmental Research Center)

PSU and the Smithsonian Environmental Research Center (SERC) have recently joined forces to establish the Aquatic BioInvasion Research and Policy Institute. Based at PSU, the Institute combines the expertise of two complementary, world-class research programs on marine invasions (SERC) and freshwater invasions (PSU). The Institute’s mission is to advance multi-disciplinary understanding and real-world solutions for aquatic bioinvasions and is a focal point for interdisciplinary approaches, engaging researchers, industry, and resource managers from a consortium of participating
institutions. This initiative implements a series of activities at the Institute, while expanding the consortium to include collaborative and coordinated efforts with other universities in the region including, 1) Research focused on biological invasions, including the biology and ecology of invasive species; 2) Public outreach to communicate about management plans and assist in the implementation of these plans; 3) Technology development and ballast water management, including use of biological sensors to detect new invasions or monitor treatment systems, and the application of remote sensing to predict spread and risk of invasions; and 4) Early detection and rapid response programs including development of a web-based toolkit of information on criteria and options for rapid response and implementation of demonstration projects. The funding will also support symposia and workshops, as well as provide support for student and professional development.

(4) PSU Small Business Initiative: Center for Law, Entrepreneurship, and Technology and the Portland Business Accelerator

Portland State University’s Small Business Initiative is a two-pronged approach to support small and emerging businesses: the Center for Law, Entrepreneurship, and Technology (CLET) and the creation of Portland’s Business Accelerator. CLET is a nationally unique collaboration between the School of Business at Portland State University and the Lewis & Clark Law School to provide technical assistance to developing businesses, while teaching future lawyers and business professionals how to work together. The CLET is a central element to PSU’s plan to encourage the growth of small businesses in the Central City -- the Portland Business Accelerator. The Portland Business Accelerator, a program developed in partnership with the Portland Development Commission, supports small and emerging cutting-edge businesses and encourages the spin off of new companies through technology transfer and research already occurring on campus. The Portland Business Accelerator focuses on two market sectors, based on the strengths of our regional economy and local talent – information technology and biosciences. The accelerator provides small businesses in these sectors with facilities, mentoring, facilitation of technology transfer, and commercialization opportunities.

(5) Building a Sustainable Urban Campus: PSU’s Solar Photovoltaic Test Facility System, Materials, and Installation Project

Portland State University is seeking funding to continue its work as a leader in building a sustainable urban campus. This proposal will support the University’s work in this area by funding the Solar Photovoltaic Test Facility System, Materials, and Installation Project. This project would be the first large-scale solar test facility installation on a university campus to be used primarily as an educational and research tool. The installation would be of a ~25 kW solar array system on the roof of Cramer Hall, one of PSU's main academic buildings.
(6) Multimodal ITS Research to Improve Transportation Safety, Efficiency, and Mobility in a Metropolitan Community – A request submitted by the Joint Policy Advisory Committee on Transportation (JPACT)

The request by the JPACT (a metro region group comprised of elected and appointed members representing transportation agencies) seeks funds for an intelligent transportation research initiative that will support the transportation research needs of the regional and state agencies. This research will be conducted by the team of interdisciplinary faculty affiliated with the PSU Center for Transportation Studies and be focused on a set of multimodal issues related to improving the safety and efficiency of the transportation system including urban transit, freight, non-motorized transportation management, and information systems. These research priorities reflect the unique nature of transportation planning and operations in Oregon and the state’s commitment to linkages between land use policy and transportation systems.

SOUTHERN OREGON UNIVERSITY

(1) Support for Equipment in the Planned Southern Oregon University–Rogue Community College Joint Educational Facility in Downtown Medford

Southern Oregon University and Rogue Community College jointly seek $3 million from federal sources for equipment as part of the $23.3M facility being planned for Downtown Medford. Governor Kulongoski’s Recommended Budget for 2005-07 included the Southern Oregon University and Rogue Community College Joint Facility in Medford. The executive budget includes SOU’s portion at $11.8 million ($5.4 million in general fund, $5.9 million Article XI-G bonds, and $500,000 private match) and RCC’s share with state allocation and local match to be determined.

(2) Southern Oregon Institute for Environmental Studies at Southern Oregon University

Southern Oregon University and partners seek federal funding to accomplish two objectives that together would build SOU’s capacity to support balanced research, education, and service through partnerships in support of wise uses of natural resources and long-term sustainability of its forests and other natural lands. They are:

- To provide the matching funds to an identified $3 million private donation currently pledged to establish a field station in southern Oregon via SOU in partnership with the Siskiyou Field Institute and Rogue Community College. It will serve as a long-term site for experimental work and experiential learning. Collaborative research projects involving the faculty, students, and partners, including those from other universities, can be fully explored and monitored at the intersection of economic development and environmental stewardship. Results would fuel sound exploration of policy issues, grounded in balanced and credible research and discussion across all "sides" of issues.
• To establish an Institute Website to link with the federally-funded digital database available now in SOU’s Hannon Library. It will provide information on current projects in the region such as the Biscuit fire recovery and the regional impact of the Healthy Forest Act. It would communicate and publish relevant scholarly research activities and resources, announce planned cross-disciplinary educational workshops, encourage networking in the region, and serve as a link between the University, government agencies, and businesses in the region for rich and wide-ranging discussion, planning, and instruction grounded in sound research and scientific information.

(3) Health and Aging

Southern Oregon University seeks federal funding to develop research models and to design and implement a pilot program to help families, communities, businesses, and organizations recognize the needs and challenges of serving our aging population in Oregon. The project recognizes that the demographics and economy of the Rogue Valley are being transformed by the in-migration of retirees along with the predictable aging of the Baby Boom generation. Healthcare is now the largest employer in the Valley and the region is home to both medical experts on aging and premier assisted living enterprises.

This project will study and develop models for healthy aging and end-of-life care that encompass community strategies and best healthcare business practices. Our initiative will involve a broad representation of public and private partners and develop practical tools that Oregon urban and rural communities can use and adapt to assist in empowering seniors and preparing for further expansion of the aging population.

UNIVERSITY OF OREGON

(1) Brain, Biology, and Machine Initiative (BBMI)

BBMI is a research project that unites the University of Oregon’s internationally recognized strengths in biology, computational sciences, and cognitive neuroscience. First funded by Congress in FY00 with a $3 million investment in a functional Magnetic Resonance Imaging machine, a total of $14.3 million has been earmarked for BBMI since it was first funded. The project is a significant lever for competitive grants and private funding and can lay claim to the generation of several new research centers and spin-off companies. In FY06, the University seeks funds to further develop the initiative, for example, by moving basic scientific research further toward clinical applications, and by connecting the basic understanding of the brain to improved educational practices.

(2) Oregon Nanoscience and Microtechnologies Institute (ONAMI)

(a) ONAMI Miniature Tactical Energy Systems ($5 million) (Army); (b) ONAMI Safer Nanomaterials and Nanomanufacturing ($5 million) (Air Force); (c) ONAMI Nanoelectronics and Nanometrology Initiative ($ 5 million) (Navy)
ONAMI Miniature Tactical Energy Systems and ONAMI Safer Nanomaterials and Nanomanufacturing both were earmarked at $2.5 million each in FY05 from the Department of Defense Army and Air Force research programs, respectively. ONAMI is a collaboration involving Oregon State University, Portland State University, and the University of Oregon, their industry partners, and other entities such as the U.S. Department of Energy’s Pacific Northwest National Laboratory.

(3) Museum of Natural and Cultural History Curation Facility

The University of Oregon is the officially designated state repository for archaeological items found on state lands, but its repository is nearing capacity. The University seeks an authorization for funding to expand or replace the current facility. Both the House and Senate versions of the Water Resources Development Act included a provision authorizing $2.5 million for the facility, but final action was not taken on the bill before the 108th Congress adjourned.

WESTERN OREGON UNIVERSITY

(1) Leonard W. Rice Auditorium and Smith Performance Hall Rehabilitation and Renovation

Western Oregon University is requesting federal funds for renovation, rehabilitation, and program development for the Leonard W. Rice Auditorium and Smith Performance Hall. The objective is to make the facilities more accessible to our students and the citizens of the region by expanding the performance art venues; making critical technological upgrades to acoustics, lighting and sound reinforcement; and developing outreach art education activities for area K-12 students and their families.

Western Oregon University serves as the center for arts performance and education in Oregon’s mid-Willamette Valley. The Rice Auditorium and Smith Hall performing arts programs draw audiences from throughout Western Oregon and, in particular, the adjoining Polk County communities of Monmouth and Independence. For years, WOU has presented a diverse range of high quality performances by established and emerging artists that expand and enrich the community’s cultural experiences; provide educational programs that engage children, teens, and adults in the artistic process; cultivate appreciation of the performing arts; and make the performing arts an integral part of school and community life. As our region grows, and the demand for arts programming becomes more intense, critical investments must be made to meet the community need.

(2) Center for Student Success in College at Western Oregon University

The Center for Student Success in College is a joint venture between Western Oregon University, Oregon’s community colleges, and the Oregon University System. The
Center will provide a statewide resource for campuses to identify and draw upon best practices that support successful student learning and program completion.

Federal funds have been requested for the technology enhancement and completion of a comprehensive community college and university student retention database and to provide technical assistance, training, research, resource development, and policy development and interpretation to education professionals statewide. Additionally, federal funds will allow the coordination of resource consultants and trainers from universities and community colleges and the organization of a statewide conference on student retention and completion that informs and instructs on best practices nationwide. The database, conference, and local “drive-in workshops” on specific retention issues will result in a statewide, collaborative approach to retention that focuses upon student success and builds upon the expertise already present throughout the state’s colleges and universities. This retention effort will support revised and new practices that better serve a more mobile student population that also enrolls in more than one institution at a time.

BOARD DISCUSSION:

Chair Lorenzen turned to the Senior Associate Director for Federal Affairs Andy Clark for a discussion of the Fiscal Year 2006 Federal Appropriations Priorities. Chair Lorenzen asked Clark for a historical review of how the Chancellor’s Office and the Board were involved in federal priorities and how it is different now. Clark described the previous process, outlining that notices used to go out to the presidents in October and priorities would come to the Board in the form of pre-proposals. This year, Clark observed, the process was different. Clark asked congressional staff what they would like to see in the appropriations planning process and, while congressional offices still wanted the semblance of oversight from the State Board of Higher Education, campuses were free to pursue as many federal priorities as they wanted. Clark further noted that the Chancellor did not distribute the federal priorities notebook this year, but the institution presidents carried their message to Capitol Hill. Clark stated that the timelines for appropriations projects for Congress had passed.

Director Blair asked for clarification regarding whether each individual institution went to Congress individually to lobby for priorities and Clark replied they did, except when there was collaboration. Director Blair asked if the institutions had the resources to do that and whether having seven universities lobby Capitol Hill was the most efficient and effective process. Clark reiterated the efforts were separate. Director Blair commented whether the regional universities had the ability to engage in lobbying and Presidents Zinsen, Dow, and Conn noted that they either lobby when they are in Washington DC on other business or take advantage of the congressional visits to the district. President Ray added that OSU did a reception in conjunction with his visit on other business and that they stressed the ONAMI partnership. Chair Lorenzen thanked President Ray for his message about collaboration and Director Richmond echoed Chair Lorenzen’s comments. President Ray suggested the Chancellor’s staff work with the congressional delegation to determine if the new model worked.
Director Schuette commented on the WOU proposal for the Center for Student Success in College and Chair Lorenzen noted that the most important discussion was probably regarding the process by which the proposals came to the Board. Director Sohn added that the decentralized approach might make some sense because the proposal advocacy probably has more to do with the content that with the university seeking the proposal. Clark offered that decentralization and action were necessary because the Oregon congressional delegation is growing in stature. Director Sohn stressed the importance of collaboration regarding proposal advocacy. Director Nesbitt noted that there were federal issues in addition to appropriations, such as the Pell Grant, in which the Board might be interested. Clark observed the Higher Education Act reauthorization would be an ongoing issue. Pernsteiner added that Representative Wu is taking a leadership role regarding elements of the reauthorization. President Ray noted that Clark might be able to help the presidents with common talking points that would be useful when they met with the congressional delegation. Provost Moseley returned to Director Sohn's comments and noted that direct funding would only be successful if it is followed up by peer review grants. Director Richmond asked for follow-up regarding why Oregon is not an EPSCOR state.

7. **COMMITTEE REPORTS**

a. **Standing Committees**

Chair Lorenzen turned to Director Blair for a report on the FBAPRE Committee meeting. Director Blair discussed the new format of the quarterly managerial reports and the visibility of financial results at each of the institutions. He noted OUS Controller Mike Green did not have any areas of material concern, but observed relatively low fund balances at OIT and SOU. Director Blair noted that a reclassification should assist with both institutions. Director Blair added the FBAPRE Committee discussed the OUS investment portfolio and how the Board fulfills its responsibilities regarding the investment of the funds. He shared that the Oregon Investment Council has ultimate responsibility for the investment of funds, even though the Board has the fiduciary responsibility regarding their investment. He noted that one or two members of the FBAPRE Committee could work with the Chancellor's Office and the Oregon Investment Council to develop a streamlined, efficient process regarding investment of funds.

Director Blair also covered the recommendations of the external auditors regarding the trustees of the Optional Retirement Plan. He discussed the recommendation to retain a professional corporate trustee for the funds and how the trustee would be funded through forfeitures of the plan. Director Blair shared that a Request for Proposal (RFP) would be issued for the trustee position. Director Blair concluded with a discussion of the internal audit report, observing OUS Director of Internal Audit Patricia Snopkowski reviewed twelve audits conducted between July 2004 and January 2005. He noted four of the reports received the highest rating and eight were "needs improvement" and none were unsatisfactory. Director Blair noted while there were no significant financial issues,
there were a number of areas that called for improvement in the internal control environment.

Director Blair noted that the Board should reevaluate the internal audit resources in June after the current internal audit positions are filled and there is better visibility regarding the budget, it might be wise to take up a longer-term plan about audit staffing.

Director Blair concluded that internal audit is one part of the overall financial management framework. He noted that many governance and policy issues would need to be addressed. He continued that personnel in key positions would also be important and that he was encouraged by the collaboration between the Chancellor's Office and the presidents in selecting key people for finance and administration positions. Director Van Vliet asked if there was a process to prioritize review of the auditable entities and Director Blair replied that there was a risk assessment process based not only on size, but the historical performance of the entity in terms of its control structure. Chair Lorenzen observed that there was some frustration when the significant savings realized in the Chancellor's Office reorganization was taken away from the System. The savings could have aided the internal audit function and other financial management framework initiatives.

b. Working Groups

Director Schuette offered a brief report on the Excellence in Delivery and Productivity Working Group (EDP) initiatives. She mentioned her support for intercollegiate athletics and recognized the contributions student-athletes make to Chemeketa Community College. Director Schuette noted an upcoming EDP meeting scheduled for March 11 and her excitement about the ATLAS initiative. She added that she offered a State Board of Higher Education update to the recent community college annual convention. She concluded with comments regarding the morning’s conversation with the Interinstitutional Faculty Senate and the discussion on diversity.

No reports were given for the Access and Affordability or the Academic Excellence and Economic Development Working Groups.

c. Other Board Committees

No reports were given for the OHSU Board, Oregon College Savings Plan Board, or the Joint Boards Working Group.

8. Public Input

Chair Lorenzen called on Garron Lamoreau, the political affairs executive from the Associated Students of Eastern Oregon University. He discussed the tuition plateau and how its removal had adversely affected EOU students.

9. Board Comments
No board comments.

10. **DELEGATION OF AUTHORITY TO BOARD’S EXECUTIVE COMMITTEE**

   “Pursuant to Article II, Section 5 of the Bylaws of the Board of Higher Education, the Board delegates to the Executive Committee authority to take final action as here designated or deemed by the committee to be necessary, subsequent to the adjournment of this meeting and prior to the Board’s next meeting. The Executive Committee shall act for the Board in minor matters and in any matter where a timely response is required prior to the next Board meeting.”

Chair Lorenzen called for a motion to approve the delegation of authority to the Executive Committee as included in the docket. Director Richmond moved approval and Director Sohn seconded the motion. All in favor: Blair, Dyess, Lorenzen, Mendoza, Nesbitt, Richmond, Schuette, Sohn, Van Vliet, and von Schlegell. Opposed: none. Motion passed.

11. **ADJOURNMENT**

   Chair Lorenzen adjourned the meeting at 1:00 p.m.

   Henry C. Lorenzen  
   President of the Board

   Ryan J. Hagemann  
   Secretary of the Board