MINUTES OF REGULAR MEETING OF THE
STATE BOARD OF HIGHER EDUCATION HELD
May 18, 1990

MINUTES APPROVED

CHANCELLOR'S REPORT

PSU President
S. Clark & W. Ihrig, Appointments as Vice Chancellors
R. Bassett, Appointment as Director of Governmental Relations
J. Payne, Resignation
W. T. Lemman, Appointment as Interim President, OIT

Adoption of OAR 580-19-001, Minimum Standards for Institutional Drug and Alcohol Abuse Plans

Amendment of OAR 580-10-005(3), Relating to Immunization Requirements

Resolution Regarding Bell Property, OSSHE

Amendment of OAR 580-40-040, Academic Year Fee Book—Law School Resource Fee, UO

Authorization To Expend Other Funds To Construct Parking Improvements, OIT

Increase in Limitation & Authorization To Expend Funds for KSOR Satellite Station, WOSC

Increase in Other Funds Limitation & Authorization To Expend for Agricultural Sciences II, OSU

Establishment of Limitation & Authorization To Expend Funds PCAT Remodel, PSU

Restructured Elementary, Secondary, & Special Education Programs, WOSC

Restructured Elementary & Secondary Teacher Education Certification Programs & BA/BS Degree in Multidisciplinary Studies, EOSC

Request for Authorization of BA/BS Degrees in Health & Physical Education, SOSC

John C. Calhoun, Appeal of Grievance Decision, OSU

Sale of Kerns Estate Property, UO

Authorization To Sell Electrical Distribution System & Enter into Various Agreements, OSU

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A regular meeting of the State Board of Higher Education was held in the Mt. Shasta Complex, College Union, Oregon Institute of Technology, Klamath Falls, Oregon.

The meeting was called to order at 10:15 a.m., Friday, May 18, 1990, by the President of the Board, Mr. Richard Hensley, and on roll call the following answered present:

Mr. Bob Bailey  Mr. Rob Miller
Mr. Gary Johnston  Mr. George Richardson, Jr.
Miss Annette Matthews  Mr. Richard Hensley

Absent: Directors Adams and Bruggere were absent due to family illnesses. Director Dodson was out of the country. Director Swanson was absent for personal reasons, and Director Wilson was absent for business reasons.

Chancellor Bartlett and Presidents Blake, Byrne, Cox, and Edgington were present. President Brand was out of the country, President Gilbert was on institution business, President Kohler was ill, and President Meyers was out of the state.

OTHERS PRESENT

Chancellor’s Office—Chancellor Thomas Bartlett; Wilma Foster, Board Secretary; W. T. Lemmon, Executive Vice Chancellor; Larry Large, Vice Chancellor, Public Affairs; Robert Frank, Interim Vice Chancellor, Academic Affairs; Davis Quenzer, Associate Vice Chancellor, Budget and Fiscal Policies; George Perstine, Associate Vice Chancellor, Facilities Division; Joe Sicotte, Associate Vice Chancellor, Personnel Administration; Holly Zanville, Associate Vice Chancellor, Academic Affairs; Virginia Thompson, Executive Assistant to the Chancellor; Melinda Grier, Director, Legal Services and Compliance Officer; Peter Hughes, Director, Internal Audit; Virginia Boushey, Gary Christensen, and James Payne, Assistant Vice Chancellors, Academic Affairs; Barbara Barrie, Personnel Officer; Jim Sellers, Director of Communications; Pat Wignes, Assistant Board Secretary.

Eastern Oregon State College—James Hottois, Dean of Academic Affairs; Jens Robinson, Dean of Education; Michael Jaeger, Professor.
Oregon Health Sciences University—Lesley Hallick, Vice President, Academic Affairs; H. J. Van Hassel, Interim Vice President, Administration.

Oregon Institute of Technology—President Larry Blake; Chris Elsmann, Dean of Academic Affairs; Doug Yates, Acting Dean of Administration.

Oregon State University—President John Byrne; Graham Spanier, Provost; Kathleen Mulligan, Assistant Vice President, Finance and Administration.

Portland State University—Interim President Roger Edgington; Frank Martino, Provost; Gary Powell, Acting Vice President, Finance and Administration.

Southern Oregon State College—President Joseph Cox; Ron Bolstad, Dean of Administration; Stephen Reno, Dean of Academic Affairs; Sally Jones, Director, School of Health and Physical Education.

University of Oregon—Dan Williams, Vice President, Administration; Norm Wessells, Provost; Gerald Kissler, Senior Vice Provost.

Western Oregon State College—Bill Neifert, Dean of Administration; Bill Cowart, Provost; J. L. Minahan, Dean, School of Liberal Arts; Ken Myers, Dean, School of Education.

Interinstitutional Faculty Senate Members Attending the Meeting—Margaret Berroth, OHSU, Herb Jolliff, OIT; Bonnie Staehler, WOSC.

Others—Lynn Pinckney, Executive Director, and Kate Menard, Executive Assistant, Oregon Student Lobby; Anne Meredith, President, Associated Students, Southern Oregon State College, and Chairperson, Oregon Student Lobby.

MINUTES APPROVED
The Board dispensed with the reading of the minutes of the last regular meeting held on April 20, 1990, and approved them as previously distributed. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

CHANCELLOR’S REPORT
The Chancellor thanked President Blake and his staff for the arrangements made for the Board’s visit and meetings at the institution. He said the visitation sessions were informative and the activities were impressive.

PSU President
The Chancellor said the appointment of Dr. Judith A. Ramaley as the new president of Portland State University was an extremely important appointment approved earlier by the Board.
The Chancellor announced that Dr. Shirley Clark had accepted an appointment as Vice Chancellor for Academic Affairs. She is currently a University of Minnesota academic administrator and will join the State System in the middle of August.

Mr. Weldon Ihrig, currently Vice President for Finance and Administration at Ohio State University, has accepted appointment as Vice Chancellor for Finance and Administration. He will be joining the State System in July. Mr. Ihrig has been active in the National Association of College and University Business Officers and will become secretary of that organization after its annual meeting in July. Mr. Ihrig has been Ohio State’s chief fiscal officer since 1981.

The Chancellor thanked those who served as members of the search committees for these two positions.

He recommended that the Board approve the appointments.

The Board approved the appointments as presented, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

The Chancellor announced that Mr. Roger Bassett, Director of the Office of Educational Policy and Planning in Salem, would assume the position of Director of Governmental Relations in the State System’s Office of Public Affairs on June 1, 1990. He also will have a special responsibility in connection with articulation.

The Chancellor reported Dr. James Payne, Assistant Vice Chancellor for Curricular Affairs, was leaving the Office of Academic Affairs to accept a position at the University of Mississippi. The Chancellor said Dr. Payne had played a major role in addressing minority affairs and in the State System’s relationships with recruitment in the secondary schools.

The Chancellor said he had requested Mr. W. T. Lemman to accept appointment as Interim President at Oregon Institute of Technology, effective July 1, 1990. Mr. Lemman had indicated his intention to retire as Executive Vice Chancellor on September 30 but had agreed to accept this important new assignment.

The Chancellor said Mr. Lemman’s 40 years of experience in the State System would assure there would be no loss of momentum during the search process. Consultations with faculty leadership and others in the Klamath Falls community indicated this would be a very welcome appointment.

The Chancellor indicated the search for the new president would move very rapidly and would follow all of the Board’s policy procedures. The goal will be a mid-year appointment in December or January.
The Chancellor announced the following individuals would comprise the search committee for the president of Oregon Institute of Technology:

Board Members—Robert R. Adams, chairman; Leslie M. Swanson, Jr.; Annette Matthews.

Faculty—Joe Bartelme, Associate Professor of Electronics Engineering Technology; Pearl Juris, Associate Professor of Nursing; Marjorie King, Professor of Business Technologies; and Erik Peterson, Professor of General Studies.

Administrator—Timothy Stanaway, Dean of Students.

Student—Donald McMurchie, a junior in manufacturing engineering.

Alumni—Shauna Vallier, vice president of the alumni association and a project engineer for Johnson Controls in Federal Way, Washington.

Community—Frank F. Ganong, Sr., a Klamath Falls real estate broker and former Klamath County Commissioner.

The Board approved the appointments of Mr. Lemman and Mr. Bassett as presented. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Mr. Hensley said he personally wished to thank Mr. Lemman for his contributions to the State System and for his willingness to step into difficult situations and perform beyond the call of duty.

Mr. Lemman said he did not consider the interim presidency to be a difficult situation. He said he genuinely did wish to retire at some time in the near future, but he was pleased to be of further service to the State System if he could because it had been very good to him.

Mr. Lemman said Dr. Blake had done a superb job for the institution, the Klamath Falls community, and the State of Oregon. He said he regretted Dr. Blake's decision to leave and hoped that he could do justice to maintaining the momentum of building a quality institution.

Mr. Hensley indicated the Board had expressed its appreciation to Dr. Blake for his accomplishments during his seven-year tenure as president. Mr. Hensley also concurred in the Chancellor's comments with respect to the visitation.
Staff Report to the Committee

The 1989 Oregon Legislature passed a bill requiring that each institution of higher education adopt a comprehensive alcohol and drug abuse policy and implementation plan. The statute further required the Board, in consultation with the State Office of Alcohol and Drug Abuse Programs, to adopt minimum standards for the institutional plans and policies. Currently, each institution expends considerable resources on student and employee programs designed to deal with substance abuse, prevention education, and treatment. The proposed rule requires each institution to establish a comprehensive plan including implementation and describes the plan's minimum components.

Background

ORS 352.008, passed by the Oregon Legislature, requires that each institution of higher education adopt a comprehensive alcohol and drug abuse policy and implementation plan. It further directs the Board, in consultation with the Office of Alcohol and Drug Abuse Programs to adopt minimum standards for the plan and policy. Current institutional efforts toward substance abuse prevention and treatment are substantial. In large part, they have been undertaken by reallocation of existing resources and by outstanding efforts of staff who have added responsibilities to their existing workload in response to a societal problem which is mirrored at our institutions.

Institutional programs include integration of material in the existing curriculum, specific curricular offerings related to education and treatment, education programs aimed at both employees and students, and treatment and referral programs offered both through student health centers and employee assistance programs. These programs are not currently part of a comprehensive plan.

For almost twenty years, the Board has proscribed use, possession, and distribution of illegal drugs on its campuses. Violations of that policy may subject employees and students to disciplinary sanctions. Further, each institution has policies regarding use of alcohol. However, these policies have not been contained in a single plan.

Staff believes that the substantial attention and resources the institutions have already focused on this problem reflect the seriousness and importance with which the institutions view the problems of substance abuse. In fact, staff foresees that the largest task before the institutions will be drawing together the current efforts in order to develop the plan, not its implementation which current efforts may very well fulfill.
The staff proposes the following rule be adopted:

580-19-001 Minimum Standards for Institutional Drug and Alcohol Abuse Plans

(1) Each institution shall have in place a comprehensive drug and alcohol abuse policy and implementation plan which shall contain:

(a) A statement of institutional philosophy regarding illegal use and abuse of alcohol and drugs;

(b) All policies related to on-campus use of alcohol and illegal drugs by employees and students and their interrelation;

(c) A list of curricular offerings related to drug and alcohol abuse;

(d) A description of programs designed to deal with student alcohol and drug abuse including implementation plans for any programs not currently in place, specifically identifying:

(A) education and prevention programs;

(B) treatment or referral programs;

(e) A description of programs designed to deal with employee alcohol and drug abuse including implementation plans for any programs not currently in place, specifically identifying:

(A) education and prevention programs;

(B) treatment or referral programs;

(f) A strategy for dissemination of the institution's philosophy statement, policies and information regarding the institution’s programs related to drug and alcohol abuse education, prevention and treatment or referral.

(2) Institutions shall review the plans required in (1) biennially and update them to reflect changing needs.

As required by the statute, staff has consulted with the Office of Alcohol and Drug Abuse Programs and included recommendations from that office on the proposed rule. The Director of that Office has written suggesting the Board adopt more detailed rules.
Staff believes that the details of the plans should be left to institutional discretion and will share his comments with institutional staff for their use in developing their plans and policies.

Staff Recommendation to the Committee

The staff recommended that the Board adopt OAR 580-19-001, Minimum Standards for Institutional Drug and Alcohol Abuse Plans, as proposed, requiring the institutions to adopt comprehensive substance abuse policy and implementation plans.

Report of Public Hearing

In presenting the staff report and recommendation, Ms. Grier said that a public hearing had been held on May 16, 1990. Ms. Lynn Pinckney, Executive Director of the Oregon Student Lobby, and representatives from the University of Oregon testified at the hearing. They urged the Board to adopt the proposed rule and expressed support for the concept of education and prevention outlined in the rule as opposed to enforcement.

Discussion and Recommendation by the Committee

Mr. Richardson inquired if the curricular offerings mentioned in (1)(c) of the rule would be the same at all institutions.

Ms. Grier stated they would vary depending on the kinds of programs. For example, institutions that have health care programs often have either a major or a specific health care requirement related to the treatment of alcohol and other substance abuse. In a liberal arts curriculum, the curricular offerings may be part of the health requirement. Teacher education programs may include both how to deal with substance abuse and also teaching substance abuse issues.

Ms. Pinckney reiterated the Oregon Student Lobby's testimony at the public hearing. She said the policies needed to emphasize prevention and education as opposed to punishment. She stated that punishment barred students from their best source of help and best chance to turn their lives around. She asked that the Board consider adding as part of the rule a policy statement expressing a preference for educational prevention and treatment programs over punishment.

Ms. Anne Meredith, Student Body President at Southern Oregon State College, said students supported the staff position and had been very active in initiating programs dealing with drug and alcohol abuse. She encouraged the Board to take an educational approach and to involve faculty, staff, and students in the policy because they serve as role models for students. She said
students were adamantly opposed to the federal law that potentially would require drug testing and certification of students with financial aid. She said students would appreciate anything the Board could do to avoid encouraging that kind of testing or policy statements on the campuses.

Mr. Hensley expressed concern with the term "minimum standards" because he believed everything possible should be done to eliminate this problem. He indicated he would prefer to remove the word "minimum."

Mr. Lemman and Ms. Grier indicated "minimum standards" was the term used in the statutes. They said the institutions already were doing substantially more than this in recognition of the importance of the need to work with students so they would not be affected by substance abuse.

The Committee recommended that the Board approve the staff recommendation and adopt the proposed rule. The staff was requested to prepare a policy statement for Board consideration at its June meeting. The policy statement would respond to the Oregon Student Lobby's preference for educational prevention and treatment programs over punishment.

Board Discussion and Action

The Board approved the staff recommendation and, on roll call vote, adopted OAR 580-19-001, Minimum Standards for Institutional Drug and Alcohol Abuse Plans. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Amendment of OAR 580-10-005(3), Relating to Immunization Requirements

Staff Report to the Committee

Summary

Currently, OAR 580-10-005(3) allows the institutions to require proof of immunization, subject to Board approval. In response to the recent measles outbreak, some institutions requested Board approval to require proof of measles immunization. At its February meeting, the Board gave that approval but directed staff to prepare amendments to the rule delegating authority to the institutions to establish immunization requirements and requiring institutions to notify the Board when they do so. That amendment is before the Board.

Background

The Board's Administrative Rule, OAR 580-10-005, Compulsory Pre-Entrance Physical Examination and Immunization, establishes requirements regarding immunization requirements. Recent outbreaks of measles led institutions to review their immunization
requirements. The current rule, requiring Board approval, delays the institutions' ability to respond to epidemics or other immediate health needs. Staff believes the Board's responsibility to oversee admission requirements can be fulfilled without such delay if institutions report any changes in the requirement to the Board.

The staff proposes the following amendment:

Compulsory Pre-Entrance Physical Examination and Immunizations

580-10-005 (1) For the protection of the public health and benefit of the student, the Board requires a physical examination of all students or, at the discretion of the institution, a completed health history questionnaire on a form supplied by the institution, as a condition of enrollment in institutions under Board control.

(2) A report from a private physician may be required in certain instances by institutions using the health history questionnaire. Cases justifying use of a private physician's report include students participating in varsity athletics and students requiring clearance for participation in physical education.

(3) All students must present appropriate proof of immunizations and tests [required by regulations now or hereafter approved by the Board and] required by policies established by institutional presidents. These requirements shall be set forth in institution catalogs. Institutions shall notify the Board whenever these requirements change.

(4) Students declining immunization on medical grounds may be enrolled, but students declining immunization on the basis of religious conviction may be enrolled only if:

(a) They provide a statement from their church or religious organization attesting to their membership and to the fact that immunization is contrary to the religious beliefs of the church or religious organization to which they belong.

(b) They, and in the case of minor or dependent students, their parents or guardians with them, agree in writing to assume all expense in connection with their care and isolation should they acquire, while students at the institution, a disease for which immunization is required of other students.
A hearing on the matter was scheduled for May 2, 1990. No one appeared at the hearing, and no comments were received.

Staff Recommendation to the Committee

The staff recommended the Board adopt the proposed amendments to QAR 580-10-005, Compulsory Pre-Entrance Physical Examination and Immunizations.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recommendation and adopt the proposed amendments to QAR 580-10-005, Compulsory Pre-Entrance Physical Examination and Immunizations.

Board Discussion and Action

The Board approved the Committee recommendation and, on roll call vote, adopted the proposed amendments. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Resolution Regarding Bell Property, OSSHE

The Board of Higher Education is the beneficiary of the estate of Jessie M. Bell. Included in the estate is 1,260 acres of farm land outside Pendleton, Oregon. The current tenant raises wheat on the property. The personal representative for the estate, George Corey, is trying to sell the property so that the Board may receive liquidated assets. However, he has not received any offers on the property. If the property does not sell, it will be transferred to the Board's ownership. As part of the preparation for a potential transfer, and if the Board wishes to participate in the Agricultural Stabilization and Conservation Program of the U. S. Department of Agriculture, it is required by the Conservation Service that the Board, as owner, agree by resolution to that participation. Participation in the program obligates the Board, through its tenant, to practice farming procedures designed to conserve and stabilize the land. In return, the U. S. Government subsidizes the price of the wheat on a per bushel basis. The land currently is within the program. Participation in the program increases the value of the land.

Staff Recommendation to the Committee

The staff recommended that the Board adopt the following resolution required for participation in the U. S. Department of Agriculture's Agricultural Stabilization and Conservation Service Program:
May 18, 1990

On May 18, 1990, a quorum of the Board of Higher Education of the State of Oregon RESOLVED: The Board desires to participate in any and all agricultural programs under the jurisdiction of the United States Department of Agriculture, administered through the Agricultural Stabilization and Conservation Service. The following officers (name and title) are directed, authorized, and empowered to execute any and all documents required to participate and comply with said programs.

Thomas A. Bartlett, Chancellor
W. T. Lemann, Executive Vice Chancellor
Weldon Uhrig, Vice Chancellor for Finance and Administration

The authority includes, but is not limited to, the right to sign contracts, borrow money, sign promissory notes and security agreements, pledge Board commodities, and execute mortgages and financial statements.

BE IT FURTHER RESOLVED: This resolution shall continue in force until written notice of its recission or modification has been received by the ASCS office.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recommendation and adopt the above resolution as presented.

Board Discussion and Action

The Board approved the Committee recommendation, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Staff Report to the Committee

On November 16, 1989, the Board approved a temporary administrative rule for the University of Oregon Law School, establishing a graduated Law Resources Fee Schedule with a resident/non-resident differential. This temporary rule expires after 180 days, or on May 15, 1990. It is necessary to amend the 1989-90 Academic Year Fee Book to enact this temporary rule as a permanent rule. The rule itself affects fees to be paid beginning with the Fall Semester of 1990 at the University of Oregon Law School.
The proposed Law Resources Fee follows:

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<th>Residents</th>
<th>Non-residents</th>
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<tbody>
<tr>
<td>Admitted Fall 1989</td>
<td>$300/semester</td>
<td>$300/semester</td>
</tr>
<tr>
<td>Admitted Fall 1990</td>
<td>$375/semester</td>
<td>$450/semester</td>
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<tr>
<td>Admitted Fall 1991</td>
<td>$400/semester</td>
<td>$825/semester</td>
</tr>
<tr>
<td>Admitted Fall 1992</td>
<td>$430/semester</td>
<td>$1,200/semester</td>
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The University of Oregon requested these increases to generate additional funds to meet the problems of underfunding at the Law School which had resulted in an unfavorable accreditation review by the American Bar Association.

The increases are estimated to generate an additional $274,125 annually by the time the full revenue impact is effective in 1994-95. These funds are dedicated to the Law School and are used for Law Library acquisitions, Law Library support staff, and faculty salaries.

The Board will act on the 1990-91 Academic Year Fee Book on July 20, 1990. At that time, the Board will receive the proposed Tuition and Fees for the 1990-91 Academic Year, and they will include the first increment of the new Law Resources Fee.

A public hearing on the proposed amendment was conducted May 4, 1990, at 1:30 p.m. in the Law School. At that hearing, no one appeared to give testimony, nor was any written testimony concerning the proposal received.

Staff Recommendation to the Committee

It was recommended that following the public hearing on May 4, 1990, for the Law Resources Fee for the University of Oregon Law School, the Board amend OAR 580-40-040, Academic Year Fee Book, as follows:

**Academic Year Fee Book**

580-40-040 The document entitled "Academic Year Fee Book," dated July 21, 1989, is amended to include the following schedule for the Law Resources Fee at the University of Oregon Law School.

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<td>$1,200/semester</td>
</tr>
</tbody>
</table>
Discussion and Recommendation by the Committee

In response to a question from Miss Matthews, it was stated the public hearing was advertised in the student newspaper at the University of Oregon.

Mr. Bailey commented that the proposed fee did not solve the problem of resources for the law school. Mr. Lemman said the requested recommendation concerning the long-term financing of the law school would be presented to the Board in July as part of the consideration of the biennial budget request.

The Committee recommended that the Board approve the staff recommendation and adopt the proposed amendment to OAR 580-40-040, Academic Year Fee Book.

Board Discussion and Action

The Board approved the Committee recommendation and adopted the proposed amendment on roll call vote. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Staff Report to the Committee

The students, faculty, and staff of Oregon Institute of Technology and the 150 daily visitors to its Klamath Falls campus are heavily dependent on the automobile to get to and from the campus. Oregon Institute of Technology is located outside the downtown area of Klamath Falls and is not well served by public transportation.

The present daily demand is for up to 3,000 parking spaces. Oregon Institute of Technology presently has 1,000 paved spaces and 600 unpaved spaces. The lack of sufficient parking has caused considerable congestion within the lots and parking by OIT patrons on neighboring streets and in the lots of nearby businesses and institutions.

In 1989, the Legislative Assembly approved the Board's request for $500,000 to construct 800 additional paved parking spaces at Oregon Institute of Technology. This project, ranked sixth by the Board among 1989-1991 auxiliary projects, is financed by Article XI-F(1) bond proceeds whose debt service is paid by OIT parking funds. The bonds were sold last fall.
Staff Recommendation to the Committee

The staff concurred with the request of the Oregon Institute of Technology and recommended that the Board authorize the staff to request the Emergency Board to release for expenditure $500,000 of Other Funds to construct Parking Improvements at the Oregon Institute of Technology.

The request should be discussed by the Board at the May meeting and placed on the Consent Agenda for final action at the June meeting.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recommendation and place it on the Consent Agenda for final approval at the June Board meeting.

Board Discussion and Action (May 18, 1990)

The Board approved the Committee recommendation and placed the item on the Consent Agenda for the June Board meeting. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Increase in Limitation and Authorization To Expend Funds for KSOR Satellite Station, SOSC

Staff Report to the Committee

KSOR, the campus-based public radio station operated by Southern Oregon State College, was encouraged last year to apply for a federal grant to expand its service area to over 100,000 residents of northern California not previously served in an adequate way by public radio. A grant to accomplish this was discussed with the Board in February 1989, with the request that the Board approve the grant application and authorize staff to seek the approval of the Oregon State Legislature to receive and expend funds up to a limitation of $280,000 and to proceed with the design and construction of needed facilities. The request was approved by the Board and the Assembly; however, subsequent negotiations with the National Telecommunications and Information Administration (NTIA) prompted withdrawal of the application by KSOR.

Southern Oregon State College is now requesting approval for an amended NTIA application in the amount of $492,275 to construct transmitting facilities to provide public radio service in Siskiyou and Shasta counties, northern California; equip an on-air control/production room to provide local origination capability in that area; and replace an obsolete microwave transmitter in the KSOR network. Extension of the network in this manner is consistent with KSOR's public service mission to provide services.
to less-populated, mountainous areas or to other contiguous areas where the population base could, through listener support, assist in financing the expanded network. NTIA has been asked to fund $369,206, with the remaining costs to be paid by the KSOR Listeners Guild. No state funds are being sought.

Southern Oregon State College is also requesting Board approval for a second NTIA application to construct a consolidated master control room for the KSOR network (6 stations and 34 translators) in Central Hall on the Ashland campus. This facility will establish first local origination capacity to allow distribution of simultaneous local programming for the various stations consistent with the needs of each community. This is now being done only in a limited way and with considerable technical difficulty. NTIA is being asked to provide $89,718; the KSOR Listeners Guild would be committed to provide $30,007 of matching money. Again, no state revenues are being sought.

In order to meet the filing deadline of January 17, 1990, staff filed both applications, subject to the subsequent approval of the Board. The two limitations would be combined into a single project for state purposes. The total Other Funds Limitation sought for establishment and release is $612,000. This represents a $332,000 increase.

Staff Recommendation to the Committee

The staff recommended that the Board approve these two grant applications and authorize staff to seek approval of the Emergency Board to receive and expend the funds up to a limit of $612,000 for the KSOR Satellite Station project.

The request should be discussed by the Board at the May meeting and placed on the Consent Agenda for final action at the June meeting.

Discussion and Recommendation by the Committee

Mr. Richardson noted that the staff report indicated the initial negotiations had broken down and asked Mr. Pernsteiner to comment on those problems.

Mr. Pernsteiner said California State University at Chico had thought it might want to serve the area. This matter is being worked out with the federal agency now, and the grant will not be approved unless all of those issues are resolved.

In response to a question about funding, Mr. Pernsteiner said most of KSOR's funding either was donated or subscribed in some manner. Very little General Fund money is used, and it relates to the curricular aspects of the program.
The Committee recommended that the Board approve the staff recommendation and place the item on the Consent Agenda for the June Board meeting.

Board Discussion and Action (May 18, 1990)

The Board approved the Committee recommendation and placed the item on the Consent Agenda for the June Board meeting. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Increase in Other Funds
Limitation &
Authorization
To Expend
for Agricultural Sciences II, OSU

Staff Report to the Committee

In 1987, the Legislative Assembly approved the construction of a new classroom and laboratory building for the College of Agricultural Sciences. The budget established for the facility of about 190,000 square feet was $25,085,000. This included a federal grant of $10 million, which subsequently was reduced to $9.7 million. The remainder of the funding is from the General Fund and Article XI-G bonds. The bonds were sold in the fall of 1989. The Emergency Board has released for expenditure the sum of the bonds, the General Fund, and the actual federal grant, for a total of $24,785,000.

Oregon State University had intended to request construction bids for this facility last fall. However, the second independent cost estimate, which was required due to the size of this project, indicated that bids could be expected to exceed available funds by $6 million to $8 million. Therefore, rather than bid the project, Oregon State University undertook a variety of cost-cutting measures to bring the expected costs into line with the budget. These measures included redesigning the exterior finishes, re-engineering much of the foundation system, and hiring a cost-control consultant to become project manager. The equipment budget also had to be reduced.

The cost-reduction measures were successful enough that the project has been advertised for bids, with a scheduled opening date of May 17. However, even if the lowest responsible bid is affordable (which was not known as this report was being prepared), the project's budget will be much tighter than had been expected in 1987. Therefore, Oregon State University has attempted to secure additional funds to permit the proper outfitting of this facility.

Three sources are being pursued by Oregon State University officials. The first is a $650,000 State Energy Loan Program (SELF) loan to permit the purchase of a direct digital/energy management control system. This automated system is expected to pay
for itself with increased energy savings within about six years.
Oregon State University has applied for the loan but will not
know whether or not the State Department of Energy has approved
the application for several weeks.

The College of Agricultural Sciences intends to spend $125,000
from its 1989–1991 operating budget to purchase needed equipment
for the new building.

Finally, Oregon State University is seeking donations amounting
to $800,000 to finance two improvements which had to be cut from
the base project. One of these is the construction and outfitting
of large group meeting areas and the other is the architecturally-significant entrance to the facility. Oregon State Uni-
versity is optimistic about the success of this fund-raising
drive because of the large number of agricultural sciences de-
partments and programs to be served by the new building. These
include the Departments of Soil Science, Horticulture, Biochem-
istry/Biophysics, Agricultural Chemistry, and Toxicology, and
such specialized programs as the Center for Gene Research and the
Environmental Health Science Center. Because the donation-funded
improvements need not be constructed until later in the project,
they are being bid as alternates. This will permit them to be
added later in the construction period if monies become avail-
able. If sufficient donations do not materialize in time, the
improvements will not be made.

Staff Recommendation to the Committee

The staff recommended that the Committee concur in the request
from Oregon State University to accept and expend a SELP loan and
to authorize the staff to seek from the Emergency Board an in-
crease in the limitation for the Agricultural Sciences II proj-
ct from $25,085,000 to $26,360,000 and the authorization to
expend that amount to construct and equip the facility.

The request should be discussed by the Board at the May meeting
and placed on the Consent Agenda for final action at the June
meeting.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recom-
mandations and place the item on the Consent Agenda for the June
Board meeting.

Board Discussion and Action (May 18, 1990)

The Board approved the Committee recommendation, with the fol-
lowing voting in favor: Directors Bailey, Johnston, Matthews,
Miller, Richardson, and Hensley. Those voting no: None.
Establishment of Limitation & Authorization To ExpendDate Funds
PCAT Remodel, PSU

Staff Report to the Committee

Officials at Portland State University have requested the establishment of a limitation and the authorization to expend funds for the remodeling of space at the Portland Center for Advanced Technology (PCAT). This 70,000-square-foot facility, acquired in 1985 from the Portland Water Bureau, houses the University's Electrical Engineering and Computer Sciences Departments.

No remodeling was done when the building was first acquired. Faculty offices are scattered throughout the building. Phase I of this project, slated to get underway this summer, will consolidate faculty offices into a single 12,000-square-foot complex. This would establish unified departmental space in advance of the accreditation efforts which these programs will be undergoing during the fall of 1990. The $120,000 for Phase I would come from institutional resources, including indirect cost recovery from grants and contracts.

Phase II, also expected to cost $120,000, will finish the remodeling effort and will include the creation of two new instructional spaces. (The bulk of the PCAT Building is, and will be, devoted to classroom and laboratory uses.) Portland State University has applied for a National Science Foundation grant for Phase II and expects to know whether the grant has been approved by Fall 1990.

Staff Recommendation to the Committee

The staff concurred in the requests of Portland State University and recommended that the Board authorize the staff to accept a grant from the National Science Foundation and to request that the Emergency Board establish a limitation of $240,000 and authorize the expenditure of $240,000 for the remodeling of the Portland Center for Advanced Technology Building.

The request should be discussed by the Board at the May meeting and placed on the Consent Agenda for final action at the June meeting.

Discussion and Recommendation by the Committee

Miss Matthews asked what happened if the National Science Foundation grant were not received, and Mr. Fernstein indicated only Phase I would be constructed if that occurred.

Mr. Johnston moved that the staff recommendation be changed to authorize the expenditure of only $120,000, with expenditure of the remaining $120,000 authorized subject to receipt of the
grant. The Committee recommended that the Board approve the staff recommendation as modified by Mr. Johnston's motion and place the item on the Consent Agenda for the June Board meeting.

Board Discussion and Action (May 18, 1990)

The Board approved the Committee recommendation, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Staff Report to the Committee

Introduction

Legislative action in June 1989 removed what had been a mandate from the Board of Higher Education for all State System institutions to move to a single fifth-year graduate-level model for elementary and secondary teacher education programs by the fall of 1990. The Legislature's action opened the door to other options, including four-year undergraduate models and five-year integrated models. In anticipation of the Legislature's passage of HB 3038, the Board at its June 15, 1989, meeting replaced its 1987 policy with one that directed institutions to offer a diversity of four- and five-year teacher education programs no later than fall 1991.

In order to provide an assurance that the institutions would move quickly to comply with this change, the Board asked the institutions to return no later than September 1989 with preliminary proposals for a more diverse framework of teacher preparation programs. Institutions intending to plan four-year programs were directed to adopt as many of the Board's standards outlined in the 1987 "Guidelines for Extended Teacher Education Programs" as would be feasible within a four-year undergraduate sequence. The purpose of this directive was to preserve as many of the curricular reforms designed out of recent years of planning as would be feasible.

On September 7, 1989, the Board received an informational report indicating that four-year program options would be available at four campuses: Eastern Oregon State College, Southern Oregon State College, Portland State University, and Western Oregon State College. Western Oregon State College elected to offer a four-year program only; the other campuses elected to offer both four- and fifth-year program options. All the institutions indicated that they intended to maintain the spirit of the Board's 1987 Guidelines in that the four-year programs would require a regular academic major, with the professional education sequence to be provided via a second major or a minor.

Western Oregon State College is now requesting authorization to offer restructured elementary, secondary, and special education programs.
Staff Analysis

1. Relationship to Assigned Mission

The Board's Strategic Plan 1987-93 states that Western Oregon State College's mission is to "provide high-quality programs in teacher education and special education." Western Oregon State College has a history of over 130 years in the preparation of teachers.

2. Evidence of Need

Western Oregon State College has reviewed the national trends in teacher preparation, and has revised its programs in line with these trends, specifically providing for increased requirements in liberal arts and sciences, strengthened field experiences for teacher education students in the public schools, opportunities for students to choose academic specialty areas, and opportunities for students to choose cohort groups that specialize in areas in which they have particular interests (for example, bilingual or multicultural education).

3. Quality of the Programs

Western Oregon State College has modified all of its existing teacher education programs for basic certification. The following special education advanced certification and master's degree programs have also been revised: Hearing Impaired, Handicapped Learner, Speech-Impaired, and Severely Handicapped.

The proposed teacher education programs are more rigorous and prescriptive than the previous programs, providing students a new opportunity to select academic specialty areas. Admissions standards will include satisfactory completion of professional core prerequisite courses, a 2.75 cumulative GPA in all academic coursework, an interview, and a passing score on the California Basic Educational Skills Test. Completion of all teaching endorsements will require passing the National Teacher Examination (NTE).

Western Oregon State College is currently authorized to provide teacher education programs leading to Basic certification in 23 areas; Standard (master's degree) certification is available in 16 areas. Since Western Oregon State College will be providing only four-year programs leading to Basic certification (in contrast to fifth-year programs leading to completion of both the Basic and Standard certification), it must continue to offer Standard certification programs for those students who elect to return for completion of Standard certification.
When Western Oregon State College submitted its fifth-year proposal to the Board as part of the OSU/WOSC Merged School of Education request (October 21, 1988), it indicated that the OSU/WOSC School of Education would enroll some 400 students in the new elementary and secondary programs (approximately half in each area). Some 50 students were projected to enroll in special education programs. Enrollment levels at OSU/WOSC were expected to be about one-third less than the enrollments in the previous program, representing a planned effort to limit enrollments in response to surpluses of beginning teachers in Oregon and resource constraints at the institutions. Following the de-merger of the OSU/WOSC School of Education, Western Oregon State College and Oregon State University reviewed their enrollment projections and indicated to the Board in September 1989 that projected enrollments would be 200 at Western Oregon State College in the four-year elementary and secondary programs, with about 55 in special education programs. Western Oregon State College continues to project an enrollment goal of 200 in elementary and secondary programs.

Elementary Teacher Education Certification Program. The Elementary program includes a required liberal arts core curriculum of 76 hours, academic specialty of 45 hours, specialty courses of 15 hours, a professional core of 47 hours, and electives of 9 hours, for a total of 192 hours for graduation. Students would be granted the B.A. or B.S. degree in Elementary Education and Interdisciplinary Studies upon completion of the program.

Secondary Teacher Education Certification Program. The Secondary program includes a required liberal arts core curriculum of 71 hours, academic major of 64 hours, professional core of 42 hours, and electives of 15 hours, for a total of 192 hours for graduation. Students would be granted a B.A. or B.S. degree in Secondary Education and Interdisciplinary Studies upon completion of the program.

Special Education. Special education will be an add-on endorsement (to the elementary or secondary education program) of 31 hours for Handicapped Learner and Hearing-Impaired programs. Speech Impaired and Severely Handicapped programs do not require prior certification in elementary or secondary education, and may be add-on endorsements (48 hours and 46 hours, respectively) for education or liberal arts majors.
Western Oregon State College is the only state system institution with a recognized major in academic education. The proposed model does not incorporate many new features, key to the program's goals. In the new model, teacher education students will be offered three teacher preparation programs. The OSU/WSC School of Education is serving the students toward that end as part of the region's identity. The College's faculty was dedicated to providing a strong interdisciplinary program with Western Oregon State College's proposal for recognition among Western Oregon State College's faculty.

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modifying current teaching fields to become approved liberal arts and science "majors." This action would move Western Oregon State College toward its goal of becoming a more diversified liberal arts college. As this process unfolds, it may be appropriate to review the use of Interdisciplinary Studies as the double major designation for these teacher education programs. At some point in the future, it may be feasible for Western Oregon State College to require completion of a regular academic major of all students pursuing teacher education, with the education component of the program provided through a second major or a minor. Students would then receive a B.A. or B.S. in one of the liberal arts majors, as is being proposed by other State System institutions.

Faculty. The faculty needed to implement the proposed programs are currently on staff.

Facilities. No additional facilities will be needed to implement these programs.

Library. Library holdings are adequate for the support of the programs.

Budget. The restructured program in teacher education will result in a shift of required coursework from the School of Education to the School of Liberal Arts and Sciences, requiring the addition of an estimated five new positions. These positions will be funded through internal reallocation and salary savings from retirements.

Program Duplication

Four-year programs similar to those being proposed will be offered by Eastern Oregon State College. Because Eastern Oregon State College has been assigned lead responsibility for preparing teachers for the rural areas of eastern Oregon, the initiation of the program at Western Oregon State College will not cause an adverse impact on Eastern Oregon State College’s program. Portland State University and Southern Oregon State College will soon propose four-year programs at their campuses. These will be much smaller programs than Western Oregon State College’s and are not expected to impact Western Oregon State College’s programs. Fifth- and five-year programs will be provided by the University of Oregon, Oregon State University, Portland State University, Southern Oregon State College, and Eastern Oregon State College. Western Oregon State College’s program is not expected to impact these programs adversely.
Program Review

The proposed programs were discussed at meetings of the OGGHE Academic Council on March 15 and April 19, 1990. Modifications were made as a result of those discussions and consultations with the staff.

Staff Recommendation to the Committee

1. The staff recommended that the Board authorize Western Oregon State College to offer restructured four-year Elementary and Secondary Teacher Education Programs, graduate-level programs for Standard Certification, and graduate-level Special Education Teacher Education Certification Programs, effective immediately.

2. The staff also recommended that Western Oregon State College be authorized to offer a B.A./B.S. degree in Elementary Education and Interdisciplinary Studies, and a B.A./B.S. degree in Secondary Education and Interdisciplinary Studies.

3. Within three years' time, as more liberal arts and science majors are developed at Western Oregon State College, the staff recommended that the Board review the double major designation for teacher preparation programs.

Discussion and Recommendation by the Committee

Dr. Frank said this program and the other teacher education programs were the result of a great deal of work by the faculties at the institutions in consultation with groups such as the Teacher Standards and Practices Commission and groups representing the elementary and secondary schools. The programs also respond to mandates by the Board and decisions of the Legislature.

Dr. Frank indicated the restructured elementary and secondary programs incorporated the curricular reforms intended by the Board, including increased requirements in the arts and sciences, a strengthened field experience, and opportunities for students to choose academic areas of specialization.

In presenting the staff report and recommendation, Dr. Frank said Western Oregon State College was requesting that students be granted a double major in education and in interdisciplinary studies during the transition period. Historically, Western has been an institution whose focus has been teacher preparation. It also has offered in the past the education degrees by using teaching fields rather than majors. As a result, many of the teaching fields Western offers are not necessarily equivalent to
majors. Within the next several years, Western intends to bring to the Board requests to modify current teaching fields to become approved liberal arts and science majors, thus moving the institution toward its goal of becoming a more diversified liberal arts college.

Mr. Hensley requested further elaboration with respect to the admission requirement for verified success in working with children.

Dr. Frank explained the requirement could be met in various ways. The student might have worked in an elementary or secondary school or with children during the summer. The student must be able to verify work with children in some setting which would demonstrate that the student has some experience and ability in working with children. He also indicated he believed this was an adequate requirement for beginning the program but he was not sure whether it would prove to be so in actual practice. He did comment that the faculty at Western Oregon State College had a great deal of experience in preparing teachers and he was sure they would be very cautious in reviewing the experience people present for possible entry into the program.

Dr. Cowart said the requirement was not a new practice but had been in place for many years as one additional screening device.

Mr. Richardson requested further clarification with respect to the four-year, five-year, and fifth-year programs and the institutions which would be offering each.

Dr. Frank said four institutions (EOSC, SOSC, PSU, and WOSC) will be offering four-year program options. Eastern Oregon State College and Portland State University will offer both four-and five-year programs. The University of Oregon and Oregon State University will offer five-year programs. He indicated the undergraduate teacher certification program at Eastern and the elementary and secondary teacher education program at Western were approximately the same programs. He explained also that the four-year program is designed mainly for students who know as undergraduates that they are likely to enter education. A fifth-year program is designed for students who have a bachelor's degree and then decide they are interested in education and take a fifth year to get a degree in education.

Mr. Johnston inquired why, if the programs were the same, the students at Eastern would receive the BA/BS Degree in Multidisciplinary Studies while those at Western would receive a degree in education plus an additional designation.
Dr. Frank said students at the secondary level in most institutions will get a degree with a major in a subject field and also receive certification in education. Western Oregon State College has far fewer bachelor's degrees in subject fields, so requiring Western to offer secondary degrees in subject fields would limit students to the few majors available. The decision was made, therefore, to offer the bachelor's degree in multidisciplinary studies at the secondary level. In addition, so many faculty members at Western are involved in teacher preparation at the present time that eliminating the undergraduate degree in education would disenfranchise a considerable number of faculty who would not have a disciplinary degree. As Western has more disciplinary degrees approved in academic areas, it is anticipated the Board will review Western's double major proposal and consider dropping the education portion of the double major.

Mr. Miller asked if it were fair to state the difficulty stems from the Board's adamant position that it wants the strongest possible series of educational programs in the State System's institutions and the juxtaposition of that with an institution in transition. At the same time, it is impossible to prove that the desired strength, purpose, and direction are present in the program and that the transition will end. He commented also that it was possible many of the concerns would be resolved if the transition period were allowed to follow its natural course.

Dr. Frank said the statement concerning the difficulty was correct. He also pointed out that Western's proposals in elementary and secondary programs met the same requirements as the other two degrees. There is a major and an increased number of courses in the liberal arts and sciences.

In response to a question concerning variations in the prior certification requirements in various special education areas, Dr. Bonnie Staebler said the recommendations were based on advice from advisory groups in these fields.

Mr. Hensley said the Board was embarking on a major change and asking more of the students and the institutions as a result of these proposals. He said he would like to be assured students were getting the very best possible teaching in exchange for their added work.

Dr. Cowart said Western Oregon State College had a program of student professional development. One element is very careful screening of new faculty. A second relates to the development of a research project on teaching effectiveness of graduates and the gathering of data which may provide significant insights into the graduates of the program and their productiveness.
Mr. Hensley said he was very supportive of such an effort because reports from graduates on the adequacy of their preparation were one means of assisting faculty to improve instruction.

The Committee recommended that the Board approve the staff recommendations as presented.

Board Discussion and Action

The Board approved the Committee recommendation, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Staff Report to the Committee

Introduction

Eastern Oregon State College requests authorization to offer restructured four year elementary and secondary teacher education certification programs and to initiate a B.A. and B.S. degree program with a major in Multidisciplinary Studies.

The undergraduate major in education was eliminated at Eastern Oregon State College in 1987 following action taken by the Board to develop extended (graduate level) teacher education programs at State System Schools and Colleges of Education. Eastern Oregon State College thereafter initiated a fifth year Master's degree in Teacher Education (MTE) and phased out its Bachelor of Arts/Science degrees in Elementary and Secondary Education. The last group of students enrolled in the undergraduate programs will graduate fall quarter of 1990.

Following legislative action in 1989 to require a diversity of four- and five-year teacher preparation programs in State System institutions, Eastern Oregon State College elected to offer undergraduate teacher certification programs. Although the MTE program will continue to provide an appropriate route for training and certification for post-baccalaureate students, undergraduate teacher education programs are being proposed at this time.

The proposed instructional programs will draw upon existing faculty and be implemented with modest curricular additions.

Staff Analysis

1. Relationship to Assigned Mission

Eastern Oregon State College's mission is to serve the educational, social, cultural, and economic needs of the ten eastern-most counties of Oregon through high quality programs of instruction, research and service. An important part of that mission includes preparing teachers for public and private schools in the region.
2. **Evidence of Need**

Eastern Oregon State College's service area includes 46,000 square miles of sparsely populated territory. Some 1,900 public school teachers currently serve 29,000 public school students in the region. Most of the schools are small, rural, and often isolated. This type of school environment requires a special kind of teacher. Rural schools require teachers who are prepared to instruct broadly, have several specialty skills, and adapt/work with few resources. Eastern Oregon State College traditionally has provided the region with such a cadre of teachers.

Although Eastern Oregon State College's MTE degree program approved by the Board on June 17, 1988, will continue to meet a part of this need with its enrollment of 20 to 30 students per year, this is only one-fifth to one-third of the regional need for teachers and the traditional output of Eastern Oregon State College.

The MTE program is best suited for those students already holding a bachelor's degree or those teachers currently certified at one level seeking additional certification. The proposed programs will offer a four-year option to individuals interested in teacher preparation as an undergraduate — those able to plan an efficient undergraduate program. Some 60 to 70 students will be enrolled in the undergraduate program, producing an estimated 45-60 graduates annually.

3. **Quality of the Programs**

A recent Carnegie Foundation for the Advancement of Teaching national study surveyed 5,500 faculty members about their views on a variety of educational issues. Fifty-six percent thought that undergraduate education would be improved with more emphasis on a broad liberal education; almost half of the faculty recommended more breadth in requirements. Many national reports call for colleges and universities across the nation to boost requirements, measure competency, and in general, add rigor to their programs. Eastern Oregon State College will focus on these elements in its new undergraduate programs.

The programs require that students pass national teacher examinations in the areas they intend to teach. Passage of the California Basic Education Skills Test (CBEST) and the National Teachers Examination (NTE) will be required of every prospective teacher seeking certification. Minimum passage scores have been set by Eastern Oregon State College and the Oregon Teacher Standards and Practices Commission.

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The Multidisciplinary Studies Degree. The Multidisciplinary Studies degree will require 186 credit hours for graduation — a 60-credit-hour general education requirement, a minimum of 60 upper-division credit hours of coursework, completion of two academic minors, a capstone experience, two writing-intensive courses, and computer mathematics competency.

The Multidisciplinary Studies degree requires extensive coursework in the four major divisions of general education and in a fifth area comprised of an eclectic grouping of courses: computer literacy, personal health, and speech practice. The degree is designed to provide a prospective elementary teacher with knowledge and skills in the humanities, fine arts and logic, and natural and social science. Since elementary teachers need skills to support the teaching of the language arts, considerable attention is given to requiring English, literature and writing. Similarly, since social studies, science, art, music, and mathematics also are core elementary curricula, effort will be made to place an emphasis on courses in these disciplines (history; geography; culture; life, earth and physical science; mathematics; fine arts).

Students not seeking elementary certification will be required to complete the same requirements of the Multidisciplinary Studies major including admission standards, specific course completion, and completion of two academic minors. Instead of the elementary certification track minor, these students will pursue an alternative minor. Students will select two writing-intensive courses from their minor areas and complete a capstone experience in either the minor area as described by the discipline or multidisciplinary studies. The multidisciplinary capstone will require students to enroll in a seminar course, complete a multidisciplinary synthesis paper under the supervision of a cooperating faculty member, have the paper approved by a committee of three Eastern Oregon State College faculty, and present the findings in open colloquium to staff, students, and the public.

Elementary Education Certification Program. A B.A. or B.S. degree with a major in Multidisciplinary Studies is the cornerstone of Eastern Oregon State College's new Elementary Teacher Education Certification Program. Students seeking elementary certification will complete the new B.A. or B.S. in Multidisciplinary Studies degree and the new Elementary Education Certification Program. The Elementary Certification Minor consists of 46 credit hours of coursework and field practica:
Step I consists of a 22-credit-hour block of courses taken from the following: Pedagogy I, Classroom Management and Lesson Design, Human Development and Learning, Exceptional Learners, Tests, Measurement and Evaluation, Conceptual Framework for Language Arts and Reading, and Fundamentals of Mathematics Laboratory. The successful completion of four of the courses — Classroom Management, Human Development, Pedagogy I, and Language Arts/Reading — is required for a student to advance to Step II.

Step II prepares students in the principles and strategies of teaching elementary language arts, reading, science, social studies, art, music, mathematics, physical education, and health. An intensive four- or five-week field placement will accompany a 12-hour block of curriculum instruction. The field practica will allow students time to develop and practice content strategies acquired through coursework, and opportunity to write and implement work samples.

At the completion of Steps I and II, students will have accumulated a variety of requisite sets of knowledge and skills. These abilities are prerequisites for the final step of the program — student teaching and a group seminar. Student teaching represents the "capstone" experience; students phase into the role of full time teacher during this 10-week period.

Students will complete the Elementary Education Certification Program upon successful participation in all steps of the program and passage of the NTE Professional Knowledge Test.

Secondary Education Certification Program. Students seeking secondary certification will be required to select an academic major that matches their intended area of teaching. Majors such as biology, history, English, and mathematics are examples of majors that will prepare students to teach secondary subjects. Students will be advised to also seek an academic minor as part of the pre-professional training. Certification will be accomplished via a B.A./B.S. degree major and the Secondary Education Certification Program. The program consists of the following:

- Step I consists of a 12-credit hour block of courses from the following: Pedagogy I, Management, Strategies, Lesson Design, Development, Educational Psychology, Exceptional Learners, Tests, Measurement and
Evaluation. These topics are blocked into five discrete courses. The successful completion of three courses — Management, Development, and Pedagogy I — will be required before a student is allowed to advance to Step II.

- Step II requires students to apply theory by developing real solutions in field situations. An intensive four-week field placement will be required of all students. The practicum is an extension of the content-related strategies and allows students time to develop and practice content strategies acquired through coursework, and provides an opportunity for students to write and test work samples. Secondary Teacher Certification candidates will be strongly encouraged to complete coursework which would lead to passage of two subject NTE exams. Step II coursework will be designed to support each of these endorsement areas.

- Student teaching is the "capstone" experience in the secondary education program; students will be expected to phase into the role of full time teacher during this 10-week period.

- The Secondary Education Certification Program is completed upon successful participation in all steps of the program; passage of the NTE Professional Knowledge Test; and passage of the NTE in the specialty area (major field of study).

4. Resources to Support the Programs

Faculty. The faculty needed to implement the proposed programs are currently on staff.

Facilities. No additional facilities will be needed to implement these programs.

Library. Library resources are adequate for the support of the programs. Currently $4,500 is being spent annually to upgrade the education holdings.

Budget. Additional resources may be needed to cover the expanded student teaching required in these programs. The resources will be needed to compensate school districts for the time their teachers spend supervising students.

Program Duplication. Programs similar to those being proposed will be offered by Portland State University, Western Oregon State College, and Southern Oregon State College.
Because Eastern Oregon State College has been assigned lead responsibility for preparing teachers for the rural areas of eastern Oregon, the initiation of these programs will not cause an adverse impact on the programs offered by the other institutions. The implementation of these programs to help meet the teacher education training needs of eastern Oregon is a justified overlap.

Program Review. The proposed programs were discussed at the March 15, 1990, meeting of the OSSHE Academic Council. Some modifications were made as a result of those discussions and consultations with the staff.

Staff Recommendation to the Committee

The staff recommended that the Board authorize Eastern Oregon State College to offer restructured Elementary and Secondary Teacher Education Certification Programs, effective Fall Term 1990. The staff also recommended that Eastern Oregon State College be authorized to initiate a major in Multidisciplinary Studies that will lead to a B.A. or B.S. degree effective Fall Term 1990.

Discussion and Recommendation by the Committee

In presenting the staff report and recommendation, Dr. Frank called attention to the statement that additional resources may be needed to cover the expanded student teaching required in these programs. He said there was general agreement participating teachers should receive compensation in addition to what they are now receiving. How much and what kind of compensation is open to discussion and negotiation.

Mr. Bailey asked whether the Teacher Standards and Practices Commission, legislators, and others involved in teacher education reform had been kept informed of these proposals so that it will not be necessary to alter the proposals.

Dr. Frank said it was his understanding each institution had consulted with people from the Teacher Standards and Practices Commission and local school districts in developing its teacher education program.

Mr. Hensley said it was anticipated in the beginning that these programs would have different appearances. If they prove successful, Oregon probably will be one of the front-running states in teacher education. Mr. Hensley said this might not win school budget elections but he thought more people would make that additional sacrifice if they realized they were getting real value for their tax dollar. Basic school budgets are 80% faculty salary which makes it essential to have that kind of support to continue quality education in Oregon.
Dr. Frank commented that the Board should be commended for its earlier action leading to these proposals. He said he believed they had the possibility for making a tremendous difference. He also indicated all parties had been very receptive and willing to work together even though not everyone is agreed that a perfect program has been developed in every instance.

Mr. Johnston commended Eastern and Southern for including in their proposals resources to increase their library holdings.

The Committee recommended that the Board approve the staff recommendations as presented.

Board Discussion and Action

The Board approved the Committee recommendation, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, Hensley. Those voting no: None.

Request for Authorization of B.A. & B.S. Degrees in Health & Physical Education, SOSC

Staff Report to the Committee

Introduction

Southern Oregon State College requests authorization to offer an instructional program leading to a B.A. or B.S. degree with a major in Health and Physical Education.

Southern Oregon State College's new extended teacher education program, approved by the Board on January 20, 1989, includes the requirement of an undergraduate academic major other than education for all prospective teachers. As a result of this change, appropriate majors no longer exist at Southern Oregon State College for students seeking careers as teachers of health and physical education. Prior to 1989, students with such interests received baccalaureate degrees in education. The undergraduate major in education was eliminated at Southern Oregon State College in 1987 following action taken by the Board to develop extended (graduate level) teacher education programs at State System Schools and Colleges of Education. This request incorporates existing faculty and courses into a new undergraduate major which will replace the endorsement programs in health and physical education offered in conjunction with the previous baccalaureate degree in education.

Staff Analysis

Relationship to Assigned Mission The Board's "Strategic Plan 1987-1993" states that "SOSC provides a full range of undergraduate programs in the liberal arts and sciences as well as selected professional fields through its nine schools," one of which is Health and Physical Education. Southern Oregon State
College was directed to "continue to emphasize strong undergraduate programs in the liberal arts, sciences, and professions, including the fine and performing arts and the laboratory sciences." The proposed program is designed to remove an existing obstacle to the college's achievement of its assigned mission.

Evidence of Need  Southern Oregon State College emphasizes within its mission the preparation of teachers for school districts in southern Oregon. The proposed program will provide an appropriate undergraduate major for students interested in graduate teacher education programs in health and physical education, as well as coaching.

Entry-level employment opportunities are also available in southern Oregon for athletic trainers, health promotion and fitness managers, and community recreation workers with a variety of organizations such as fitness centers, hospitals, community agencies, senior centers, and parks. The nearest baccalaureate degree programs in these fields are provided at the University of Oregon, which is 180 miles to the north.

The need for athletic trainers is increasing rapidly. Because of liability and safety issues in sports, educational institutions in Oregon and the nation are steadily increasing the number of certified athletic trainer positions for their sports teams at all levels of competition.

The health and fitness industry is experiencing unprecedented growth, with increased opportunities for health promotion and fitness specialists. In the March/April 1989 issue of "Health Values: Achieving High Level Wellness," the published results of a national survey of firms sponsoring occupational health promotion activities indicate that approximately 50% of the larger firms responding to the survey sponsor wellness/disease prevention programs. Another 38% of the respondents indicated they had plans to initiate or were considering adoption of such programs. Seventy percent of the companies responding to the survey offered at least one health promotion or health-care preventative activity.

The need for certified health educators for school districts in the southern Oregon region will continue due to the Oregon High School Graduation Requirements. Each high school graduate must complete one year of health taught by a certified health educator. Many small schools cannot afford to employ a teacher who can only teach health. They need people qualified to teach and/or coach in more than one area.

The need for certified teachers of physical education in the region, state, and nation will continue also because Oregon and most other states have graduation requirements in physical education for their students. This need could increase with the recent passage of a U.S. Congressional Resolution which encourages
states and localities to provide quality, daily physical education for all children enrolled in grades K-12.

Graduates of the outdoor leisure studies option can serve as directors of outdoor programs in Y’s, community recreation programs, or park and recreation departments, as well as serving as leaders and resource aids for governmental agencies, such as the U.S. Forest Service or National Parks Service. Potential careers in private businesses are also available and range from directors of recreation centers to managers of recreation-oriented businesses.

Based on past experience, the college estimates that approximately 25 students will complete the program annually and be placed in positions located primarily in the southern Oregon region.

Quality of the Program  The proposed program contains a 74-75 credit hour health and physical education major with five options: Athletic Training, Health Promotion/Fitness Management, Health Studies, Outdoor Leisure Studies, and Physical Education.

A 35-credit-hour core of coursework will be required of all students enrolled in the program. The options will require the completion of an additional 39-40 credit hours of coursework with a 2.5 GPA. All students in the major will be required to exhibit satisfactory writing competency within the field, have hands-on computer experience appropriate to the field, and complete a senior capstone experience.

The successful completion of 64 hours of general education including a three-term writing requirement and two-term Human Anatomy and Physiology requirement are prerequisite for admission to the major. Students wishing to pursue the Southern Oregon State College graduate teacher education program leading to teacher certification must complete the undergraduate major with a 3.00 or higher GPA. The proposed program builds upon a previous program with an established record of producing graduates that have been successful professionals.

The majority of courses needed for the program are already provided at the college. Eight new courses will need to be added to the curriculum, and four of these have been offered previously as special topics.

The National Athletic Trainer’s Association (NATA) has established guidelines for evaluating the curriculum of athletic training internship programs. The National Association of Sports and Physical Education (NASPE) has set standards for programs preparing undergraduate students for careers in fitness. The
National Council for the Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC) have established guidelines for accrediting the subject matter components of teacher education programs.

The proposed program meets the accreditation standards of NATA and the current standards of NASPE. Through appropriate elective course selection within the major, students will meet the NCATE and TSPC standards for admission to a fifth-year secondary teacher education program.

Resources to Support the Program

Faculty. The faculty required to offer this program are currently in place. No additional faculty will be needed.

Support Staff. In addition to the Management Assistant and two Issue Agents presently on the staff, the School of Health and Physical Education will need a Clerical Assistant to implement the proposed program.

Facilities. Current renovation of McNeal Pavilion, to be completed Fall 1990, will be required to support the program. The renovation includes remodeling of the main gymnasium and lobby, a human performance and fitness laboratory, and an office annex. A balcony area will also provide space for activity classes and meetings.

Library. Current library holdings in this area are inadequate. The library has approximately 40% of the recommended book titles needed in health and physical education; library staff are recommending this be improved to at least 60%. Index materials on serials are sufficient; however, the basic journal collection needs to be expanded to reduce the present reliance on interlibrary loan. The college is committed to increasing the annual allocation of $4,000 to the School of Health and Physical Education for library support up to $8,000 by 1995.

Budget. The program will be able to operate with its existing resources. The college has committed $7,000 to the library for the first two years, and $8,000 for the third and fourth years of the program’s implementation.

Program Duplication

Similar or related programs are offered at the following institutions: the University of Oregon, Oregon State University, Portland State University, Western Oregon State College, Eastern Oregon State College, George Fox College, Linfield College, Pacific University, Lewis and Clark College, Willamette University, Warner Pacific, and Columbia Christian College. The nearest
four-year institution with a similar program is the University of Oregon, 180 miles away. The offering of this program to serve students in Southern Oregon is a justified and defensible duplication.

Program Review

This program request was discussed at the February 15 and March 15, 1990, meetings of the Academic Council. Modifications were made to the proposal as a result of those discussions.

Staff Recommendation to the Committee

The staff recommended that the Board authorize Southern Oregon State College to offer an undergraduate major in Health and Physical Education that will lead to a B.S. or B.A. degree, effective Fall 1990.

Discussion and Recommendation by the Committee

Mr. Johnston said program duplication area showed that 12 institutions in the state offered this program, five of which were in the State System. He said the staff report stated this was still justified and defensible duplication and asked what would constitute unjustifiable duplication.

Dr. Frank said it would be more difficult to justify this program if the others were located close to Southern Oregon State College. Southern Oregon State College argues that it is the only institution in the southern part of the state that would be offering this degree program.

Mr. Miller asked whether the eight new courses to be added to the curriculum would be costly. Dr. Sally Jones, Director of the School of Health and Physical Education, said four of the courses were currently in place and four were reassignments of two special ones in those areas.

There was a brief discussion of the number of graduates in unrelated employment and the need for duplication of the program if the graduates do not remain in the southern Oregon area.

Dr. Jones said some of the students come from other areas of the state. Most are from southern Oregon and stay in that region. The primary emphasis for the program is to provide this service to southern Oregon. It was also noted the nearest duplicate program is 180 miles away.

The Committee recommended that the Board approve the staff recommendation as presented. Mr. Johnston and Miss Matthews were opposed to approval because it duplicated other existing programs.
Board Discussion and Action

Mr. Miller presented the staff report and recommendation.

Mr. Johnston said he had already stated his opinion during the Committee discussion. He said the Board will have a difficult time in the future to respond to accusations from legislators of unnecessary duplication in the State System. At some point, the Board will have to determine what unnecessary duplication really is and whether it does exist in the State System. He said he considered this request to be clearly an instance of unnecessary duplication.

Miss Matthews concurred. She said the Board had a policy of non-duplication unless a compelling argument could be made for duplicating a program. She said she did not think this proposal made that compelling argument.

The Chancellor said the traditional liberal arts disciplines would always be duplicative and cannot be avoided. The issue of duplication becomes a problem when considering professional degrees at the undergraduate level. The Chancellor said he was comfortable with the recommendation even though technically it was a professional degree because it was so much a part of what has become traditional in undergraduate programs. He indicated he was much more concerned about duplication beyond undergraduate education. He said he would be somewhat lenient on duplication at the undergraduate level but be very tough at the graduate level.

Dr. Frank stated the coursework was in place and the program had been offered. He said it was a restructured program and not a completely new one. It resulted from the decision to drop the education degrees thereby eliminating the option for students who wanted to pursue this program.

President Cox stated the program had been in place for about 20 years. The faculty and resources are in place. The circumstance leading to the recommendation resulted from compliance with the Board's direction to develop a five-year program. He emphasized that 77% of the instate students come from the seven counties of Southern Oregon. Only 1,200 of those students live on the campus of Southern Oregon State College, the only comprehensive institution in that part of the state. Students would be denied access to a long-standing program if the request were not approved.

Dr. Cox also commented that the distinction between the athletics administration and the school of health and physical education had been eliminated on May 1 so that there no longer were two distinct organizations.
Mr. Johnston said eight new courses were to be added, even though this program was already in place. He said he was concerned the necessary resources could be placed in other programs at Southern Oregon State College rather than duplicating offerings available at 12 other institutions in the state.

The Board approved the Committee recommendation, with the following voting in favor: Directors Bailey, Miller, Richardson, and Hensley. Those voting no: Directors Johnston and Matthews.

**SUMMARY**

Dr. John C. Calhoun, Oregon State University, has filed an appeal of President Byrne's decision upholding the recommendation of the Faculty Grievance Committee after review of a second grievance brought by Dr. Calhoun. Dr. Calhoun argues that the evaluation called for by the Grievance Committee was not objective, that relevant information was not accepted as evidence, and that the testimony of two witnesses was not treated as evidence. The Board's designee, Margie Sherman Frazier,concurs with the President's decision and recommends the State Board take no action to disturb that decision.

**Staff Report to the Board**

This appeal has been brought by John C. Calhoun, an untenured Assistant Professor in the University Libraries at Oregon State University. Dr. Calhoun is appealing a decision of President Byrne issued after review of the recommendations of a grievance committee following a formal hearing. President Hensley appointed Assistant to the Executive Vice Chancellor Margie Sherman Frazier as the Board's designee to review Dr. Calhoun's appeal.

Dr. Calhoun's appeal is governed by the Board's Administrative Rule 580-21-055 Appeal of Grievance Decisions which states:

The Board shall not reverse a decision of a president unless:

(a) procedural error was committed by the institution during the grievance procedure and the error resulted in prejudice to the grievant;

(b) the decision of the president is not supported by substantial evidence; or

(c) the decision is in conflict with applicable rules or law.

None of these three elements is present in this case. The record contains no evidence that the institution committed a procedural error. President Byrne's decision is supported by the evidence and is not in conflict with administrative rules or law. The Board should take no action to disturb the decision of the President.
Dr. Calhoun's appeal charges procedural error with respect to three actions:

1. The evaluation of Dr. Calhoun's performance called for by the Faculty Grievance Committee after hearing Dr. Calhoun's first grievance was not objective. (emphasis added)

2. The Faculty Grievance Committee should have accepted Documents G-12 and G-14 into the record as relevant evidence.

3. Relevant testimony of witnesses was not treated as evidence.

Dr. Calhoun's appeal does not charge procedural error with respect to the hearing process.

1. **Objective Evaluation**

Dr. Calhoun argues that a "systematic objective assessment" of his interpersonal and communication behavior with all levels of library personnel was not carried out as requested by the Faculty Grievance Committee.

On September 11, 1989, the Oregon State University Faculty Grievance Committee recommended that such an evaluation be performed following consideration of Dr. Calhoun's earlier grievance concerning his letter of reprimand and timely notice. At the President's request, procedures for the evaluation were submitted to Oregon State University Provost Graham Spanier for his review. Upon Dr. Spanier's approval of these procedures, an annual evaluation was done by Dr. St. Clair and Library Director George, with results forwarded to Dr. Calhoun on November 9, 1989. Dr. Calhoun argues that this evaluation was not done in an "objective" manner.

Dr. Calhoun was given an opportunity to present testimony challenging the validity and objectivity of the evaluation at a hearing held on February 6, 1990. He called two witnesses who he said had knowledge of his communication behavior. When asked if they thought Dr. Calhoun was doing a good job, both witnesses answered yes. Because neither of these individuals had been contacted during the evaluation process, Dr. Calhoun argues that the evaluation was not objective.

On February 22, 1990, the Faculty Grievance Committee found that the evaluation by Library Director George "did not involve formal contact with individuals in positions referred to in the committee recommendation." However, the Grievance Committee ruled that the evaluation was "timely, systematic, and comparable with that used for other library personnel." The record clearly supports this ruling.
President Byrne denied Dr. Calhoun’s appeal, and Dr. Calhoun charges that procedural error led to the president’s denial.

2. Relevant Evidence - Documents G-12 and G-14

Dr. Calhoun argues that a procedural error was committed when the Faculty Grievance Committee failed to accept Documents G-12 and G-14 into the record of the hearing. The Committee ruled these items to be irrelevant to the proceedings.

Dr. Calhoun argues that Documents G-12 and G-14 were discussed during the formal hearing, and therefore, should have been considered relevant. Ms. Sherman Frazier agrees that the documents in question were not relevant to the points Dr. Calhoun addressed in his grievance.

3. Relevant Testimony by Witnesses

Dr. Calhoun argues that two witnesses, Accounting Clerk Polley and Information Analyst Baker, testified about Documents G-12 and G-14; and their testimony should have been considered relevant and the documents admitted as evidence.

There is nothing in the record to show that the testimony of Accounting Clerk Polley or Information Analyst Baker was not considered by the Faculty Grievance Committee.

Staff Recommendation to the Board

The staff recommended that the Board affirm the decision of President Byrne and take no action on this appeal, thus letting the decision of the President stand.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Sale of Kerns Estate Property, UO

The University of Oregon was named as participating legatee and as residual legatee in the will of Maude I. Kerns. Mrs. Kerns passed away October 19, 1965. The University was directed in the will "to establish a permanent endowment fund, the income from which shall be used to supplement the salary of a distinguished professorship in Oriental Art." A portion of the estate has already been disposed of. The Board’s staff and University of Oregon authorities are requesting approval to sell approximately 1.71 undeveloped acres located on Country Club Road in Eugene. The property has been appraised.
Staff Recommendation to the Board

It was recommended that the Board authorize the Board’s staff to advertise the property for sale by bid for a minimum of $349,000. If sold on contract, the minimum acceptable terms would be 20% down, payable on closing, with the balance payable in equal monthly installments over a period not to exceed twenty (20) years. Monthly payments would include principal and interest. The rate of interest would be comparable to the average lending institution rate in effect at the time the property is advertised for bid. If an advertised invitation to bid results in no acceptable bid, the staff would proceed during the subsequent six months to negotiate a sale for cash or on contract for not less than the advertised minimum bid price, terms, and conditions. All of above procedures are authorized by ORS 273.201, 273.205, 273.211, and 273.216.

If the property is not sold as a result of this initial effort, it will be reappraised, if appropriate, and the staff will continue its effort to sell the property without returning to the Board for additional approval. If after several unsuccessful attempts to sell by bid the Board’s staff receives an offer which is reasonably close to the market value, the property will be advertised again by bid under authority provided by Attorney General Opinion No. 7199.

When the property is sold, all of the proceeds will be used in accordance with Maude Kerns’ will.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

Authorization
To Sell Electrical Distribution System & Enter into Various Agreements, OSU

Staff Report to the Board

Oregon State University officials have requested the approval of the Board of Higher Education to sell its electrical distribution system to and to enter into agreements with Pacific Power and Light Company. The agreements have been reviewed by counsel for both the Board and Pacific Power, as well as by an attorney for the Oregon Public Utilities Commission. Final details of the agreements are being worked out by the attorneys.

There are four agreements involved, all of which, if approved, would be executed simultaneously. The first sells Oregon State University’s electrical distribution system facilities to Pacific Power and Light for one dollar. Pacific will become responsible for managing, operating and maintaining the system to which it
takes title. (This system does not include any wiring within Oregon State University buildings.) It would operate and maintain this portion of its system in the same manner as any other portion. Oregon State University would be charged for electrical energy in accordance with the schedule to which it is already subject. Oregon State University could repurchase the system in 1994 at a price based upon the depreciated original cost of any improvements Pacific makes to the system.

The second agreement relates to the use of the electrical distribution facilities. Its key provisions include a $64,000 annual charge to Oregon State University for the use of the existing electrical distribution system facilities, a P.U.C.-required clause providing that Oregon State University pay Pacific a monthly use charge of 2% of the value of any new facilities installed exclusively for the use of Oregon State University, and the provision that rates for electrical service are subject to P.U.C. tariff.

The third agreement provides for Pacific to pay $180,000 per year to Oregon State University through 1994 (renovable through 1999) so that Oregon State University will not cogenerate electricity. Further, Pacific has the option to cogenerate up to 15 megawatts of electrical energy using Oregon State University facilities, subject to the negotiation at the time of Pacific's election to cogenerate of several specific operating agreements. Payments to Oregon State University would continue as long as Pacific cogenerated electricity at Oregon State University, through June 30, 2047.

The fourth agreement spells out the conditions under which Oregon State University is granting Pacific access to its buildings and other facilities.

Staff agrees with Oregon State University officials that the benefits of these agreements, at least during the five-year basic term, probably outweigh their disadvantages. However, staff would suggest that none of the agreements be executed until all four agreements have been completed satisfactorily and approved as to form by the Department of Justice. Oregon State University administrators wish to have the Board tentatively consider the sale of the assets and the various agreements at the April meeting in order to show good faith to PP&L and to permit PP&L to begin planning for the replacement of the least reliable equipment in the present system.

**Staff Recommendation to the Board**

The staff recommended that the Board concur with the request of Oregon State University to sell the electrical distribution system facilities at Oregon State University to the Pacific Power and Light Company and to permit the Board's staff to enter into
certain agreements with Pacific Power and Light Company with regard to the use of facilities, the cogeneration of electrical energy, and the access to Oregon State University facilities. It was recommended further that the Board condition its approval upon the completion of all pertinent agreements to the satisfaction of the Board's staff and the approval as to form of all such agreements by the Department of Justice. Finally, it was recommended that the Board place this item on its May consent calendar.

Board Discussion and Action (April 20, 1990)

In response to questions from Board members, Mr. Pernsteiner said there were substantial electrical installations owned by the State System on all of the campuses. This proposal would be the first time any would be sold. Instead of bringing power to one point on the campus and having it distributed under the auspices of the institution, the power would be brought to transformers at the buildings by the power company. The electrical installation within the building would still be owned by the institution.

Mr. Pernsteiner said the potential advantages to the State System for entering into agreements of this nature depend largely upon the financial arrangements that can be made with the utilities or private vendors. Similar cooperative proposals have been studied on one or two previous occasions but did not prove to be beneficial in those instances. He said the proposed agreements would provide greater reliability in the electrical distribution system and would be financially beneficial to Oregon State University. He described the review to which the plan had been subjected during its development.

The Board approved the staff recommendation to place the item on the Consent Agenda for the May meeting. The following voted in favor: Directors Adams, Bailey, Bruggere, Johnston, Matthews, Miller, Richardson, Swanson, Wilson, and Hensley. Those voting no: None.

Board Discussion and Action (May 18, 1990)

The Board approved the staff recommendation, with the following voting in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.


Staff Report to the Board

At a recent meeting, the Board asked that we report on the funding methods used to finance building operation and maintenance, and that we describe a plan which would be adequate to keep campus facilities in reasonable condition.

For purposes of clarity, three categories of funds have been described for maintenance, operations, and repairs:
1. New building operation and maintenance is the term used to describe the funds sought from the legislature when new buildings come on line, to pay for the costs of utilities, custodial services, operation of special equipment and routine maintenance. Due diligence is pledged in seeking funds fully adequate to these needs. Once appropriated, these funds would be allocated to appropriate operating accounts, including a portion for routine maintenance.

2. Routine maintenance refers to funds in each institution's physical plant operating budget used to keep facilities in good repair. Expenditures from this source are used for replacing broken glass, interior painting, repair of plumbing and electrical systems and fixtures, sidewalk repair, etc.

3. Capital repair or plant renewal describes large maintenance projects which may result from inadequate routine maintenance, or from the fact that roofs, water pipes, pumps, motors, mortar, and other facility components simply wear out and need to be replaced or refurbished periodically. Funds should be adequate to keep the plant in good condition for its present use, based on facility subsystem life cycles.

Initially, funds for the operation and maintenance of facilities are obtained from the appropriate funding source (General Fund appropriation, auxiliary budget, etc.) when construction is completed. These funds, when augmented periodically for inflation, should be adequate for the day-to-day operation and maintenance of facilities (items 1 and 2 above).

Since public buildings typically do not accumulate depreciation reserves, it is necessary to budget annually for capital repair (item 3 above). The Society for College and University Planning (SCUP) recommends that 1.5% - 2.5% of plant replacement value be budgeted annually for this purpose. The Oregon State System of Higher Education budgets now contain less than 0.5% for this purpose. In addition, Society for College and University Planning recommends that institutions budget 0.5% - 1.5% of plant replacement value annually for "plant adaption," funds to alter the physical plant for changes in use, response to changes in codes and standards, new technologies, etc. The Oregon State System of Higher Education has no on-going budget for this purpose.

Since facilities are fundamental to quality teaching and research, as are equipment and library resources, a policy is to be established which would treat routine maintenance funds as designated items in each campus budget which would not be reduced
except in emergencies, and after consultation with the Chancellor. Agreement will be sought to identify a minimum amount to be budgeted on each campus, with the understanding that the budget would be supplemented from the appropriate division of new building operation funds, from inflation and indirect cost allowances, and other allocations to be made from time to time.

**Board Discussion and Action**

The Board accepted the report as presented.

### SUMMARY OF FACILITIES DIVISION ACTIVITIES, OFFICE OF ADMINISTRATION

<table>
<thead>
<tr>
<th>Facilities Condition Study, OSU</th>
<th>An Agreement was negotiated with ISES, Consultants, Lilburn, Georgia, for consulting services not to exceed $205,720. Financing will be provided from state funds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Campus Plan 1990, OSU</td>
<td>An Agreement was negotiated with Walker and Macy, Landscape Architects, Portland, for architectural services not to exceed $63,700. Financing will be provided from state funds.</td>
</tr>
<tr>
<td>Autzen Stadium Improvements, Len Casanova Center Telecommunications Cabling, UO</td>
<td>An Agreement was negotiated with Systems West Engineers, Inc., Engineers, Eugene, for engineering services not to exceed $2,250. Financing will be provided from Athletic Department funds.</td>
</tr>
<tr>
<td>Metro Campus Remodeling Estimate Update, OIT</td>
<td>An Agreement was negotiated with Barrette Bates Lee, Architects, Lake Oswego, for architectural services not to exceed $4,500. Financing will be provided from lottery funds.</td>
</tr>
</tbody>
</table>

### Contracts for Professional Consulting Services

| Physical Plant, Shipping & Storage Survey, EOSC | An Agreement was negotiated with MFIA, Inc., Engineers, Portland, for engineering services not to exceed $16,500. Financing will be provided from state funds. |

### Awards of Construction Contracts

| Pierce Library Reroofing Project, EOSC | On April 9, 1990, Upson Construction Company was awarded a contract for this project in the amount of $77,626. Financing will be provided from state funds. |
On April 9, 1990, Umpqua Roofing Co., Inc., was awarded a contract for this project in the amount of $92,590. Financing will be provided from capital repair funds.

On April 10, 1990, Snyder Roofing and Sheet Metal, Inc., was awarded a contract for this project in the amount of $153,980. Financing will be provided from capital repair funds.

On April 30, 1990, Dale Ramsay Construction Co. was awarded a contract for this project in the amount of $45,928. Financing will be provided from federal funds.

On April 17, 1990, Umpqua Roofing Co., Inc., was awarded a contract for this project in the amount of $107,000. Financing will be provided from Residence Hall building reserve.

On April 18, 1990, Umpqua Roofing Co., Inc., was awarded a contract for this project in the amount of $178,340. Financing will be provided from building capital repair funds.

On April 6, 1990, 2G Construction was awarded a contract for this project in the amount of $1,014,000. Financing will be provided from state funds.

On April 16, 1990, Todd Hess Building Co. was awarded a contract for this project in the amount of $100,000. Financing will be provided from hospital funds.

On May 7, 1990, Klamath Pacific Corporation was awarded a contract for this project in the amount of $41,285. Financing will be provided from state funds.

This project is complete and was accepted on February 21, 1989. The estimated total project cost remains at $198,633. Financing was provided from Article XI-F(1) bond proceeds.

This project is complete and was accepted on April 13, 1990. The estimated total project cost remains at $35,814.40. Financing was provided from state funds.

This project is complete and was accepted on March 21, 1990. The estimated total project cost remains at $340,658.58. Financing was provided from lottery funds.
This project is complete and was accepted on March 19, 1990. The estimated total project cost remains at $29,862. Financing was provided from general funds.

Board Discussion and Action

The Board accepted the report as presented.

ITEMS FROM BOARD MEMBERS

Several Board members commented favorably on the activities viewed during the visitation the previous day. They thanked President Blake and his staff for the courtesies shown the Board during its visit.

Mr. Johnston congratulated the Chancellor on the birth of his first grandchild which occurred a few days earlier.

Mr. Johnston also reported that Mr. Adams and he had attended the dedication of Lasso Hall at Eastern Oregon State College. He said it was an incredible building which would add a critical core part to the campus. He commented particularly on the fantastic community participation in the opening.

Location of Chancellor’s Portland Office

Mr. Richardson said the committee reviewing the location for the Chancellor’s Portland office had inspected the facilities of the Fish and Wildlife Building recently acquired by Portland State University. The committee explored other off-campus locations as well. Mr. Richardson said the committee had concluded that the Portland office for the Chancellor and Vice Chancellor should be established on the Portland State campus because of the importance of maintaining on-going relationships with the students, faculty, and staff of the institutions. This recommendation is consistent with facilities provided by Oregon State University and the University of Oregon for housing major functions for the Chancellor and the State System.

Mr. Richardson said the committee recommended that certain space in the Fish and Wildlife Building at Portland State University be utilized to house the Portland office for the Chancellor and the Vice Chancellor for Public Affairs, subject to the following conditions: (1) That the space can be refurbished to a standard that is suitable for the Chancellor and Vice Chancellor to meet with corporate officers, visiting officials from other countries, presidents of in and out-of-state colleges and universities, and others who are peers to the leadership of higher education in the State of Oregon; and (2) that the exterior signing and the presentation of the building also must be brought up to a higher standards. If either one of the two conditions is not attainable or practical, the committee would urge Portland State to consider finding other space for the Chancellor and the Vice Chancellor that would meet such standards.
The Committee also recommended that the Chancellor’s current housing allowance in the Portland area be increased by $400 per month.

Mr. Hensley said the recommendation on the housing allowance was consistent with the agreement made at the time the Chancellor was employed. At that time, the Board indicated it would consider an increase in his living allowance for the Portland area when he found more permanent quarters.

The Board approved the committee recommendation as presented by Mr. Richardson. The following voted in favor: Directors Bailey, Johnston, Matthews, Miller, Richardson, and Hensley. Those voting no: None.

**President’s Report**

Mr. Hensley indicated he had received requests from two presidents to be excused from the Board meeting. President Brand was overseas in Taiwan and Japan, and President Gilbert had a very important engagement for the institution and was excused.

Mr. Hensley requested the Board Secretary to send a get-well message to Mrs. Adams on behalf of the Board. He also thanked Mr. Adams for making the extra effort to return to Klamath Falls for a search committee meeting following the Board meeting, even though Mrs. Adams had undergone serious surgery the previous day.

**Next Meeting Dates**

Mr. Hensley announced that the Board’s next regular meeting would be held in Portland on Thursday, June 14. Board members and the Chancellor will have dinner with the Governor the previous evening.

**Communications**

The Secretary read a letter from Dr. Hill’s wife and daughters in which Mrs. Hill expressed their appreciation for the Board’s resolution in his honor. She cited his early educational experiences which were assisted by the G.I. Bill, scholarships, and assorted financial aid. She mentioned his life-long sense of obligation to the academic enterprise and his commitment to the University of Oregon and to the State System of Higher Education.

Mr. Hensley requested the Secretary to respond to the letter expressing the Board’s appreciation for Mrs. Hill’s comments.

**Board Luncheon**

Following adjournment of the Board meeting, those Board members and others still remaining in Klamath Falls met for lunch. No business was transacted, and a quorum was not present.

**Adjournment**

The Board meeting was adjourned at 11:20 a.m.

Richard F. Hensley, President
Wilma L. Foster, Secretary
Pending Report Items  A summary of reports, requested information, or topics designated for future review or consideration is presented below:

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<th>Topic</th>
<th>Original Presentation</th>
<th>Tentative Presentation Dates</th>
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<td>Coordination &amp; Development of Higher Education in Portland-Governor’s Comm.</td>
<td>2/17/89</td>
<td>Report made March 1990, Final Oct. or Nov. 1990</td>
</tr>
<tr>
<td>Academic Progress of Student Athletes</td>
<td>March 1983</td>
<td>June 1990</td>
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<td>Selective Admissions</td>
<td>4/21/89</td>
<td>Periodic reports on effect at each campus</td>
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<td>Shortage of Student and Faculty Housing in Ashland (with SOSC Master Plan)</td>
<td>6/15/89</td>
<td>July 1990</td>
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<tr>
<td>Scholarship and Athletic Funding from Sports Lottery</td>
<td>7-21-89</td>
<td>Report made in January; others to be made as needed</td>
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<tr>
<td>Statement of Expectations re Expenditure of Unrestricted Funds</td>
<td>9-7-89</td>
<td>June 1990</td>
</tr>
<tr>
<td>Law School, UO—Plan for adequate solution to resource problems</td>
<td>11-16-89</td>
<td>July 1990</td>
</tr>
<tr>
<td>Minority Education—Institutional Plans, including graduate education</td>
<td>11-16-89</td>
<td>June 1990</td>
</tr>
<tr>
<td>M.S. Degree in Health &amp; Safety Administration, OSU — Review along with statewide plan in three years</td>
<td>12-14-89</td>
<td>December 1992</td>
</tr>
<tr>
<td>Coordinated Plan for Delivery of Health Administration and Public Health Programs</td>
<td>12-14-89</td>
<td>July 1, 1991</td>
</tr>
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Review of Women and Minorities in High Administrative Positions 1-19-90 Not specified

Discussion of Elimination of Universities' Athletic Deficits June 1990

Policy Statement re Drug Abuse per OSL Request 5-18-90 June-July 1990