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1. CALL TO ORDER/ROLL CALL/WELCOME

President Henry Lorenzen called the meeting of the State Board of Higher Education to order at 9:34 a.m.

**Board members present:** President Henry Lorenzen and Directors Don Blair, Gerry Blakney, Adriana Mendoza, Dalton Miller-Jones, Howard Sohn, and Tony Van Vliet. Directors John von Schlegell and Gretchen Schuette were absent due to business conflicts and Tim Nesbitt was absent due to a personal matter.

**Staff present included:** Chancellor George Pernsteiner, Neil Bryant, Ryan Hagemann, Jay Kenton, and Susan Weeks.

**Others present included:** Presidents Dan Bernstine (PSU), Mary Cullinan (SOU), Martha Anne Dow (OIT), Khosrow Fatemi (EOU), Dave Frohnmayer (UO), John Minahan (WOU), and Ed Ray (OSU). Also present: Provosts Lesley Hallick (OHSU) and Linda Brady (UO); and Vice Presidents Joe Holliday (OIT), Bob Nettles (OIT), and Sheldon Nord (EOU).

President Lorenzen thanked OSU President Ed Ray for hosting the Board and providing an informational campus visit. He acknowledged that former Board member Bridget Burns had been selected chair of OSAC. At the Board meeting in January, Tim Nesbitt announced that he was resigning from the Board to serve as Chief of Staff for the Governor. "Jim Francesconi has been nominated by the Governor to fill his position. He is a former city council member in Portland and we look forward to working with Jim and having his talent and energies available to us." Finally, President Lorenzen shared with the Board that Tim Nesbitt had called him and indicated that he would not be in attendance at the meeting and regretted missing his last meeting. "Director Nesbitt's grandson passed away. We want to express our sincere sympathy for the tragedy that has occurred in his family," President Lorenzen said.

2. REPORTS

a. Chancellor’s Report

Chancellor Pernsteiner called the attention of the Board to information that was shared with the Unified Education Enterprise (UEE) Committee of the Joint Boards. The Board will be receiving, perhaps every month, information about the work of UEE. In the first six months of
this year, UEE will be focusing attention on: alignment of standards and assessment; policy governing accelerated learning; and Pathways from high school to college, technical training, and career, the Chancellor explained.

Chancellor Pernsteiner called on Neil Bryant to provide a report on the Legislative Session. Mr. Bryant indicated that this year is the first time the Democrats have been in leadership in 17 years. "They have the Governor's Office, the House, and the Senate. There are a lot of new members in the House and they're on a steep learning curve." The current plan is for the session to last 45 days and a special session will be called in February 2008. The idea of a special session is the recommendation from the committee that studied the legislature and recommended annual sessions. However, annual sessions would take a constitutional amendment, whereas a special session can be called for a variety of reasons.

The Governor's recommended budget includes $300 million of new revenue requests. To reach that goal, there will be tax increases and the largest one being considered is the cigarette tax to be used to fund insurance for children. "For every Republican vote for a tax increase, there will probably be something that will have to be exchanged," Mr. Bryant pointed out. A big factor in the allocation process is the revenue forecast and the next forecast will be out in early March and again on May 15. The Governor and co-chairs of Ways and Means have indicated if there is any additional revenue, it will go into the rainy day fund.

OUS is tentatively scheduled to present to Ways and Means on April 9-13. The usual order is for K-12 to go first, then community colleges, and finally OUS. "We knew that they (Ways and Means) would ask for a 2 percent cut and we were hoping that the 2 percent would only be of our General Funds, which is made up of the General Fund and Lottery," Mr. Bryant explained. "However, the 2 percent also includes the Other Funds, which doesn't make any sense, but those are the rules." In addition, Mr. Bryant added that Ways and Means wants a 3-4 percent cut that raises the cuts to $80 million. "Their purpose is to try to establish themselves as an independent legislature and say, 'the Governor proposes the budget, we write it'; and they say the current budget is not sustainable, so to make it sustainable, they have to save more." Mr. Bryant concluded by indicating that the Governor is still considering higher education as a priority and wants to assure the Board of that position.

Chancellor Pernsteiner underscored that, in terms of the current value of the way OUS is operating and a worst-case scenario, OUS would have to find $100 million. Director Dyess was incredulous saying that OUS would get no additional freedom on the expense side of the equation to make the cuts. Additionally, Director Blair added that the Board must make sure that people understand that funding decisions have implications either in terms of service delivery or number of students that can be educated. "We've been exhorted to be as efficient as we can possibly be and yet there is a whole series of things that are off the table or not negotiable or we can't touch," he pointed out.

"Mr. Chairman, the questions of the Board members precisely echoed concerns that we face at the institutional level because you and your staff will be looking to the institutions to help guide
the general principles in dealing with this exercise," President Frohnmayer said. "If we were doing this in August, that's one thing, but to do it at a time when you are dealing with offers for new faculty or retaining faculty, when you are doing it at the same time that your admissions have gone out to your potential students and they are weighing where they should go, it couldn't be a more potentially catastrophic message. I hope this sensitivity is reflected because certainly it will be weighing on our minds as we help you who are the decision makers."

b. Interinstitutional Faculty Senate (IFS) President

Professor Scott Burns substituted for Mina Carson, IFS President, who had a death in her family. He indicated that IFS senators have been attending higher education lobbying network meetings and are anxious to be of assistance during the legislative session. Senators on each of the campuses have been encouraged to contact their local legislators and express support for the Governor's budget. Professor Scott voiced support for administrators, faculty, and students at SOU as they are going through very difficult budget reductions. (The full report is on file in the Board's Office.)

c. Oregon Student Association (OSA) Chair

Ms. Megan Driver, Board Chair for OSA, reported that over the past four weeks, OSA members have met with 57 legislators concerning issues impacting students. Additionally, they have testified in front of both education committees, making the case to legislators that Oregon must reinvest in postsecondary education to ensure a strong future for Oregon. OSA's priorities for the session are tuition and funding, the Shared Responsibility Model, the ASPIRE program, and tuition equity. "Students want to put a stop to the continuing trend of the state shifting the cost of education to the students," Ms. Driver emphasized. A rally is planned for February 22, 2007, in Salem and all students, staff, faculty, alumni, and Board members were encouraged to participate.

With assistance from the OUS Institutional Research Office, OSA conducted a study of current students. The initial results show that university students are satisfied with the help they are receiving from faculty on campuses and that they enjoy a high quality education. "Students did respond that the availability of classes was a concern; 26 percent of respondents said that the inability to enroll in a course has extended their stay and close to 30 percent said they had problems getting classes they needed to graduate." OSA will be doing more data analysis and will have a more complete report at a future date. (The full report is on file in the Board's office.)

3. Consent Items

a. OHSU, Doctor of Nursing Practice
DOCKET ITEM:

The Oregon Health & Science University School of Nursing (OHSU SON) proposed to implement a practice-focused doctoral degree, called the Doctor of Nursing Practice (DNP). Each of the currently offered OHSU SON advanced practice nursing specialty master’s level programs, including nurse practitioner (family nurse practitioner and psychiatric/mental health nurse practitioner), nurse-midwife, nurse anesthetist, and clinical nurse specialist (adult health and illness), will be included in the DNP. The proposed DNP program includes practice-related, inquiry-related, systems of care-related, and elective coursework. Coursework identified as core is shared among students in all specialty practices. Specialty science coursework includes courses that meet national specialty certification requirements. In addition, all students are required to complete a clinical residency and develop and publicly defend the results of a clinical inquiry project. The DNP program involves 36 months of full-time study and is delivered via quarterly, multi-day, face-to-face intensives on the Portland campus and a variety of remote educational technologies.

The OHSU SON DNP degree will be the only such program in Oregon and will be available to students statewide. There are several reasons the DNP is needed now. Advanced-practice nurses need broader preparation in order to meet current and future patient care and healthcare delivery system needs. The rapidly increasing scope of clinical expectations has necessitated additional clinical content, significantly exceeding the usual credit requirements for the master’s degree. Other professions, such as psychology, pharmacy, physical therapy, and audiology have recognized the need for expanded preparation and moved preparation to the doctoral level; the DNP would provide parity for equivalent educational and practice attainment with these professional colleagues. The American Association of Colleges of Nursing (AACN) recently mandated that advanced practice nurses be prepared at the doctoral level by 2015. AACN has the power to implement this policy through its accreditation body, the Commission on Collegiate Nursing Education. The proposed DNP program will address the needs of Oregonians and the state by preparing practice-focused experts to translate research into practice, evaluate patient healthcare outcomes, and provide leadership in clinical practice and by preparing graduates for recruitment by prospective employers as clinicians and faculty during a nursing shortage of both.

The program has been reviewed and approved by the OHSU School of Nursing Graduate Council, its Faculty Council, Dean, the University Faculty Senate Education Committee, and the Senate as a whole, the Provost, the OUS Provosts’ Council, and by a panel of external reviewers. Suggestions from the external review have been incorporated into the final proposal and curriculum, which is available for review upon request.
**Recommendation to the Board:**

The OUS Provosts’ Council recommended that the Board authorize OHSU to establish an instructional program leading to the Doctor of Nursing Practice Degree, effective Summer 2007.

b. PSU, Ph.D., Sociology and Social Inequality

**DOCKET ITEM:**

The proposed Ph.D. in Sociology and Social Inequality is a 106 credit hour program with a doctoral proseminar to study exemplary research in the field and an advanced specialized methods course, 16 credits of doctoral electives, and 27 dissertation credits. Elective courses will be selected with the adviser to develop either a specific course of study in health disparities or a broad understanding of social inequality, including such areas as social stratification, criminology, welfare systems, and social and environmental sustainability. Students may choose to include a four-credit research internship as part of their elective program to learn research skills within a community or government setting. The dissertation research proposal must effectively meet the requirements for an appropriate grant program, such as the National Science Foundation dissertation improvement grant.

The proposed degree is intended to provide a program consistent with PSU’s initiative in sustainability, where social sustainability is an important component, and especially of interest to Oregon’s healthcare professionals working in both research and service agencies. The department faculty has expertise in such areas as access to healthcare; new immigrants and barriers to their assimilation; neighborhood-level race relations; and educational attainment for specific populations, all of immediate relevance to the urban and regional environment of PSU and the nation as a whole.

It is expected that the program will draw new students to PSU. Currently there is no doctoral program with a specialization in health and social inequality in the Pacific Northwest. The program is expected to attract students interested in this field from surrounding states as well as throughout Oregon. The Portland location has unique characteristics that will attract students: the proximity of recognized research and medical treatment institutions such as Providence Health Systems and Oregon Health & Science University; a multi-ethnic urban population that does not have a dominant single minority; and an array of schools that educate students and provide services in complementary and alternative medicine.

Initially, the program will admit five to eight students per year. With a three to five year completion time, the department anticipates few graduates in the first five years but at least three to six graduates per year after that.

All appropriate PSU committees and the OUS Provosts’ Council have positively reviewed the proposed program. The external review team report provided additional positive support.
Recommendation to the Board:

The OUS Provosts’ Council recommended that the Board authorize PSU to establish an instructional program leading to the Ph.D. in Sociology and Social Inequality, effective Fall 2007.

c. UO, Grant of Easement and Equitable Servitudes to Department of Environmental Quality (UO Central Power Station)

Background:

Over the past several years, the University of Oregon, in cooperation with the Department of Environmental Quality (DEQ), has addressed environmental issues on portions of its north campus property as part of the DEQ’s Voluntary Cleanup Program. The goal of the cleanup effort is to obtain a “No Further Action” (NFA) letter from the DEQ that helps to ensure that the property can be used as appropriate. NFA letters have been received with respect to most of the problematic portions of the north campus property. The NFA letters state that the UO has investigated and addressed any environmental concerns to the DEQ’s satisfaction and that no further work is needed unless new information is discovered. The subject of this docket item is the UO's central power station facility located immediately north of the Millrace.

Many years ago when Bunker C oil was used as a back-up fuel source, it leaked under the power plant and coated the subsurface soils. To the degree feasible, the UO has had these soils removed and incinerated off site in compliance with applicable regulations and has submitted the necessary reports to the DEQ. However, there continues to be some contaminated soil under the central power station that cannot be removed because of the location of the central power station's foundation. Therefore, the DEQ is requiring the UO to provide an Easement and Equitable Servitudes (EES) to the DEQ for the area underneath the central power station. The EES limits the use of the affected property. DEQ's issuance of a NFA is contingent on the UO granting the EES.

The EES would provide the DEQ with a right of access to the property to inspect, abate, mitigate, and cure, at the UO's expense, any violation of any condition or restriction contained in the EES, provided the DEQ first gives written notice of violation to the UO and the UO fails to cure the violation. The EES also sets forth the following limitations:

- Except with the DEQ’s prior written approval, the UO may not conduct operations involving any soil excavation within the footprint of the central power station basement exceeding 64 cubic feet.
- Except for such minor excavation, the UO may not remove or disturb the geotextile or gravel cap over the contamination at the central power station basement.
- The UO must notify the DEQ at least 10 days in advance of any conveyance of the UO's interest in the property or the start of any development activities or change in use that might expose human or ecological receptors to hazardous substances at the property.
- The UO must notify the DEQ at least 30 days before the UO initiates a rezoning of the property.
The EES would be filed with the Lane County Recorder and "run with the land," which means that it would be an encumbrance and part of the official title record maintained by the county.

Paul Weddle, Assistant Attorney General at the Department of Justice, advises that the DEQ and the Oregon Department of Transportation (ODOT) have entered into the same kind of agreement with respect to land controlled by the ODOT. Mr. Weddle has reviewed the EES and his suggested change has been incorporated.

The EES requires approval of the State Board of Higher Education pursuant to OAR 580-050-0010.

**Staff Recommendation to the Board:**
Staff recommended that the Board approve the grant of an easement and equitable servitudes described above. The Board President and Board Secretary will execute the necessary documents pursuant to ORS 351.060.

**BOARD DISCUSSION AND ACTION:**

Mr. Weddle, a senior Assistant Attorney General in the Department of Justice, provided a few additional comments of clarification regarding the UO easement. "Essentially, this is a fairly standard document that DEQ imposes on private owners as well as agencies such as universities and state agencies."

Director Dyess moved approval of the full consent agenda, seconded by Director Blair. Those voting in favor: Directors Lorenzen, Blair, Blakney, Mendoza, Miller-Jones, Sohn, and Van Vliet. Those voting no or abstaining: none. Motion passed.

4. **ACTION ITEMS**

   a. **OIT Student Housing**

   **DOCKET ITEM:**

   **Summary:**
   Oregon Institute of Technology (OIT) sought Board approval to authorize the Vice Chancellor for Finance and Administration, or designee, to enter into a legal agreement with Collegiate Housing Foundation, a non-profit tax exempt foundation, which would retain Allen & O'Hara Development Company, a real estate development and housing management company, to develop, finance, construct, and manage a modern apartment-style student housing complex on the campus of OIT. The housing units will be operated and managed in accordance with OIT standards. This concept is fundamentally similar to the Oregon State University College Inn project approved by the Board in 2005.
Staff Report to the Board:
Currently, OIT has only one residence hall; that hall is 40 years old, built in the traditional dormitory-style, and houses slightly less than 400 students. The facility is very unpopular, causing students to seek housing off campus that provides more privacy and amenities. OIT is very aware that the current facility is a deterrent to attracting students, especially female students.

In 2000, OIT commissioned College Housing Northwest to conduct a feasibility study for developing modern housing. The study was positive on the need for modern housing and the ability to provide modern housing that was affordable. For a variety of reasons, a new housing project was not developed. In 2004, OIT commissioned Malhum Architects to conduct a feasibility study for effectively renovating the existing residence hall. This study clearly illustrated that the goals for the renovation could not be achieved in a cost effective manner. In 2005-06, OIT and Chancellor’s Office staff studied a new residence concept, the “Village for Sustainable Living,” that was to be a net-zero energy project. The pro-forma for this project was considered risky due to the impact on OIT’s overall debt burden ratio and other financial risks associated with the project; therefore an assessment indicated it might be prudent to shift the financial risk to a private partner to develop and finance new housing.

In 2006, OIT conducted a national request for proposals and received four proposals from excellent firms that finance, develop, and manage thousands of housing units all across the nation. A representative committee of faculty, administrators, and students reviewed the proposals and interviewed the top two choices. Allen & O’Hara of Memphis, Tennessee was selected to continue studying the feasibility and desirability of new apartment style housing. In October 2006, Allen & O’Hara, through Anderson and Stickler, LLC., conducted a market study with our current students to determine the demand for, and affordability of, apartment-style housing.

The market study, with current students, established a demand for apartment-style housing at approximately 470 beds. The apartment-style units are very popular with current female students and upper class students; both are audiences for which OIT’s current housing has no appeal. The survey priced the housing at the middle of the range of other apartment-style housing in the Oregon University System. The study found some students considered the rent to be higher than they hoped. However, the vast majority of students surveyed felt that it would be affordable, convenient, and competitive with the housing in the local area.

Anderson Stickler, LLC used two floor plans in the market study. Only 16 percent preferred the double bedroom suite style, further validating the case for the apartment style housing.

Tested Units:
The following floor plans were tested on the survey at the indicated rents. Respondents assumed that estimated rents include furnishings, utilities, basic cable TV, and Internet. Units are priced for an academic year per-student per-term.
Presentation of Need:
OIT is dedicated to making housing available to students that is modern, meets their needs for privacy, community, and with the amenities they deem necessary. OIT believes housing located on campus and operated according to OIT standards will contribute positively to student satisfaction and retention. OIT considers this modern housing integral to their success in attracting and retaining students in the health professions as current enrollment indicates they will be predominately female. The lack of this type of housing would force students off campus or to live in highly undesirable dormitory-style housing. Demand from existing students has been established at 470. OIT projects even more demand from new students based on information from prospective students and their parents. The ultimate capacity target for new housing is 600 beds.

Facility Information:
The new facilities will be located on approximately six acres adjacent to the current residence hall and directly behind the student union. The facilities will be managed and maintained by either Collegiate Housing Foundation or Allen & O'Hara. The project plan calls for five separate four-story buildings with a common plaza and approximately 5,000 square feet of academic space for the Geo-Heat Center. Each building will house approximately 125 students and provide laundry, recreation, and group study spaces. Adequate parking already exists near the project.

Even though this project will be developed and managed by a private party, OIT is planning to incorporate many of the net-zero energy components in the project. While OIT has shifted the net zero concept to encompass the entire campus, the residences are still a major demonstration and learning component of the renewable energy education strategy.
Proposed Transaction Terms:
If approved, OIT and Allen & O’Hara will enter into a pre-closing agreement that will allow the project drawings to be completed to the design development level and allow each party to determine if the project remains financially viable before entering into a long-term land lease and operating agreement. If these drawings and financial feasibility studies do not support a viable project, OIT would be responsible for some, or all, of the costs incurred by Allen & O’Hara in this project phase. The amount of this liability is currently under negotiation. A conceptual representation of the relationships between the parties is as follows:

Assuming the feasibility study concludes that the project is financially viable, upon execution of the land lease and operating agreement the project will be funded with tax exempt revenue bonds issued through Collegiate Housing Foundation. The tax exempt bonds will cover the entire cost of the project. No OIT funds will be involved in the development or operation of this project if the project proves to be a viable concept. The bond proceeds will be managed by Collegiate Housing Foundation. Collegiate Housing Foundation will enter into a development agreement with Allen & O’Hara to construct the project, based on OIT construction documents, with required performance bonds. The development agreement will also require compliance with the public works statutes.

Collegiate Housing Foundation, or its designee, will enter into rental contracts with OIT students. Student rent rates are currently projected to be in the $500 to $550 per month range for fall 2008. Two main objectives of the operating agreement will be affordability and preservation of the facility, utilizing existing OIT classified staff.
Rents will be collected by Collegiate Housing and will be used first to pay operating costs associated with this facility, debt service on the bonds, and fund required reserves, followed by a management fee to Collegiate Housing Foundation. Any amounts remaining after these payments will be considered land lease payments. Given Board approval, OIT will enter into an operating agreement in accordance with OIT standards and requirements for the duration of the lease. The building will be operated by Collegiate Housing Foundation or by Allen & O'Hara or another party as its agent, subject to OIT approval.

Collegiate Housing Foundation assumes all responsibility for project expenses and debt service with no recourse to OIT or the state of Oregon. However, should the facility prove not to be financially viable, Collegiate Housing will likely have the right to rent apartments to non-OIT students or take other actions needed to improve the financial performance of this asset. The Department of Justice and the Chancellor's staff have been consulted and will be directly involved throughout the negotiation of the lease and operating agreement to help ensure compliance with applicable state and OUS regulations and procedures.

**Staff Recommendation to the Board:**
Staff recommended Board approval to authorize the Vice Chancellor for Finance and Administration or designee to proceed with this concept by:

1. Entering into a pre-closing agreement with Allen & O'Hara Development Company; and
2. Proceeding with the project development, if it is deemed financially viable, by entering into a land lease and operating agreement.

Both approvals were contingent upon terms that were satisfactory to both OIT and OUS.

**BOARD DISCUSSION AND ACTION:**
Vice Chancellor Kenton indicated that this OIT proposal is substantively similar to a project the Board approved in 2005 for the OSU College Inn project, whereby the property is leased to a third party and the third party renovated the College Inn and then operated it in a contractual agreement with the university. "We are asking the Board today to grant me or my designee the authority to proceed with this concept by entering into a pre-closing agreement with the developer that would allow the developer to do further pre-development design and financial modeling of the project," he explained.

Director Blair questioned the structure of the arrangement and of the Collegiate Housing Foundation. He asked who was on the Board and what the governance structure was. Mr. Weddle offered that, at this point, it is known that they are a qualified 501C(3) corporation, incorporated in the state of Alabama. Due diligence has not yet been completed. "This is an organization that's been in the student housing business for some 20 years. The board is comprised of a lot of ex-vice presidents for administration and finance and ex-housing directors," he explained. Dr. Kenton added that the foundation acts as a conduit for tax-exempt
b. Undergraduate Admission Policy for 2008-09 Academic Year

**DOCKET ITEM:**

*Background:*
Oregon State Board of Higher Education policy calls for approval in February of the preceding calendar year of undergraduate admission requirements for Oregon University System (OUS) institutions for each academic year. This schedule is necessary for institutional planning, program implementation, publication production, and timely notice to prospective students.
**Brief Update on Aligning Undergraduate Admission with K-12 Student Learning:**

Higher education shares responsibility for building a stronger K-16 pipeline by aligning admission standards with K-12 academic standards. Oregon has seen positive outcomes as the result of its pioneering work in aligning K-12 standards and assessments with OUS expectations for student admission, as directed by the Joint Boards of Education. As reported to both Boards and the legislature in 2003, The First Year Study – based on data from more than 6,000 OUS freshmen and 10,000 community college students – found that students who met benchmarked standards in high school are more likely to attain academic success in their first year of college than those who do not. Subsequent data from the First Year Study confirms these results with even stronger correlations.

Currently, the Joint Boards of Education has been tasked by the Governor with creating a Unified Education Enterprise, building a student-centered pipeline that maximizes educational opportunity and achievement for all Oregon students. As part of this assignment, OUS continues to examine the current framework of standards and assessments in Oregon to close the gap between high school exit expectations for most students and the proficiency needed to take the next step into post-secondary education.

The Board of Higher Education has had a long-standing policy direction of recommending more proficiency information in the student’s admission profile. This is consistent with many other states, as well as with policy recently urged by the National Governors Association. As the K-12 framework of proficiency evolves, OUS will continue to respond by holding to a few key principles. Among them:

- Commitment to an aligned framework of standards along a continuum of learning, not just a minimum level of performance;
- Identification of an array of appropriate assessment options, including teacher judgment of student performance;
- Use of comprehensive student information to support students appropriately; and
- Maximum alignment with K-12 expectations and maximum use of state assessments.

To implement this policy fully, Oregon’s high schools and postsecondary institutions need improved student data connections. Much progress has been made in the past three years toward the design and implementation of an electronic K-16 Integrated Data-Transfer System (IDTS). The ODE, CCWD, and OUS are actively engaged in collaboration to construct the system with funding from the Oregon legislature this year and next. The target date for initial statewide implementation is fall 2007. When the system is in place, student applicants will be able, through their high schools, to send OUS and community colleges a more comprehensive set of information about their performance for use in admission and placement.

Even with the targeted completion schedule for the data-transfer system, statewide implementation is still unlikely to be complete for all high schools and students by fall 2007. Therefore, students applying in 2007 are encouraged, but not required, to include evidence of proficiency, if it is available to them, to complement undergraduate admission requirements.
Evidence of proficiency may include scores from state assessments, national assessments, and teacher-verified PASS\(^1\) information.

Although high school diploma standards do not guarantee OUS entrance, the universities’ admission criteria are based on continued performance analysis and retention outcomes of students at each institution. The admission requirements are set by OUS universities to ensure that students are prepared for academic success at the specific institution to which the students are admitted. In addition, the admission criteria are designed to increase the likelihood for retention and university graduation within four to six years. Differentiation among the OUS institutions is important to support the individual universities’ missions and populations served.

Students who successfully complete an Oregon high school diploma but who are not admissible to OUS are encouraged to pursue preparatory coursework and/or remediation at any of the Oregon community colleges. Community college partnerships to support these students are well developed among OUS institutions. Statewide legislative support for statewide K-20 initiatives has improved access to information about alternative pathways toward a baccalaureate degree for students who begin their post-secondary education at Oregon community colleges. A comprehensive electronic source (Oregon ATLAS) is in development. It will provide students with centralized public access to individual course and program articulation among all public institutions in Oregon. ATLAS is scheduled for implementation in 2007.

**Admission Policy Changes:**

All appropriate university committees and the OUS Provosts’ Council have positively reviewed the following proposed changes to the admission policy.

Southern Oregon University proposed the addition of the International English Language Testing System exam (IELTS) to meet the English proficiency requirement for international applicants. This exam is allowed by UO, PSU, OSU, WOU, and EOU.

Current Catalog Language: The Test of English as a Foreign Language (TOEFL) is required of students whose native language is not English. A score of 68 Internet-based, 520 paper-based, or 190 computer-based is required of undergraduate applicants, while a score of 76 Internet-based, 540 paper-based, or 207 computer-based is required of applicants to graduate programs. An official minimum score of 959 on the SAT II English Language Proficiency Test (ELPT) may substitute for a TOEFL of 520. An official minimum ELPT score of 964 may substitute for a TOEFL of 540.

Proposed Language: The Test of English as a Foreign Language (TOEFL) is required of students whose native language is not English. A score of 68 Internet-based, 520 paper-based, or 190

\(^1\) Proficiency-based Admission Standards System (PASS) was created in response to House Bill 3565 in 1991. Senate Bill 919 (1997) further required OUS to continue implementation of PASS.
computer-based is required of undergraduate applicants; while a score of 76 Internet-based, 540 paper-based, or 207 computer-based is required of applicants to graduate programs. Undergraduate applicants may also meet the English proficiency requirement with a score of 959 on the SAT II English Language Proficiency Test (ELPT) or a score of 6.5 on the International English Language Testing System (IELTS). A score of 964 on the ELPT or a 7 on the IELTS will meet the English proficiency requirement for graduate applicants.

**Recommendation to the Board:**
The OUS Provosts’ Council recommended that the Undergraduate Admission Policy be approved as updated for the 2008-09 academic year.

## Undergraduate Admissions

The following two charts summarize freshman and transfer admission requirements for 2008-09. Subsequent sections of the report provide more detailed information.

<table>
<thead>
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<th>Undergraduate Freshman Admission Requirements for 2008-09 (Residents and Nonresidents)</th>
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<td><strong>High School Graduation</strong></td>
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<tr>
<td><strong>Subject Requirements – 14 Units (4-English, 3-Math, 2-Science, 3-Social Studies, 2-Second Language)</strong></td>
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<tr>
<td><strong>SAT Reasoning/ACT Scores</strong></td>
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<tr>
<td><strong>High School GPA</strong></td>
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<tr>
<td><strong>Additional Campus Review Required (Evidence of proficiency, if available, will be considered here.)</strong></td>
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</tbody>
</table>

1. Minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes. Beginning Fall 2006, OUS schools require a standardized writing exam. Students submitting the new SAT II Reasoning exam will be submitting a standardized writing exam. Students submitting the ACT should submit scores from the optional writing examination.

2. In courses taken to satisfy the subject requirements. A GPA of 2.75-2.99 requires review of standardized test scores.

3. OSU admits applicants who have a 3.00 high school GPA and 14 units of subject requirements. Applicants below the 3.00 high school GPA or lacking subject requirements will receive additional campus review. OSU
requires the Insight Resume. Completion of math through the level of Algebra II is highly recommended.

4 UO automatically admits applicants who have a 3.25 high school GPA and 16 units of subject requirements including the 14 OUS subject requirements and 2 additional academic units. Applicants below the 3.25 high school GPA or 16 units of subject requirements will receive additional campus review.

NOTE: All OUS institutions conduct more comprehensive reviews of applicants who do not meet the minimum required GPA for admission. Reviews include additional factors such as standardized test results, rigor of courses taken, review of writing sample or personal essays, Proficiency-based Admission Standards System (PASS) performance information, and other indicators that predict success in college.

<table>
<thead>
<tr>
<th>Undergraduate Transfer Admission Requirements for 2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
</tr>
<tr>
<td>Minimum College Credits Required</td>
</tr>
<tr>
<td>GPA (Residents)</td>
</tr>
<tr>
<td>GPA (Nonresidents)</td>
</tr>
<tr>
<td>All Applicants Must Meet Specified Course Requirements</td>
</tr>
</tbody>
</table>

1 All institutions: Students who have completed fewer than 12 transferable quarter credit (or 8 semester hours) must meet freshman admission requirements. Students who have completed from 12 to the minimum college credits required by the school and listed in the chart above.

2 OIT: Transfer applicants who hold an Associate’s or Bachelor’s degree will be admitted with a 2.00 GPA.

3 PSU: Applicants who hold a transferable Associate’s or Bachelor’s degree or an Oregon Transfer Module will be admitted with a 2.00 GPA.

4 SOU: Applicants who hold an Associate’s Degree from a regionally accredited institution or an Oregon Transfer Module (OTM) will be admitted with a 2.00 GPA.

5 Courses required: OSU and UO require one writing course beginning with WR 121 with a grade of C– or above; and college algebra or above with a grade of C– or above, or the equivalent of Math 105.

EOU requires successful completion of a minimum of two courses in the sciences, social sciences, or humanities. College-level writing and math are strongly recommended.

OIT requires demonstration of readiness for college-level mathematics and writing; for example, by completion of the equivalent of Math 95 Intermediate Algebra (or higher) and WR 115 Introduction to Writing (or higher) with grades of C or above. Applicants who do not have an Associate’s or a Bachelor’s degree must have at least 33 college-level credits that are not in Physical Education. If more than 10 percent of an applicant’s credits are in Physical Education, credits beyond the 10 percent threshold will not be counted toward meeting GPA requirements.

SOU limits students to a maximum of 12 credits of physical education activity and team participation credits that can be used toward meeting the transfer admission requirements.

6 OSU requires the Insight Resume.
WOU strongly recommends students complete a college level writing and college level math course prior to transfer.

NOTE: All OUS institutions require two years of same high school-level second language with a grade of C– or above, or two terms of a college-level second language with a grade of C– or above, or acceptable performance on proficiency-assessment options. American Sign Language meets the second language requirement. The second language requirement applies to transfer students graduating from high school in 1997 and thereafter.

Freshman Admission

To be admitted to freshman standing, students must fulfill each of the requirements (or alternatives) as specified in 1 through 4 below. Applicants failing to meet all of these requirements may receive a comprehensive review of their application that may result in an offer of admission.

1. **High School Graduation**

   Non-graduates qualify for admission by taking the GED, as follows:

   Meet the minimum score and average subtest score on the test of the General Educational Development (GED) as listed below.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Minimum Score on Each Exam*</th>
<th>Minimum Overall Average Score for Five Subtests*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>400</td>
<td>510</td>
</tr>
<tr>
<td>OIT</td>
<td>410</td>
<td>580**</td>
</tr>
<tr>
<td>OSU</td>
<td>410</td>
<td>580</td>
</tr>
<tr>
<td>PSU</td>
<td>410</td>
<td>460</td>
</tr>
<tr>
<td>SOU</td>
<td>410</td>
<td>550</td>
</tr>
<tr>
<td>UO</td>
<td>410</td>
<td>580</td>
</tr>
<tr>
<td>WOU</td>
<td>410</td>
<td>550</td>
</tr>
</tbody>
</table>

   * For tests taken before January 1, 2002, scores were reported in a two-digit format. To convert a pre-2002 score to the current three-digit format, add a zero. (For example, a 41 becomes 410.)

   ** OIT: Applicants with GED composite scores between 550 and 570 (55 and 57) and a minimum of 410 (41) on each subtest must have minimum SAT Reasoning scores of 400 math and

---

Students with any college credit note Transfer Admission, 1.
800 combined Math and Critical Reading (formerly Verbal) or ACT scores of 17 math and 17 composite. For scores between 500 and 540 (50 and 54) and a minimum score of 410 (41) on each subtest must have minimum SAT Reasoning scores of 500 math and 1000 combined Math and Critical Reading (formerly Verbal) or ACT scores of 21 math and 21 composite.

Graduates of Nonstandard or Unaccredited High Schools

Public high school graduates must have graduated from a standard\(^3\) high school.

Private high school graduates must have graduated from an accredited\(^4\) high school.

Graduates of nonstandard or unaccredited high schools must qualify for admission by meeting institutional SAT Reasoning Exam/ACT requirements and have an average score of 470 or above (940 total) on two College Board SAT subject tests (Math level I or IIC and another test of the student’s choice. An examination in a second language is strongly recommended to qualify a student for admission by meeting the language proficiency requirements. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)

Minimum ACT/SAT Reasoning Requirements for Students Who Did Not Graduate from an Accredited or Standard School for 2008-09

\(\text{(includes Math, Critical Reading, and Writing beginning March 2005)}\)

<table>
<thead>
<tr>
<th>Campus</th>
<th>ACT(^*) or SAT Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOU</td>
<td>Portfolio Required</td>
</tr>
<tr>
<td>OIT</td>
<td>21 or 1000 on SAT math and critical reasoning</td>
</tr>
<tr>
<td>OSU</td>
<td>23 or 1540</td>
</tr>
<tr>
<td>PSU</td>
<td>21 or 1470</td>
</tr>
<tr>
<td>SOU</td>
<td>21 or 1480</td>
</tr>
<tr>
<td>UO</td>
<td>22 or 1540</td>
</tr>
<tr>
<td>WOU</td>
<td>21 or 1470</td>
</tr>
</tbody>
</table>

\(^*\) ACT scores are subject to change with additional information from ACT on integration of the optional writing exam.

\(^3\) Standard high schools are public high schools that are certified as meeting specified levels of resources, services, and quality established by the Oregon Department of Education.

\(^4\) Accredited high schools are those that are reviewed and recognized by a regional entity, such as the Northwest Association of Schools and Colleges, as meeting an appropriate level of academic rigor and support.
2. **Admission Tests (ACT and SAT)**

Applicants must submit scores on the SAT Reasoning or American College Test (ACT) that include a standardized writing examination.

SAT subject tests are required for applicants who are graduates of unaccredited high schools, including home-schooled students.

Test scores are used:
- as an alternate means of meeting the GPA and/or subject requirements;
- to comply with the admission policy for graduates of unaccredited high schools;
- in selectively admitting qualified applicants; and
- for advising, guidance, and research purposes.

3. **OUS Subject Requirements**

Applicants must satisfactorily (grade of C– or above) complete at least 14 units\(^5\) (one year equal to one unit) of college preparatory work in the following areas. Graduates of Oregon high schools may also use the Proficiency-based Admission Standards System (PASS) option to substitute for English, mathematics, science, social science, and second language subject requirements.

   - **English (4 units).** Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.

   - **Mathematics (3 units).** Shall include first-year algebra and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive); advanced topics in algebra (through Algebra II), trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, and probability and statistics, or courses that integrate topics from two or more of these areas. One unit is strongly recommended in the senior year. (Algebra and geometry taken prior to ninth grade will be accepted.)

   - **Science (2 units).** Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science. It is strongly recommended that one year be taken as a laboratory science and that a total of three years of science be taken.

   - **Social Studies (3 units).** Shall include analysis of societal issues and events. It is strongly recommended that study include knowledge and use of geographic information, patterns of

\(^{5}\) Minimum requirements for admission to UO include these 14 units. For automatic admission, students must complete two additional approved units in any of the five requirements.
United States history, patterns of human history, structures and systems of US Government, and analysis of economic systems.

Second Language (2 units). Shall include two years of the same high school-level second language, or a C− or above in the third year of a high school-level language, or two terms of a college-level second language with a grade of C− or above, or satisfactory performance on an approved assessment of second language proficiency. Demonstrated proficiency in American Sign Language meets the second language requirement. The second language requirement only applies to applicants graduating from high school in 1997 or later. Students failing to meet this requirement must complete it with a grade of C or above or with two terms of the same college-level second language.

4. **High School Grade Point Average (GPA) and Subject Requirements**

**Eastern Oregon University**
- High School Graduate or Portfolio Review
- Admission Test (ACT or SAT Reasoning)
- 3.00 high school GPA in courses that satisfy the OUS Subject Requirements. A GPA of 2.75-2.99 requires review of standardized test scores.
  - Alternative to GPA Requirement:
    - Review of a submitted portfolio that includes an essay on educational goals, recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement. EOU does not require a portfolio if the student selects the test option.
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Students who have below a 3.00 high school GPA in all subject requirement coursework may be selectively admitted based on a review of a submitted portfolio that includes an essay on educational goals, recommendations, grades, coursework, test scores, and any other evidence of academic and community achievement.

**Oregon Institute of Technology**
- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 3.00 cumulative high school GPA
  - Alternative to GPA Requirement:
    - High School GPA between 2.75 and 2.99: SAT Reasoning Math 400 or above, and SAT Reasoning Math and Critical Reading combined score of 800 or above or ACT math of at least 17 and composite of at least 17.
    - High School GPA between 2.50 and 2.74: SAT Reasoning Math of 500 or above and SAT math and verbal combined score of 1000 or above or ACT math of at least 21 and composite of at least 21.
• Subject Requirement: 14 units
  ➢ Alternative to Subject Requirement:
    ○ Score an average of 470 or above (940 total) on two College Board SAT
      subject tests. (Math Level I or IIC and a second test of the student’s choice.
      Students who do not take an SAT subject test in a second language must
      prove language proficiency through another approved process.)

Oregon State University
• High School Graduate
• Admission Test (ACT or SAT Reasoning)
• 3.00 minimum cumulative high school GPA and 14 academic subject requirements.
  Applicants with a GPA below 3.00 will be considered based on additional criteria
  listed below.
  ➢ Strength of Curriculum: OUS Subject Requirement, 14 units, with additional
    consideration for:
    ○ Math course(s) beyond Algebra II
    ○ Advanced Placement courses
    ○ International Baccalaureate courses
    ○ College-level courses
    ○ Oregon PASS scores
  ➢ Insight Résumé (written experiential assessment)
• Alternatives to Subject Requirement:
  ➢ Score an average of 470 or above (940 total) on two College Board SAT subject
    tests (Math Level I or IIC and a second test of the student’s choice. An
    examination in a second language is strongly recommended to qualify a student
    for admission by meeting the language proficiency requirements. Students who
    do not take an SAT subject test in a second language must prove language
    proficiency through another approved process.) OR
  ➢ Successfully completing course work (high school or college transfer) for specific
    subject deficiencies.
• Alternatives should be completed by high school graduation.

Portland State University
• High School Graduate
• Admission Test (ACT or SAT Reasoning)
• 3.0 high school cumulative GPA
  ➢ Alternative to GPA Requirement:
    ○ 1000 SAT Critical Reading (formerly Verbal) and Math or 21 ACT
• Subject Requirement: 14 units
  ➢ Alternative to Subject Requirement:
    ○ Score an average of 470 or above (940 total) on two College Board SAT
      subject tests. (Math Level I or IIC and a second test of the student’s choice.
      An examination in a second language is strongly recommended to qualify a
student for admission by meeting the language proficiency requirements. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)

**Southern Oregon University**
- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 2.75 high school cumulative GPA
  - Alternative to GPA Requirement:
    - 1010 SAT Critical Reading (formerly Verbal) and Math or 21 ACT
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Score an average of 470 or above (940 total) on a minimum of two College Board SAT subject tests (Math Level I or IIC and a second test in the area of deficiency. An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)
    - If admitted by exception to the second language requirement, the admission deficiency must be made up through two terms of a college-level second language.

**University of Oregon**
- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 3.00 minimum cumulative high school GPA and 14 academic subjects. Automatic admission requires a 3.25 GPA and two additional subject requirements.
  - Applicants below a 3.25 GPA or with less than 16 academic units are considered for admission through a comprehensive review, which includes:
    - Rigor of courses taken in high school;
    - Grade trends throughout high school;
    - Number of senior year academic courses;
    - Quality of admission essay; and
    - SAT Reasoning or ACT scores and other factors provided by the applicant.
- Subject Requirement: 14 units (16 for automatic admission)
  - Subject requirements can also be met alternatively by:
    - Score an average of 470 or above (940 total) on two College Board SAT subject tests. (Math Level I or IIC and a second test of the student’s choice. An examination in a second language is strongly recommended to qualify student for admission by meeting the language proficiency requirements. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)
Western Oregon University

- High School Graduate
- Admission Test (ACT or SAT Reasoning)
- 2.75 high school GPA
  - Alternative to GPA Requirement:
    - 21 ACT or 1000 SAT Critical Reading (formerly Verbal) and Math
  - Alternative for all other applicants:
    - Students lacking either the ACT or SAT minimums but possessing the promise and potential of academic success at WOU must submit material for a comprehensive admission review. Required material includes one page statement on educational goals and academic preparation, three letters of recommendation from persons with the professional expertise to assess applicant’s academic ability and promise, and other evidence of academic, community, or professional achievement that has prepared applicant for college success.
- Subject Requirement: 14 units
  - Alternative to Subject Requirement:
    - Score an average of 470 or above (940 total) on two College Board SAT subject tests. (Math I or IIC and a second test of the student’s choice. Students who do not take an SAT subject test in a second language must prove language proficiency through another approved process.)

Five Percent Special Admission
Institutions are authorized to admit a quota of freshmen totaling no more than five percent of the institution’s first-time freshman class for the previous academic year as exceptions to the stated admission requirements. To qualify for five percent special admission, applicants are considered on a case-by-case basis. If admitted by exception to the second language requirement, the admission deficiency must be made up by completion of two terms of a college-level second language or by demonstration of proficiency in a second language.

Selective Admission
Institutions are authorized to manage enrollment to ensure the maintenance of academic quality. Thus, simply qualifying for admissions does not guarantee admission; institutions may use a number of other factors in making a final admissions decision.

Transfer Admission

1. All Transfer Applicants

- Students who have earned between 12 and 36 quarter credit hours of college-level work (Oregon Institute of Technology, Oregon State University, Southern Oregon University,
University of Oregon); 30 (Eastern Oregon University, Portland State University); or 24 (Western Oregon University) must meet both freshman and transfer admission requirements. Students who have completed fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements.

- Students who meet the above minimum college credits to be reviewed using transfer admission criteria must meet GPA requirements in acceptable college work: 2.25 (Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon) or 2.00 (Western Oregon University).

- Transfer applicants under freshman admission or transfer requirements must have completed two terms of a college-level second language with an average grade of C− or above, or two years of the same high school-level second language with an average grade of C− or above, or satisfactory performance on an approved second language assessment of proficiency. Demonstrated proficiency on American Sign Language meets the second language requirement. The second language requirement applies to transfer applicants graduating from high school in 1997 or after.

2. **Applicants Must Meet Institutional Requirements**

**Eastern Oregon University**

- A minimum GPA of 2.25 or above in 30 or more quarter credit hours of acceptable college-level work.
- Successful completion of a minimum of two courses in the sciences, social sciences, or humanities. College-level writing and math are strongly recommended.

**Oregon Institute of Technology**

- A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work. Students who hold an Associate or Bachelor’s degree will be admitted with a 2.00 GPA or higher.
- Applicants who do not have an Associate’s or a Bachelor’s degree must have at least 33 college-level credits that are not in Physical Education. If more than 10 percent of an applicant’s credits are in Physical Education, credits beyond the 10 percent threshold will not be counted toward meeting GPA requirements.
- OIT requires demonstration of readiness for college-level mathematics and writing; for example, by completing the equivalent of Math 95 Intermediate Algebra (or higher) and WR 115 Introduction to Writing (or higher) with grades of C or above.

**Oregon State University**

- A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work;
- One writing course beginning with WR 121 with a grade of C− or above;
• College algebra or above with a grade of C– or above, or the equivalent of Math 105; and
• Insight Résumé (written experiential assessment).

Portland State University
• A minimum GPA of 2.25 or above in 30 or more quarter credit hours of acceptable college-level work. Applicants who hold a transferable Associate’s or Bachelor’s degree or an Oregon Transfer Module will be admitted with a 2.00 GPA.

Southern Oregon University
• A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work.
• Students who graduate with an AAOT degree from an Oregon community college or an Associate’s degree from an approved exchange partner will be admitted with a 2.00 GPA.
• SOU limits students to a maximum of 12 credits of Physical Education activity and team participation credits that can be used toward meeting the transfer admission requirements.

University of Oregon
• A minimum GPA of 2.25 or above in 36 or more quarter credit hours of acceptable college-level work;
• One writing course beginning with WR 121 with a grade of C– or above; and
• College algebra or above with a grade of C– or above, or the equivalent of Math 105.

Western Oregon University
• A minimum GPA of 2.00 or above in 24 or more quarter credit hours of acceptable college-level work. Applicants strongly encouraged to complete writing 121 or above with a C– or better and Math 105 or above with a C– or better.

Special Transfer Admission
Institutions are authorized to grant special admission to transfer applicants on a case-by-case basis in accordance with each institution’s transfer admission policy. If admitted by exception to the second language requirement, the admission deficiency must be made up by completion of two terms of a college-level second language or by demonstration of proficiency in a second language.

Selective Admission
Institutions are authorized to manage enrollment to ensure the maintenance of academic quality. Thus, simply qualifying for admissions does not guarantee admission; institutions may use a number of other factors in making a final admissions decision.
BOARD DISCUSSION AND ACTION:
President Lorenzen expressed a desire that education related issues be written so that a layperson could understand it. He indicated that he found Joint Board meetings and materials very hard to follow. Director Miller-Jones remarked that, on behalf of the Board, he had been attending a number of meetings that dealt with alignment and changes being proposed in the high school diploma. "I will point out that the changes at the diploma level for the K-12 system are largely changes in opportunities to learn. I think this admission statement is structured in anticipation that it is not the end of the process. We are moving forward in a collaborative way and in a spirit of a pre-K-20 system and I think that is quite encouraging."

Director Van Vliet moved and Director Miller-Jones seconded a motion to approve the staff recommendation. Those voting in favor: Directors Lorenzen, Blair, Blakney, Mendoza, Miller-Jones, Sohn, and Van Vliet. Those voting no or opposed: None. Motion passed.

5. REPORT ITEMS

a. Board Long-Range Planning: Portfolio Conversation with Oregon State University

DOCKET ITEM:

The Board’s long-range plan,\(^6\) approved in September 2006, adopted as one of its four guiding principles its intent to “manage the Oregon University System and its institutions as a portfolio.” Guided by this principle, the Chancellor and institution presidents are jointly responsible and accountable for the successful accomplishment of OUS goals and outcomes. As described in the plan:

- The Board expects that every OUS institution will contribute in each one of the OUS outcome areas, but not necessarily to the same degree or in the same ways. Under the overall direction of the Board, the Chancellor will work with the individual institutions to establish campus goals that together support achievement of overall OUS goals in each outcome area.

- The Board expects that each institution will build on existing capabilities and areas of excellence to maximize its contribution to OUS outcomes and goals. At the same time, the Board believes that, to maximize the efficiency and effectiveness of the System as a whole, not all programs and functions will be offered at every institution within OUS.

- Although institutions should have sharply defined missions, goals, and long-range plans, the Board expects and encourages the institutions to work together to maximize the efficiency and effectiveness of OUS, through partnerships and collaborations, both within OUS and across education sectors.

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Each month through October 2007, the Board will engage each campus in analysis of and conversation about the contributions that the campus makes to the overall OUS portfolio. These conversations will address campus mission and goals; program mix and focus; areas of particular distinction; enrollment composition and student access; faculty teaching and research expectations; and the institution’s current and future economic and organizational model. The focus will be on the extent and nature of the institution’s contribution to the accomplishment of the broad goals adopted by the Board: (1) creating an educated citizenry and ensuring access for Oregonians; (2) ensuring high quality student learning that leads to subsequent student success; (3) creating original knowledge and advancing innovation; and (4) contributing to the economic, civic, and cultural life of communities in Oregon.

The Chancellor’s Office and the institution will provide background information to assist in these conversations, the most prominent of which will be the institution’s strategic plan.

The first of these conversations will be with Oregon State University regarding its main campus in Corvallis, including the Statewide Public Services (Agricultural Experiment Station, Forest Research Laboratory, and OSU Extension Service). At the March 2007 meeting, the Board will have a similar conversation regarding the OSU Cascades campus.

Background material was posted prior to the Board meeting.

**BOARD PRESENTATION AND DISCUSSION:**
Vice Chancellor Susan Weeks provided brief introductory remarks and indicated that, following the individual campus presentations there would be an opportunity for the Board, hopefully in November, to have a session to synthesize the individual reports. At that point, the Board would look at the total OUS portfolio in the context of the information obtained through the conversations with the presidents. "We have provided some background material for the OSU presentation that consists of a profile, a template that has additional information, and the institution's strategic plan."

OSU President Ray and Provost Randhawa presented a comprehensive view of the history of the current planning efforts, a snapshot of what is currently taking place at the institution, and a snapshot of future directions and plans. (The full text of the presentations is available in the Board’s Office. The following is a very summarized version of the total presentation and discussion.)

The OSU mission statement is: As a land-grant university, we have impact on economic, social, cultural, and environmental progress for people in Oregon, the nation, and the world through our research, scholarship, outreach, and engagement. President Ray indicated, within the context of OUS, that there are characteristics that are unique to OSU. Along with Cornell University, OSU is the only land, sea, space, and sun grant institution in the nation and those designations carry meaningful consequences. OSU is the largest Oregon public research university. "We honestly believe that our graduates are the most important contribution we
make to the future and one of our objectives is to prepare our graduates to be able to compete with anyone, anywhere in the world," he underscored.

The institution's goals are simple: aspire to be one of America's top ten land-grant universities; provide outstanding academic programs to further strengthen performance and preeminence in five key thematic areas (arts and sciences, earth dynamics and sustainability, development of enterprise, innovation, and economic development, advancing understanding of the life sciences and health, and better position ourselves to manage our natural resources); substantially increase revenues from fund raising, partnerships, research grants, tech transfer, and, at the same time, invest resources wisely and manage costs effectively."

OSU has experienced a 41 percent growth in the last ten years. This is due, in part, to the fact that, overwhelmingly, fee remissions are targeted to qualified students who have genuine financial need and depend very much on the support to be able to obtain a college education. OSU has been engaged in partnerships with community colleges beginning with Linn-Benton Community College in 1998. Since that time, 5,500 students have enrolled in the degree partnership program and today OSU has signed agreements with 16 of the 17 community colleges in the state. President Ray observed that partnerships with community colleges serve to help diversify the student populations because community colleges attract more diverse student populations than higher education. There are numerous collaborative projects with other OSU institutions: pharmacy, public health, executive business program, and agricultural sciences and forestry, to name just a few.

Growth in research grants and contracts over the last five years has been 40 percent; private fundraising over the last year was $53.3 million. "OSU is a $684 million enterprise that directly involves 9500 jobs and there are suppliers and supporting economic activities around the state," President Ray pointed out. "Our impact statewide is $1.4 billion and involves somewhere on the order of 17,000 jobs, including the direct and indirect economic activity in jobs that we help create. We bring in $328 million of new money into the state through out-of-state students, activities, grants, and international students. That represents 22.4 times the legislative appropriations we get," he emphasized. OSU academic strengths are in areas such as environmental sciences, forestry, healthy living and disease prevention, oceanic studies, earth sciences, and sustainability, particularly in water resources. Another area of distinction for OSU is the statewide public services program. There are 200 faculty FTE that are involved in the statewide programs, with approximately two-thirds of them located off campus. Approximately 23,000 volunteers work with the extension service and provide over 1.5 million hours annually. "The estimate is that 900,000 Oregonians during any given year benefit from access to the extension services," President Ray highlighted.

The aspirational peers for OSU include California, Cal-Davis, Cornell, Illinois, Michigan State, Ohio State, Pennsylvania State, Purdue, Texas A&M, and Wisconsin and benchmarks have been set against them in areas of research efforts including grants and contracts, academic excellence, faculty excellence, to name a few. Six interdisciplinary initiatives were identified where it was felt that existing programs could leverage additional resources such as
computation and genome biology, ecosystem informatics, healthy aging, subsurface biosphere, sustainable rural communities, and water and water sheds. "We're reallocating existing funds because we think we're going to have a significant impact there in the future," President Ray explained.

First year student retention is an area of concentrated focus as are the six year graduation rates. OSU believes that their graduates are the greatest contribution they can make to the future and that having a 62 or 65 percent success rate is not acceptable. Their aspirational rate is set at 90-95 percent. Directors Miller-Jones and Sohn expressed the opinion that student:faculty ratios, as measures of student success, are gross indicators and don't accurately predict student success. "I would prefer that the resources, the effort devoted to the freshman/sophomore dropout problem be addressed more directly," Director Sohn shared. "I think some of the things that address it directly more effectively than class size are contact with professors, availability of counselors and advisors, and various forms of assistance," he concluded. Increased emphasis has also been directed to the Honors College and that has attracted very talented students, some of whom had unlimited choices of where to attend.

The budgets for academic units have been rebased and $7.5 million of recurring funds are being redirected over the next five years to colleges where the enrollment pressures are the greatest. The four colleges chosen for the next five years are: College of Liberal Arts, the College of Science, College of Business, and Health and Human Sciences. Growing resources is another major goals. There is new leadership in the OSU Foundation, University Advancement, Office of Research, and the Alumni Association. These positions are critical to growing the external resource base.

Professional faculty development training is a goal for OSU and a fund has been established to provide some support for faculty and their personal growth. An office of community and diversity has been established. Previously 13 percent of the students were from underrepresented groups and this fall it was at 14.5, with a goal of 15 percent. "When I first came here, people would say, 'why are you so hung up on this diversity stuff?' Oregon isn't very diverse, and my answer to them was that it's irrelevant how diverse Oregon is because, in fact, if we become a destination of choice for people who in other contexts feel marginalized, excluded, not valued, then we're not bound only by Oregon's figures," President Ray underscored. OSU has started a program targeted to hiring senior administrators from diverse backgrounds, providing education and training to administrators in a number of areas, and drafting a university college and support unit diversity action plan. Every college has its own diversity action plan that is aligned with the university's plan. "A goal is to capture the expression of a community where people are effective participants and valued members of the community, not just someone to be counted off with a checkmark," President Ray explained.

OSU is in the process of redirecting $10 million in recurring funds. This process is being managed by Provost Randhawa and Vice President McCambridge. Funds are going to be redirected, differentially. "We have to get to what is a sustainable level of activity and operation where we keep our eye on the prize and on what we are trying to accomplish
through the strategic plan," the president said. "We make smart investments, we manage our costs, we stay on course—but that requires us to let go of some things and perhaps to do less of other things if we’re to do it within a manageable budget."

Director Blair complimented President Ray on the "terrific presentation. The parts I found really noteworthy were the alignment of the mission and the priorities for the university that were very much aligned with the System priorities." Director Dyess asked how faculty were being kept updated on the implementation of the strategic plan. President Ray and Provost Randhawa discussed the many ways in which inclusion is being implemented. Over the past months, there have been facilitated discussions, scheduled meetings, and it is being viewed that this is a learning process for the campus. The Provost added that a real effort has been made to have the total planning effort be as open and transparent as possible and to partner with the faculty senate in discussions around campus.

Director Dyess raised a question about OSU academic focus and asked if it was primarily on the sciences. President Ray answered that it was; however, there has to be the strong underpinning of the liberal arts to provide a well-rounded education. Director Sohn concurred and asked how they incorporate into very focused student programs the "things we think of as the liberal arts, the thinking, the preparing to be a citizen, the literary art exposure, the sort of balancing of life and mind that you also like to get as part of a college education." President Ray responded that OSU is currently looking at the baccalaureate core and discussions are underway with the faculty senate around the quality of its content. The focus is about what we think our graduates should have, in the broadest terms, as part of their educational opportunities and competencies."

b. **SOU Retrenchment Plan**

**DOCKET ITEM:**

President Cullinan reminded the Board that, in August of 2006, she made a commitment to prepare a three-year budget plan. "Each vice president was given a target for cutting their costs and then much of the process that we have been following has been governed by the steps in the faculty contract," the President explained. On January 8, 2007, after a comment period, it was announced that the condition at SOU was such that reduction or elimination of a program or programs was required. In addition, 17 individuals around the campus received notice of termination and other positions or vacancies will not be filled. A second comment period ends February 19 and a final budget plan will be released on March 5.

The current plans call for merging three schools (Arts and Letters, Science, and Social Science) into one: College of Arts and Sciences. It is anticipated that there will be a reduction of costs and will, at the same time, make a strong statement about SOU's mission, values, and goals. "We also had to make cuts in a whole range of academic areas including the library and instructional technology, and numerous offices," the President explained. The major reductions are in German and moving faculty from geography and geology into the College of Arts and
Sciences. There have been numerous meetings with students and faculty in trying to ease the pain that people are feeling, as well as promote greater understanding of the condition of the university. "This has not been an easy process. There is a lot of pain in these pages, a lot of real people involved," the President said. Nevertheless, there is some amount of optimism and hope that SOU will be a stronger institution when this is behind them.

President Lorenzen acknowledged how difficult a task this was and that President Cullinan had "stepped into a job that we probably did not fully disclose to you the nature of the task before you. But you stepped up and you are facing this very difficult assignment and doing it in an admirable way. I want to indicate our support for what you are doing," he said. Director Sohn concurred and added, "I would like to call attention particularly to the inclusive way in which you have carried the important role in building support for what people would not be inclined to support," he added.

c. OUS Student Affairs Report

DOCKET ITEM:

Vice Presidents for Student Affairs at EOU and OIT, Sheldon Nord and Joe Holliday, respectively, thanked the Board for the opportunity to talk with them about the work of the senior student affairs officials around the System. They indicated they had three goals: 1) introduce the Board to student affairs as a profession; 2) introduce the Board to the OUS Student Affairs Council and provide brief information about their work; and 3) present a few examples of the challenges that OUS students face and the ways in which staff are meeting these challenges.

Each OUS campus has numerous staff whose training, education, and passion is to know students, their needs, and to promote student learning in and out of the classroom. Each OUS campus has a vice president or vice provost who collaborates with others to enhance student educational experiences. The Student Affairs Council within OUS consists of seven senior student affairs officers from each of the campuses as well as representatives from OHSU and OSU-Cascades, and liaisons from the Chancellor's Office. The work of the Council is to create and implement a set of integrated programs and activities along the student success continuum.

Student affairs staff help students with issues of access and affordability, items not new to the Board. Many students are concerned about whether they will have sufficient funds to mitigate the ever-increasing costs of a higher education experience. The staff in the offices, such as admissions and financial aid, go to the high schools and middle schools to ensure that students and their families know about the options they have to access to higher education.

Many students arrive at the institutions unprepared for the academic programs. There are many campus programs designed to assist students through the initial year and help them identify the resources they need to ensure they are academically prepared. The students of today present a whole range of challenges. "They are more medicated, face more stress, and
are more willing to ask for help than were previous generations of students," Mr. Holiday explained. "For instance, all seven OUS campuses are involved in a collaborative effort in suicide prevention."

Director Van Vliet reflected on his tenure in the Career Planning and Placement Office at OSU. "Budget cuts in this area are also some of the very first cuts that come on the university campus," he said. These areas that are important to students have been left languishing over the years. Director Miller-Jones echoed the same sentiments. "I think you see in some of the numbers that you were talking about in terms of mental distress, suicide, and so forth, these are products, not so much of our campuses, as of our political, economic climate and the changes that are taking place in our society that we need to be looking at and thinking about from a policy point of view. The integration of student affairs offices into the academic affairs departments needs to be much more systematic and routine practice," he concluded.

d. One Year Later: The Status of the Class of 2005 Bachelor’s Degree Recipients

DOCKET ITEM:

Executive Summary
In 1996, the Oregon University System (OUS) conducted the first Systemwide survey of recent (1994-95) bachelor’s degree recipients. Changes in Oregon’s economy in the preceding decade led to concerns about the preparedness of college graduates as they entered the workforce. The purpose of this study is to assess an OUS college experience from the graduate’s perspective and ascertain the activities of graduates within one year of completing their degree. The survey provides a mechanism for gauging student outcomes, attitudes, and experiences following graduation and allows OUS to respond to issues related to educational quality and the state’s labor market.

- Graduate success—Almost 93 percent of OUS bachelor’s degree recipients in the class of 2005 are employed or continuing their education. This represents an increase from 88 percent for the class of 2003 and more closely aligns with 92.5 percent for the class of 2001. Only 3 percent of recent bachelor’s graduates are unemployed and actively seeking employment, lower than the overall rate of unemployment in the state.
- Employment—78 percent of employed graduates work in Oregon. Among all employed graduates, 45 percent work in private industry, 14 percent in education, 10 percent in healthcare, and 10 percent in public agencies, with 6 percent each in nonprofit organizations or self-employed. The largest portion of employed graduates (41 percent) hold positions in a professional field and 20 percent work in management, business, or financial jobs.
- Annual personal income—72 percent of graduates employed full-time earn over $25,000 annually. Compared to two years earlier, the proportion of graduates earning $50,000 or more per year significantly increased (18 percent in 2005 compared to 8 percent in 2003). The average salary of class of 2005 graduates is $34,866.
• **Graduate satisfaction**—OUS graduates continue to report a high level of satisfaction with their educational experience. In 2004-05, 84 percent of recent graduates rated their overall experience as a 4 or 5 on a 5-point scale, with 5 meaning excellent. Graduates were particularly satisfied with their institution’s contribution to their development of a broad range of skills and competencies. Eighty-eight percent of respondents were extremely or somewhat satisfied with the overall quality of instruction and accessibility of faculty and an equal or greater proportion were pleased with library and computing services.

• **Experiential learning**—84 percent of graduates participated in at least one internship or applied-learning experience; 26 percent of those indicated that the experience led to their current employment.

• **Student debt**—Two-thirds of graduates accumulated debt to finance their degree. Of those, 96 percent borrowed money in the form of student loans. Compared to two years earlier, a significantly greater proportion reported borrowing $15,000 or more (65 percent compared to 56 percent).

• **First-generation college students**—35 percent of recent OUS graduates are the first in their immediate family to earn a four-year degree. These students are more likely than their classmates to transfer from an Oregon community college, be employed full-time during college, accumulate debt in the form of student loans, receive a Pell grant (indicating financial need), and participate in an internship.

Discussion of this item was postponed to another meeting.

e. **2007-2009 Biennial Budget Update**

Discussion of this item was postponed to another meeting.

6. **COMMITTEE REPORTS**

a. **Board Committee Structure (Lorenzen)**

President Lorenzen indicated that his plan for organizing the work of the Board was to have three general areas of concentration. First, there will continue to be a Finance and Administration Committee and Director Blair has agreed to continue to chair it. This group will be responsible for areas such as financial reporting, auditing functions, and real estate, to name a few. "And, because of Don's great expertise," President Lorenzen added, "the annual work plans and performance targets for the Chancellor and presidents will fall to this group as well."

Director Dyess will chair a second committee called the Strategic Initiative Committee that, President Lorenzen projected, would be a very large committee with subcommittee work. "We've initiated a communications and outreach initiative and that is ongoing and would come within this group. Director Nesbitt has indicated a desire to stay involved with the Shared Responsibility Model and that would also fit within this group. Additionally, there is the analysis
of institutional missions, the graduate programs, analyzing the Portland strategy, among other initiatives," he indicated.

Finally, "the members of the third committee will be the delegates to the Joint Board. The people who will be members of this important group would, in fact, be the delegates to the Joint Board work. I've come up with a different name: the Joint Board and UEE, which is a subcommittee of the Joint Boards delegation. Director Schuette will be the chair of this group."

Board membership on the Committees is:

- **Finance and Administration**: Director Blair, Chair, and Directors Blakney, Dyess, Lorenzen, von Schlegell, and Van Vliet.
- **Strategic Initiatives**: Director Dyess, Chair and Directors Blair, Francesconi, Lorenzen, Miller-Jones, Schuette, Sohn, and von Schlegell.
- **Joint Board, UEE Delegation**: Director Schuette, Chair and Directors Mendoza, Miller-Jones, and Van Vliet.
- **Executive Committee**: the members need to be voted on, but the recommended list is: Director Lorenzen, Chair and Directors Blair, Dyess, Schuette, and Sohn.

### b. Working Groups

**Finance and Administration Committee**: Director Blair reported on the meeting of the Finance and Administration Committee. It was reported that there is a $321 million balance in investment funds for which the Board has responsibility. Approximately $75 million is the pooled endowment fund and the performance on that for the fourth calendar quarter of the year was a 4.7 percent return. The Committee was advised, by representatives from the State Treasury Department who were in attendance, not to look at just one quarter, rather the Board must take a longer-term view.

The second topic was the quarterly report. "As a System, we are projecting revenues to be slightly less than budgeted, but all of the institutions are reducing expenses and finding a way to get close to their overall budgets for the year at the fund balance level." The fund balance for the System is projected to be 9.4 percent of revenue. The Board target is 10 percent, with a range of 5-15 percent. Director Blair summarized that all of the institutions are exercising prudent financial management and "doing the best they can in a very difficult set of circumstances."

Finally, the Committee looked at the Internal Audit Report. Fewer activities were completed than anticipated, which was, in part, a result of not having filled open positions.

Director Dyess remarked that she had been watching the press on the "Hermiston opportunity. I'm very concerned that this is taking on a life of its own. We have a lot of things in the air and until I hear an overall plan of how we're going to afford this thing in the long run, I think we need to back off," she underscored. President Fatemi agreed that it had taken on a life of its own. "I want to be clear on a couple of things. One, we're (EOU) not contributing to it by any
stretch of the imagination. They are very aggressive and are pushing very hard. In terms of where we are: we are at the very beginning of a series of discussions to do something that we are doing elsewhere in the state. I'm not talking about the construction of the building. I'm talking about programmatic offerings. The provost and several of the deans are meeting with their counterparts at Blue Mountain Community College to discuss programmatic offerings." He continued to explain that the major difference between Hermiston and the other 16 centers is that they want a building and the community is pushing hard for it. Director Dyess continued that she felt the System, generally, and EOU, specifically, had all they could handle at the present time.

Director Sohn asked what the Board's responsibility was, since this item was included in the Governor's budget. Chancellor Pernsteiner responded that just the capital project is in the Governor's budget. "What President Fatemi has been working on is a kind of 'proof of concept' issue and I think that is what Director Dyess is talking about: once it's there, can it be sustained?"

c. Other Board Committees

OHSU and College Savings Plan: Director Dyess reported that OHSU is working on a long-range strategy and they have the first set of descriptors of what OHSU will be in 2020. These will, she indicated, have implications for OUS as well. There was no report on the College Savings Plan.

Joint Boards’ Unified Education Enterprise: Director Van Vliet reported that UEE met and discussed three broad areas of continuing work: 1) alignment of standards and assessments; 2) policy governing accelerated learning; and 3) pathways from high school to college and technical training and career paths. "With the high schools putting in new diploma requirements, it was thought that the number one emphasis should be put on the alignment of standards and assessments," Director Van Vliet reported.

7. Public Input

Rob Wagner, Director of Political and Legislative Affairs for the American Federation of Teachers in Oregon, addressed the Board. The first issue was the higher education budget. "Our members are asking this Board to clarify the OUS request regarding several items contained in the Governor's recommended budget pertaining to the allocation of new funds requested by OUS this biennium. Specifically, we would like to know what determining factors OUS is using for the funds with regard to equitable distribution by campus." The second issue Mr. Wagner addressed was House Bill 2578, the Faculty and College Excellence Act of 2007. "This bill is aimed at addressing the faculty staffing crisis at our universities and community colleges in Oregon and it is part of a national campaign with similar legislation being introduced in a dozen states in the next two months," he explained. Finally, he noted that his organization would be joining OSA to testify in support of the bill allowing OUS to retain interest from tuition and "AFT members will be actively lobbying that the $19 million not be backed out of the General Fund.
appropriation to the Department of Higher Education budget." (The full text of Mr. Wagner's remarks is on file in the Board's Office.)

Mr. Tuberski, an OSU graduate employee in the Department of Zoology and a member of the Coalition of Graduate Employees (CGE), addressed the Board. The CGE and the Graduate Teaching Faculty Federation of the UO share similar concerns. "I'm here today to address the issue of fees charged at OUS schools to graduate employees. Fees amount to a hidden tuition surcharge that makes graduate education increasingly unaffordable," he emphasized. He pointed out that each year, OSU seeks to continue recruiting and retaining the best and brightest graduate employees. "These searches will become increasingly difficult," he pointed out, "as graduate employees chose lower fees and transparency offered by competitor peer institutions." Mr. Tuberski explained that total fees can reach $1,120 or more per quarter. If these mandatory fees are subtracted from the salaries of some graduate employees, the hourly wage falls below the Oregon minimum wage of $7.80 per hour for holders of bachelor's and master's degrees instructing undergraduate classes and working on million dollar grants. In closing he asked the Board to join in this effort to restore the value of graduate employee instruction by paying people to work and not charging graduate employees for the opportunity. (The full text of Mr. Tuberski's remarks are on file in the Board's Office.)

8. **BOARD COMMENTS**

There were no Board comments

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

Director Dyess moved, seconded by Director Blair to approve the delegation of authority as presented in the docket. Those voting in favor: Directors Lorenzen, Blair, Blakney, Mendoza, Miller-Jones, Sohn, and Van Vliet. Those abstaining or voting no: none. Motion passed.

10. **ADJOURNMENT**

President Lorenzen adjourned the meeting at 2:32 p.m.