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ON APRIL 22, 1983

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STATE BOARD OF HIGHER EDUCATION
MINUTES OF REGULAR MEETING HELD IN
ROOM 217, EDUCATION BUILDING
WESTERN OREGON STATE COLLEGE, MONMOUTH, OREGON

April 22, 1983

A regular meeting of the State Board of Higher Education was held in
Room 217, Education Building, Western Oregon State College, Monmouth,
Oregon.

The meeting was called to order at 8:30 a.m., April 22, 1983, by the
President of the Board, Mr. Robert C. Ingalls, and on roll call the
following answered present:

Mr. John W. Alltucker  Mr. Louis B. Perry
Mr. Alvin R. Batiste  Mr. James C. Petersen
Mrs. Jane H. Carpenter  Mr. Marion T. Weatherford
Mrs. Harriett J. Flanagan  Mr. Loren L. Wyss
Mr. Randal D. Gill  Mr. Robert C. Ingalls

Absent: Mr. Harms was out of the state.

OTHERS PRESENT

Centralized Activities--Chancellor William E. Davis, Secretary Wilma L.
Foster; J. I. Hunderup, Vice Chancellor for Facilities Planning; Clarethel
Kahananui, Acting Vice Chancellor for Academic Affairs; W. T. Lemman,
Vice Chancellor for Administration; Wil Post, Vice Chancellor for Public
Affairs; Jerry Casby, Assistant Attorney General; Larry Pierce, Special
Assistant to the Chancellor for Strategic Planning; Davis Quenzer, Associate
Vice Chancellor for Budget & Fiscal Policies; Susan Weeks, Coordinator of
Planning Studies; James Morgan, Chairman, Interinstitutional Library Council;
A. M. Rempel, Assistant Vice Chancellor for Academic Affairs; Tim Marsh,
Information Director, Office of Public Affairs; Kay Juran, Legislative Liaison,
Office of Public Affairs.

Oregon State University--President Robert MacVicar; Judith Ruipers, Dean,
Undergraduate Studies; Peter J. Copek, Director, Humanities Development;
Ernest Briskey, Dean, College of Agriculture; Tom Grigsby, Professor of
Community College Education.

University of Oregon--President Paul Olum; Richard J. Hill, Provost; Gerry
Moseley, Associate Provost, Student Affairs; Max Abbott, Professor, Division
of Educational Policy and Management; Mads Ledet, Associate Professor,
Computer Science.

Oregon Health Sciences University--J. T. McGill, Vice President.

Portland State University--President Joseph C. Blumel; Margaret J. Dobson,
Vice President for Academic Affairs; H. Erzurumlu, Dean of Engineering;
Donald J. Leu, Dean, School of Education.

Eastern Oregon State College--President David Gilbert; William P. Wells,
Dean, Student Affairs.

Oregon Institute of Technology--President Larry J. Blake; John H. Smith,
Dean of Administration; William W. Smith, Dean of Academic Affairs.

Southern Oregon State College--Ernest E. Ettlich, Dean of Academic Affairs;
Ronald Bolstad, Dean of Administration.

Western Oregon State College--President Richard Meyers; James Beaird,
Provost; William Neifert, Acting Dean of Administration; Dori Beeks,
Assistant to the President.
Meeting #500  

April 22, 1983

Others--Gwen VanDenBosch, Mayor of Dallas; Marion Rossi, Mayor of Independence; Stan Kenyon, City Manager, Monmouth, Lloyd Halverson, City Manager, Independence; Ted Molinari, Senior Administrative Officer, Praegitzer Industries, Dallas; Ed Stieff, President, Monmouth-Independence Area Chamber of Commerce; T. K. Olson, Executive Director, Oregon Educational Coordinating Commission; George Mitton, Assistant Director, Oregon Educational Coordinating Commission; Elizabeth Hamlin, Commissioner, Oregon Educational Coordinating Commission; Robert Watrus, Executive Director, Oregon Student Lobby.

Appreciation to WOSC

Mr. Ingalls expressed the Board's appreciation to President Meyers for the very pleasant and instructional visitation to Western Oregon State College.

The Chancellor also thanked President Meyers and commented on the excellent demonstration that had been observed on teaching children about computer programs. He commended the buildings and grounds personnel and other staff for the magnificent maintenance and appearance of the campus with the very limited resources available.

MINUTES APPROVED

The Board dispensed with the reading of the minutes of the last regular meeting held on March 25, 1983, and approved them as previously distributed. The following voted in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Ferry, Petersen, Weatherford, Wyss, and Ingalls. Those voting no: None.

CHANCELLOR'S REPORT

The Chancellor announced an Oregon Marketing Conference on May 9 and 10, 1983, sponsored by the Oregon Economic Development Department and the Western Interstate Commission for Higher Education. Leading high technology and industrial-business personnel from the 13 western states have been included. The publications prepared as key documents for the conference represent an outstanding overview of high technology development. Board members, faculty, and staff are encouraged to attend. Governor Atiyeh and Mr. John Young, President of Hewlett-Packard and an alumnus of Oregon State University, are co-chairmen for the 13 western states.

CASEERI Appointment

The Chancellor reported that the negotiations to employ the director of CASEERI had been consummated. The official announcement will occur after May 1 and the appointee will assume the duties of the position on June 1.

Legislative Report

The Chancellor indicated that the budget hearings had consisted of a general overview which was followed by more detailed presentations for forestry, agricultural extension, cooperative extension, and the agricultural research station. He said the presentation of the education and general budget was scheduled tentatively to begin the following week. The Chancellor said a number of legislators had been extremely interested in many of the research programs of the institutions. He said he had detected a desire to help and a genuine interest in providing better quality and better delivery of the State System's services and programs. Penetrating questions should be expected. Legislators receive these questions, and State System representatives should be in a position to answer them.

The Chancellor stated that there have been some disagreements but there has been a very positive atmosphere so far under very frustrating circumstances for legislators and for the State System and other state agencies. There is a limited amount of money available and there are great demands for those funds, so the decisions are difficult.

The salary improvement package of $14 million for the next biennium will be referred to another subcommittee and will be considered in the total salary adjustment package for all state employees.
An upward adjustment has been made for communication costs to meet the rate increases, and a downward adjustment has been made to reflect the change in prices for utility costs.

The Chancellor then reviewed the elements in the budget. The tuition freeze does not increase the expenditure capacity but prevents a tuition increase for students. The actual increases in the Governor's budget, exclusive of the salary package, amount to approximately 11% for the biennium and are for economic development, deferred maintenance, libraries, and funds for temporary adjustments on the budget cuts which were funded by deferring the salary increases. There is a $6.5 million reduction of base in the Governor's budget based on the prediction that enrollment will decrease an additional 2,400 students over the next two years. This will require an adjustment of 77 to 100 faculty and staff positions. Any further faculty and staff reductions would reduce the number of students below the anticipated decrease.

Mr. Perry referred to a recent meeting with a venture capital group to be devoted primarily to encouraging new industries in the Willamette Valley and around Seattle. This again would require trained people in the future. He said it was his personal opinion that the state would be in a better position economically than the forecast has indicated.

The Chancellor reviewed information and statistics included in several position papers and other materials prepared in response to questions from legislators and others. Copies were distributed to the Board. Oregon is at the national average in terms of the number of four-year institutions per capita. In response to the question of whether too many students were being educated, the Chancellor said that over the next few years, the competitive, desirable jobs would require more education, not less. He said one of the biggest concerns should be the high percentage of students who go to four-year institutions in other states.

In commenting on the position paper showing comparisons for state support of students, the Chancellor indicated that Oregon is educating its students on the state college and university campuses less expensively than is the public school system in terms of the tax dollars committed to education.

Suggestions that all or more of the lower-division undergraduate instruction be accomplished at the community colleges would not result in a significantly lower cost per student because the cost does not vary that much. Combining state and local taxes, the cost to state taxpayers for educating a lower-division student at one of the State System universities or colleges is just above $100 per student more than at one of the state's community colleges. The costs would be transferred to the local property tax.

The faculty-student ratio of 19 or 20 students per faculty member in the State System institutions represents a reasonably heavy load in comparison to that of other institutions.

The Chancellor then distributed maps showing the enrollment at the respective institutions from each of the Oregon counties. The maps revealed that the location of the institution has a very direct relationship to educational opportunity for students in a given area, whether the institution is in the most rural areas of the state or the most heavily populated areas, such as Portland.

Statistical information was provided on program duplication in bachelor's, master's, and doctoral degree programs. Much of the duplication occurs in service courses which would be necessary even if the degree were not offered in a particular subject area. The duplication in the master's degree programs indicates that many individuals are taking summer session work or in evening and weekend classes to upgrade their training.
It is not possible to save money merely by cutting a program. Students must be eliminated, because there is no saving if they transfer to another section of the same institution or to another institution within the System. If the students transfer to a community college, the money may be reallocated, but there will not be any substantial savings in terms of cost to the state.

The Chancellor reported that he had indicated the 2% adjustment to implement fully the salary increases approved by the Board but deferred until the end of the biennium would be used only for salaries if it remained in the budget. The money would not be used to offset budget cuts or reductions in the budget request.

The Chancellor said further reduction below the level in terms of the operating budget as recommended by the Governor would require cutting faculty and staff. Money can only be saved by hiring fewer people. To the extent that the student load cannot be absorbed by the reduced faculty and staff, it would be necessary to restrict enrollments even further than the 2,400 projected decrease.

Mr. Petersen said the use of 100 students as a cutoff point in preparing the maps showing distribution of students discriminated against institutions with small numbers. For example, Eastern Oregon State College had 77 students from Malheur County attending that institution. This is a much higher percentage of the residents from that county attending Eastern Oregon State College than is represented by the 103 attending Oregon State University. As a result of the cutoff point of 100, the maps do not reflect that Eastern Oregon State College serves Malheur County, but they do show that Oregon State University does. Eastern Oregon State College is doing an outstanding job in terms of the percentage of the student body attending Eastern Oregon State College from Malheur County. While the maps show that Southern Oregon State College, Oregon Institute of Technology, and Eastern Oregon State College really are serving a regional mission, they do not indicate the high percentage of students attending from other areas of the state. He suggested that the cutoff point be a percentage of students rather than the actual numbers.

The Chancellor said the intent had been to present the location from which each institution received clusters of students.

Mrs. Carpenter pointed out that the numbers represented only one particular thing and they would be presented along with other information. They do reveal the regional colleges are serving a definite regional purpose.

Mr. Batiste suggested that Position Paper 9 include the words "and local support" in the title and that on page 2 an asterisk and explanation be included in the table to indicate that no property tax support goes to the state colleges and universities. He also proposed that position papers be prepared on tuition and faculty salaries.

Oregon State University requests authorization to suspend its master's degree program in business administration leading to the MS in Management Science.

Present enrollment in the program is not sufficient to justify its continuation. Oregon State University requests suspension of the program for two years during which time the program will be reviewed and potential need for the program assessed. A recommendation for reinstatement would depend on the outcome of this review.

Oregon State University will continue to offer its master of business administration (MBA) program, a program which enrolls some 90 students each year.
Staff Recommendation to the Board

The Board's staff recommended that the Oregon State University request be approved.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Petersen, Weatherford, Wyss, and Ingalls. Those voting no: None.

Discontinuation of BBA Degree, UO

Staff Report to the Board

The University of Oregon requests authorization to discontinue the bachelor of business administration (BBA) degree, effective 1983-84. The University for many years has offered students enrolled in the college of business administration three degree options: the bachelor of business administration, the bachelor of science, and the bachelor of arts. Major requirements in business for the degree programs are identical. In addition, those students wishing the bachelor of science degree must complete 36 credit hours of social science or science; students wishing the bachelor of arts degree must complete 36 credit hours of language and literature and demonstrate proficiency in a foreign language. All students must meet University general education requirements. Around 450 students a year complete University of Oregon baccalaureate degree programs in business administration. Only 10% of these elect the BBA degree option.

The faculty of the College of Business Administration believe the additional breadth in arts or sciences required for the bachelor of arts and bachelor of science degrees provide a better educational program for future business professionals than does the bachelor of business administration degree, and have requested that the BBA degree be deleted at the earliest possible date.

It should be noted that under University of Oregon and State System policies students presently enrolled in a program leading to the BBA degree will be given the option of completing requirements for this degree or transferring to a BA/BS degree program. With the approval by the Board, the BBA degree option will be deleted from the 1983-84 catalog.

Staff Recommendation to the Board

The Board's staff recommended that the Board approve the University of Oregon request.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Petersen, Weatherford, Wyss, and Ingalls. Those voting no: None.

Staff Report to the Board

On October 24, 1980, upon petition from the University of Oregon, the Board rescinded its policy with respect to maintenance of a common academic calendar for the institutions of the State System of Higher Education. The Board stated that it would consider approval of academic calendars for individual institutions, providing that the institution requesting a different calendar could demonstrate that the proposed calendar:

- would provide as many days of instruction as the System's traditional three-term academic-year calendar;
- was in the educational best interest of the institution's students;
was cost effective;

would not create insurmountable transfer problems.

The University of Oregon now requests authorization to move to a semester calendar beginning not earlier than mid-September and ending in early June, effective 1985-86.

This request comes after several years of discussion, a detailed study of the advantages and disadvantages of the semester system, and vote of the faculty assembly approving the proposed change 169 to 122.

The Board's Staff has asked the University of Oregon to respond to the criteria laid down by the Board for review of proposals to move from the three-term calendar now followed by the institutions of the State System and the Oregon community colleges.

Days of Instruction. The present three-term calendar provides 53 class days (10½ weeks) fall term; 47-50 class days (9½-10 weeks) winter term, depending upon which day falls January 1; and 49 days (10 weeks) spring term. The first day of class is used for registration winter and spring terms. In addition to class days, the calendar provides several days prior to the opening of fall term for new student activities and registration and three weeks, one following each term, for examinations.

The semester calendar being proposed by the University would be designed to provide at least as many class days as the present calendar, a new student and registration period preceding the fall semester, and two examination weeks, one at the end of each semester.

Educational Interest of Students. A basic reason for the proposed change is the strong belief of the administration and many faculty of the University that the semester system is in the educational interest of students. It is pointed out that fifteen weeks provide opportunity for far greater depth in the presentation of material than is possible in the shorter period; lesser proportion of time must be spent in starting up and closing down the instructional activity; and there are more intervals to evaluate students' progress, thereby reducing dependence upon the final examination. It is felt these advantages outweigh the greater diversity of course offerings made possible by the three-term calendar.

Cost Effectiveness. From the administrative point of view, the semester system is decidedly cost effective, since students are registered and grades issued twice during the academic year, rather than three times. The Registrar's Office says that these savings will total at least $50,000 each year.

Transfer. A common calendar makes possible transfer from one institution to another within the State System or between State System institutions and the community colleges without loss of time. The adoption of the semester calendar by the University of Oregon will discourage mid-year transfer both from and to the University. This may inconvenience some students. Generally, however, academic counselors advise students to transfer at the beginning of an academic year, and most students follow this advice.

Staff Recommendation to the Board

The Board's staff recommended that the Board authorize the University of Oregon to move to a semester calendar effective 1985-86, with the provision that the calendar provide as many instructional days as the present term calendar.
Board Discussion and Action

Mr. Perry said there were arguments for either the semester or the quarter system. He moved that the request be approved since it met the Board’s criteria. Mr. Batiste seconded the motion.

Mrs. Carpenter said she would like more information. No cost information was presented, and the proposal discussed by the Board earlier was related to the early semester plan which would allow transfer at the end of the first semester or quarter.

Mr. Petersen inquired about student comment during the decision-making process. President Olum said students were on the University Senate and University Assembly and conversations had been held with the student advisory board and with members of the Associated Students of the University of Oregon. He said there was support among students for the semester system, but students were divided. Students would definitely prefer the early semester system to the traditional semester plan. A majority of either faculty or students is difficult to obtain because the proponents of the semester system are divided between the early and traditional plans.

President Olum indicated there would be no difficulty for students transferring in or out of the University of Oregon under the semester system at the end of the first semester. Students transferring from the traditional semester plan to another State System institution after the first semester would be inconvenienced. Students would not be able to transfer to the University of Oregon from the term system at the end of winter quarter.

There would be a saving of something over $50,000 per year, but the change would be made for educational rather than financial reasons. The cost of conversion would be high but would be very desirable because it would require professors to review lecture notes, texts, and other materials for all courses. Departments will need to review their total departmental offerings and their organization and appropriateness. This is not a cost in dollars but in work, and it is highly desirable.

President Olum said the semester system offers an opportunity to teach in greater depth and allows more teaching time after the inevitable delays of getting started at the beginning of a term or semester.

In discussing the early semester in comparison with the traditional semester, President Olum said if the request for the traditional semester system were approved, he was certain there would be further discussion of moving to the early semester plan.

In response to a question, President Olum indicated it would be possible to use the deferred tuition plans now in effect to alleviate the financial impact of making two larger tuition payments instead of the three smaller payments made under the term system.

There was general discussion of the advantages and disadvantages of the semester system compared with the term system in terms of the depth and variety of instruction provided. Mr. Alltucker expressed concern that the semester system would reduce the number of courses so that it would be difficult to cover the necessary subject matter in the professional and scientific disciplines and still incorporate some liberal arts courses in the baccalaureate program.

With respect to the difficulty of transferring between the semester and term systems, it was stated there would be some inconvenience. It was indicated that transfers affected a limited number of students and that on the national level such transfers occur regularly in large numbers and the inconvenience is not a major problem.
The Chancellor said in the total reorganization and restructuring of all the academic programs, it would be desirable to identify as general education a core of basic knowledge so that there is less proliferation of courses, particularly at the lower-division level. It should be possible to accomplish this without reducing the opportunity for students to explore various fields.

Mr. Petersen said the issue of having both the semester and quarter systems within the State System had been resolved when the Board authorized the University of Oregon to explore the matter. Since the criteria established by the Board had been met, the Board should vote on the request.

The motion to approve the staff recommendation to authorize the University of Oregon to move to a semester calendar in 1985-86 was defeated on a tie vote. The following voted in favor: Directors Batiste, Perry, Petersen, Wyss, and Ingalls. Those voting no were Directors Alltucker, Carpenter, Flanagan, Gill, and Weatherford.

With the consent of the Board, Mr. Ingalls requested the Interinstitutional Faculty Senate to study the matter of the semester vis-a-vis the quarter system and present an appropriate recommendation to the Board.

Mr. Ingalls indicated that representatives of the Monmouth community had requested an opportunity to appear before the Board. He invited them to make their presentation.

Mr. Ed Stineff, President of the Chamber of Commerce of the Monmouth-Independence area, and Mr. Ted Molinari of Praegitzer Industries in Dallas welcomed the Board to the Monmouth-Independence area.

Mr. Stineff introduced other mayors and city managers from Monmouth, Dallas, Independence, and Salem. He expressed the group's support for Western Oregon State College. He commended Interim President James Beaird and President Richard Meyers for their positive attitudes which have resulted in better understanding in the Legislature and in improved community relations. Members of the community stand ready to offer their assistance and help whenever requested.

Mr. Stineff said Western Oregon State College not only has an economic impact on the community but contributes to the quality of life. He said the economic impact of 4,500 students, 500 employees with a payroll of $10 million, and a physical plant of more than $70 million is self-evident. The institution traditionally has been recognized for its quality of programs in teaching and special education. Its placement of teachers is outstanding. In addition, the institution offers programs and services in many other areas and serves as a cultural center for the community. He urged consideration of a degree in business administration to augment the excellent offerings now available at Western Oregon State College.

Mr. Molinari stated that the roots of the College are in the educational process, but when the students complete their educations they are capable of performing very satisfactorily in other areas as well. He emphasized the need for the institution to meet the requirements of present and future businesses and industries that will be located in the area.

Mr. Ingalls indicated that the Board individually and collectively was convinced of the excellence of Western Oregon State College. Every effort will be made to keep the institution as a viable institution. He asked for assistance from the community leaders in achieving this goal by expressing to their legislators their thoughts on the excellence of the institution.

Mr. Molinari replied that he had already done so on numerous occasions and would continue to advise legislators and others of his high regard for the College.
The docket contained comments for the Board's information on certain Senate bills pertaining to agriculture. The comments were submitted by Dean Ernest Briskey, Dean of the College of Agricultural Sciences at Oregon State University. Dean Briskey also made a presentation at the Board meeting in which he reviewed his analysis of the critical situation and also the opportunity in agriculture for Oregon and for the College of Agricultural Sciences at OSU.

Board Discussion and Action

Dean Briskey indicated that agriculture stabilizes the economy and can and must contribute to its recovery and growth. He reviewed the role of the Experiment Station and the Extension Service in the land-grant university, the special impact of the 1981-1983 budget reductions, and the various discussions which had led to the introduction of Senate Bills 699, 722, 723, 724, and 725.

Dean Briskey discussed the importance of centers as an effective mechanism for coordination and interdisciplinary efforts, for allocating resources, and for seeking federal and private funds.

The Chancellor indicated that following discussions with Dean Briskey and others elsewhere in the state during the various hearings on the Strategic Plan, a specific recommendation had been formulated, in response to comments from the agricultural community, for the establishment of centers and for specific planning pertaining to the development of agriculture and its impact on the economic development of the state over the next six to eight years.

The Senate Bills mentioned above are very specific in directing and describing an internal educational policy for the College of Agricultural Science. The Chancellor said the bills are before the Senate, but the Senate has agreed to a request to defer discussion. The Chancellor said the Board had adopted the general policy incorporated in the bills as part of the Strategic Plan. However, the bills are very specific in establishing policy within the College, and the question is whether it is appropriate for the Legislature to pass legislation requiring that a College do certain things. He said the Legislature was supportive, friendly, and interested in being of help to these programs, but there was a policy issue involved which should be resolved.

Mr. Ingalls said it was bad policy for the Legislature to instruct the Board through legislation to establish something or do something because then there is a 90-member Board of Higher Education. What is being requested can be accomplished by the Board, and it would be very desirable to have legislative support.

Mrs. Carpenter said the Board is required by law to review every center or institute that is established. These are excellent and important thrusts, but it is important that they go through Board scrutiny rather than being established by legislation.

Mr. Batiste said agriculture was very important to the state. He said he believed the matter of responsibility could be resolved and the general concept should be encouraged.

Mr. Wyss said the Board was concerned about the procedures instead of the content and asked how the Senate Bills happened to be written and brought forward in this manner. He asked whether they resulted from the concern and regard for the agricultural industry from the Trade and Economic Development Committee or were they sponsored at the University level.

Dean Briskey said they grew out of a concern from an economic development standpoint about where agriculture might be able to contribute. Agricultural leaders from across the state were pushing these proposals at meetings which Senator Gardner attended.
Mr. Wyss said the Board had the responsibility to advise the Legislature of the proper procedures and that Dean Briskey also had this responsibility. He said he was uncomfortable in being faced with an almost preemptive position from the Legislature and with the way in which the proposals had developed.

Mrs. Carpenter asked whether these proposals had come through the usual procedures within the institution for establishing centers and institutes and was advised that they had not.

Dean Briskey said that perhaps the reference to centers was inappropriate although it had a beneficial effect with industry and the federal government.

The Chancellor said he was not questioning the merits. The general concept has been recommended in the Strategic Plan, but the Board has not received a specific request through the usual channels at the institution, nor have there been the usual review procedures to establish centers and take the actions indicated in the various bills. He said he was supportive of the concept but the proposals have not been presented through the President's Office to the Chancellor's Office, and to the Board for its consideration.

There was some discussion of the appropriate action, and it was suggested that the Board indicate that it was supportive of the proposals and would appreciate a general resolution supporting development of agriculture in these specific programs in place of the directives contained in the present Senate Bills.

Mr. Wyss said the Board appeared to be in favor of reaching the same result and was concerned about the procedures. He asked President MacVicar to comment on how the proposals would fit into the institution's normal method of bringing about a certain change in emphasis or in the organization of resources. He also asked how to accomplish the proposed results within the Board and institutional procedures that currently exist.

President MacVicar said current Board policy or institutional practice would not prevent the creation of a new unit of administration either within the College of Agriculture or some of its sub-units. The integration of these units into the long-range plan clearly is the intent of the institution and the Board because of its action on the Strategic Plan. The purpose in introducing the bills was commendable, but it would be desirable to reword them to indicate intent rather than directive. Such action would be more consistent with the institution's internal process and with the policies of the Board. He indicated that the earliest these proposals could be submitted to the Board in the appropriate documented form, and with all of the internal institutional review, would be about six months. These proposals would not violate preferred priorities because the Strategic Plan states that it is intended to move in this direction over a four-year period.

It was understood that the President of the Board and others would meet with Senator Gardner and request that these proposals be in a supportive resolution form which would enable the Board to deal with the proposals in accordance with its own procedures. They would first be reviewed internally by the institution and the recommendation made, after which the requests would be forwarded to the Chancellor's Office and the Board for the usual analysis and action.

Review of State System Joint Doctoral (EdD) Programs in Education

In July 1978, the Board of Higher Education authorized (1) the University of Oregon and Portland State University to offer a joint program leading to the EdD degree in public school administration and supervision and (2) the University of Oregon, Oregon State University, and Portland State University to offer a joint EdD degree program in education for community college personnel, both programs to be effective fall term 1978-79. At the time it authorized these programs, the Board stipulated that after five years each program should be evaluated "to determine how well it has met its objectives in terms of overall effectiveness, quality, and service to Oregon, particularly service in the Portland metropolitan area."
Such a review has been completed with the help of an external evaluator, Dr. Arthur Partridge, Professor, Department of Educational Leadership, University of Northern Colorado. A report of the results of the review was presented for the Board's consideration and action. The full report entitled "Review of State System Joint Doctoral (EdD) Programs in Education" is on file in the Board's Office.

The first part of the report summarized the staff and consultant recommendations, pp. 1-4. This was followed by the consultant's report, pp. 5-16, and then, in the Appendix, there was included brief summaries of the two programs with a description of the curricula and program requirements, a faculty roster, and essential student and program data, pp. 17-29.

Staff Recommendation to the Board

The staff recommended that the Board:

1. Accept the report of the review of the bi-university doctoral (EdD) program in public school administration and supervision and the tri-university doctoral (EdD) program in education for community college personnel.

2. Authorize continuation of the two joint programs.
   a. The programs are of sound basic quality.

      The consultant points out that three factors enter into the quality of a program—caliber of students, quality of faculty, and program design.

      The caliber of students is impressive and stacks up well with the quality of students in doctoral programs generally. Faculty perceptions from all three campuses attest to the students' ability and seriousness of purpose.

      The qualifications of individual faculty auger well for the programs, both in terms of academic preparation and experience. Some have national reputations in their respective fields, while others are just getting started. Collectively there is a rich mix of faculty resources. The faculty has a genuine commitment to students and a strong desire to improve the program. The consultant has made some suggestions to utilize the faculty resources in a more coordinated fashion.

      The consultant feels that the program design, although basically sound in its broad outline, needs some improvement.

   b. The programs are serving a definite need in the Portland area.

      The launching of the two programs in 1978 marked the culmination of extended efforts to provide community college and school personnel in the Portland area greater access to advanced graduate work in education leading to the doctoral degree.

      The data indicate that this goal is being met. From the inception of the programs through March 1983, 98 persons have been admitted. Fewer than 10% have withdrawn, an amazingly low attrition rate. The consultant points out that this statistic is both a credit to the admission procedures and to the perceived value of the program to the students. The vast majority of the students would not be in doctoral programs if these cooperative programs were not available.
The original planning assumptions of annual admission of 10 in each program and annual enrollment of 75-80 students have been exceeded. Currently, 86 students are enrolled; 3 degrees have been conferred, with another 6 expected to be conferred by the end of the spring term 1983.

The consultant strongly affirms the unique qualities of the program and its significance in meeting the needs in the greater Portland area for advanced graduate education: "The State Board of Higher Education is to be commended for having launched these programs in the first place. There is no question that unmet needs existed in the greater Portland area and that these programs have made advanced graduate education more accessible to a significant market. There is also no question that each of the three institutions had (and has) a unique set of faculty resources which, when properly blended, could provide programs of exceptionally high quality. In these times of declining resources and concomitant pressures for 'turf protection,' offering a program premised on interinstitutional cooperation has certainly provided a model from which the rest of the nation can learn."

c. Encourage the three universities to consider and implement, if deemed desirable, the consultant recommendations for strengthening and improving the programs.

Our consultant states the case very well: "These two programs were launched five years ago on a trial basis, an experimental venture in interinstitutional cooperation. There were the inevitable false starts, suspicions, and frustrations. As with any new program, a certain amount of debugging must now occur."

"The recommendations offered .... are intended to strengthen the programs. By necessity, they focus on existing weaknesses--real or imagined. Dwelling on the negative should not be allowed to obscure the positive. The programs are meeting legitimate needs and serving important purposes. They can be made even better."

(1) Serious consideration should be given to consolidating the two current programs in community college education and educational administration into one generic program in educational administration (or management, or leadership, or some other appropriate level). The program could provide continued opportunities to specialize in public school administration, community college management, higher education, or other related areas of specialization, but the basic core would be common to all.

A basic more clearly-defined core of courses common to all students in the EdD program would lead to greater efficiency and better scheduling of core courses.

(2) The present community college education program should be redesignated as a program in postsecondary education.

Of the students surveyed in the community college program, only 25% were or had been employed in community colleges, and only 20% wanted post-doctoral careers in community colleges. While a community college emphasis should be available, other higher education specializations are equally appropriate, given the backgrounds and career goals of the students.
(3) The advisory committee called for in the initial proposals five years ago should be constituted and made to function. Although originally conceived as a community college advisory committee, it might be expanded to include public school personnel. Or else two advisory committees could be formed, one for community college education and the other for public school administration.

The function of the advisory committee(s) would be to advise on program, client, and employee needs. It could assist in identifying potential adjunct faculty who could become an integral part of the program staff.

(4) The key faculty involved in the programs at the three institutions should be brought together to establish an underlying program philosophy, discuss program concerns, and define the basic core programs. The faculty might meet initially for a program-design retreat, and then meet quarterly, at least in the beginning.

Such cooperative involvement of the faculty should help to plan programs more effectively and provide for the more effective identification and utilization of faculty and other resources. It would also give the faculty at all three institutions more "feeling of ownership" in the program.

(5) Further planning is necessary to explicitly address the issue of the unique needs, if any, of educators in urban settings and how the joint EdD programs can be designed to meet those needs.

The advisory committee(s) should assist in this task. It would appear that Portland State's faculty resources in public administration and urban planning have not fully been utilized in the programs.

(6) Efforts should be made to resolve the policy issues dealing with the proper coordination of the staff development and inservice programs for school and community college personnel in the greater Portland area and the relationship of such programs to the joint EdD program.

Currently, each of the three institutions is offering some off-campus or extension classes in the Portland area to meet some inservice needs more or less independently. The policy issue of whether the cooperative arrangements that apply in offering the EdD programs should be extended in some measure to the inservice and staff development programs or whether Portland State University should be encouraged to offer such programs independently, needs to be resolved.

Further planning is also essential to assure that the EdD and the inservice programs are mutually reinforcing.

(7) Other consultant recommendations such as (a) appointing only program faculty as advisers, (b) requiring four quarters of residence, one of which must be on a campus other than the home institution, (c) achieving greater integration of field work with academic study, and (d) "cluster scheduling," should be carefully considered.
d. Continue and increase the support from the Centralized Activities budget to cover the extra costs such as instructor travel, travel to committee meetings, housing and meal expenses, and overload compensation to faculty, incurred as a result of offering the programs jointly on the PSU campus.

In 1982-83, a total budget of $3,704 was allocated from Centralized Activities to the programs. Additional support will be needed if the consultant recommendations to establish an advisory committee and arrange for interinstitutional meetings of the program faculty are implemented.

Board Discussion and Action

Dr. A. M. Rempel, Assistant Vice Chancellor for Academic Affairs, introduced Dr. Tom Grigsby, Professor of Community College Education at Oregon State University; Dr. Don Leu, Dean of Education at Portland State University; and Dr. Max Abbott, Professor of Educational Administration at the University of Oregon. In presenting highlights from the report, Dr. Rempel reviewed the following fundamental characteristics of the joint doctoral programs:

1. The degrees are awarded jointly by the two universities (PSU, UO) in the school administration program, and by the three universities (PSU, UO, and OSU) in the community college education program.

2. Plans for staffing are developed cooperatively so as to make effective use of faculty strengths at each of the universities.

3. A joint admissions committee screens and reviews all applications for admission to the joint-university programs. Admission to the programs is granted only on the approval of the joint-university admissions committee and the graduate school of the applicant's home institution.

4. Since many of the students are part-time, the residency requirement is particularly important. There are two options to meet the residency requirement: (a) three consecutive terms of full-time study (at least nine credit hours per term, one of which may be a summer term), or (b) two consecutive terms of full-time study coupled with at least one term of directed internship for nine credit hours.

5. All candidates in the program take a minimum of 18 credit hours from at least one institution other than the home institution.

6. The programs are to help provide for inservice educational opportunities for school administrators and supervisors and community college personnel (including those who may not be working toward an advanced degree). The idea is that the EdD programs and the inservice programs should be mutually reinforcing.

Dr. Rempel then presented several comments, recommendations and suggestions from the report, as follows:

1. The consultant points out that the programs are of sound basic quality. The caliber of the students is high. Collectively there is a good faculty mix, and in its broad outline, the program design is sound.

The consultant makes some recommendations for changes in the program design which we will need to consider.
2. The programs are serving a definite need in the Portland area. They are making advanced graduate work in education accessible to a significant market.

So far, 98 persons have been admitted and it is expected another 12-15 will be admitted this term; 86 students are currently enrolled; 3 degrees have been conferred, with another 6 expected to be conferred by the end of the spring term.

The vast majority of the students enrolled would not be in doctoral programs if these cooperative programs were not available in the Portland area.

3. The consultant makes a number of suggestions for strengthening and improving the programs. Some examples: (a) consolidate the two current programs into one generic program in educational administration (or management, or leadership, or some other appropriate designation) with a basic core of courses common to all students; (b) redesignate the community college education program as a program in postsecondary education; (c) appoint an advisory committee; (d) periodically bring together key faculty in the programs to discuss program concerns and define basic program directions and emphases; and (e) provide better coordination of the staff development and inservice programs for school and community college personnel in the greater Portland area and make sure that the EdD and the inservice programs are mutually reinforcing.

These recommendations raise a number of important issues. The governing committee and the faculty involved in the programs will need to work through these recommendations and implement those that are felt to have significant potential for strengthening the programs.

4. Each institution gets the student credit hour entitlement for the courses it offers in these programs. This does not take care of the extra costs of instructor travel, travel to committee meetings, housing, and meal expenses, and overload compensation to faculty, incurred as a result of offering the programs jointly on the PSU campus.

Board Discussion and Action

Dr. Leu said he was excited about the conceptual portions of the model designed as a joint venture to enrich programs and attempt to achieve cost benefits. The students have been screened rigorously and are very highly qualified students in terms of their intellectual depth, their motivation, and their job experience. The setting is particularly advantageous in providing a depth of personnel and opportunities for enrichment. The faculty has been extremely supportive and is well qualified. While there have been problems, there has been progress because of the support and cooperation of the universities, the Chancellor's Office, and the administration at Portland State University.

Dr. Abbott said he was an early advocate of the program and was well pleased to see that the program had met his expectations. The program is meeting a serious need for students in the Portland metropolitan area. The recommendations of the outside consultant should be considered seriously by the governing committee of the program.

Dr. Grigsby concurred with the comments and indicated his support for continuation of the program. He expressed appreciation for the support and assistance of Dr. Rempel throughout the development of this program. He noted that Dr. Rempel was retiring shortly.
Mr. Petersen commented that he was probably the only Board member who had worked for Dr. Rempel at the time he was president of Eastern Oregon State College. He congratulated Dr. Rempel on his long tenure with the State System, both as president and in the Chancellor's Office.

In response to a question concerning projections of the number of graduates in the future, Dr. Leu indicated there probably would be six graduates this spring from the program and an average of ten or twelve in the following years. Further expansion would depend on program support.

Mr. Wyss referred to the statement that all three institutions were offering extension and inservice programs in the Portland area. Since this appears to be a very important policy issue involving a collision of all three institutions within the major urban area, he requested further information.

Dr. Rempel said there is a certain amount of coordination that takes place, mostly through the central office, but that this is a definite area of need. There are two alternatives that should be considered and a policy decision made. Either Portland State University could be encouraged to offer such programs independently, or the mechanisms in the doctoral program could be used to establish certain kinds of cooperation and planning with respect to the staff development and inservice courses and programs. It was pointed out that these are self-supporting courses.

Mrs. Carpenter commented that a tremendous amount had been accomplished when one considered the issues that were raised at the beginning of this program.

The Board approved a motion to accept the report and authorize continuation of the two programs. The following voted in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Petersen, Weatherford, Wyss, and Ingalls. Those voting no: None.

Staff Report to the Board

Dr. Mads Ledet, consultant to the Vice Chancellor for Academic Affairs, reported that the Task Force for Enhancing Education Delivery was an ad hoc group concerned with education delivery systems for high technology industry. To help focus attention to specific areas of interest a set of objectives was developed. These objectives were:

1. To develop an understanding of statewide educational/training needs of Oregon business and industry especially in areas relating to high technology.

2. To develop a long-range strategy for meeting these needs. This strategy would include an organizational structure, a budget, and an initial project to be implemented within the first 18 months.

3. To obtain support of Oregon business, industry, government, and educational agencies for the long-term strategies which will be developed.

There is broad representation on the task force. Participants come from several companies, private and public higher education, the Department of Education, and community colleges, as follows:


Educational Central Offices--Department of Higher Education (Academic Affairs), and Department of Education (Vocational Education).

Educational Institutions--Lane Community College (Instructional Services), Oregon Graduate Center (Academic Affairs), Oregon Health Sciences University (Media Services), Oregon State University (Engineering), Portland State University (Graduate College), University of Oregon (Academic Affairs), and University of Portland (Administration).
FUNDING

Funding of the first project was provided through a $10,000 grant from Control Data Corporation. Later funding has been from industry and education organizations. Each participant is responsible for covering the costs associated with attending meetings, mailing letters, etc.

ACTIVITIES

A 19 page document, called the "strawman" proposal, was developed by Dr. Bud Paulson, Teaching Research. Funds for development were provided by Control Data Corporation as part of a $10,000 grant. Interviews were conducted with industry and education leaders to determine what type and mode of education was desired. Based on these interviews, other conversations, and research, the document describes several methods of delivery, applications of each, and possible applications in Oregon.

Symposium: A two-day symposium was held at the University of Portland on September 24-25, 1982. Governor Atiyeh, Chancellor Davis, State Superintendent Duncan, and University of Portland President Oddo spoke. Several knowledgeable consultants were invited to speak at the symposium. Oregon industrial speakers were heard from Tektronix, Hewlett-Packard, Omark Industries, Methex Corporation, Electro-Scientific Industries, Pacific Northwest Bell, and Floating Point Systems. Several educators either presided over sessions or spoke on subjects of interest. The second day was a workshop for developing pilot projects and future planning with the "strawman" proposal as a focal point.

The attendance of over 125 persons was remarkable and shows the high level of interest that exists on this subject. The distribution of organizations was skewed heavily toward education - primarily higher education - and government. However, industry had a high interest in the symposium. When it appeared the symposium would be cancelled for lack of funding, pledges of $7,000 were obtained from industry.

Several pilot project proposals have been discussed. Three are being actively considered.

The first one is designed to help organizations develop a level of expertise in computer augmented conferencing. The task force has agreed to provide $2,000 of seed money to defray costs. Each participating institution will be expected to make their participant be a resource person for additional new users at their institution.

The second one is an Oregon Graduate Center lecture series on materials sciences. The University of Oregon and Oregon State University provided names of potential lecturers from within the State System. The series will be video-taped and possibly disseminated by cable television.

A third proposal is a combination of electronic delivery of classroom instruction and computer conferencing. A typical procedure will be to video-tape a classroom lecture and use microwave, cable, and other technology to make it available to remote students. The student is linked to the instructor and all the other remote students via a computer conferencing system. The students do not need to be, and will not be, connected simultaneously. Each time the student links into the conference all conversations which have occurred since the last time are automatically presented for review. The student then enters the conversation by sending a conference comment.

Dr. Ledet said other activities could be categorized as spin-offs. People that are on the task force exchange ideas and a joint project develops as a result. As an example, Doug Collins of the Educational Coordinating Commission, recently directed a person from the Oregon Arts Commission to Dr. Ledet. The Arts Commission was interested in computer teleconferencing both as an Oregon specific project and as part of a national network. There might be some mutual benefit from a joint project in this area.

Board Discussion and Action

The Board received the report as presented.
Oregon State University requests authorization by the Board to award degrees and certificates as indicated below. All of the programs are currently being offered, either as an option within an authorized degree program or as interdisciplinary minors aimed at developing a particular expertise or focus. Their implementation will not necessitate the provision of new funds to, nor the reallocation of, existing monies within the institution. All of the programs are appropriate to the central mission of Oregon State University to provide professional education related to its land- and sea-grant responsibilities.

The detailed requests describing each program, its relationship to the institution, the needs being served, and the reasons for the request for separate identification are provided as appendices to the report entitled, "Requests for Approval of Certain Degree and Certificate Programs Now Offered As Options in Authorized Degree Programs Or As Undergraduate Minors."

Appendix

- M.A./M.S. in Marine Resource Management . . . . . A
- Certificate in Gerontology . . . . . . . . . . . . . . B
- Certificate in Marine and Maritime Studies . . . . . C
- Certificate in Twentieth Century Studies . . . . . C

The programs are described briefly below.

M.A./M.S. in Marine Resource Management. More than one-fourth of the 70-80 students enrolled each year in Oregon State University's graduate programs in oceanography are completing an interdisciplinary master's degree option in marine resource management. The program is designed to produce graduates who are qualified to plan, judge, and make decisions regarding marine resource conservation and development.

Thirty students have graduated from the program to date. All have been offered jobs directly related to their educational preparation.

The program consists of 17 credit hours of oceanography core courses; special topics and projects in oceanography; an internship; and courses drawn from agricultural and resource economics, business administration, fisheries and wildlife, and other schools and departments of Oregon State University as appropriate to the individual student programs.

The program has high visibility with the industries and agencies interested in its graduates, and the School of Oceanography receives many more requests for intern placement and job opening notices than it is able to fill. It is less visible to prospective students and to agencies outside the Northwest because its applied focus is not usually identified as "oceanography."

The program has been designated as a Regional Graduate Program.

The program is in place and doing well. Enrollment is expected to continue at approximately 20-30 students each year. The request for a change in designation of the degree from oceanography to marine resource management is made to communicate the focus of the program to prospective students and employers.
Certificate in Gerontology. Gerontology is the study of the process of aging and the status of older people. Because of the changing demography of our state and nation, it is desirable that persons preparing for work in a wide range of occupations acquire the background needed to work with an aging or aged clientele. For this reason, the Board has not restricted instruction in gerontology to a single institution. Both the University of Oregon and Portland State University offer certificate programs in gerontology, and the University of Oregon offers a baccalaureate degree program administered by its department of health education.

The development of gerontology research and instruction at OSU was the earliest and most extensive in the State System. The program, which is administered by the School of Home Economics, is an organized interdisciplinary activity coordinating instructional and research interests of 14 schools and departments.

More than 800 OSU students annually enroll in gerontology courses; approximately 30 each year undertake the institution's 24-credit-hour undergraduate "traineeship" program, and 20, its graduate minor in gerontology.

Over 70% of OSU's undergraduate students in gerontology are pursuing majors unique in the State System to Oregon State University, including home economics, health care administration, and pharmacy. The remaining students are drawn from health education, physical education, preprofessional education in health fields, sociology, and psychology. A 1983 survey of graduates of the program shows that 75% have found positions utilizing their gerontology training. Most of these positions involve direct service to elderly in community programs and long-term care facilities.

The gerontology program has received substantial grant funds, including $290,000 in federal training awards over the last three years, as well as private foundation and federal research funds. Current research activities of the faculty, both funded and unfunded, include studies on elder abuse, sexuality and aging, geriatric pharmacy practice, family support of the dependent elderly, housing, and nutritional status of the elderly.

The proposed certificate would give formal status to the traineeship program for undergraduate students. The program would require 24 credit hours of upper-division work in gerontology, including 6 credit hours of field experience, practicum, or research. The program would be open to students in any major field of study offered by Oregon State University, and would offer preparation for careers in (1) administration and delivery of social services for the elderly, (2) administration and delivery of health services to the elderly, and (3) professions serving elderly clientele, e.g., optometry, medicine, pharmacy, nursing.

The primary reason for requesting authorization to offer a certificate program in gerontology is to provide a mechanism for formal recognition of gerontology education at Oregon State University. Because of the national movement toward certification as a means of documenting gerontology education, such recognition should enhance the employability of OSU's gerontology graduates.

Certificate in Twentieth Century Studies. The Twentieth Century Studies program, now being offered at Oregon State University as an undergraduate minor, consists of:

Nine credit hours in lower-division core courses (three of the following):

TCS 200. Twentieth Century American Realities
TCS 201. Twentieth Century American Mythologies
TCS 202. World Community in the Twentieth Century: Development
TCS 203. World Community in the Twentieth Century: Dependence
An additional nine credit hours chosen from an approved list of courses in the humanities and social sciences.

Electives: nine hours.

The lower-division core courses have been designed to introduce students to interdisciplinary study and to the relationships that exist between social theories and ideologies and actual cultural practices. Issues studied include the function and future of the family, changing nature of work, the role of government, the role of science and technology, and the production and distribution of culture—both in industrialized society and in the developing non-Western world.

The development of integrated interdisciplinary minors in the humanities and social sciences is felt to be of particular importance to institutions such as Oregon State University where major emphasis of the curriculum is on the sciences and related professional programs.

The proposed certificate program was developed under a five-year grant from the National Endowment for the Humanities. Major objectives of the grant were (1) the general strengthening of the humanities at OSU along interdisciplinary lines, and (2) a linking, wherever relevant, of the humanities with the concerns and programs of the science and professional schools. A substantial portion of the grant funds were used to improve the library.

Some 24 faculty are involved in offering the interdisciplinary minor in Twentieth Century Studies, either by teaching one of the core courses or by teaching courses which have been identified as acceptable toward the nine-hour upper-division requirement. The program is and will be administered through the Office of the Dean of the College of Liberal Arts.

All of the courses which may be used to satisfy the requirements for the Twentieth Century Studies Certificate are part of the regular curricular offerings of the College of Liberal Arts.

The certificate authorization is desired to give formal status to the program in an institution in which most students are pursuing major programs of business, science, and science-based professional fields.

Certificate in Marine and Maritime Studies. The certificate program in Marine and Maritime Studies was developed under the grant from the National Endowment for the Humanities and sea-grant funds from the National Oceanic and Atmospheric Administration. The program is designed to consolidate a rather loose collection of courses from several disciplines and professional schools into a coherent program. Objective of the program is to provide an overview of the diverse perspectives of existing academic disciplines dealing with the sea, and to present human interaction with the marine environment as a complex response to an equally complex and changing physical system.

The program consists of 10 credit hours of core courses designed to introduce students to interdisciplinary study and 18 credit hours of upper-division courses selected from an approved list. The program was designed and will be administered by the Marine and Maritime Studies Committee, made up of faculty from the College of Liberal Arts and the Schools of Oceanography and Agriculture. The program is presently offered as an undergraduate minor. All the courses required for completion of the certificate are regularly offered by the participating departments.

Staff Recommendation to the Board

The Board's staff recommended that the Board authorize Oregon State University to award the degree and certificates indicated, effective with the June 1983 Commencement, with the provision that students who graduated in June 1982 who met requirements of the certificate program may, upon request, have the award of the certificate made retroactive.

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Board Discussion and Action

In response to a question, Mrs. Kahananui described the regional graduate programs. They are unusual programs of very high quality. There are no more than two in a particular subject area in the region. Oregon and the other four states in the Northwest Region admit students to these programs without requiring students from the other states to pay nonresident tuition.

Dr. Peter Copek, Associate Professor of English and Director of Humanities Development at Oregon State University, described the development of the programs. Research in liberal arts has increased dramatically, major research fellowships have been obtained, and there has been a substantial amount of activity among the faculty members working in common programs across departmental lines.

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Oregon Institute of Technology

Oregon Institute of Technology requests authorization to grant graduates of its baccalaureate program in civil engineering technology with an option in surveying the B.S. degree in Surveying. Implementation of the request will require no additional funds or reallocation of funds. The complete request is presented in the document entitled, "Requests for Approval of Certain Degree and Certificate Programs Now Offered as Options in Authorized Degree Programs Or As Undergraduate Minors."

Some years ago Oregon adopted the model law for surveying registration promulgated by the National Council of Engineering Examiners. This law (ORS 672.255) states that an applicant for registration as a land surveyor must show evidence of graduation from a four-year surveying curriculum acceptable to the Board of Engineering Examiners.

OIT offers one of the largest, if not the largest, baccalaureate degree program in surveying in the nation, enrolling some 120 lower-division and 60 upper-division students. Yet the baccalaureate degree received by these students does not include the word "surveying" in the title. This is probably not a serious problem in Oregon, where the OIT program is well known, but it is a problem for students seeking registration and employment out of state.

Currently 14 colleges and universities in the United States offer baccalaureate degrees in surveying. Ten of these institutions award the B.S. in Surveying, one the Bachelor of Land Surveying, two the B.S. in Civil Engineering, and one, OIT, the B.S. in Civil Engineering Technology.

The accrediting agency, the Accreditation Board for Engineering and Technology (ABET), has assured OIT that a change in the degree designation of baccalaureate graduates, as proposed, will not jeopardize the program's accreditation. It is significant that ABET has formed a new commission for accreditation of surveying degree programs as distinct from civil engineering and civil engineering technology. The new commission is expected to begin accreditation activities within the year (1983).

The OIT program in surveying has established an enviable record. Ninety percent of the graduates of the four-year program pass the land-surveying-in-training examination administered by the State Board of Engineering Examiners on the first try; 98% of graduates have been permanently employed on graduation.
The civil engineering technology department will continue to administer curricula in surveying whether or not the requested change in name is approved. Planned reorganization of the technical program during the coming year will add two new lower-division and two upper-division courses, for a total addition of 14 credit hours. The present faculty will be able to offer the program should enrollment be held to present levels. However, should enrollment be permitted to increase, an additional faculty person would be required, possibly in 1984-85. Oregon Institute of Technology is committed to the needs of surveying instruction at OIT and has assigned a high priority to appropriate staffing and equipment acquisition.

Staff Recommendation to the Board

The Board's staff recommended that Oregon Institute of Technology be authorized to award the bachelor of science degree in surveying, effective with the June 1983 Commencement.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Ailtucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Mr. Ingalls emphasized that these five programs were not new programs, but were designations of existing options or interdisciplinary minors.

Staff Report to the Board

Portland State University requests authorization to offer a new baccalaureate degree program in computer engineering. The program will utilize courses drawn from the departments of electrical engineering and computer science to prepare engineers to work in the area of computer system design. Primary emphasis of the program will be in physical/solid state electronics and micro-computer hard/software.

Computer engineering has become a separately accredited field of engineering, and programs similar to that being proposed by Portland State University are offered at Oregon State University and the University of Portland. Portland State University, in describing the program, observes that while the training of computer engineers in the basic sciences is identical to that of electrical/electronics engineers, "some of the traditional subject matter is replaced by elements of computer science." The program will be administered by the department of electrical engineering.

The program indeed appears to be a rearrangement of courses already offered by the institution. Only two new courses are needed to implement the program, both at the lower-division level.

It is expected that the program will attract students from both the engineering and computer science programs. Portland State University will limit enrollment in the three programs so that the new program can be inaugurated with present faculty.

The Portland State University proposal is a part of its long-range commitment to providing quality educational opportunities for the engineering community in the Portland metropolitan area. The institution reports that representatives from Tektronix, Intel, and Floating Point Systems contributed to the program design. Laboratory facilities and equipment to be used by the program have been established through the cooperation of the City of Portland in the lease of the Water Board Building and through gifts and grants from industry. The library resource will need to be strengthened in certain specialized areas. This will be accomplished through internal reallocation.

The development of this program is part of a planned, coordinated effort to increase the availability of engineering education in Oregon in high demand fields. As resources become available, enrollment in these programs at Oregon
State University and in the new programs at Portland State University will be expanded. It appears to the Board's staff that this exemplifies "necessary" duplication. In commenting, Dean Fred Burgess, of the School of Engineering at Oregon State University, observes:

At the present time and for as far into the future as can be visualized, the demand for educational programs in computer engineering and computer science and the demand for graduates from these programs will far outstrip the resources available for the education of students. Under these circumstances, the argument of duplication has little or no meaning since it seems illogical that duplication can be claimed as a factor when indeed all programs together cannot meet the needs.

Staff Recommendation to the Board

The Board's staff recommended that the Board authorize Portland State University to inaugurate a program in computer engineering, leading to the BA/BS degree, effective 1983-84.

Board Discussion and Action

Mrs. Carpenter reported that the Committee on Instruction, Research, and Public Service Programs had discussed the proposed program and recommended approval. She indicated that a report had been requested reviewing the engineering programs in the state, including information on the University of Portland program. Early fall was suggested as an appropriate time.

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Staff Report to the Board

Oregon Institute of Technology, working in cooperation with Portland State University, has developed a proposal to offer upper-division programs in selected engineering technologies and industrial management in Portland.

The arrangement would be similar to the Oregon Health Sciences University-Eastern Oregon State College program in nursing. In the OIT program, junior and senior courses in the technologies would be offered in Portland State University or industry facilities by Oregon Institute of Technology faculty stationed in Portland. The balance of the upper-division program, consisting of courses in business, mathematics and science, applied social science, and general education would be offered by Portland State University. The degree would be awarded by Oregon Institute of Technology.

The Board will recall that the upper-division programs in the engineering technologies and industrial management at Oregon Institute of Technology are "inverted" curricula, that is the programs are built upon associate degree programs providing much of the technical major.

For example, the curriculum leading to the BS in electronics engineering technology consists of:

<table>
<thead>
<tr>
<th>Associate degree program in electrical or electronics engineering technology including specified course work in:</th>
<th>credit hours</th>
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<tbody>
<tr>
<td>engineering technology</td>
<td>52</td>
</tr>
<tr>
<td>communications (writing, speech)</td>
<td>12</td>
</tr>
<tr>
<td>mathematics</td>
<td>12</td>
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<tr>
<td>physics</td>
<td>8</td>
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<tr>
<td>health and physical education</td>
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Upper-division program including:

<table>
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<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
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<td>52</td>
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<td>business administration</td>
<td>12</td>
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<tr>
<td>advanced communications</td>
<td>5</td>
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<td>mathematics</td>
<td>12</td>
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<tr>
<td>psychology</td>
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<tr>
<td>upper-division social science</td>
<td>9</td>
</tr>
<tr>
<td>upper-division humanities</td>
<td>9</td>
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</tbody>
</table>

No associate degree courses in technology would be offered at Portland State University. Students whose associate degree preparation did not meet requirements for admission to the upper-division program would be directed to Portland area community colleges to make up the deficiencies. This arrangement limits the need for technical laboratories and specialized instruction at Portland State to upper-division course work in the technologies. The balance of the course work required for the bachelor of science degrees is in areas in which Portland State has extensive curricular offerings.

The proposal is being presented to the Board's committee at this time for approval in concept. There is much to be done before the program can be implemented.

The most difficult questions concern facilities and funding. It is expected that some of the start-up costs of the program would be provided by cooperating industries and, of course, the Board would receive tuition income to offset some of the costs of instruction. However, there are no funds in the budget for the next biennium now being considered by the Legislature to cover increased enrollment resulting from inauguration of this program.

In the opinion of the Board's staff, the proposal represents the most efficient and cost-effective way of meeting needs of persons and employers in the Portland area for upper-division major programs in the engineering technologies which should be explored. The identification of the needs of the Portland area for baccalaureate education in engineering technologies and planning to meet these needs is a part of the Board's Strategic Plan, 1983-87.

Staff Recommendation to the Board

The Board's staff recommended that the Board approve OIT's proposal to offer upper-division programs in selected technologies in Portland in cooperation with Portland State University as a concept, and direct the administrators of the respective institutions and the Board's staff to continue explorations leading to a recommendation as to how and on what schedule the program might be implemented.

Board Discussion and Action

Mrs. Carpenter reported that the Committee on Instruction, Research, and Public Service Programs recommended approval of the staff recommendation. It was emphasized that the Committee was recommending approval of a concept and a service that was educational and very much needed. In discussing the proposal with both institutions, it was discovered that a very interesting cooperative effort was occurring. In forwarding the request to the Board, it was done with the understanding that no funding of any sort had been arranged but the request fitted into the economic forecast of the state and the need was evident.

The Chancellor said his discussions with the presidents had been with the understanding that, if approved, the program would be developed as soon as resources could be obtained.

President Blake said it was important to determine whether the Board considered the concept appropriate to fit a documented need in a cost-effective and non-duplicatory manner. It would then be possible to seek facilities, services, and funding so that the programs could begin either in the fall or as soon as the funds and facilities were available. It was indicated coordination with the community colleges had been established.
Mr. Wyss expressed apprehension about the possible impact on the higher education budget because of the attractiveness of the proposed program. However, the possibility of private funding sources alleviates that concern to some extent.

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Mr. Batiste encouraged Board members to attend the joint meeting with the Board of Education and the Educational Coordinating Commission on May 13, 1983, for discussion of the proposed admission standards for admission to State System institutions.

At the request of Mr. Ingalls, Mr. Wyss read the following certificate of recognition honoring Dr. Donald Parker:

CERTIFICATE OF RECOGNITION
HONORING
DR. DONALD PARKER

The members of the Oregon State Board of Higher Education express their appreciation to Dr. Donald Parker, who retired January 1, 1983, as Dean of the School of Business Administration and former Acting President of Portland State University.

Don Parker was one of the original faculty members at Vanport. He wanted to build a strong program of business courses, and he pursued this goal through the years with vision and vigor, first at the undergraduate level and then also at the graduate level, until the School was recognized as one of the strongest at Portland State, and an indispensable resource for the Portland metropolitan and Pacific Northwest business community.

In building the program, Dean Parker was conscious of the needs of that community, and he regularly brought successful business leaders to the classroom to share their experience with students.

Dean Parker focused attention on the student. He believed that students should acquire a strong liberal arts base as a foundation on which to build professional competency. He insisted that the School provide the flexibility of program needed by the many metropolitan-area, place-bound, part-time undergraduate and graduate students already holding regular jobs. Alumni who today are successful business leaders attest to the success of his efforts.

The Board compliments Dean Parker on his distinguished and productive career at Portland State University.

We express to him and to his wife Betty our respect, our appreciation, and our best wishes for health and happiness in their retirement.

The Board adopted the above resolution, with the following voting in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.
At the request of Mr. Ingalls, Mr. Perry read the following certificate of recognition honoring Dr. George C. Hoffmann.

CERTIFICATE OF RECOGNITION
HONORING
DR. GEORGE C. HOFFMANN

The Oregon State Board of Higher Education expresses its appreciation to Dr. George C. Hoffmann, who retired as Dean of the College of Social Science at Portland State University on August 31, 1982.

Beginning as a history instructor at Vanport Extension Center in 1946, Professor Hoffmann was Chairman of the Division of Social Science from 1955 to 1966, and he became Dean of the College of Social Science in 1966. Professor Hoffmann is the complete academic: colleague, teacher, advisor, scholar, and administrator, and successful in each. Throughout his career he remained a devoted and popular teacher.

Two characteristics stand out vividly: a keen sense of humor and a deep commitment to his fellow man. In all situations and under all conditions—whether chatting with students and colleagues, serving on committees, teaching, or performing his multiple tasks as administrator—his warm smile and contagious wit charmed those around him.

"The Dean," as he is known fondly, always has cared deeply for his faculty and friends, applying a personal and humane touch in College and University activities. His career serves as an example to those who have had the good fortune to know him.

A colleague has said of Dean Hoffmann, "I have never known a person of greater dedication and loyalty. He has always accepted any assignment, no matter how time-consuming, onerous, or distasteful, if it contributed to the welfare of the University." George Hoffmann is a man who helped make history as much as he taught and loved it, and he remains an essential part of the University he did so much to help create.

We extend to George C. Hoffmann our praise for his efforts on behalf of higher education, our gratitude for his long and tireless service at Portland State University, and our best wishes to him and to his wife Ginny for a long, happy, and active retirement.

The Board adopted the above resolution, with the following vote in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Mr. Ingalls reported that he had received a resolution adopted by the Western Oregon State College Administration of Justice Studies Advisory Committee urging continued support for the practical and academic components of the Western Oregon State College clinical justice degree programs.

Mr. Ingalls referred to the Board's resolution requesting the Governor, the President of the Senate, and the Speaker of the House to appoint a committee to study the figures on educational support and develop statistics upon which all agencies could agree.

The Chancellor indicated that Mr. Mike Lincicum of the Governor's Office had been designated as the Governor's direct liaison to work with the Department of Education, the Oregon Educational Coordinating Commission, and the Department of Higher Education in coordinating the data which is submitted for legislative review and as background material for the various programs. Meetings have been held and agreement is being reached on the appropriate numbers.
Mr. Ingalls appointed the following Board members to the nominating committee: Mr. Petersen, Chairman; Mr. Batiste and Mrs. Flanagan.

The Chancellor said, at the May 1982 Board meeting, the Board was advised by Assistant Attorney General Lidz that Professor Ray Stinnett of Eastern Oregon State College had requested the Board to review a nondisciplinary personnel action under the provisions established in the Board's Administrative Rules. Mr. Lidz indicated that there were two issues in the request for review. The first concerned a letter of reprimand issued to Professor Stinnett. The second involved his failure to receive a raise in 1981 for fully satisfactory service. The Board declined to review the first issue. The second issue was referred as provided by OAR 580-21-390 (4). The Administrative Rules limit such requests to appellate review of alleged errors by the appointing authority with respect to procedure, adherence to administrative rules or applicable laws, and fair consideration of the facts, but it does not include a de novo review on the judgment exercised by the President. The Board further reserved discretion to take further action until the Chancellor reported his recommendation or unless the matter was otherwise resolved prior to that report.

The Chancellor recommended that the Board accept the report regarding the request of Raymond Stinnett of Eastern Oregon State College for Board review of a nondisciplinary personnel action, and that no further action pursuant to OAR 580-21-390 be taken. The report is on file in the Board's Office.

The Board approved a motion that the Board decline to review this matter and that the report of the Chancellor be accepted and adopted. The following voted in favor: Directors Alltucker, Batiste, Carpenter, Flanagan, Gill, Perry, Weatherford, Wyss, and Ingalls. Those voting no: None. Director Petersen was absent from the meeting at this time.

Dr. Larry Pierce indicated that the revisions to the Strategic Plan have been completed in accordance with the changes requested by the Board at the March meeting. Further progress is awaiting the report of the joint committee and the Department of Education on course requirements.

Dr. Pierce indicated that an analysis of the financing of the State System and an alternative budget formula has been started. This material will constitute an additional chapter in the Strategic Plan.

President Blumel reports that arrangements have been completed with the Army Reserve Officers Training Corps (ROTC) program at Oregon State University for establishment of a satellite ROTC program at Portland State University, effective fall term, 1983-84.

Under this arrangement, the federal government, through the Oregon State University Military Science Department, will be responsible for assigning qualified instructors to the PSU campus, providing course materials and training aids, and performing necessary administrative functions. Drill and non-academic aspects of ROTC course work will be conducted off-campus. Portland State University will provide classroom space for courses taught on the PSU campus and office space for the two officers and one non-commissioned officer involved in the program.

The ROTC program consists of a two-year lower-division program, open to all men and women students meeting physical standards for participation, and a two-year upper-division program, open to students who complete a summer field training course between their sophomore and junior years and meet other admission requirements.
Portland State University will grant a maximum of 21 hours academic elective credit for the ROTC classroom experience. Successful completion of the upper-division program and requirements for a baccalaureate degree qualify the graduate for a reserve commission in the United States Army. Distinguished students may apply for a commission in the Regular Army.

Students enrolled in the lower-division program have no Army obligation. All students enrolled in the upper-division program incur a service obligation, varying according to the needs of the service and the support option under which the student is enrolled. Support options available to ROTC students enrolling at PSU include a subsistence allowance of $100 per month paid to upper-division students during the period of their enrollment, and one-, two-, and three-year scholarship programs, for selected students, which pay full tuition and fees, book costs, and the subsistence allowance for the term of the scholarship.

President Blumel notes that student interest in ROTC appears sufficient to warrant offering the satellite program. Indeed, some PSU students have been travelling considerable distances at personal expense and inconvenience to participate in ROTC programs offered at other institutions.

The above report is presented for the information of the Board.

Board Discussion and Action

The Board accepted the report as presented.

Staff Report to the Board

As reported to the Board on February 26, 1982, upon the inspection and acceptance of the work of the prime contractor for the Variable Volume Fan System Conversion within Science II at Portland State University, some of the funds authorized for the project had been reserved for later phases.

Based upon drawings and specifications prepared by KEI/Kruchek Engineers, Inc., and the staff of the institution's Physical Plant Department, bids were solicited on February 24, 1983, for the installation of approximately 50 variable air volume valve dampers in the ventilation system, the replacement of four Owner-supplied building air-supply fans and related control changes for the exterior zones of the building. The quotations received from five contractors ranged from $44,180 to $52,600. Inasmuch as the low bid was within the estimate and sufficient resources were available, a contract award was made to General Sheet Metals Works, Inc., Milwaukie, for the work. The scheduled completion date is April 30, 1983.

It is expected that one-half of the project costs will be financed from the federal grant of $250,000 obtained from the U. S. Department of Energy under Title III of the National Energy Conservation and Policy Act of 1978 (Institutional Buildings Grants Program), and the remainder will be provided from the matching General Fund appropriation which was made to the State Emergency Board by Chapter 290, Oregon Laws 1979.

Board Discussion and Action

The Board accepted the report as presented.
A revised semifinal project budget is shown below in comparison with the budget reported to the Board on September 10, 1982.

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget 3/11/83</th>
<th>Original Budget 9/10/82</th>
<th>Increase or (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct construction costs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adroit Construction Co., Ashland</td>
<td>$254,115</td>
<td>$243,100</td>
<td>$11,015 (1)</td>
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<tr>
<td>Physical Plant force account work</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal for direct construction costs</strong></td>
<td>$264,115</td>
<td>$253,100</td>
<td>$11,015</td>
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<tr>
<td>Professional services fees</td>
<td>31,694</td>
<td>30,372</td>
<td>1,322</td>
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<tr>
<td>Works of art</td>
<td>2,431</td>
<td>2,431</td>
<td></td>
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<tr>
<td>Furnishings and equipment</td>
<td>-</td>
<td>26,500</td>
<td>(26,500) (2)</td>
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<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>4,180</td>
<td>3,862</td>
<td>318</td>
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<tr>
<td>Contingencies</td>
<td>-</td>
<td>12,655</td>
<td>(12,655)</td>
</tr>
<tr>
<td><strong>Total project costs</strong></td>
<td>$302,420</td>
<td>$328,920</td>
<td>$(26,500)</td>
</tr>
</tbody>
</table>

(1) Includes plumbing additions, deepening of the elevator pit, addition of sump and drain, and other minor modifications within seven approved change orders.

(2) Reflects deferral of purchase and installation of window air-conditioning units for individual study bedrooms.

The work of the prime contract included the addition of an elevator and shaft, and modifications to the toilet and shower facilities on each floor of the building. Additive alternates exercised provided for windows, an automatic door system, entry matting, guardrails, and a sloped overhead glazing system to enclose the ground floor elevator lobby; and the relocation of existing showerheads and their controls.

All of the project costs were financed from self-liquidating bond borrowings and other resources available for auxiliary enterprises. No state tax funds were involved.

**RECAPITULATION UPON INSPECTION AND ACCEPTANCE**

Project - SOSC Siskiyou Hall Remodeling

Architects - The Amundson Associates, P.C., Springfield

Board’s priority - Not applicable

Legislative authorization - Chapter 511, Oregon Laws 1979 and State Emergency Board action on June 3, 1982

Estimated total project costs $302,420

Estimated total direct construction costs $264,115

Financing plan:

Article XI-F(1) bond borrowings and/or other balances available for auxiliary enterprises $275,000

Balances available from student housing operations $27,420

Total $302,420
Board Discussion and Action
The Board accepted the report as presented.

ADJOURNMENT  The Board meeting was adjourned at 2:45 p.m.

Robert C. Ingalls, President
Wilma L. Foster, Secretary