1. **Call to Order/Roll Call**

The meeting of the Board of Higher Education was called to order by Chair Jim Lussier at 10:34 a.m.

On roll call, the following Board members answered present:

- Bridget Burns
- Rachel Pilliod
- Kerry Barnett
- Don VanLuvanee
- Leslie Lehmann
- Phyllis Wustenberg
- Henry Lorenzen
- Jim Lussier

Absent: Geri Richmond (professional conflict) and Bill Williams (business conflict)

Chancellor’s Office staff present: Chancellor Richard Jarvis, Tom Anderes, Shirley Clark, Grattan Kerans, Ben Rawlins, Virginia Thompson, and Susan Weeks.

Others: Philip Conn (WOU), Bill Danley (IFS), Martha Anne Dow (OIT), Lesley Hallick (OHSU), Dixie Lund (EOU), John Moseley (UO), Ed Ray (OSU), Mary Kay Tetreault (PSU), Andy Saultz (OSA).

Meeting attendees also included other institution representatives, members of the Chancellor’s Office staff, and interested observers.

2. **Approval of Minutes**

- Board Renewal Meeting, July 17, 2003
- Regular Board Meeting, July 18, 2003
- Executive Committee Meeting, July 18, 2003

The Board dispensed with the reading of the minutes of the July 17, 2003, Board Renewal meeting, the July 18, 2003, regular Board meeting, and the July 18, 2003 Executive Committee meeting. Director VanLuvanee moved and Director Wustenberg seconded the motion to approve the minutes as received. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

3. **Board President’s Report**

President Lussier welcomed people to the first meeting of the fall and indicated that everyone had lived through another legislative session. “The Oregon economy seems to be perking up just a little and that will solve a whole lot of problems, if it keeps on going,” he observed.
President Lussier apologized for not being in attendance, personally, at the Board work session. However, he had participated by phone and expressed his belief that the Board was off to a productive start.

President Lussier observed that this was literally the last day that Alayne Switzer would be employed as Associate Board Secretary. She has made a decision to accept a position in the UO Admissions Office. He thanked her for her dedicated work and offered the best wishes of the Board to her for a successful future. Board Secretary Thompson added her words of commendation and thanks.

President Lussier acknowledged two guests in attendance regarding the Southern Oregon University request for Jefferson Public Broadcasting. They were Steve Nelson, chair of the Foundation for Southern Oregon University, and Ron Kramer, director of Jefferson Public Radio.

4. **CHANCELLOR’S REPORT**

*Items from Presidents*

WOU president Philip Conn shared with the Board that for the first time in many years, Western was over-committed in the area of student housing and there were not enough beds for all of those students who have registered. “This is the largest on-campus student population that we will have had in our history, about 25 percent of our total student body,” President Conn observed. WOU conducted a Summer Bridge Program that is part of a grant from the U.S. Department of Education. It provides a special orientation and early-start program for a group of at-risk students. It was a successful program with 30 bright Oregon students in attendance.

President Martha Anne Dow from OIT reported to the Board that two former presidents, President Blake and President Light, had passed away in the recent past. OIT is in the final stages of renovation of the College Union and hoping that the kitchen will be completed in time for the beginning of school. In addition, another classroom building is being remodeled, by taking down walls, to admit more students into the health programs this year.

Substituting for President Frohnmayer, Provost John Moseley reported that UO is headed toward a record enrollment, although the freshman enrollment is down by some 300 students. By the beginning of classes, new faculty will have been oriented and a retreat held with department heads to “try to work with them on how they are going to help deal with the challenges within the limited budget and provide classes for the record number of student. We will end the week with a freshman convocation with Pulitzer prizewinner, James McBride, who wrote *The Color of Water;*” Provost Moseley added.

OHSU Provost Lesley Hallick reported that a national research corporation had awarded their hospital the “Consumer Choice Award.” She reported that this is the ninth
year the award has been in existence, “the first four we shared the award with St. Vincent, and this year we are the sole winner.” The Women’s Health Center, which was launched three-four years ago, just received a $2.5 million grant to fund beginning careers of investigators who want to do research in women’s health, particularly in interdisciplinary areas. And the National Institutes of Health just announced a $37 million multi-center trial on the effects of exercise on heart failure and OHSU is the Northwest site for participation. Finally, Provost Hallick reported that the faculty, in an unprecedented move, initiated an unfunded second class of nursing to begin in January on top of the regular fall class. “I have no idea how we are going to pull this off, but there is great excitement over just doing it,” she concluded.

In the absence of President Bernstine, Provost Mary Kay Tetreault reported that PSU had received a boost to their fundraising campaign for the Northwest Center for Engineering, Science, and Technology of $500,000 from the Bill and Melinda Gates Foundation. PSU has been included, for the second year, in the U.S. News and World Report’s American Best Colleges edition in a section called “Choosing a School, Programs to Look For.” “We are in the company of Harvard, Princeton, Brown, Reed, Stanford, Duke, and Yale. Reed and Portland State are the only two institutions in Oregon included and it is for our senior capstone courses, learning communities, and service learning,” Provost Tetreault concluded.

President Zinser reported that SOU likewise has received funding support of approximately a half million dollars each for three different programs at SOU. One is Congressional support for secondary drama teacher education in the Theater Department that will begin next summer; a grant to utilize new means for measuring the cellulose in redwood tree rings to look at fog and climate issues along the Oregon coast; and $500,000 over five years to provide bilingual special education teacher preparation in high-need schools in southern Oregon. SOU, along with the UO, was ranked in Outside Magazine for the “coolest places to study, live, and learn when you are going to college.” Finally, SOU will be offering a business completion program in Eureka, California this fall for over 30 students in collaboration with the College of Siskiyou.

President Ray was welcomed to his first Board meeting. He observed that the OSU Linus Pauling Institute received a five-year, $5.1 million grant in orthomolecular health studies and the Tsunami Wave Pool Research Center opened in large part as a result of a $4 million NSF grant. This Center is wired to the Internet so researchers around the world can participate virtually in laboratory experiments. The Austin Entrepreneurialship program is beginning this fall and construction projects including the Kelly Engineering building, the Veterinary Medicine expansion, the Weatherford Entrepreneurial Center, and the Dixon Recreation Center are nearing completion. Finally, the Hilton Garden Inn just opened, making OSU one of the ten largest conference complexes in the country. On a personal note, President Ray concluded by indicating that he had participated in his first Pendelton Roundup.

EOU President Dixie Lund reported that she had an opportunity to address the new and returning faculty and used the theme, “it takes more than just us to keep, sustain, and
grow our university. I was able to bring, for example, the manager of the Chamber of Commerce, the president of our Foundation, and the president of our Alumni Association to the podium to make a few comments.” The ribbon-tying ceremony, which recognizes the partnerships that have made possible the Science Center and especially the new wing, will occur in two weeks. “This building celebrates the partnerships that Eastern has with Oregon Health and Sciences University, Oregon State University, and the Oregon Department of Fish and Wildlife,” President Lund added. Finally, she acknowledged that a young wife and mother of two who graduated from Eastern using the distance education program had been selected as the University Continuing Education Association (representing 14 states) Non-Traditional Student Of The Year.

Chancellor Jarvis concluded the reports by congratulating President Zinser on her appearance on National Public Television on the Bill Moyer’s program. “She did a superb job of talking about the very difficult challenges of access and price and the other challenges we are all facing in higher education.”

5. REPORTS

In introducing the IFS and OSA reports, President Lussier indicated that the Board was fully aware that there were many things that did not come out of the recently adjourned legislative session. “We did get some reasonable funding, but certainly things that were left out of the funding package including some challenges with reference to salary (for faculty and staff) and access for students. We want you to know that we are very sensitive to the issues you bring.”

IFS President

Dr. Bill Danley remarked how much “Oregon’s faculty appreciates the work of this Board and the Chancellor and his staff in dealing with the challenges of this time. Thanks to each one of you and we really appreciate it,” he added. Dr. Danley went on to say that the Legislature is not adequately addressing the needs of higher education or of providing adequate basic services to the citizens of Oregon. “We are in a battle to win economic security for our citizens and we can’t provide basic services,” he added. “The fact is that we can no longer compete with states that we used to make fun of. They are investing now in higher education and for them it’s paying off,” he added. Dr. Danley addressed other problems with the lack of adequate funding and called for “support of a balanced revenue system, a strong revitalized economy, and courageous politicians to get us back on our feet.” (The full text of Dr. Danley’s remarks is on file in the Board’s office.)

OSA President

Andy Saultz, student body president at Oregon State University and newly-elected OSA Board chair, addressed the Board. His comments focused on the 73rd Legislative session and some of the successes and failures from OSA’s position. The Oregon Opportunity Grant will be funded at a slightly higher level than at the close of the session in 2001 and is expected to serve an additional 6,000 students. Another small but important victory for student access was the $1 million
allocation for the student childcare block grant that will serve approximately 100 families. “The final bill passed for the Oregon University System is not only inadequate but balances the budget on the back of student,” Mr. Saultz continued. “Money was taken from higher education and transferred to other programs while the System increased tuition to cover any lost money, a luxury most state agencies obviously don’t have.” He reminded the Board of the policy it adopted to make sure that the legislature understood the OUS position on Quality and that this had not been the priority approach of OSA. He urged the System and OSA to have a single message about student Access and Affordability.

Finally, Mr. Saultz indicated support for the Board approving the fee book in May while students were still available for comment. (The full text of Mr. Saultz’s remarks are on file in the Board’s office.)

6. **Budget and Finance Committee**

**Action Items**

a. **SOU—Jefferson Public Radio Foundation Ground Lease**

**Docket Item:**

**Summary**

Southern Oregon University (SOU) sought Board approval to authorize the Senior Vice Chancellor for Finance and Administration or designee to complete a proposed seven-year lease of campus land to the Jefferson Public Radio (JPR) Foundation. The JPR Foundation is a private nonprofit public benefit corporation assisting SOU through its support of the activities of the JPR.

SOU proposed to lease a parcel of land on the north campus to the JPR Foundation for the purpose of constructing a facility to house broadcasting facilities for JPR, JPR Foundation Offices, and the Western States Museum of Broadcasting. The Foundation will donate the facility to the University upon completion of construction.

**Background**

SOU operates the JPR, a network of 19 radio stations stretched between Eugene, Oregon and Mendocino, California, and 33 translators augmenting JPR service to this vast area. The program’s extraordinary growth has led to JPR’s ranking as one of America’s largest public radio services. The JPR network stations provide the only public radio service for most portions of its listening area, thus serving a significant role in the cultural life of the region.

JPR has 18 full-time staff members and numerous students and volunteers. JPR invites participation by students from various academic areas—for example, political science students produce public affairs programs and music majors serve as commentators on music programming. Many students who have acquired skills at JPR have gone into radio or television broadcasting careers.
The new facility will cost approximately $10 million. About a third of it will house JPR’s studios and offices, which will be relocated from their current crowded Central Hall location originally developed for JPR’s founding 10-watt radio station, KSOR, in 1960. Where JPR initially provided a single program service over a single radio station, the network now offers three full-time separate program services that are transmitted over its network of multiple stations, in addition to its webstream iJPR program service. This multiple service concept, initiated by JPR and now being emulated elsewhere in the nation, requires use of multiple simultaneous studio facilities that the Central Hall studios cannot fully support. This led to SOU’s purchase of the Cascade Theatre in Redding in 1999, from which JPR now programs a portion of each broadcast day.

The Western States Museum of Broadcasting, and associated JPR Foundation offices, will utilize approximately two-thirds of the new facility. The Museum, which is being developed with a mixture of broadcasting industry resources and other private support, will exhibit and interpret the educational, social, political, and technical history of radio and television in America through a variety of offerings, including a full research library, public presentations, and the Museum’s ongoing permanent and special exhibits. One example of support already received is the donation in 2002 by ChevronTexaco of the company’s memorabilia associated with the historic Metropolitan Opera radio broadcasts, dating back to 1940, which ChevronTexaco has continuously sponsored since that date. That collection is currently in storage pending the completion of the new facility.

Terms of the Proposed Transactions
The facility will be designed and constructed in a manner that is satisfactory to SOU and complies with Oregon University System purchasing and contracting rules. The Foundation intends to raise funds for the design and construction of the facility with the intention to donate the facility to the University upon completion.

The University will maintain the facility for the operations of Jefferson Public Radio, and under a separate agreement, lease space to the JPR Foundation for the purpose of operating the Western States Museum of Broadcasting.

Conditions of Lease
The term of the lease is seven years. During the term of the lease, SOU has the option to extend the lease to permit the completion of the construction project.

Staff Recommendation to the Budget and Finance Committee
Staff recommended that the Board approve Southern Oregon University’s request to execute a ground lease with the JPR Foundation for the purpose of constructing a facility to house broadcasting facilities for JPR, JPR Foundation Offices, and the Western States Museum of Broadcasting, subject to final approval by the Senior Vice Chancellor for Finance and Administration or designee.
BOARD DISCUSSION AND ACTION:

Ron Bolstad, SOU Vice President for Administration and Finance, introduced Mr. Ron Kramer, Executive Director of Jefferson Public Radio, who thanked the Board for its support of the initiative. He indicated that Jefferson Public Radio has become one of the largest public radio operations in the United States. “The degree of support that Jefferson Public Radio has developed and enjoys from listeners throughout the areas we serve in Oregon and California puts us among the first rank in the top ten stations in the nation in per capita support,” he observed.

It was moved by Director VanLuvanee and seconded by Director Wustenberg that the Board approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none. Director Lorenzen abstained from voting because of a potential conflict of interest.

Motion passed unanimously.

CONSENT ITEM

a. Optional Retirement Plan—Proposed Amendment Correction

DOCKET ITEM:

Summary
Amendment No. 2 to the Optional Retirement Plan was approved by the Board on July 18, 2003, with the stipulation that additional information would be provided related to the amendment. Due to a formatting problem with the document, it did not communicate the intent to change the timing of forfeitures. As amended, the forfeiture account value is established at the time of a participant's employment termination instead of at a Plan Valuation Date.

Staff Report to the Board
On July 18, 2003, the Board approved the amendment to the Optional Retirement Plan as follows with strikethroughs indicating deletions and bold indicating additions:

6.2  Forfeitures
(a) General

In the event a Participant terminates employment prior to becoming one hundred percent (100%) vested in his or her Employer Contribution Accounts, the nonvested portion shall be forfeited upon the date the Participant receives a distribution from the Plan of the Participant’s total vested benefit.
The amount forfeited shall equal the nonvested balance as of the calendar month Valuation Date coinciding with or next following termination of employment.

The second paragraph above should read:

The amount forfeited shall equal the nonvested balance as of the calendar month Valuation Date coinciding with or next following termination of employment.

Staff Recommendation to the Board

Staff recommended that the Board approve the correction to the amendment to the Optional Retirement Plan as submitted.

BOARD DISCUSSION AND ACTION:

Director VanLuvanee moved and Director Lehmann seconded the motion to approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

Motion passed unanimously.

7. SYSTEM STRATEGIC PLANNING COMMITTEE CONSENT ITEMS

a. OSU, Earth Science, B.S.

DOCKET ITEM:

Oregon State University proposed to offer an instructional program leading to the baccalaureate degree in Earth Science, effective fall 2004. OSU currently offers an earth science option in its undergraduate General Science program. Western Oregon University is the only other Oregon institution with a bachelor’s program in earth science. While WOU’s program is in general earth science, OSU’s program provides professional options and the distinct components of soil science, atmospheric science, and oceanography. Other, closely related programs in OUS institutions include geology, geography, and environmental sciences and studies.

The proposed program is designed to be flexible enough to allow specialization in one of several areas, but focused enough to provide critical knowledge in the multidisciplinary field of earth science. Students will receive basic training in most of the earth science spheres and upper-division training in at least one sphere: (1) geosphere, (2) hydrosphere, or (3) atmosphere. All students will take upper-division coursework in earth science techniques and complete a capstone course in global earth science issues.
Students will also receive advanced training in one of four areas of application: (1) earth system science, (2) earth science education, (3) public interpretation, or (4) applied earth science. Each of these options is tailored to meet a specific state or national need.

- **Earth System Science** will educate students broadly in earth science, developing student understanding of the relationships among the earth’s spheres (including biosphere). Additional training will be provided in paleoclimatology, global climate, and remote sensing. Students completing this option will be prepared for either advanced education/training in a specific field (e.g., oceanography, soil science) or employment in resource management.

- **Earth Science Education** will educate students in both earth science and one additional science (i.e., math, chemistry, or physics), thus preparing earth science teachers for K-12, and math or science teachers in grades 5-9. Students will have sufficient content and required practica to apply for Initial Licensure in Oregon after enrolling in an education M.S. or M.A.T. Current teachers completing this program will be eligible to receive a teaching endorsement in Integrated Science.

- **Public Interpretation** will provide skills necessary to engage the public in earth science observation and issues. Students will have internship opportunities for interpreting national features to the public with such organizations as the National Park Service, the Student Conservation Association, and the Geological Society of America. Students will be well-positioned to perform interpretive work in parks, nature preserves, and museums. Graduates with this option will be eligible to apply for professional certification through the National Association for Interpretation.

- **Applied Earth Science** will emphasize Geographic Information Systems (GIS), cartography, landforms, environmental assessment, and remote sensing. This set of skills and knowledge are in demand in such fields as forestry, agriculture, and the military.

The proposed program will be housed in the Department of Geosciences and will capitalize on other close collaborations with the College of Oceanic and Atmospheric Sciences and the College of Agriculture. Only three new courses are needed to implement the program. All students will complete 81 to 84 core earth science/basic science skills credits and 31 credits in their area of application.

Need for this program has been demonstrated on a number of fronts. A survey of a subset of current OSU students in related areas revealed enough student interest in the program to justify its implementation. Regional, national, and global issues facing scientists (e.g., climate change, energy, natural resource use, pollution) require multidisciplinary understanding and skills. The majority of secondary school teachers in Oregon have little or no training in earth science, a condition that is experienced in other states, as well. The National Park Service program, Geoscientist in the Parks, has signaled its strong support of this major to help meet its important, and increasing, employment demands. Currently, the majority of its hires have backgrounds in biosciences or a highly specialized physical science. However, biotic systems are complex and inextricably linked to the array of physical systems. Issues such as forest
wildfire, soil conditions, natural resource use, groundwater, and climate are part of the broader context in which research, policy, and decision-making occurs. Graduates of OSU’s program will be capable of working in this environment.

By the program’s fourth year, OSU expects to enroll 70 students, and graduate 50, each year. The target populations to be served by this degree are teachers and park service personnel. Therefore, key classes will likely be offered on a rotating basis during summers and perhaps via distance delivery, as well.

All faculty, staff, research resources, facilities, and equipment are in place to offer the program. A new faculty hire in paleoclimatology, along with reallocated faculty teaching loads and rotating course schedules, will accommodate offering the new courses.

All appropriate university committees and the OUS Academic Council have positively reviewed the proposed program.

The full report is available at OUS Academic Affairs upon request.

**Staff Recommendation to the Board**

Staff recommended that the Board authorize Oregon State University to establish an instructional program leading to the baccalaureate degree in Earth Science. The program would be effective fall 2004, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2009-10 academic year.

**BOARD DISCUSSION AND ACTION:**

It was moved by Director Pilliod and seconded by Director Lehmann that the Board approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

Motion passed unanimously.

b. OSU, Education, B.A., B.S.

**DOCKET ITEM:**

Oregon State University proposed to offer an instructional program leading to the baccalaureate degree in Education, effective fall 2003. (The program will be offered at the OSU–Cascades Campus starting fall 2004.) The education degree may be earned only by current OSU students, in conjunction with another bachelor’s degree in the student’s chosen field. This double-degree program will primarily target students majoring in science disciplines and in applied sciences (e.g., engineering, forestry, agriculture, oceanography, computer science, mathematics, physics, chemistry, environmental sciences, natural resources). The goal is to prepare K-12 teachers in key shortage areas.
Other institutions in Oregon offering undergraduate teacher education programs are Eastern Oregon University, Portland State University, Southern Oregon University, the University of Oregon, Western Oregon University, Cascade College, Concordia University, George Fox University, Linfield College, Northwest Christian College, Pacific University, the University of Portland, Warner Pacific College, and Western Baptist College. OSU's program differs in that it is open only to current OSU students and targets a different population of students. The proposed undergraduate program will not supplant OSU's current graduate teacher education offerings (i.e., M.A.T., M.S.).

The proposed program includes all coursework and practica required by the Oregon Teacher Standards and Practices Commission (TSPC) to qualify for an Initial Teaching License. Students will be able to specialize in one of four levels—early childhood, elementary, middle school, or high school. Students will complete 40 credits in addition to the requirements for their other bachelor's degree—8 core education credits, 17 credits in professional education, and 15 field-experience and seminar credits. The 15-week student teaching/internship includes 9 continuous weeks in schools. Students will also complete shorter experiences in schools as part of the professional education coursework. Graduates of this program must pass the relevant Praxis II exam(s) required by TSPC to obtain an Initial Teaching License.

Development of this program included close collaboration with Linn-Benton and Chemeketa Community Colleges. As a result, the eight core credits (or their equivalent) will be available at these community colleges and will be transferable directly into OSU's program.

The program is designed to provide flexibility to students. Core courses will likely be offered during the summer. Courses will also be offered in alternative formats and times (e.g., evenings, Friday night/full Saturday), and some courses will be offered in local schools (e.g., Corvallis, Albany, Philomath). OSU expects to serve 175 students in this program by the fifth year of operation.

In the future, OSU may develop an Adult Development/Youth Development Pathway. This 32-credit option would prepare students who are interested in teaching in a community agency; or in an adult-, youth-, or workforce-development setting. Students in this option would have learning and experiential activities similar to the 40-credit program except that the internship would not be as extensive.

Need for this program is demonstrated in several ways. On the national level, the No Child Left Behind (2002) legislation calls for a highly qualified teacher in all core subjects in American K-12 schools by the end of the 2005-06 school year. Core subjects include English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Each year, a significant percentage of newly hired Oregon educators are drawn from out of state. In addition, more teachers will be eligible to retire in the coming years. These situations converge, heightening the need for a program such as OSU proposes. The state's
teacher shortage areas include advanced mathematics, physics, chemistry, and professional/technical education, which are the focus areas for this degree.

Student interest in the program was identified through a fall 2002 survey of 3,000 new OSU students. Nearly one-third indicated they would pursue the double-degree in education if it were available. Of 14 students enrolled in the program’s three pilot courses, 5 majored in engineering and 4 in physics.

All courses will be new except one, which will be redesigned. No additional faculty will be added to the OSU main campus, and OSU-Cascades Campus will add one new faculty member for the program. Reallocation of faculty teaching loads (e.g., adjunct faculty and doctoral students to teach many of the lower-division core and selected M.A.T. courses) and reducing the number of M.A.T. students will allow reallocation of resources necessary to support this program. OSU's elementary education program within the M.A.T. will be moved to a self-support model, and summer school net revenue will be allocated to the program to assist with first-year start-up costs. All necessary facilities, equipment, and technology are in place to offer the program, and only modest additional library resources will be required.

All appropriate university committees and the OUS Academic Council have worked through relevant issues and concluded with positive reviews of the proposed program.

The full report is available at OUS Academic Affairs upon request.

Staff Recommendation to the Board
Staff recommended that the Board authorize Oregon State University to establish an instructional program leading to the baccalaureate degree in Education. The program would be effective fall 2003, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.

BOARD DISCUSSION AND ACTION:

It was moved by Director Pilliod and seconded by Director Lehmann that the Board approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

The motion was unanimously approved.

C. OSU, Molecular and Cellular Biology, M.S.

DOCKET ITEM:

Oregon State University proposed to offer an instructional program leading to the M.S. degree in Molecular and Cellular Biology (MCB), effective fall 2003. The degree will complement OSU’s existing Ph.D. program in Molecular and Cellular Biology.
The proposed master’s program will be unique in the state. Related programs are the University of Oregon’s master’s and doctoral programs in biology with two tracks: (1) molecular biology or (2) cellular biology. Oregon Health and Science University offers master’s and doctoral degrees in Biochemistry and Molecular Biology.

OSU’s program will include both thesis and non-thesis options. The thesis option will serve those students pursuing their degree by conducting research in MCB-faculty laboratories, but whose career goals don’t require the level of scholarship and leadership of a doctorate. The non-thesis option will serve students who have a general interest in MCB, as well as students interested in entering the professional-master’s track in applied biotechnology. All students will be required to complete 17 core credits as part of the program’s total 45-credit requirement. They will also be required to complete a written paper, oral presentation, and defense.

The majority of thesis-track work will focus on thesis research. Students in the professional-master’s track will complete four to six credits of laboratory research in addition to their electives. They will also be exposed to intellectual property concepts, management, and other subjects important in industry settings. Industry internships of three to six months will be available to students in this track.

Advisors of thesis-track students will oversee the student’s research activities. Advisors of non-thesis students will monitor the progress and quality of internships and chair a final committee meeting in which the student is examined orally.

All graduates of this program will possess:

- the skills to perform basic molecular biology procedures common in the biotechnology industry and academic research labs,
- the theoretical training necessary to plan experiments and interpret the results,
- sufficient understanding of advanced technologies to support their participation in scientific-investigation planning, and
- appropriate professional communication skills.

OSU anticipates attracting, serving, and graduating 4 to 14 students per year, and expects that most them will pursue advanced scientific careers or professional advancement in industrial, rather than academic, settings. In some cases, students may already be working in their chosen career, yet desire to learn specific technologies available at OSU. Still others may have started OSU’s MCB doctoral program and later decided that the master’s degree better matched their goals.

The proposed program will utilize existing OSU courses. Two new courses will be introduced that will increase the level of technical training students receive. One new course—Advanced Bioscience Technologies—will use a workshop format to teach students about emerging technologies important in the biosciences. The new Industry Internship will familiarize students with common industrial practices and introduce them
to potential employers, while providing OSU feedback on the relevancy of its coursework to industry needs.

Need for the program has been demonstrated in a number of ways. A 2001 OSU-commissioned analysis of graduate-program market potential revealed that the biological sciences were among the four categories exhibiting the greatest growth in master's-degree completions during the 1990s. Both prospective and current students have also expressed interest and need for the program.

The biotechnology industry is a desirable avenue of economic development for Oregon. However, the development of this industry within the state has lagged largely due to a number of factors perceived as unfavorable by industry. A foremost barrier has been lack of a qualified labor pool. Out-of-state biotechnology companies echo these concerns, indicating a need for employees with master's degrees in molecular and cellular biology.

The immediate budgetary impact of this proposal is minor because it adds a master's degree to an existing Ph.D. program. Only 0.085 FTE new faculty will be needed to coordinate and teach the new Advanced Bioscience Technologies course. Funding for faculty and services and supplies comes from the Sloan Foundation grant. This grant, which ends December 31, 2004, supports OSU's establishment of four new training programs, including the applied biotechnology track. Other activities supported by the grant include initial meetings with industry representatives and faculty design/implementation of the new courses.

The dean of OSU's College of Science has agreed to fund clerical staff support, if needed. It's been determined that an additional 0.25 FTE classified staff will be needed if the enrollment in the master's program exceeds four students. Equipment and supplies are anticipated to be loaned by participating industries. All other resources are in place to offer the program.

All appropriate university committees and the OUS Academic Council have positively reviewed the proposed program. The requirement for an external review of the program was waived in accordance with Board policy since OSU has an existing Ph.D. program in Molecular and Cellular Biology.

The full report is available at OUS Academic Affairs upon request.
Staff Recommendation to the Board

Staff recommended that the Board authorize Oregon State University to establish a program leading to the M.S. in Molecular and Cellular Biology. The program would be effective in fall 2003, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.

BOARD DISCUSSION AND ACTION:

It was moved by Director Pilliod and seconded by Director Lehmann that the Board approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

Motion passed unanimously.

d. OUS Collaborative Reading Endorsement

DOCKET ITEM:

Five OUS institutions—Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University—proposed to collaboratively offer a distance-delivered program that prepares K-12 teachers to receive the reading endorsement. Currently, four of the five universities have Board and Teacher Standards and Practices Commission authorization to offer a reading endorsement program (EOU, PSU, SOU, and WOU). SOU has the authority to offer a reading endorsement program, but is not currently admitting students because of faculty shortages. OSU does not have an approved reading endorsement program. No other institution in Oregon offers a fully distance-delivered reading endorsement program.

Students will complete 24 graduate-level credits: 3 credits in each of five thematic areas, 3 credits of supervised practicum, and 6 credits of electives. The thematic areas—(1) Literacy Foundations, (2) Literacy Strategies and Methods, (3) Literacy for Diverse Learners, (4) Literacy Assessment, and (5) Leadership in Literacy Programs—align with standards for reading professionals developed by the International Reading Association (IRA). A sixth thematic area, Literature, is also aligned with IRA standards and is available for elective credit only. Following program completion, teachers must pass the Reading Praxis II exam in order for TSPC to add the reading endorsement to their teaching license.

The proposed program utilizes various delivery modes, predominantly online, to allow teachers throughout the state (and out of state) to access the program. The collaborative nature of the program design provides sufficient depth of knowledge and experience among existing reading/literacy faculty to allow for full program delivery on all campuses. Various interinstitutional and intersector groups, who will serve in teaching and advisory capacities, have developed a common policy, process, and
content framework. Chancellor’s Office staff will develop and manage a common web-based catalog, as well as assist with policy development, decisions, and grant management.

Students, primarily K-12 teachers, will select a home campus from the five member institutions; however, they will be able to take coursework from any of the collaborative members. EOU, PSU, and WOU have developed a crosswalk that links their existing courses with the program, so that students will clearly understand how those fit within the proposed program’s requirements.

Pilot courses offered in spring and summer 2003 yielded enrollments of 68 and 134, respectively, and nearly 200 students have requested a home institution, to date. Any enrollment limitations would be set by faculty teaching in the program.

This program is responsive to state and national needs. It will help school districts meet the emerging Title I requirements of the No Child Left Behind Act of 2001 (i.e., requires schools to have a reading teacher and/or paraprofessional(s) on staff). The Act also requires states to “set a high standard for achievement in reading and math—the building blocks of all learning—and test every child in grades 3 through 8 to ensure that students are making progress.” The proposed program is particularly timely because Oregon has a shortage of reading specialists (i.e., teachers with reading endorsements). The proposed program was approved by the TSPC in early August.

No new resources are required for this program. The primary funding source is a three-year, $593,899 OUS grant from the Fund for the Improvement of Postsecondary Education (FIPSE). This funding supports the development of 12 three-credit courses and 30 one-credit modules, as well as overall program development and implementation. Tuition assistance is available from $115,000 in total subgrant funds from the Oregon Quality Assurance in Teaching program and the Eisenhower Professional Development program. The program will be offered on a self-support basis.

All appropriate university and interinstitutional committees, and the OUS Academic Council, have positively reviewed this program.

The full report is available at OUS Academic Affairs upon request.

Staff Recommendation to the Board

Staff recommended that the Board authorize Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University to establish an instructional program that prepares K-12 teachers to receive the reading endorsement. The program would be effective fall 2003, and the OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.
BOARD DISCUSSION AND ACTION:

It was moved by Director Pilliod and seconded by Director Lehmann that the Board approve the staff recommendation. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none.

Motion passed unanimously.

8. OTHER REPORTS
   • International Science Fair

President Lussier introduced Mr. Dick Knight, co-chair of Intel ISEF 2004. Mr. Knight indicated he is with a group called Youth Exploring Science, which has been fortunate enough to bring the world’s largest pre-college science fair to Portland in May 2004. Following a brief video presentation, Mr. Knight indicated that this is one of the world’s greatest spotlights for education where there will be about 1,600 outstanding students from 40 countries. The program needs to recruit about 1,000 Ph.D.-level judges that will join 500 other judges that will come from professional societies. “This is a big deal!” Mr. Knight continued. “We have reserved the entire Convention Center for 11 days. We have about 9,500 hotel room nights reserved for about 3,000 out-of-town guests and, just on a pure economic basis, it is estimated from previous cities that this is about an $8-10 million event for the city.”

In addition, there will be a focus on the story of Team Oregon and ten science fairs that will be held throughout the state. He emphasized that there are outstanding opportunities for the universities as well. Press coverage will be extensive and a $342,000 grant from the Murdock Foundation will help to bring about 5,000 of Oregon’s high school and middle school students to experience the events. Mr. Knight ended by encouraging all institutions to participate in the events.

   • Joint Boards Working Group

Senior Vice Chancellor Clark reported that the senior staff members associated with the work of the Joint Boards from all three sectors have been meeting on a regular basis. They are continuing to finish for the Boards the framework documents that were the focus of a lot of attention and work over the past year. “We have picked up very actively the discussion of the P-16 agenda and are working on that. There was a great deal of enthusiasm generated from the State Board of Education’s retreat and Chancellor Jarvis’ representations there,” Dr. Clark reported. “I think that the likelihood of making common cause on the P-16 agenda is very high.”

   • OHSU

Provost Hallick reported that OHSU is waiting for the Governor to appoint a member of the Board of Higher Education to their Board. “The Board has primarily been
preoccupied with the five-year financial plan of the institution and the launch of three major capital projects—the new research building, the new clinical tower (the first building on the waterfront), and the connecting tram.

- **Oregon College Savings Plan**

  Director Lehmann indicated that the Governor recently signed a proclamation naming September as “college savings month” in Oregon. That is a proclamation that will go out every September. She reported that the total assets now of all the plans in the College Savings Network are over $175 million.

- **Oregon Council on Knowledge and Economic Development**

  Report deferred until October Board meeting.

- **EOU Presidential Search Committee**

  Director Wustenberg indicated that she had attended and chaired her first meeting of the Presidential Search Committee and that things are moving along on schedule.

- **Legislative Report**

  No further items were reported.

9. **PUBLIC INPUT**

   There was no public input.

10. **ITEMS FROM BOARD MEMBERS**

    Director Lorenzen expressed his appreciation for the opportunity to serve on the Board of Higher Education. “I want to especially thank you all for the warm welcome you gave to me and my wife, as well. I have served on several boards now and this is the most gracious reception I have received in coming on and I want to thank you for it,” he said.

    President Lussier repeated his welcome to Director Lorenzen and thanked the Board for holding the July meeting in Bend.

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

    President Lussier read the following Delegation of Authority:

    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
12. **ADJOURNMENT**

It was moved by Director Burns and seconded by Director Barnett that the meeting be adjourned. Those voting in favor of the motion: Directors Barnett, Burns, Lehmann, Lorenzen, Pilliod, VanLuvanee, Wustenberg, and Lussier. Those voting no: none. Motion passed.

The meeting was adjourned at 11:46 a.m.

Virginia L. Thompson
Secretary of the Board

James T. Lussier
President of the Board