MINUTES OF REGULAR MEETING OF THE
STATE BOARD OF HIGHER EDUCATION HELD
NOVEMBER 16, 1990

MINUTES APPROVED

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STATE BOARD OF HIGHER EDUCATION
MINUTES OF REGULAR MEETING HELD IN GIUSTINA GALLERY
LaSells Stewart Center, Oregon State University
Corvallis, Oregon

November 16, 1990

Meeting #593

A regular meeting of the State Board of Higher Education was held in the Giustina Gallery, LaSells Stewart Center, Oregon State University, Corvallis, Oregon.

ROLL CALL

The meeting was called to order at 9:30 a.m., Friday, November 16, 1990, by the President of the Board, Mr. Mark S. Dodson, and on roll call the following answered present:

Mr. Robert Adams  Mr. Rob Miller
Mr. Bob Bailey    Mr. George Richardson
Mr. Tom Bruggere  Mr. Les Swanson
Mr. Christopher Halsey Ms. Janice Wilson
Mrs. Beverly Jackson  Mr. Mark Dodson

Absent: Director Britteny Davis was absent to attend the meeting of another Board.

Chancellor Bartlett and the Presidents of all eight institutions.

Chancellor’s Office—Chancellor Thomas Bartlett; Virginia L. Thompson, Board Secretary and Executive Assistant to the Chancellor; Larry Large, Vice Chancellor, Public Affairs; Davis E. Quenzer, Associate Vice Chancellor, Budget and Fiscal Policies; George Pernsteiner, Associate Vice Chancellor, Facilities Division; Melinda Grier, Director, Legal Services and Compliance Officer; Joe Sicotte, Associate Vice Chancellor, Personnel Administration; Ron Anderson, Assistant Vice Chancellor, Personnel Administration; Shirley Clark, Vice Chancellor, Academic Affairs; Virginia Boushey, Assistant Vice Chancellor, Academic Affairs; Weldon Thrig, Vice Chancellor, Finance and Administration; Holly Zanville, Assistant to Vice Chancellor, Academic Affairs; Thomas Coley, Assistant Vice Chancellor, Academic Affairs and Special Projects; Robin Brown, Associate Director, School Relations; Roger Olsen, Director, OCATE; John Owen, Vice Chancellor, OCATE; Michelle Warnke, Interim Director, Communications; Steven Katz, Controller; Kristy Spikes, Assistant to Dean, International Education.

University of Oregon—President Myles Brand; Norman Wessells, Provost; Dan Williams, Vice President, Administration; Brodie Remington, Vice President, Public Affairs and Development; Gerald Kessler, Senior Vice Provost for Planning and Resources, Academic Affairs.
Meeting #593

November 16, 1990

Oregon State University—President John Byrne; Graham Spanier, Provost; L. E. Coate, Vice President, Finance and Administration; Howard Wells, Director, Physical Plant; Brian Thorsness, Property Coordinator; Larry Earhart, Facility Engineer; Nancy Lee Howard, Administrative Fellow Finance and Administration; Bob Bruce, Assistant Vice President, University Relations; Sylvia Moore, Director, Conference and Special Events; Donna Paulson, Management Communications; Sally Malueg, Associate Dean, Liberal Arts.

Oregon Health Sciences University—President Peter Kohler; Henry Van Hassel, Vice President, Administration; Lesley Hallick, Vice President, Academic Affairs;

Portland State University—President Judith Ramaley; Gary Powell, Acting Vice President, Finance and Administration.

Western Oregon State College—President Richard Meyers; Bill Cowart, Provost; Bill Neifert, Dean of Administration.

Eastern Oregon State College—President David Gilbert; Jim Lundy, Dean of Administration; James Hottois, Dean of Academic Affairs; Richard Stenard, Dean of Students.

Southern Oregon State College—President Joseph Cox; Ronald Bolstad, Dean of Administration; Stephen Reno, Dean of Academic Affairs; Gary Prickett, Dean of Development and College Relations; Sue Corp, Assistant to President.

Oregon Institute of Technology—Interim President W. T. Lemman; Doug Yates, Interim Dean of Administration; Chris Eismann, Dean of Academic Affairs; Tim Stanaway, Dean of Students; Margie Sherman Frazier, Executive Assistant to the President.

Interinstitutional Faculty Senate Members Attending the Meeting—Gary Tiedeman, Executive Committee, OSU.

Others—Jim Mattis, Assistant Attorney General; Student Representative from Eastern Oregon State College—Andrew K. Groves; Kathryn Seymour, Advocates Vice President, Lane County, UO Alumni; Lynn Pinckney, Executive Director, and Kate Menard, Executive Assistant, Oregon Student Lobby; Sheila M. Stickel, Co-President, and Traci Manning, State Affairs Coordinator, Associated Students of the University of Oregon; Viviane Simon-Brown, COCHE Director, OCC; Robert R. Becker, President, and Jetta Siegol, Executive Secretary, AAUP Conference; LeRoy Gornick, Oregon Education Association Liaison to Oregon State System of Higher Education; Puneh Moasser, Student Senator.
MINUTES
APPROVED

The Board dispensed with the reading of the minutes of the last regular meeting held on October 19, 1990, and approved them as previously distributed. The following voted in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

CHANCELLOR'S REPORT

The Chancellor thanked President John V. Byrne and his staff for their efforts in preparing for the Board meeting and visitation which followed the meeting. He underscored again the importance of campus visitations in the on-going education of Board members.

President Byrne's Appointment

President John Byrne has been notified of appointment to the Board for International Food and Agriculture Development and Economic Cooperation (BIFADEC). BIFADEC is a seven member Board, of which four represent the 29 United States institutions of higher education that are contractors with AID. President Byrne's appointment to this Board is an honor for him and the State System.

Robert Adams

The Chancellor welcomed Director Adams back following an absence due to surgery.

Articulation: Community Colleges

An issue of perennial importance to the effectiveness of higher education in Oregon is the articulation between the two and four-year institutions. In the spring of 1989, Mike Holland, Commissioner for Community Colleges in the State Department of Education, proposed conducting a retrospective study of successful Oregon State System degree completers to find out how many of them had community college experiences and how well they had done. Susan Weeks of the Chancellor's Office worked with Community College office staff and selected a random sample of 1,200 graduates from 1987-1988. Of the sample, 34% had some Oregon community college experience as part of their preparation for graduation. Of those, half (or 17%) had experiences only in Oregon community colleges before attending an OSSHE institution; and, another half had experiences both in Oregon community colleges and some other institution before coming to an OSSHE institution and graduating. These findings underscore that Oregon must view post-secondary education comprehensively and continue to strengthen the relationships with the community colleges.

Fall Enrollment

Overall, the picture of enrollments has remained very steady when compared to last year. Individual campuses have gone up or down slightly which is to be expected. Last year, the student head count at this same point was 63,255. This year the number is 63,621, a difference of 366 students. It is still too early to be able to determine fiscal impacts of the pattern of enrollments. Cost projections should be ready around mid-December.
Oregon has just completed an exciting and, in many ways, historic election. Passage of Ballot Measure 5 is the issue that will occupy staff time and efforts in the days ahead. It is clear that the voters: rejected the tax system that has been in place in Oregon which has relied too much on property taxes; and have indicated that another system has to take its place. Passage of Measure 5 has created a new era in Oregon politics—one in which the politics of governance and decision-making and the processes of distribution of resources cannot be separated. As the state moves the collection and distribution of resources from local areas to the state level, there will inevitably be a shift in power from local communities to state government.

It will take approximately 10 years before the full impact of implementing Measure 5 will be felt, and it is too early to know what the short-term impacts will be. Whatever the long-term consequences, the State System must concentrate on how to live through the transition effectively and productively. Close and consistent consultation is occurring among the Chancellor's office and the presidents of the institutions, and likewise among the presidents and their staff. There is at present great uncertainty relative to the dimensions of the impact on higher education and that inevitably and understandably creates concern among campus communities, among parents, potential students, and potential faculty members. The concern is primarily based on the degree of unpredictability which must inescapably prevail.

New state revenues will be needed. To date, there is no process for developing a revenue strategy and no schedule for implementation. By mid- to late-December, when the Governor-elect's transition team has completed its work, it is possible that a schedule and process will be determined. Meanwhile, it is essential to: stay close to emerging leadership; work collaboratively at the system and institution levels; collect as much accurate and relevant information as possible; and, formulate a series of choices. In this work, the System will be looking at both the revenue and expenditure sides of budgets. It can be assumed that there will be significant tuition surcharges that will be part of the revenue strategy. These charges will be carefully worked out with sensitivity to the need for offsetting financial aid. There will be similar adjustments in expenditures.

The State System strategy will include close communication with institution presidents and, as appropriate, with concerned and interested constituent groups.
Staff Report to the Committee

The University of Oregon has requested that the Board lease to the University of Oregon Foundation a parcel of land within the boundaries of Hayward Field. The Foundation would permit the construction on the parcel of a North End Track and Field Facility.

The North End Track and Field Facility will be a gift of William Bowserman to the University of Oregon Foundation. The facility, which is expected to total approximately 15,000 square feet in size, will house track and cross country team locker rooms, on-site offices for the track coaching staff (whose principal offices will be in the Casanova Center at Autzen Stadium), men's and women's showers and lockers for visiting teams and University of Oregon faculty and staff, treatment facilities, a training room, a meeting room, and offices and related facilities for the International Institute for Sport and Human Performance. The facility would be used for some instruction in support of the academic programs of the College of Human Development and Performance, for practice by the University's track and cross country teams, and for other faculty/staff/student educational and athletic uses.

The plans and specifications for the facility would be subject to the approval of both the University's and the Board's staff. The University of Oregon Foundation would return the premises, including the new facility, to Board control upon completion of construction.

The lease, including all liability provisions and insurance arrangements, has been reviewed and found acceptable by the Board’s legal counsel.

Staff Recommendation to the Committee

The staff concurred with the request of the University of Oregon and recommended that the Board authorize the leasing, by its staff, of a parcel within the boundaries of Hayward Field to the University of Oregon Foundation to facilitate the construction of a North End Track and Field Facility. The staff recommended further that the Board gratefully acknowledge the gift by Mr. Bill Bowserman to the University of Oregon Foundation of that proposed facility.

Discussion and Recommendation by the Committee

Mr. Bailey asked for clarification as to whether this was a normal or standard procedure, what benefits there were to the donor, and what safeguards there were that the University of Oregon would have final approval of plans.
Mr. Pernsteiner indicated that was not a normal situation, although this process had been followed previously at the University of Oregon for business facility. Basically, the request before the Board is intended to give the donor the opportunity to assure that the facility being donated is in fact what is intended. The University of Oregon has procedures in place that allow the donor to influence the selection of the architect and the contractor. There is no construction or design cost to the University of Oregon or the Board. Operation and maintenance costs are managed by the University of Oregon.

The Committee recommended that the Board approve the staff recommendation as presented and extend the Board's gratitude to Mr. Bowerman for the donation of this gift.

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the Committee and called on President Myles Brand to introduce Mr. Bowerman. In presenting Mr. Bowerman, President Brand noted that Mr. Bowerman is a native Oregonian, an alumnus of the University of Oregon who played football and ran the 440 yard dash, and who subsequently was head track and field coach from 1948 to 1973. As head coach, he had 23 winning seasons, five national collegiate championships in track and field and cross country. Mr. Bowerman coached 28 Olympians, 12 American record holders, and 24 NCAA champions. In 1972 he was named head coach of the United States Olympic track and field team and in 1981 was inducted into the National Track and Field Hall of Fame. In addition, Mr. Bowerman is credited with being the "Father of Jogging" in the United States. Devoted to academic excellence, as well as achievement in athletics, Mr. Bowerman and his wife have established a number of college scholarships and are major donors to a number of programs throughout the state.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Authorization
To Award Honorary Doctorates, OSU

Staff Report to the Board

The Board of Higher Education permits institutions, with concurrence of their faculty, to award honorary degrees. Each institution wishing to award honorary degrees must adopt criteria and procedures for selection which will assure that the award will honor outstanding contributions to the institution, state, or society for distinguished achievement. Criteria and procedures for selection must be forwarded to the Chancellor for approval and, when approved, filed with the Secretary of the Board.
Institutions are required to forward their recommendations for honorary degrees for the Board’s approval ninety days before the date for awarding the degrees.

Oregon State University requests Board authorization to award honorary degrees at its June 1991 commencement to G. I. Marchuk, John Hope Franklin, and Betty Friedan. Oregon State University requested that the name of C. Everett Koop be withdrawn from the original list. Oregon State University’s policy states that recipients of honorary degrees be present to receive the degree. Dr. Koop will be unable to attend the graduation ceremonies due to scheduled surgery. Short biographical sketches of the three individuals being honored appear below.

**Gurij Ivanovich Marchuk**

Gurij Ivanovich Marchuk has been credited with leadership in influencing increased cooperation among scientists in the Soviet Union, the United States, Czechoslovakia, France, and India. As a noted researcher of mathematics, Marchuk has also been president of the U.S.S.R. Academy of Sciences since 1986; director of the Moscow Institute for Numerical Methods; chair of the presidium of the Siberian Branch of the U.S.S.R. Academy of Sciences; and, three-time winner of the Order of Lenin, the highest award offered in the Soviet Union. Fifteen years ago, Marchuk delivered the Milne Lecture in Mathematics at Oregon State University from which a collaborative research program has been established.

**John Hope Franklin**

John Hope Franklin, a pioneer and innovator in higher education, is one of the nation’s most prominent historians, authors, and scholars. As an adviser to the National Association for the Advancement of Colored People, Franklin helped write the brief that the NAACP submitted to the U.S. Supreme Court on segregation in public schools which led to the outlawing of segregation in the 1954 decision. Franklin was named chair of the history department at Brooklyn College in New York in 1956, thus becoming the first black in the state to head a college department. He is widely known as an expert on the Civil War conflict.

**Betty Friedan**

Betty Friedan is author of *The Feminine Mystique*, an immediate and controversial success which sold more than one million copies and became the unifying symbol for the women’s equality movement. She assisted in founding the National Organization for Women and served as its president until 1970. In her struggle for women’s equality, she has delivered hundreds of lectures and taken her message across
the country. She was recently listed as one of the 100 most influential Americans during the past century.

Staff Recommendation to the Committee

The staff recommended approval of Oregon State University's request to award honorary doctorates in June 1991 to G. I. Marchuk, John Hope Franklin, and Betty Friedan.

Discussion and Recommendation by the Committee:

The Committee recommended that the Board approve the staff recommendation.

Board Discussion and Action

Mr. Miller presented the report and recommendation from the Committee. The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Follow-up Review of New Academic Programs, Centers, and Institutes

Approved By the Board

Staff Report to the Committee

Background

In the spring of 1988, the Board’s Committee on Instruction requested development of procedures for external review of proposed graduate programs and for follow-up review of all new instructional programs, centers, and institutes. In January of 1990, the Board approved the external review policy for new graduate programs. The present proposal responds to the Board’s request for a follow-up review procedure.

The purpose of follow-up review is to provide information to the Board about the status of new programs after they have been functioning for a period of time. The information provided by follow-up review will enhance the Board’s overall understanding of the pattern, balance, and condition of the OSSHE’s programs and help the Board in evaluating and responding to subsequent program proposals. Follow-up review also provides accountability with respect to commitments made at the time of Board approval.

The Board’s existing policy on centers and institutes contains a requirement that institutions conduct periodic reviews of all centers and institutes. However, the policy does not include a provision for reporting the results. Therefore, the present proposal contains two parts: a proposed procedure for follow-up review of new instructional programs and a proposed amendment to the Board’s policy on centers and institutes to include a report to the Office of Academic Affairs following the first and subsequent periodic review(s) of a center or institute.
Conducting a follow-up review of all programs approved by the Board during its entire existence would be an enormous undertaking. Therefore, the staff has arbitrarily chosen January 1, 1983, as the beginning point for this proposal. Sixty-three new instructional programs and 30 new centers and institutes have been approved by the Board since that date. Given this backlog, it will take several years to become current on follow-up reviews.

**Proposed Policy for Follow-Up Review of New Instructional Programs**

The Office of Academic Affairs will conduct a follow-up review of each new degree program, or significant new option within an existing degree program, at a time to be set by the Board when the new program or option is approved. For programs approved prior to the adoption of this policy and subsequent to January 1, 1983, the Board’s staff will select a review date in consultation with the institution.

Follow-up review will include a site visit by the Vice Chancellor for Academic Affairs, or a designee, and consultation with the chief academic officer, or a designee, and the appropriate department chair or program director. The site visit will provide an opportunity for Board staff to:

- Verify that the program has been implemented consistent with the institution’s proposal and with Board stipulations, if any.
- Discuss the program’s context within the continuing mission of the institution from the perspective of institution and program administrators.
- Ascertain the level of institution support and commitment to the program.
- Meet with program participants and observe the facilities available to the program.

Each new program will be reviewed according to key criteria included in the institution’s proposal at the time of Board approval. The Office of Academic Affairs will provide an annual report to the Board on the reviews conducted in the preceding twelve months.

**Proposed Amendment of Policy on Centers and Institutes**

The Board’s existing policy on centers and institutes, adopted March 25, 1977, should be amended to include a provision for reporting the results of the first periodic review to the Office of
Academic Affairs, and subsequent reviews to be conducted at
regular intervals also reported to the Office of Academic Af-
fairs. The Board's policy with the proposed new language under-
lined and revision in existing language lined through, states as
follows:

Policy on Centers and Institutes in OSSHE
(Adopted by the Oregon State Board of Higher Education,
Meeting #437, March 25, 1977)

1. That the careful, considered institutional use of the center
and institute mechanism be recognized by the Board as a le-
gitimate, potentially valuable alternative approach to the
furtherance of institutional mission, through the fostering
of interdisciplinary activities in pursuit of basic and ap-
plied research and instruction, the attracting of non-state
funding in support of institutional mission and goals, the
motivation of faculty, the creation of a flexibility per-
mitting the shifting of resources to new and different con-
stituencies as the need is apparent, the strengthening of
academic departments.

2. That the Board establish the principle that the justifica-
tion for establishment of centers and institutes must be in
terms of their potential for contributing to the achievement
of the institutional mission.

The fact that federal or other non-state funds can be se-
cured to fund totally or in principal measure a given center
or institute cannot be considered justification for the es-
sertablishment of that center or institute. The real test of
justification must be in terms of the extent to which the
objectives of the proposed center or institute can be shown
to be wholly consistent with and fully supportive of the in-
stitution's mission. Failing the test, the center or insti-
tute ought not to be established.

3. That institutional review of proposals to establish centers
and institutes be carried on in a manner to ensure that the
entrepreneurial talents of the department or other sponsors
of the center or institute do not outweigh the more serious
considerations cited in item 2 above.
4. That institutions be asked to establish policies to assure that at regular intervals (e.g., every four years) each center and institute will be given a careful review by an appropriate institutional agency, the examination to include a review of the purposes for which the center or institute was established, the objectives of the center or institute, any changes in objectives that have occurred since the previous review, the validity of the center's or institute's present objectives and purposes, and the adequacy of its performance. The outcomes of these reviews should be shared with the Office of Academic Affairs. The first review of a newly established center or institute should be conducted no later than six years after Board approval. The institution will report the findings of these reviews to the Office of Academic Affairs. The Office of Academic Affairs will provide an annual report to the Board on the reviews conducted in the preceding twelve months.

Some institutions have found that balanced judgments in such reviews are facilitated by providing for representation on the reviewing body from the institutional administration, institutional faculty, the clientele served by the center or institute, the staff of the center or institute itself. A national study of centers and institutes of some while back suggests that recommendations growing out of such reviews have not uncommonly had to do with matters as: recommended improvements, recommended changes in emphasis, alternatives as to direction, recommended changes in leadership, and sometimes recommended phasing out of the institute or center, or some portions of it, or merging with some other unit within the institution.

5. That when centers or institutes have been unfunded for a period of two consecutive years or more, they be reviewed under institutional policies to consider whether they ought to be retained or discontinued.

The fact that a center or institute has gone unfunded for two consecutive years does not of itself indicate that it be dissolved. But it does suggest the desirability of a review of the center or institute to determine whether, given its moribund state, there is purpose served in maintaining an organizational capability that, should a need arise, could be aroused from its somnolent state and energized more quickly and more efficiently than could a new center or institute be created and set in motion.
Staff Recommendation to the Committee

The staff recommended that the Board approve the above described policy on follow-up review of new programs and amend its existing policy on centers and institutes to incorporate a provision for reporting the results of the first and subsequent periodic review(s) to the Office of Academic Affairs for presentation to the Board.

The staff recommended that the item be placed on the Consent Agenda for the December meeting of the Board.

Discussion and Recommendation by the Committee

Mr. Miller suggested issues around which the discussion should focus: clearer definitions of the time period required prior to program review; independence of the evaluation process; building an accountability mechanism; development of a protocol for reporting results of the review; and, estimation of the resources required for conducting reviews.

Vice Chancellor Clark opened the discussion with some additional background on intended purposes for follow-up reviews. There is a climate, within Oregon and nationally, for establishing assessment procedures for educational programs. Increasingly the public is demanding "proof" of outcomes of an educational experience and the extent to which individual programs have been effective. In addition to these public concerns, there are internal concerns that relate to the need for feedback to a program that can serve as self-correcting mechanisms for changes that should be instituted as a program evolves.

The review procedures described in the docket item constitute only one part of the review process of the institutions—all are subject to decennial accreditation reviews of the total institution and accreditation review in particular professional programs. Dr. Clark emphasized that the timing of reviews was important and that there needed to be sufficient time for a program to be developed and implemented as well as sufficient time to function as the proposers and the Board intended. At that point, it is appropriate to begin to take a pulse of the program and make an assessment of the viability, cost effectiveness, and where any changes might be required.

To address the concerns regarding objectivity of program review, the Office of Academic Affairs has been involved in the process as well as members of the Academic Council who assisted in the development of a protocol for the review process.
Mr. Richardson inquired if it would hamper faculty and staff in program development if the procedure specified that a review be conducted by a set number of years rather than keeping it open. If it is completely open-ended, other items tend to take priority and the reviews don't get done.

Dr. Clark responded that it would not create a problem if the time frame were stated in terms of "not later than," rather than a fixed date which generally requires negotiation.

Mr. Adams commented that there might be something prior to 1983 that is of particular interest to the Board or which someone thinks should be reviewed, and that flexibility was important to allow a requested review to occur. Further, some programs which began after January 1983 might entail only a cursory review, not one which followed precisely every detail of the procedures.

Dr. Clark indicated that there had been staff discussion on these points and that is the rationale for building in flexibility.

Mrs. Jackson asked to have the process described for a situation where problems and/or issues were raised during the course of a review and how they might be resolved or what mechanisms would be in place for follow-through.

Dr. Clark replied that the results of the review would be reported to the responsible parties at the institution and appropriate opportunities provided for responses. In some instances, changes or adaptations which are recommended might not be possible without additional resources. Where programs at Eastern Oregon State College, Southern Oregon State College, and Oregon Institute of Technology are being reviewed, the cost of travel puts a strain on using a collaborative, cooperative process which uses colleagues from other institutions. One area for further exploration is the extent to which new telecommunications mechanisms will enable faculties to communicate when travel is not feasible.

Mr. Miller asked for further clarification on what provisions were anticipated for reporting the results of program reviews to the Board.

On this topic, Dr. Clark indicated it should be a shared decision with the Board. Several options seem to present themselves: detailed materials from each review, accompanied by a summary and made available to the Board; or, an annual or biannual reporting cycle where summaries of reviews are presented.

There was general agreement that members of the Committee would like to receive as much documentation as possible on the first few reviews to assure that they understand the process and are agreed that it is working well.
An arbitrary date of 1983 was established as the point of beginning the review process of new programs. Mr. Richardson asked what the estimate was of the number of programs from 1983 to the present that are subject to review. Dr. Clark indicated that the estimate is approximately 63 new programs already in the queue and 30 centers. Dr. Zanville estimated that, if all staff of the Academic Affairs unit participated in the review process, approximately six or seven programs could be completed each month. Mr. Adams urged that there be flexibility in adding programs for review which might have begun prior to January 1983. Dr. Clark indicated that, upon request from the Board or from individual institutions, other programs could be reviewed.

The Committee recommended that the Board approve the staff recommendation as presented and place the item on the Consent Agenda of the December Board meeting.

Board Discussion and Action

Mr. Miller presented the report and recommendation from the Committee. He summarized the extensive discussion of the Committee.

Mr. Swanson asked for clarification regarding a perceived shift from a four-year interval for review stated in the previous proposal to a six-year interval.

Dr. Clark elaborated that the policy in existence for centers and institutes gives every four years as an example of an interval. The present proposal is that such reviews be conducted not later than six years, thus, in fact, proposing that there be a specific time delimitation. From discussions with staff and members of the Academic Council, it was agreed that every four years would be a cycle that might be repeated too often, particularly given state and federal funding cycles and academic calendars. Many institutions have developed-seven-year cycles, for example, for graduate program review.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Discontinuation of the Master's Degree Program in Speech Pathology, WOSC

Western Oregon State College is requesting Board approval to discontinue its Master's Degree Program in Speech Pathology to include standard endorsement programs in Speech Pathology. The institution was forced to close admission of new students into the program on July 1, 1990, because the institution was unable
to meet revised accreditation guidelines of the American Speech-Language-Hearing Association. Meeting these standards would have placed undue fiscal strain on available resources at the institution.

Western is proposing to retain its undergraduate program leading to basic certification in Speech Pathology. Students from Western who are seeking admission to a graduate-level program would be advised to apply for consideration to two other programs available at State System institutions: the University of Oregon and Portland State University. Both institutions have indicated a willingness to consider admission of students from the WOSC Basic Certification program when the master's program is phased out. The University of Oregon does indicate it must control numbers in its master's program, and the students from Western Oregon State College will be admitted on a competitive basis with other applicants for academic-year slots. Fewer restrictions will be placed on the University of Oregon summer session courses in the graduate-level endorsement program.

At present, Western Oregon State College is producing between 12-15 graduates from its master's program per year. There are still about 50 students at some phase of completion within the program. Western Oregon State College will be assisting those students yet to file a program of completion with the Graduate Office who should be able to complete their programs prior to elimination of the program in 1992.

Review of Proposed Action

This program discontinuation was reviewed by the Academic Council on October 18, 1990. Questions about the abilities of Portland State University and the University or Oregon to meet the new accreditation standards were raised; while no difficulties were perceived by these institutions, the University of Oregon did indicate it had reallocated resources internally in order to meet the new standards. In order to do so, the University of Oregon had to cut back on American Sign Language courses, and this has raised concerns from a number of public agencies. Western Oregon State College will be maintaining its American Sign Language courses, which are pertinent to a number of its special education programs.

The Teacher Standards and Practices Commission is also involved in reviewing, with Western Oregon State College, the University of Oregon, and Portland State University, the delivery of speech-impaired endorsement programs in Oregon.
Board’s Policy on Program Eliminations

IMD 2.001(1) says that the "Board shall act on institutional requests for modification of existing curricular allocations, including addition and deletion of curricular programs . . . in accordance with Board policies." The Board’s posture on curricular allocations in ORS 351.200 indicates that the Board has the responsibility "to eliminate those (programs) whose continuance at current levels cannot be justified by defensible criteria."

In the early 1980s, the Board adopted six criteria that the Board, the Board’s staff, and institutions should consider when an institution requests Board approval to eliminate a program. One of the six criteria particularly meets the conditions of the Western Oregon State College request:

"Where quality is marginal or cost of maintenance or upgrading is disproportionate to the importance of the program to the mission of the institution and the system, it may be eliminated."

Staff Recommendation to the Committee

The staff recommended that Western Oregon State College discontinue its Master’s Degree Program in Speech Pathology, effective June 15, 1992, and that every effort be made to assist students currently enrolled in the program to complete their degrees prior to this date.

Discussion and Recommendation by the Committee

Dr. Clark indicated that Western Oregon State College had requested permission to discontinue the program because reallocation of scarce resources required to meet new revised accreditation standards of the American Speech and Hearing Association would not be in the best interests of the institution. There are currently two other graduate programs in the State System—University of Oregon and Portland State University.

Dr. William Cowart, Provost at Western Oregon State College, indicated it was estimated $150,000 - $200,000 new dollars would be required to meet the new minimum standards of the American Speech and Hearing Association. Although the decision to discontinue the program was made reluctantly, the institution felt it had no alternative.

Mr. Miller inquired about a Board policy regarding the reallocation of funding when a program is discontinued.
Chancellor Bartlett indicated that there is no established policy regarding reallocation of resources, but that institutions were not required to return the funds to the State System. It is general practice that these funds are reallocated within the institutions to the designated priority areas.

Mr. Miller asked Provost Cowart to comment on the strengths of the American Sign Language course at Western Oregon State College and the effect on it of eliminating the program.

After discussion, the Committee recommended that the Board approve the staff recommendation as presented and place the item on the Consent Agenda for the December meeting of the Board.

Board Discussion and Action

Mr. Miller presented the report and recommendation from the Committee. A question which had been discussed in the Committee meeting was reallocation of resources once a program is discontinued. It was clarified that there currently is no formal policy, and Western Oregon State College make decisions regarding reallocation of funds from the Master's Degree Program in Speech Pathology.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Staff Report to the Committee — Five Programs

1. Introduction

Western Oregon State College requests authorization for five new instructional programs that will lead to Bachelor of Arts or Science degrees with majors in: speech communication, Spanish, sociology, political science, and chemistry. The proposed programs would complement the current liberal arts degrees offered by Western Oregon State College and provide needed expansion of the institution's curricula in line with its transition from a teacher education college to a more comprehensive liberal arts college.

Western Oregon State College is proposing a phased implementation of these new degree programs. Speech communication, Spanish, and sociology would be implemented in fall 1991; political science and chemistry in fall 1992. The institution has been reallocating resources over the past several years to the development of these five programs through the employment of faculty and acquisition of library materials and facilities to support the programs. This
reallocation was done in order to ensure the quality of various minors and teacher endorsement programs related to these areas; and prepare the institution for its expanded mission as a liberal arts institution.

The programs proposed for implementation in 1991 will draw upon existing faculty and courses to create three new majors. Additional faculty will be needed to implement two additional degree programs slated for 1992 implementation, as described in the attached descriptions.

2. Relationship to Assigned Mission

Western Oregon State College has retained its current name for less than a decade; the institution was so named in 1982 when its mission was broadened to a comprehensive liberal arts college which would retain an important role in teacher education. This was a significant shift from teacher education as its main focus (the institution was named Oregon College of Education for a period of some 50 years, and before that, designated as a Normal School).

Even with the broadening of the institution's mission in 1982, the plan for the institution's shift from teacher education was not fully designated by the Board. Nearly a decade of deliberations about Western Oregon State College's mission has occurred beginning with the Board's "Strategic Plan 1983-87," which stated that "Western Oregon State College should provide access to undergraduate and selected graduate programs in the arts and sciences with a special emphasis on teacher education. Western Oregon State College has also been authorized ... to serve regional needs through strong programs in the liberal arts and science and professional curricula in such fields as law enforcement, corrections and fire services administration. Western Oregon State College was also authorized to provide a limited number of programs to meet the educational needs of citizens in the Salem area."

By the time of the Board's "Strategic Plan 1987-93," the Board said that the college's "mission is to provide high-quality programs in teacher education, special education, business, and liberal arts and sciences." Western Oregon State College was also designated to "serve the educational needs of Oregon citizens, especially in the Greater Salem-Keizer metropolitan area and the Willamette Valley." As part of its statement of future growth, the Board acknowledged that the college "will continue to develop and strengthen its liberal arts, sciences, and business programs."
Additional dialogue about Western Oregon State College's mission in the liberal arts occurred in 1989 when the Board reviewed Western's request to offer a Bachelor of Arts degree with a major in Theatre Arts. A number of concerns about the college's expansion in this area—as well as expansion in the liberal arts in general—were raised by representatives of other institutions and Board members. The following questions/issues represent the tone of those discussions:

- How to find the balance between having the liberal arts essentials on all of the campuses where they are appropriate without injuring or diminishing a particular assignment given to one institution?

- Having the Board review at some point the missions given to each of the institutions because the presidents at one time or another must defend those assignments of mission.

- What would be justifiable versus unjustifiable duplication?

The result of that discussion was a clearer understanding of what Western Oregon State College's expanded mission really meant. Prior to 1981, all of the college's programs were oriented to the teacher education mission. With the name and mission change, new degrees were added in business, computer science, and public administration. This was part of the necessary move to build a more comprehensive liberal arts mission. Expansion of Western Oregon State College's curriculum over the next several years would be expected and viewed as the addition of needed elements to a liberal arts core. There would be the expectation that Western Oregon State College would cease to be a teacher education college (that cutbacks would occur in the teacher education curriculum), and that Western would increasingly resemble every other non-education institution in the state, with standard undergraduate majors and programs.

Western Oregon State College subsequently requested approval of the Board on May 18, 1990, for a revised four-year teacher education program. This program will provide an expanded liberal arts concentration for all students along with a strengthened professional education sequence. Because Western Oregon State College indicated in this request that it did not have a sufficient number of liberal arts majors for its students, the college was not able to eliminate its degree in education as was the case for other State System in-
stitutions reforming their teacher education programs. The Board asked, therefore, that "within three years' time (1993), as more liberal arts and science majors are developed at Western Oregon State College, that the Board review the double major designation (B.A./B.S. degrees in Elementary Education and Interdisciplinary Studies, and Secondary Education and Interdisciplinary Studies)." This was done with the understanding that "Western intends to bring to the Board a request to modify current teaching fields to become approved liberal arts and science majors, thus moving the institution to its goal of becoming a more diversified liberal arts college."

The proposed programs are clearly within the revised mission of the college and consistent with standard undergraduate majors and programs offered at most liberal arts institutions. The proposed degree programs will move the college further to its liberal arts mission, bringing it to an even footing with other regional colleges in the State System.

3. Duplication Issues

Board's Recent Policies on Duplication. Western Oregon State College is proposing to implement five new undergraduate degrees over a two year period. Issues of duplication arise because these degrees, or similar degrees, are offered at other State System institutions as well as several independent institutions in the state.

The Board has expressed its position on planned duplication of programs at the undergraduate level on a number of occasions. In the "Strategic Plan 1983-87" the Board indicated that "academic programs are duplicated on more than one State System campus in large part to overcome specific barriers (whether academic preparation, financial costs, geography, the timing of courses, or the availability of needed services) that would keep Oregon citizens from benefiting from higher education." Concern was not expressed about the duplication of basic education programs in the liberal arts and sciences but there was concern about the duplication of graduate and professional programs (even here it was noted that there were at times good reasons for some duplication at this level).

In the "Strategic Plan 1987-93," the Board indicated it would "allocate responsibility for baccalaureate and graduate degree programs in accordance with the need for the program, the need to provide access to citizens, and the ability of the campus to provide a program of high quality." It was noted that the "State System operates under a policy that general education programs in the liberal arts and
sciences should be distributed throughout the state, with upper division and graduate programs assigned to specific campuses. This model of program organization has been implemented in order to provide adequate access throughout the state to general education programs and to ensure that all students receive the necessary prerequisites to succeed in upper-division and graduate programs. The model also is designed to protect the state's resources against unnecessary program duplication in the more specialized academic areas.

Selection of These Programs as "Mainstream" Liberal Arts Programs. While the five Western Oregon State College programs under consideration raise the issue of duplication for the Board directly, these are programs undeniably among the "mainstream" fields of liberal study. Few liberal arts colleges would not offer degrees in all of these five fields. A comparative review of liberal arts and science degrees offered at nine other similar institutions in Oregon and Washington (Table 1 in WOSC's materials), both public and independent, reveals that seven out of nine currently offer a degree in chemistry; eight out of nine in political science; eight out of nine in sociology; eight out of nine in Spanish; and eight out of nine in speech/communications. It should be expected, therefore, that a liberal arts institution with an enrollment of some 4,000 students would offer a diversity of liberal arts and sciences degrees to include the five proposed. It should be further noted that Western Oregon State College has previously offered minors (requiring 27 hours in the field, 12 of which must be upper division) in these five fields which results in significant numbers of courses already being offered by existing faculty at the institution. Student demand for these particular majors also affected their final selection; specific indicators of need are covered in the individual program analyses which follow this section.

Considerations on Other System Enrollments. Because State System institutions are currently under an enrollment management policy with goals to limit enrollments, consideration must be given to the possible negative impacts that introduction of these majors at Western Oregon State College might cause other State System campuses. These concerns appear to be unfounded. Future enrollment projections (based on high school graduation rates and in-migration of population to the state) indicate that State System institutions will be faced with significantly larger enrollments over the next decade. Each of our institutions will need to provide a range of liberal arts and science degrees to meet the increased demand expected by students seeking access to baccalaureate degrees.
Future Curricular Development. Western Oregon State College has indicated that it does not intend to request any additional new major degree programs of the Board for the next five to seven years. It does indicate, in its Plan for Transition, that within the next three to five years it will add faculty to support "non-degree areas in Japanese, Chinese, French, German, and Anthropology." This necessarily raises the question of future development of major degree programs. If faculty resources are to be obtained from faculty retirements and reallocation of resources are to be placed in these areas with the intention, or even possibility, that these are the areas next slated for major degree programs, this should be done within an academic planning context. At issue is how Western Oregon State College will select the next non-degree areas for strengthening—will they be selected for their "mainstreamness" in comparison to other liberal arts colleges or according to some other criteria such as student demand, existing faculty expertise, and/or presence of programs at other State System institutions? It may be too early for Western Oregon State College to identify further growth of non-degree areas if there is any possibility that these are the intended next degree programs to be requested.

Furthermore, there is the issue of the education degree, and when the institution may consider eliminating this degree once sufficient liberal arts degrees are present. Western Oregon State College has indicated that this review can be accomplished by 1993, presumably based upon the implementation of these five new degrees, since no other new ones will be implemented or proposed by this date. Further clarification of these issues should occur before a plan for future curricular development is fully developed.

4. Program Review

These five program proposals were reviewed by the Academic Council at its October 18, 1990, meeting. Council members offered a number of recommendations for strengthening the proposals. Following that discussion, the proposals were rewritten and a final review of them completed by the Board's staff in consultation with administrative staff from Western Oregon State College.

The proposals were mailed in August 1990 to State System institutions, community colleges, and independent institutions for their review regarding possible negative impacts on existing programs; the following comments were received:
State System institutions have expressed no concern about duplication with their programs although Oregon State University has questioned Western Oregon State College's projection that as many as 45 majors will graduate in chemistry in the next five years; Oregon State University's experience with a much larger student body is graduation of some 10-15 majors each year.

Linfield College indicated that it offers majors in all five fields except speech communication, and that its present resources would permit serving more students than it currently enrolls. Because state subsidies significantly reduce the charges to students at Western Oregon State College in comparison to Linfield, Linfield indicates it is possible that the proposed new majors could adversely affect Linfield by attracting students who would otherwise choose to enroll at Linfield. With enrollment management policies limiting growth at Western Oregon State College, it is unlikely that Western will be drawing major students away from other campuses.

One community college indicated that "these majors will enhance the overall opportunities for our transfer students."

Staff Report to the Committee — Speech Communication

1. Evidence of Need

Speech communication is an increasingly popular choice of majors among students, both in Oregon and nationally. Western Oregon State College has noted a significant increase in student credit hour production in speech communication since 1985, up 140%. Of the junior and senior students who are currently enrolled as Humanities majors at Western Oregon State College, 57% have included speech communication as part of their major programs.

A number of options are available to speech majors after graduation. These include preparation for fields such as law, business, medicine, and education.

2. Quality of the Program

The proposed 57-hour speech communication major represents a balanced offering of skills-oriented and theoretical course content, with students required to complete coursework in four subspecialties: interpersonal communications (9 hours), public communications (12 hours), rhetorical theory and criticism (9 hours), and mass communication (12 hours); 15 hours of electives in areas related to the major (for
example, Business and Technical Writing, Journalism) will also be required. The curriculum has been designed to cover both the humanistic and social scientific emphases in the discipline.

The major will be complemented by existing curriculum in public policy and administration, psychology, political science, sociology, business, history, and English. Students majoring in speech communication will be advised to consider a minor (27 hours) from these areas. Vice versa, students majoring in the aforementioned areas will be advised to consider speech communication as a minor.

Western Oregon State College estimates that 15-20 students will enroll as majors each year during the first five years of the program. The maximum size of the program, with proposed staffing, is about 50 majors. Western Oregon State College will institute enrollment limitations at the junior level if necessary.

The Speech Communication Association, the national professional organization, does not have accreditation for speech major programs. Letters of support for the major from scholars and administrators in the field of speech communication have observed that the program has a sound academic base and addresses all areas of the discipline.

3. Resources to Support the Program

Faculty. There are currently four full-time faculty and two part-time lecturers (.75 FTE) assigned to the proposed program major. A fifth faculty position, at the assistant professor, level will be filled, effective fall 1992. No additional full-time faculty will be needed to initiate this program, however.

Facilities. No new space or major renovation is needed to implement the program. The institution has the necessary equipment for the program.

Library. Western Oregon State College has recently allocated $100,000 to strengthen its liberal arts holdings, of which speech communication is a part. New faculty also are provided $3,000 to add library materials in specific areas of his/her interests. The library’s collections in speech communication currently contain an adequate number of titles and journals.

Budget. The proposed program can be offered within the institution’s existing resources.
Staff Report to the Committee — Spanish

1. Evidence of Need

Western Oregon State College has noted a nearly 100% increase in two years in the number of students enrolling in first year Spanish, i.e., 100 students in four sections enrolled in 1987 and 188 students in 10 sections in 1989. The rise in credit hours from 970 in 1984-85 to 2,791 in 1988-89 helps to illustrate the need for a Spanish major that includes the study of Hispanic culture, particularly in the U.S. and Latin America. The proposed major will, in part, help to serve better the growing Hispanic community in nearby communities (e.g., the Spanish-speaking population in Independence is 25%) not only in teacher education but in areas related to public service and business. The program will also help to address the need for greater international perspective in the curriculum.

The options for Spanish majors after graduation are numerous, including graduate education in preparation for faculty positions, employment as teachers in elementary and secondary schools, and opportunities in business, government, social service agencies, and the travel industry.

2. Quality of the Program

The Spanish program will require 63 hours to fulfill the requirements for the major. The lower division courses (39 hours) will deal with mastery of languages; upper-division courses (24 hours) will allow students to concentrate on areas such as Latin American and Spanish literature.

Based on current enrollment trend data, Western Oregon State College estimates that 30 students will enroll in the major during the first year. Approximately 20 students are expected to graduate in spring of 1995 and another 20-25 students in the spring of 1996. The maximum size of the program will be 50 students.

The Modern Language Association, the national professional organization, has not established accreditation standards for a Bachelor's of Art degree in Spanish.

A critical question was raised by external reviewers regarding the relative small number of 300-level courses for electives and the relative high number of 400-level courses. Western Oregon State College has responded to this observation by adding three courses in Hispanic poetry, drama, and novel. These literature courses are intended to prepare students in areas of reading and critical thinking, as well
as introduce them to theories and methods of literary analysis. To further minimize the emphasis of 400-level courses, students are to take only 12 hours of coursework at this level.

3. Resources to Support the Program

Faculty. There are currently two full-time doctorally prepared faculty (an assistant and an associate professor). An additional full-time faculty member will be hired effective fall 1992 at the assistant professor rank, with a specialty in Latin American literature. Present staffing needs will be met by converting some part-time positions into one full-time fixed-term appointment at the instructor level by fall 1991 or sooner, and by the continued use of part-time faculty members on an "as needed" basis.

Facilities. Western Oregon State College will provide the necessary office and classroom space, as well as media services and equipment.

Library. Western Oregon State College has recently allocated $100,000 to strengthen its liberal arts holdings, of which Spanish is a part. New faculty also are provided $3,000 to add library materials in specific areas of his/her interests. The library's collections in Spanish currently contain an adequate number of titles and journals.

Budget. The existing budget for faculty support will be expanded to hire 1 FTE tenure-track faculty by fall 1992 and 1 fixed-term faculty member by fall 1991. Existing budgets will continue to cover 2.5 FTE part-time faculty to teach 100- and 200-level courses. The budgets for supplies and services and movable equipment appear to be reasonable.

Staff Report to the Committee -- Sociology

1. Evidence of Need

Sociology is considered one of the cornerstone major disciplines for a traditional liberal arts course of study. Student demand for a sociology major at Western Oregon State College is high, reflected in part by an 86% increase in social science majors between 1988 and 1989. Similar demand has occurred in the sociology minor at Western Oregon State College with a reported increase of 160% between 1986 and 1989.

The options for sociology majors after graduation are thought to be diverse. Western Oregon State College anticipates the major will be especially attractive to schools, governmental, and human service agencies in the Salem area.
Fields such as counseling, social work, education, law enforcement, and planning are expected to draw particularly on sociology graduates.

2. Quality of the Program

The sociology major will require 72 credit hours of coursework, 30 in required courses, 15 in electives in sociology, and 27 interdisciplinary electives in related fields (for example, anthropology, criminal justice, economics, psychology). A unique component of the program is a required 9-hour thesis seminar. The seminar is intended to encourage close interaction between the faculty and students. The seminar will be limited to approximately 15 students per term.

There is no accreditation organization for the undergraduate major in sociology.

Between 10-15 majors per year are expected to be served in the first few years of the program. The maximum size of the program with current faculty will be 40-50 majors.

3. Resources to Support the Program

Faculty. A total of three full-time doctorally prepared faculty (one associate professor, two assistant professors) will provide instruction for the core courses. A fourth faculty member (associate professor) will offer courses in criminology as a subspecialization. An additional full-time assistant professor will be hired for the program. This will enable Western Oregon State College to increase the frequency of required major coursework and electives as well as decrease the number of course preparations required of each faculty member.

Facilities. Western Oregon State College has made available the necessary computer hardware and specialized software for both instruction and student research. No additional or immediate acquisitions are needed to insure the level of quality proposed for the program.

Library. The library's current collection has been reviewed and determined to be adequate to support the proposed sociology major. Portions of a $100,000 allocation to the library for strengthening the liberal arts will be used to acquire additional titles related to the sociology discipline.
Budget. No additional operational resources will be re-
quired to initiate the program beyond the reallocation of an
existing faculty position to this program ($36,542) in
addition to the new faculty member’s library allotment of
$3,000.

Staff Report to the Committee — Political Science

1. Evidence of Need

Most liberal arts institutions offer a degree program
in political science. Western Oregon State College has
offered a political science minor for many years and
has been planning the development of a major for nearly
a decade. There is considerable interest in the pro-
posed degree program, based on the increasing number of
students enrolling in political science courses each
year and expressed student interests in the major.
There are significant employment outlets for graduates
of the program in the Salem area with the State of
Oregon. Students interested in teaching secondary
social studies are also seeking the political science
major as an appropriate field of study.

2. Quality of the Program

Western Oregon State College’s 72 credit hour political
science major will be structured around a core of five
required courses (15 credit hours) which together offer
a broad survey of the discipline. Students will also
take two upper division courses in each of three sub-
field areas (total of 12 credit hours): international
relations and comparative politics; public admin-
istration and political processes; and public policy. In
addition students will be required to take four addi-
tional courses in political science and nine in related
social sciences (total of 27 hours). The program will
particularly complement degree programs in public
administration and criminal justice, currently avail-
able at Western Oregon State College.

Western Oregon State College expects to enroll from six
to ten majors in the program during the first year of
implementation, 1992. Steady growth is expected over
the next few years with an anticipated 25 to 30 student
majors by the fourth year. A cap of 75 majors would be
placed on the program if growth far exceeds expected
numbers in the first five years.

There is no accreditation agency in political science
but the program is comparable to major programs in
other public and independent colleges in Oregon.
3. Resources to Support the Program Faculty.

Faculty for the program will include three doctorally prepared people in political science already on board (one professor and two assistant professors). Additional faculty will be drawn from history (five faculty). The program can be implemented with the three full-time tenure-track positions in political science currently in place. A fourth tenure-track position at the assistant professor level has been allocated to the program, to be filled effective fall 1992. This position will provide additional expertise sought to cover Political Theory in the curriculum.

Facilities. No special facilities are necessary to offer the program.

Library. Western Oregon State College has recently allocated $100,000 to strengthen the college's liberal arts holdings, of which political science is a part. New faculty also are provided $3,000 to add library materials in specific areas of his/her interests. The library's collections in political science currently contain an adequate number of titles and journals.

Budget. No new costs are anticipated to implement the program beyond the reallocation of one tenure-track assistant professor position effective fall term 1992 ($36,542) and the $3,000 library allotment to this faculty member.

Staff Report to the Committee — Chemistry

1. Evidence of Need

The program is needed to prepare students for employment in government or industry, further study in health-related programs, or graduate study in chemistry. Students interested in teaching chemistry in secondary schools also need this major.

2. Quality of Program

The 72-credit hour chemistry major consists of core course work in general, organic, analytical, and physical chemistry. A significant laboratory component plus study in either inorganic, biochemistry, or instrumentation via electives will be required.
Western Oregon State College currently offers a number of courses proposed for the program but some new courses will need to be added; these include two 1-hour courses in the chemistry core required for the major, and three new courses in the electives category. Other courses to be developed are expansions of existing one quarter term courses (two additional terms of physical chemistry and one additional term of organic chemistry) with related laboratory sections. One of the reasons for delayed implementation of the program is to enable faculty to develop these additional courses.

About 10-15 majors are expected to enroll per year with the maximum size of the program set at 40 students. Admission requirements for the program will be the same as for admission to the college. Students will be advised that the appropriate high school preparation for the chemistry major includes chemistry, physics, and a minimum of three years of mathematics. Entry to 400-level courses in the major will require completion of a 200-level college physics course and four specified 200-level mathematics courses.

This major program will complement current majors in biology, mathematics, and a general degree in the Natural Sciences.

There is not an accrediting body in chemistry but the American Chemistry Society (an organization that issues certificates to students who complete a recommended curriculum) has established standards for chemistry programs; Western Oregon State College has followed these standards in setting up this program. After the program is fully operational Western Oregon State College will determine if certification is desirable for its students.

3. Resources to Support the Program

Faculty. There are currently two full-time doctorally prepared assistant professors in chemistry for this program. A third doctorally prepared assistant professor has joined the faculty in fall 1990. These three faculty will be sufficient to develop and offer the courses required for the program. Other faculty will teach in this program, drawn from the disciplines of biology and physics. Western Oregon State College will allocate a fourth tenure-track assistant professor position to be filled effective fall 1992. This faculty member will provide additional instruction needed at the lower-division level (core courses). Western Oregon State College currently has an adequate staff of
laboratory assistants to staff chemistry laboratory sections needed for the program.

Facilities/Equipment. Western Oregon State College has three chemistry laboratories as well as storage rooms for supplies. Existing instrumentation and laboratory equipment are available for this program but older instruments will need to be replaced eventually with updated models. Additional instruments are desired and an upgrading plan has been developed. A regular operating budget is in place to fund ongoing equipment purchases.

Library. Western Oregon State College recently allocated $100,000 to strengthen its liberal arts and sciences programs, to include chemistry. An annual allocation of $3,000 has also been made for holdings in chemistry. The new faculty member to be employed in fall 1992 will also receive a $3,000 allotment to purchase library materials in his/her interest area. Library holdings in chemistry will be adequate to offer the program with these additions.

Budget. No new costs are anticipated to implement the program beyond the employment of the one tenure track assistant professor position in fall 1992 with accompanying $3,000 library investment for this position, and an annual $3,000 library allotment.

Staff Recommendation to the Committee

1. The Board's staff recommended that the Board authorize Western Oregon State College to offer instructional programs that will lead to the B.A./B.S. degrees in speech communication, Spanish, and sociology, effective Fall term 1991.

2. The Board's staff further recommended that the Board authorize Western Oregon State College to offer instructional programs that will lead to the B.A./B.S. degrees in political science and chemistry, effective Fall term 1992, conditional upon the employment of one additional tenure-track assistant professor position for each major.

3. Finally, the Board's staff recommended that Western Oregon State College develop no additional baccalaureate degree programs until these programs are fully operational and graduating students, and final determination of the education major issue has been reviewed in 1993.
Discussion and Recommendation by the Committee

Mr. Miller asked Dr. Clark to comment on the evolution of the request before the Board from Western Oregon State College. Western Oregon State College has moved, in ten years, from a heavily vocational-professional, literally a normal school, to a liberal arts college with a balanced combination of professional and liberal arts offerings. Dr. Clark indicated that one of the most crucial questions was whether the current request for programs presented the best balance of majors. This question must also be considered within the resources available.

Mr. Miller added that a major concern for future program review relates to the advisability of having five programs come to the Board for consideration at the same time, and whether there was sufficient time for thorough review.

Mr. Richardson requested clarification on the statement, "Western Oregon State College has been expanding its curriculum over the past several years in response to its change in mission, but has not yet added a sufficient number of liberal arts majors to allow the elimination of its degree in education."

Provost Cowart indicated the statement referred to a system-wide decision to move to five-year education programs. At the time the decision was made, some institutions were asked to maintain a four-year program. When Western Oregon State College presented its education degree program, it requested permission to retain the Bachelor of Science degree in education. This decision was questioned, and the suggestion was made to move to liberal arts majors as the other institutions were doing. Western Oregon State College responded that it had been awarding teaching fields and had not been awarding liberal arts and sciences majors and therefore did not have them in place.

Mr. Richardson asked if the programs currently under consideration were not approved, could the degree in education be eliminated. Dr. Cowart suggested that clearly it could not because students would have no majors to which they could be referred.

Mrs. Jackson asked for a rationale for the current number and kinds of majors being requested. Dr. Cowart indicated that Western Oregon State College had surveyed ten other institutions and had reached the decision they would need at least the five majors being requested with the potential of adding a few others at a later time.
Mr. Miller indicated that the Board takes very seriously the question of whether the institution has the faculty to build quality programs.

Dr. John Minahan, Dean of Liberal Arts and Sciences, indicated that the questions Western Oregon State College had asked itself were, "Are we teaching the core parts of these disciplines and do we have sufficient numbers of faculty and related resources in place to offer basic programs with sufficient frequency to graduate students within four years?" Western Oregon State College is satisfied that they can adequately answer those questions. Dr. Cowart went on to explain that the institution had realized approximately $1.2 million in new monies resulting from enrollment increases. These resources, plus savings from retirements, have been directed to adding the majors which are before the Board.

Mr. Richardson asked for clarification regarding the Board directive that degree programs in education should be reviewed in 1993 and whether Western Oregon State College would be requesting discontinuation of degrees in education.

Dr. Cowart indicated that his position was a philosophical one as to whether or not there should be any undergraduate degrees in teacher education in Oregon. Western Oregon State College would welcome a discussion regarding this question when it is appropriate.

Dr. Clark indicated that, regardless of the outcome of the decisions regarding education majors, Western Oregon State College still needs added majors in the liberal arts area as it is evolving from more exclusive focus on teacher education. She explained that the State System needs to provide a diversity of programs in education, including the four year programs, some that are fifth year, and some that are a master of arts in teaching.

President Meyers added that the question of the education majors and the present request are separate issues. He underscored that the Board should approve the present request for new programs irrespective of the education issue since the institution has, with the full understanding of the Board, been moving in this direction for the past ten years.

Mr. Miller asked representatives from Western Oregon State College to comment on the staff recommendation that the college develop no additional baccalaureate degree programs until the present ones are in full operation. Dr. Minahan indicated that the institution was in complete agreement with this recommendation.
Dr. Clark added that it was important to recognize that these programs would require further development. Although they do meet standards relative to comparably-sized institutions, it will be important in the future to enrich the programs before recommending the addition of other programs.

The Committee recommended that the Board approve the staff recommendations and place the item on the Consent Agenda for final action at the December meeting.

Board Discussion and Action

Mr. Miller presented the report and recommendation from the Committee and summarized the history of the present request. Western Oregon State College's mission has changed from primarily teacher education to liberal arts programs.

Mr. Swanson asked how many students currently receive some kind of general education degree at Western Oregon State College and whether, with the proposed new majors, degrees would be granted in specific majors. Further, he asked how many degrees at Western Oregon State College were currently in the field of education.

Dr. William Cowart, Provost at Western Oregon State College, responded and indicated that approximately 50% of the students at Western Oregon State College currently are enrolled in teacher education, with the ratio dropping to 40% with the new enrollments in the Arts and Sciences. It is anticipated that there will be a reduction of 100 teacher education majors within the next two years. Currently there are not enough majors to accommodate them.

Mr. Swanson indicated strong support for the transition and underscored the importance of the three regional colleges being examples, on the national level, of superb undergraduate education. Further, he asserted that Western Oregon State College cannot serve students without a standard array of liberal arts offerings, and he congratulated President Meyers and his staff for the work currently underway in establishing a strong curriculum.

The Board approved the Committee recommendations. The following voted in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.
Mr. Bruggere reported on a presentation made by Minot Nettleton, Vice President of the Common Fund, and Steve Katz, Controller for the Oregon State System of Higher Education, on the Endowment Investment Performance. The Board was reminded that the State System currently has approximately $43 million in Higher Education Endowment Funds managed by the Common Fund.

The major portion of the State System investment portfolio is in two of the Common Goal Funds: 60% in the Equity Allocation Pool, and 40% in the Bond Allocation Pool. Following a lengthy discussion, the Committee agreed that they had confidence in this allocation strategy.

The Committee discussed the move of monies invested under management to a South Africa Free Fund at a rate of 25% per quarter. This move would put the Board’s Endowment Investment within state law which requires that by February of 1992 all investments would be in line with previously established policy. Committee members have some concern about the strategies used by the Common Fund in managing South Africa Free Funds and the fact that there would be limited flexibility on the options and ways in which money is managed. Moving to the South Africa Free Funds would require giving up some attractive money management options that have done very well.

Mr. Minot agreed the facts were true and that was one of the rationales for a proposal gradually to move the monies to improve the mix of South Africa Free Fund monies.

The Committee restated the commitment of the State System to move monies in the Common Fund into the South Africa Free Fund at a rate of 25% per quarter. Further, they instructed Vice Chancellor Ihrig and Controller Katz to return to the Committee before the end of the first quarter with an evaluation of other options for investment in South Africa Free Funds.

Mr. Richardson asked if the strategy was to move towards directing the investments in South Africa Free Funds only up to the stated investment goals, or if there were plans to exceed the stated investment goals.

Mr. Ihrig indicated that by February of 1992, State System investments have to be totally in South Africa Free equity and bonds. If there were opportunities to match or increase funding and move the funds more quickly, staff will so advise the Board.

Mr. Bruggere moved that the Board accept the report of the Committee on Administration and Finance on investment strategies.

The Board approved this recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting
Staff Report to the Committee

In July, the Board approved its Capital Construction Budget for 1991-1997. Included as a project for 1991-1993 was the construction of improvements to the Cascade Cafeteria at Southern Oregon State College. This $1,910,000 project, the Board’s highest priority in the auxiliary services category, would modernize the existing 30-year old cafeteria and add 4,500 square feet of new space to it.

The improvements would permit the expansion of service areas, replace outmoded dishwashing equipment, increase the seating capacity of the dining area, and permit the construction of a central desk and mailroom for the Cascade Residence Complex.

The project is to be financed through issuance of Article XI-F(1) bonds. The debt service would be paid from the consolidated dormitory pool. The housing directors of all the colleges and universities reviewed and approved this and all other 1991-1993 housing improvements in May 1990.

Subsequent to the submission of the 1991-1997 Capital Construction Budget, officials at Southern Oregon State College determined that starting demolition and construction during the summer of 1991 would be preferable to meeting the original schedule for the project. That schedule would have seen demolition begin in the spring of 1992, with construction to continue until January 1993. The new schedule would cause far less disruption during the school year and would permit occupancy of the improved facility much sooner.

In order to effect the improvements on the revised schedule, it is necessary to request the Emergency Board to establish the project and authorize expenditure for it before the end of the 1989-1991 biennium. Therefore, Southern is requesting that the Board authorize the staff to request that the Emergency Board take such action and that the 1991-1997 Capital Construction Budget be amended to delete this project which technically would be a part of the 1989-1991 Capital Construction Budget.

Staff Recommendations to the Committee

The staff concurred with the request of Southern Oregon State College and recommended that the Board authorize the staff to request the State Emergency Board to establish an Other Funds Limitation of $1,910,000 and authorize its expenditure for construction of the Cascade Cafeteria Improvements project. The staff recommended, further, that the Board authorize the staff to amend the 1991-1997 Capital Construction Budget to delete the Cascade Cafeteria Improvements project, subject to its estab-
lishment by the Emergency Board as a 1989-1991 project.

Discussion and Recommendation by the Committee

The project is being moved ahead by nine months in order that it can begin during the current biennium, with construction commencing in June when students are not in adjacent dormitories. The last meeting of the Emergency Board is in January.

Ms. Wilson asked whether the project was in the State System package of capital construction projects and about the consequences of not going through the Legislative process. Mr. Pernsteiner indicated this project was not being funded through General Fund allocations. Historically, when a project is a self-supporting one from the Board of Higher Education, the Emergency Board has generally granted the request.

Mr. Bolstad, Dean of Administration from Southern Oregon State College indicated that beginning the project in June would eliminate a great deal of disruption for students.

Mr. Pernsteiner noted a potential negative side to the request, dealing with bonding for the project. Article XI-F(1) bonds needed for this project normally would be sold in the Fall of 1991. Cash would be advanced for summer activities, with reimbursement from the bond sale. The State Treasurer has put a freeze on all bond sales. The Department of Higher Education has requested that auxiliary bonds, which are not tax supported, be exempt from the freeze. If the Treasurer agrees with the approach, it will be possible to sell in Fall 1991; if the Treasurer disagrees, the project will proceed through the design phase, but construction will not begin in the summer. The demolition aspect of the project will not begin until funding is secure.

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

Board Discussion and Action

Mr. Bruggere presented the report and recommendations from the Committee.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.
Staff Report to the Committee

The 1989 Legislative Assembly approved the request of the Board to appropriate $17 million of General Fund and to establish an Other Funds Limitation of $9,620,000 to permit the construction of additions and alterations to the University of Oregon's Knight Library. This was the Board’s highest priority capital construction project for 1989-1991. Planning and design work had begun under a separate 1987 appropriation of $780,000.

The University has raised most of the $9,620,000 of gift funds required to meet the project's budget. The work of the design team is nearly complete. The project is expected to be advertised for bids in the first half of 1991.

The project involves renovating virtually all of the 238,000 square foot facility and adding about 129,000 square feet. Independent cost estimates have been sought at each major stage of the design and have indicated that the project can be afforded within its current budget. Additional estimates will be sought prior to advertising the project for bids.

The University of Oregon is requesting that the Board authorize its staff to seek the approval of the State Emergency Board to release for expenditure the funds allocated in 1989 for this project.

Because this project had been planned and substantially designed prior to January 1990, the staff has determined that it meets the requirements of compatibility with state and local land use laws, rules and regulations.

Staff Recommendation to the Committee

The staff concurred with the request of the University of Oregon and recommended that the Board authorize the staff to request that the State Emergency Board release for expenditure $17 million of General Fund and $9,620,000 of Other Funds for the construction of additions and alterations to the Knight Library.

Discussion and Recommendation by the Committee

Mr. Bruggere asked how much of the $9.6 million the University had raised and the potential for raising the remainder of the funds.

Mr. Pernsteiner indicated the University of Oregon had raised $7.3 million and, in a recent letter, indicated they had already identified donors who reasonably could be expected to nearly complete the drive for funds. Six months remain until the project is let for bids and this appears sufficient to raise the remainder of the funds.
Mr. Bruggere inquired if there were a possibility that the proj-
ect would be blocked by the Legislature.

In response, Mr. Pernsteiner indicated that it was always a pos-
sibility but that approval was needed from the Board in order to
be ready to move forward, to seek release of the monies, and to
assure that all avenues are kept open for completing the project.

Ms. Wilson asked if it were normal to move a proposal forward
when the matching had not been met.

Mr. Pernsteiner noted that it was, especially in cases where the
construction period would run for approximately three years and,
if the current schedule holds, it would be sometime in 1991 be-
fore all of the costs would be incurred. The current level of
fund raising is close enough, and there are sufficient contin-
encies in the budget to allow for reductions during the course
of construction to compensate for it.

The Committee recommended that the Board approve the staff recom-
definition as presented.

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the
Committee.

The Board approved the Committee recommendation with the fol-
lowing voting in favor: Directors Adams, Bailey, Bruggere,
Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson.
Those voting no: None

Transfer of Authorization
To Expend Funds for Parking Improvements, UO

Staff Report to the Committee

In January 1989, the State Emergency Board, at the request of
the Board, approved the release for expenditure of $3,665,000
for the construction of a parking structure at the University of
Oregon. The project was funded through cash balances in the
parking reserve and the issuance of Article XI-F(1) bonds. The
bonds have been sold.

The University now has determined that it is possible to defer
construction of the proposed parking structure, identified as the
Alder Street Parking Garage. That facility was to have added 412
additional parking spaces to the University's parking inventory.
About $150,000 was spent on planning and design of the facility.
This amount is less than the contribution the University's
parking reserve has made to the project.
The University continues to require additional parking. However, University officials believe that surface parking improvements can meet most of its immediate needs. Therefore, University officials are proposing that the $3,515,000 balance remaining in its 1987-1989 parking improvement project be transferred to fund other parking improvements and related property acquisition. The original designation of this project made by the Legislative Assembly was "Parking Improvements."

The specific improvements currently contemplated by the University, many of which could be under construction early in 1991, are the reconfiguration and restriping of the Bean Lot (140 spaces to be added), the paving and striping of the Whittaker property (130 spaces, 60 of which are required as a condition of the permit to construct the Architecture and Allied Arts improvements which are nearing completion), the creation of 50 spaces associated with the new science complex, as required by the city (the cost for which will constitute the University-funded match required by the Emergency Board as a condition of last spring’s release of an additional $685,000 of lottery funds for the science project), and the creation of 30 additional parking spaces in various locations around the campus. The estimated design and construction cost associated with the creation of these 350 new spaces is $2,665,000. In addition, some of this limitation will be used to acquire the Whittaker property and possibly a share (with the University’s housing program) in the acquisition of property near the campus currently owned by the Oregon Department of Transportation.

This project must comply with provisions of OAR 50-580-001(1), Comprehensive Plan Coordination, and IMD 7.100, Long Range Campus Development Planning.

Staff Recommendation to the Committee

The staff concurred with the request of the University of Oregon and recommended that the Board authorize the staff to request approval from the State Emergency Board to transfer the approval granted in January 1989 for the construction of a parking structure to the construction of parking improvements and the related acquisition of property, subject to the requirements of OAR 50-580-001(1) and IMD 7.100.

Discussion and Recommendation by the Committee

Mr. Bruggere commented that the request before the Board was a distinct improvement over building a parking structure. However, he expressed concern over approving one project and then, several months later, having a request to change the decision.
Mr. Pernsteiner indicated that the University of Oregon had deferred the parking structure. They have another approved parking project in the 1989-1991 budget. That project has not even entered the detailed planning stages, so it is possible that the University of Oregon could return to the original plan for a parking structure sometime over the next year or two. That project, however, will not involve the same funds as those under discussion in the present request. The University of Oregon intends to make surface improvements early in 1991, preferably to be completed before the start of the 1991 school year. Because the surface improvements can be accomplished much more quickly than a garage, and because most of them are located either in proximity to or involved in the reconfiguration of existing parking, the likelihood of opposition to creating the spaces is substantially less than that for a parking structure.

If, in the future, the University of Oregon decides to continue exploring the feasibility of a parking structure, there are serious questions concerning people, cars, bicycles, and foot traffic around a parking structure and the surrounding streets. Parking is needed now, and the University of Oregon decided that short-term solutions were important and therefore was requesting redirection of funds to solve the immediate needs before next fall.

Mr. Bruggere asked Mr. Pernsteiner if this was a wise decision. He responded that it was. Parking spaces would be put in place much more quickly than under any other alternative, and at a much lower cost.

Mr. Ihrig commented that the present request did fit within the scope of work for which the bonds were sold.

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

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the Committee.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.
Staff Report to the Committee

The 1989 Legislative Assembly approved the Board’s request to establish a $325,000 Other Funds Limitation to permit construction of a storage facility for the Erb Memorial Union’s Outdoor Program. The proposed facility would house the equipment used by the outdoor program. That equipment currently is stored in several locations around the University of Oregon campus. The outdoor program also lacks adequate work space.

The EMU Outdoor Program Storage Facility would provide covered storage for equipment and materials used in student outdoor recreation as well as providing space for repairing that equipment.

The University of Oregon is requesting approval to expend the $325,000 authorized for this project for its construction. Work is expected to be underway during the first half of 1991. This project is financed with Article XI-F(1) bonds with debt service repaid from the building fee. The project is ranked fifth among the Board’s priorities for auxiliary projects for 1989-1991. All projects ranked higher than this either have proceeded to construction or are proposed for expenditure approval at this meeting of the Board.

This project must comply with the requirements of OAR 580-50-001(1), Comprehensive Plan Coordination, and IMD 7.100, Long Range Campus Development Planning.

Staff Recommendation to the Committee

The staff concurred with the request of the University of Oregon and recommended that the Board authorize the staff to request the authorization of the State Emergency Board to expend $325,000 of Other Funds for the construction of the EMU Outdoor Program Storage Facility, subject to the requirements of OAR 580-50-001(1) and IMD 7.100.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the Committee.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.
Staff Report to the Committee

The 1989 Legislative Assembly established an Other Funds Limitation of $10 million for Student Housing at the University of Oregon. This project had not been requested by the Board. However, the Board had authorized the staff to request bonding authority related to the construction of such housing. Bonds were sold in the fall of 1990 to finance $4.4 million of housing at the University. The University had requested that amount since it believed it could not expend more than that prior to a possible fall 1991 bond sale.

The University is seeking permission from the State Emergency Board to expend funds for the construction of some of the housing units now contemplated by the University. The Center for Housing Innovation will design and direct the construction of six new units, at an estimated cost of $340,000, on the East Campus. These units will serve as models for assessing the benefits of new-energy efficient design and construction techniques. Another 22 units are proposed for construction on City of Eugene land at 19th and High. The anticipated cost for that effort, including land acquisition, is $1,125,000. Sixteen units are proposed for construction at 18th and Agate, along with the relocation and renovation of 3-5 units now on the site at an expected cost of $840,000. The total cost associated with the construction of these 44 new and 3-5 renovated units is $2,305,000. These projects are expected to be under construction during the 1991 season.

In addition, the University is considering the construction of 96 new units at the Amazon site which would necessitate the demolition of 72 older units now on the property. That project is now in the planning stage only. If the University determines that this approach is desirable, it will seek approval from the Board at a later time, probably in the fall of 1991.

Finally, the University may wish to use a portion of the housing limitation to acquire a share, with the parking auxiliary, of the parcel near the campus owned by the Oregon Department of Transportation.

Only the construction funds are subject to release by the State Emergency Board. Therefore, only those amounts associated with the construction of the 6 units by the Center for Housing Innovation, the 22 units at 19th and High, the 16 units at 18th and Agate, and the relocation and renovation of the 3-5 units must be sought at this time.

This project must comply with provisions of QAR 580-50-001(1), Comprehensive Plan Coordination, and IMD 7.100, Long Range Campus Development Planning.
Staff Recommendation to the Committee

The staff concurred with the request of the University of Oregon and recommended that the Board authorize the staff to seek approval from the State Emergency Board for the expenditure of $2,305,000 for the construction of student housing for the University of Oregon, subject to the requirements of OAR 580-59-001(1) and IMD 7.100.

Discussion and Recommendation by the Committee

Mr. Bruggere indicated that it appeared the Legislature had decided that this project was needed and he questioned the implication of that for the Board.

Mr. Pernsteiner explained that the bonds would be paid only by the University of Oregon housing programs. Therefore, it is very localized as a specific debt service source. What occurred with this project, unlike others, is that specific members of the Legislature perceived, after the start of the Legislative session, a need that had not been identified by the Board in the 1989-1991 budget request. As a result, the Legislature included a project that met that need in the State System Capital Construction Budget. At the May 1989 meeting of the Board, a report was made of this proposal and the Board granted authority to ask for the bonds that would pay for it. Therefore, the Board has approved the bonds, and the present request is the first phase of informing the Board of what is going to occur. Mr. Pernsteiner indicated that it was important to justify, from a needs and marketplace standpoint, the plans that were being brought forward.

Mr. Bailey asked if the project, given the pressure from the Legislature, was brought on, in part, by the Housing Innovation Center.

Mr. Pernsteiner explained that for the particular project before the Board, the review of the type of rental market places in Springfield played an even larger role in discussions. The University has creatively seized its own resources in the Housing Innovation Center to use the project as a laboratory for the work the Center is doing.

Mr. Pernsteiner explained further that there is a desire on the part of some Legislators to move rapidly on the development of housing. The State System is not yet at a point where plans are developed sufficiently to recommend the construction of more units. Staff are attempting to proceed in a reasoned, incremental way; and the University of Oregon is committed to addressing the housing issues and looking seriously at alternatives, including reconfiguration of some of the current family housing.
Mr. Bruggere asked if the Committee and the Board should be doing more to study and address these issues.

Mr. Parnsteiner indicated that, if the Committee and the Board perceived there were problems that were not being addressed in the plan, then staff would encourage further study and discussion. From all indications, the University of Oregon is moving in a cautious, but deliberate, manner in addressing the needs.

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

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the Committee. He indicated that this particular project was initiated by the Legislature. Therefore, the Board is under some obligation to construct the student housing. The current request is to assure that the University of Oregon is building at a pace fast enough to meet the crisis that is occurring in housing at the University of Oregon, but not so fast so as to over-extend the System with a model that has not proven totally successful.

The Board approved the committee recommendations with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Staff Report to the Committee

The Dental Clinics of the Oregon Health Sciences University are requesting an increase of $150,000 in the Other Funds expenditure authority for 1989-1991. The Other Funds income necessary to finance these additional expenditures is being generated through increased productivity on the part of dental students. The increased expenditure authority is made necessary by the following unavoidable increased costs:

1. Because of AIDS and the concern for other transmissible diseases, every dental student, faculty member, and attending staff member must wear disposable operating gloves and masks. With over 250 students, 95 faculty members, and 50 staff changing these infectious disease barriers five to six times per day, the cost is more than can be accommodated within the existing expenditure limitation. The added cost associated with this activity is $85,000.
2. Dental students are now doing more complicated, and thus more costly, dental procedures. The dental laboratory services associated with these procedures are being performed by outside dental laboratories, thereby freeing dental students to use their time more effectively in delivering dental services and increasing their skills, rather than performing routine laboratory services. The added costs (outside dental laboratory services) associated with such practices will use $53,000 in expenditure authority in 1989-1991.

3. Although a significant number of the Dental Clinic patients reside in the local area, more patients are traveling from Medford, Coos Bay, La Grande, and other areas of the state to take advantage of the high-quality, low-cost care available at the clinics. Dental students are required to make their own patient appointments and the clinics bear the cost of that service. These added costs ($12,000) are recovered, but added expenditure authority is needed by the Dental Clinics to pay for such services.

Staff Recommendation to the Committee

It was recommended that the Board of Higher Education authorize the staff to seek from the Legislative Emergency Board, at its meeting on January 11, 1991, an increase of $150,000 in the Other Funds expenditure limitation for the Dental Clinics.

Discussion and Recommendation by the Committee

Mr. Quenzer explained that the request was routine authorization to expend funds.

The Committee recommended that the Board approve the staff recommendation.

Board Discussion and Action

Mr. Bruggere presented the report and recommendation from the Committee.

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.
Associate of Arts in General Studies, EOSC

Staff Report to the Board

Introduction

Eastern Oregon State College requests authorization to offer an instructional program leading to an Associate of Arts degree in General Studies. The college currently offers a broad general education program at the lower division level that includes coursework in humanities, social sciences, natural sciences, languages and logic, mathematics, and writing. Eastern Oregon State College has no degree available for students who complete a core of general education courses at the lower-division level, as do all community colleges and all other regional colleges in Oregon. For students who are not able to complete the baccalaureate degree, an associate degree offers important recognition of their college-level achievements.

This program request was reviewed at the June 13, 1990, meeting of the Academic Council.

Under regular Oregon State System of Higher Education procedures, community colleges and independent institutions in Oregon also reviewed the proposal. A number of comments were received from community colleges and related agencies (Chemeketa Community College, Blue Mountain Community College, Portland Community College, Umpqua Community College, and the Office of Community College Services within the Oregon State Board of Education). Overall it was noted that, "the program would seem to fit the general Associate of Arts degree program pattern at work in other OSSHE institutions." Some concerns were raised, and these were stated in the docket item for the October meeting.

Assurances of Eastern Oregon State College’s position related to these issues of concern were provided to each community college and organization by Vice Chancellor Clark in September 1990. The assurances made by Eastern Oregon State College to the Chancellor’s Office and community colleges were also listed in the docket materials for October.

Staff Recommendation

The staff recommended that the Board consider the proposal to authorize Eastern Oregon State College to offer an Associate of Arts degree in General Studies at the La Grande campus, effective December 1, 1990, and place it on the Consent Agenda for final approval at the November Board meeting.
Board Discussion and Action (October 19, 1990)

Vice Chancellor Shirley Clark introduced Dr. Jim Huttois, Dean of Academic Affairs, and reported that in August she had requested reviews by community colleges and private institutions. Letters of support and concern were received. Dr. Clark underscored that the program is intended for Eastern students within the general core program at Eastern and is one that is responding to a sparsely-populated service region.

Mr. Dodson asked for verification that the program was primarily for placebo people and, upon enrollment in it, they were aware it was not keyed to the block transfer agreements. Mr. Huttois underscored that assumption was correct.

The Board approved the staff recommendation. The following voted in favor: Directors Bailey, Bruggere, Davis, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Board Discussion and Action (November 16, 1990)

The Board approved the staff recommendation. The following voted in favor: Adams, Bailey, Bruggere, Halsey, Jackson, Miller, Richardson, Swanson, Wilson, and Dodson. Those voting no: None.

Staff Report to the Board

During the 1980's, the State System of Higher Education's facility maintenance budget was reduced in order to release money for academic programs. This trend, coupled with other factors such as the average age of buildings in the System and the lack of material quality used in many of the buildings constructed in the 1960's and early 1970's, prompted staff to suspect that the condition of Oregon's public college and university facilities may be deteriorating.

Most information about the condition of facilities was anecdotal and insufficient either to calculate the extent and magnitude of the System's needs or to develop a strategy to remediate the situation. Because the size, condition, and adequacy of these teaching and research facilities affect Oregon's ability to sustain a strong academic and research capability, the staff gathered information in 1990 about the condition of the State System's facilities.

First, the staff participated with Oregon State University in a program to ascertain the condition of 63 academic and support buildings on the main campus. Specifically, staff wanted to determine the deferred maintenance backlog as well as the capital repair and modernization or adaption needs of these buildings. A consulting firm, ISES, was selected in March to conduct a thor-
ough on-site investigation of the condition of academic and research facilities on Oregon State University's main campus. That study was completed in August. Second, staff used the Oregon State University data to estimate the capital repair and modernization needs of the remaining institutions. Third, in May the staff asked physical plant administrators to complete a survey identifying deferred maintenance projects and estimating their severity. This report summarizes the findings of these efforts and highlights the plan to respond to these problems as reflected in the State System's capital construction budget requests for the 1991-1993 biennium.

The Oregon State University study surveyed the condition of 63 major buildings (3.45 million gross square feet). Excluded from this study were utility systems, residence halls, student facilities, facilities of the agriculture experiment stations and the forest research laboratory, and other off-campus buildings. The consultant found that the facilities studied required about $155 million worth of repair and modernization/adaption work to make them sound, safe and functional spaces. Of this $155 million, $20 million (12%) are categorized as capital repair projects (i.e., repairs which should be accomplished as part of a regular preventive maintenance program); $35 million (22%) as deferred maintenance, and $100 million (66%) as modernization/adaption.

These needs were also described by facility system as follows:

<table>
<thead>
<tr>
<th>Facility System</th>
<th>Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior (e.g., roof, foundation)</td>
<td>$21 million</td>
<td>(14%)</td>
</tr>
<tr>
<td>Interior</td>
<td>$28 million</td>
<td>(18%)</td>
</tr>
<tr>
<td>Handicap Access</td>
<td>$11 million</td>
<td>(7%)</td>
</tr>
<tr>
<td>Health/Fire Safety</td>
<td>$15 million</td>
<td>(9%)</td>
</tr>
<tr>
<td>Heating, Ventilating and Air</td>
<td>$40 million</td>
<td>(26%)</td>
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<tr>
<td>Conditioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumbing</td>
<td>$10 million</td>
<td>(5%)</td>
</tr>
<tr>
<td>Electrical</td>
<td>$30 million</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

In addition to sorting facility condition items by project classification and facility system, they were categorized into one of four priority classes. Approximately $31 million of the deficiencies were identified as being so critical they required immediate action either to return a facility to normal operation, stop accelerated deterioration, or correct a safety concern (Priority 1); another $46 million in deficiencies were deemed as potentially critical—within one year of becoming critical if not attended to expeditiously (Priority 2); and another $77 million were noted as necessary to preclude predictable deterioration (Priority 3). A limited number of projects were also identified ($200,000) to improve efficiency of maintenance operations (Priority 4).
These findings represent abstractly the more than 2,000 deficient conditions in the 63 buildings in the Oregon State University study. A closer examination of some of the items identified in one facility, Cordley Hall, better demonstrates the problem. (Cordley is not completely typical since, as a newer facility, it has less modernization needs.) Cordley Hall, constructed in 1956, contains agriculture and biology laboratory spaces. Cordley was constructed to be functional in the near term but lacked the quality materials and methods to hold up over time. The study identified a total of $7.6 million in needed repairs and modernization projects in a facility with a total replacement cost of $19 million. One-third of these projects were classified as critical with another third predicted to be so within one year.

Forty-six percent of the estimated cost to return the building into functional and safe spaces include capital repairs such as replacing the roof, $500,000; replacing 80% of existing laboratory sinks and fixtures, $85,000; replacing existing water lines, $1.2 million; replacing leaking exterior windows, $580,000; and replacing flooring, $650,000.

Another 12% of the projects stem from deferred maintenance practices over the years. They include replacing exterior and storefront doors, $120,000; repairing interior plaster, $370,000; repairing broken sidewalk, $1,500; rescaling concrete penthouse floor, $8,000; and grading soil away from building, $1,000. Many of these projects are Priority 3 projects and, therefore, continue to be set aside to respond to emergencies. To continue to do so—i.e., not to take care of the little problems such as water draining along the foundation wall—could have long-term severe effects.

Modernization accounts for another 42% of the total cost estimate and includes adding an eye wash station in a laboratory where strong acids are used, $1,300; adding additional exits in two large classrooms to comply with new fire/safety codes, $2,500; adding a sprinkling system to corridors, rooms, and flammable storage areas to comply with modern building standards, $500,000; and installing a fire alarm system, $200,000. After reviewing and analyzing these data, the staff concludes that the condition of Oregon State University's research and teaching facilities is inadequate. Their condition is likely to have an impact on Oregon State University's ability to sustain a strong academic research and teaching capability which will influence the expansion of Oregon's research capacity and competitiveness in the national and global markets. These data were used to generate capital construction projects for Oregon State University in the 1991-1993 biennium and will be discussed below.
The second study was a system-wide survey of deferred maintenance needs for Education and General facilities that included utility systems and roadways but excluded Auxiliary Services. Physical plant administrators identified deferred maintenance projects according to facility system type (e.g., roof, HVAC, utilities, site) and severity. Based upon these data, staff estimate the deferred maintenance backlog for the State System of Higher Education to be in excess of $135 million distributed as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>$50.1 million</td>
</tr>
<tr>
<td>UO</td>
<td>31.2 million</td>
</tr>
<tr>
<td>PSU</td>
<td>24.0 million</td>
</tr>
<tr>
<td>WOSC</td>
<td>3.3 million</td>
</tr>
<tr>
<td>SOEC</td>
<td>2.7 million</td>
</tr>
<tr>
<td>EOSC</td>
<td>2.1 million</td>
</tr>
<tr>
<td>OIT</td>
<td>.6 million</td>
</tr>
<tr>
<td>OHSU</td>
<td>21.6 million</td>
</tr>
</tbody>
</table>

In addition to this survey, the Oregon State University data generated by the Facility Condition Analysis conducted by the consultants was used to extrapolate estimates for capital repair and modernization requirements for the teaching and research buildings at the remaining colleges and universities. Staff reviewed the data provided by the consultants and reanalyzed the findings by two additional categories—age of facility and principal function of facility (e.g., classroom, research, library, office and administration). These data (e.g., cost per square foot to repair a facility based on age and function) were applied to facilities on other campuses and generated institutional estimates of the condition of existing teaching and research facilities.

Based upon this extrapolation, the staff estimates the magnitude of needed capital repairs and modernization requirements for the State System of Higher Education to be as follows:

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Capital Repair</th>
<th>Modernization</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All Amounts in Millions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSU</td>
<td>$20.0</td>
<td>$100.0</td>
<td>$120.0</td>
</tr>
<tr>
<td>UO</td>
<td>13.9</td>
<td>67.7</td>
<td>81.6</td>
</tr>
<tr>
<td>PSU</td>
<td>11.0</td>
<td>53.7</td>
<td>64.7</td>
</tr>
<tr>
<td>WOSC</td>
<td>3.4</td>
<td>16.6</td>
<td>20.0</td>
</tr>
<tr>
<td>SOEC</td>
<td>3.7</td>
<td>17.9</td>
<td>21.6</td>
</tr>
<tr>
<td>EOSC</td>
<td>2.4</td>
<td>12.0</td>
<td>14.4</td>
</tr>
<tr>
<td>OIT</td>
<td>2.5</td>
<td>12.5</td>
<td>15.0</td>
</tr>
<tr>
<td>OHSU</td>
<td>11.1</td>
<td>54.4</td>
<td>65.5</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$68.0</td>
<td>$334.8</td>
<td>$402.8</td>
</tr>
</tbody>
</table>

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The staff used these data to generate the 1991-1993 Capital Construction Budget requests approved by the Board of Higher Education in July. First, eight maintenance and modernization projects are included in the Board’s request and have a combined budget of $79,175,000. The largest project in this category is a $45.2 million effort to begin to address the System’s deferred maintenance backlog, which as noted above is in excess of $135 million. The plan is to eliminate this backlog over the next three biennia. Another $17.5 million is planned for the modernization of existing classrooms and laboratories, with $10 million for an Oregon State University project and $7.5 million for a similar State System project distributed among the other institutions. These projects are needed because many of these facilities are not sufficient in terms of space organization, utility service, or current codes to permit the successful operation of modern instructional and research programs.

In addition to the deferred maintenance and modernization projects, the capital repair allocations for each institution are proposed to increase as follows:

<table>
<thead>
<tr>
<th>Institutions</th>
<th>1989-91 Amount</th>
<th>1991-93 Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOSC</td>
<td>$265,000</td>
<td>$400,000</td>
</tr>
<tr>
<td>WOSC</td>
<td>385,000</td>
<td>490,000</td>
</tr>
<tr>
<td>SOSC</td>
<td>490,000</td>
<td>690,000</td>
</tr>
<tr>
<td>OIT</td>
<td>330,000</td>
<td>405,000</td>
</tr>
<tr>
<td>UO</td>
<td>1,720,000</td>
<td>2,950,000</td>
</tr>
<tr>
<td>OSU</td>
<td>2,330,000</td>
<td>4,455,000</td>
</tr>
<tr>
<td>PSU</td>
<td>990,000</td>
<td>1,670,000</td>
</tr>
<tr>
<td>OHSU</td>
<td>790,000</td>
<td>1,590,000</td>
</tr>
</tbody>
</table>

The increased amount noted for 1991-1993 reflects the additional $5 million the Board requested for this purpose in its 1991-1993 operating budget request.

The staff has made project and budget recommendations based on the data from the three separate studies undertaken in 1990. The policy of under-investment in capital renewal and investment in the eighties, albeit necessary at the time, has had the unintended consequence of placing Oregon’s public higher education facilities at risk, thereby compromising the ability of our colleges and universities to fulfill their respective missions of teaching and research in an increasingly knowledge-based society. Oregon State University officials will be presenting the consultant’s findings to the Board as part of the November meeting and visitation.

Board Discussion and Action

The Board accepted the report as presented.
Staff Report to the Board

In October, 1990, the Office of Academic Affairs completed a follow-up review of the Agricultural Sciences Programs which are collaborative baccalaureate degree programs between Oregon State University and Eastern Oregon State College.

This review is the first follow-up review conducted by the Office of Academic Affairs in line with the Board's request that a follow-up review policy for all programs approved by the Board be developed. This first review served as a pilot test of Academic Affairs' newly developed review procedures.

Overview of Programs

The Agricultural Sciences Programs consist of four bachelor of science degrees: Agricultural Business Management, Agricultural and Resource Economics, Crop and Soil Science, and Rangeland Resources. Though located at Eastern Oregon State College, all degrees are conferred by Oregon State University. These four programs were not implemented as a group, but were phased in over a period of four years.

The Oregon State University/Eastern Oregon State College Agricultural Business Management Program was approved by the Board in May 1984. The initial authorization included technical minors in crop science and rangeland resources with the understanding that upon receipt of new resources these minors would become majors. The 1985 biennial budget request included the needed resources and these two minors became majors in 1986. Subsequently, a closely-related major in Agricultural and Resource Economics was authorized by the Board and added in 1988. The four majors are highly integrated and interrelated, with students majoring in one area likely to minor in another.

The Agricultural Sciences Program has six full-time faculty, two each in the Departments of Agricultural and Resource Economics, Rangeland Resources, and Crop Science. The program faculty are members of the Oregon State University faculty who teach at the Eastern Oregon State College campus. Hiring, tenure, and promotion decisions relative to these faculty are governed by Oregon State University standards. Career development and tenure coordination occurs within the faculty members' departments at Oregon State University. Program faculty are expected to devote effort toward teaching, research, and extension activities. Two of the faculty are currently tenured; four are in the tenure track. No additional faculty hires are anticipated.

The program is accredited through the institutional accreditation of Oregon State University by the Northwest Association of Schools and Colleges. The program in Rangeland Resources is professionally accredited by the Society for Range Management.
Since its inception, the Agricultural Sciences Program has granted 28 bachelor of science degrees, 13 of which were granted in 1989-90. Undergraduate enrollments have grown steadily from 32 students in fall 1984 to 98 in fall 1990, a 206% increase. Because of space and budget limitations at Eastern Oregon State College, student enrollments will be limited to between 110 and 120 students. The employment experience of graduates has been excellent; the majority have found employment in an agribusiness-related field and the remainder in science-related fields or in education.

The majority of students in this cooperative program take all of their coursework on the Eastern Oregon State College campus. However, students have the option of transferring to and from the Oregon State University campus. Over the last four years 12 students have transferred from Eastern Oregon State College to Oregon State University and 10 have transferred from OSU to EOSC. While the primary focus is on undergraduate teaching, there are currently 4 graduate students enrolled in the program (these are OSU-Corvallis graduate students who are located at Eastern Oregon State College primarily for research opportunities).

The program has an annual operating budget of approximately $347,000. The faculty has generated over $200,000 in research grants from federal funding sources since 1986.

Summary

Overall the cooperative Agricultural Sciences Programs have been a success. The programs are meeting the needs of students in eastern Oregon for agriculture degree programs, they are contributing to Eastern Oregon State College's enrollment of students, and they demonstrate the ability of two very different institutions to operate a cooperative enterprise.

A number of unforeseen benefits have accrued to both institutions. Eastern Oregon State College has benefitted by an increasing amount of significant research and extension activity occurring in its eastern region; there have been positive enrichment opportunities for EOSC faculty with the presence of OSU faculty on campus. Oregon State University has benefitted by being able to serve more students than it could under a traditional model; many of the students studying in La Grande would be unable to study in Corvallis. Furthermore, Oregon State University faculty have been able to develop expertise in rangeland research, in large part because of faculties' physical presence in the rich rangeland environment of eastern Oregon.

During the course of the review a number of problems and issues yet to be resolved were identified:

Travel. Program faculty must spend a substantial amount of
time traveling in order maintain contact with their peers at Oregon State University and to stay current with research developments on that campus. This adds to the cost of programs and places a somewhat unusual burden on Oregon State University faculty located at Eastern Oregon State College.

**Promotion/Tenure.** Program faculty have some concern that distance from their colleagues on the Oregon State University campus — which means less frequent discussion of research and other scholarly activities — could disadvantage them with respect to promotion and tenure considerations. The department chairs and chief academic officers at both institutions are sensitive to this potential problem.

**Research.** When the programs originated, the extent of faculty research was not foreseen. Laboratory space, equipment, and library holdings need to be enhanced if the programs are to be comparable with those on the Corvallis campus.

**Student Services.** Registration and tuition policies need to be reviewed relative to students transferring between campuses (out-of-state students are permitted to attend Eastern Oregon State College at resident rates but Oregon State University students are not, complicating the fee-paying status of students in these programs).

**Recruitment.** While students in the programs are Oregon State University students at Eastern Oregon State College, recruiters from OSU tend not to recruit for the EOSC programs, and EOSC tends not to recruit for the OSU program. Some further delineation of roles is needed.

**Board Discussion and Action**

The Board accepted the report as presented.

**Report of Proposed Expenditure of Funds for Utility Improvements, OIT**

In July 1989, the Board authorized the staff to request that the State Emergency Board release for expenditure the remaining $1.2 million of General Fund appropriated for utility improvements at the Oregon Institute of Technology campus in Klamath Falls. During previous phases of the project, Oregon Institute of Technology had installed a geothermal reinjection system to meet ordinance requirements for the reinjection of discharge geothermal water. It was not known in July of 1989 if the reinjection system would be sufficient to ensure Oregon Institute of Technology's compliance with the City's requirements. It was noted that additional pressure testing would be required to determine the system's adequacy.
Board staff requested that the funds be released to permit the drilling of a second reinjection well. However, the Executive Department recommended that the staff withdraw the request until a definitive determination of the adequacy of the first well could be made. Oregon Institute of Technology agreed with this withdrawal. The needed determination has now been made and a second well is required for Oregon Institute of Technology to be able to reinject sufficient discharge geothermal water to meet the City's standards.

Staff intends, therefore, to request at the January 1990 sessions of the Emergency Board that the unexpended monies remaining from the 1987 appropriation be released for expenditure to permit the drilling of a second reinjection well and the completion of related utility improvements.

Board Discussion and Action

The Board accepted the report as presented.

SUMMARY OF FACILITIES DIVISION ACTIVITIES OFFICE OF FINANCE & ADMINISTRATION

Staff Report to the Board

A summary of activities within the Office of Finance and Administration's, Facilities Division is presented below:

Contracts for Professional Services

Consulting Engineering Services-Energy Management, OSU

An Agreement was negotiated with Hyde and Associates Engineering, Inc., Corvallis, for engineering services not to exceed $50,000. Financing will be provided from state funds.

Awards of Construction Contracts

Ackerman Hall Reroofing Project, EOSC

On October 1, 1990, Gillespie Roofing, Inc., was awarded a contract for this project in the amount of $45,850. Financing will be provided from capital repair funds.

Storage/Landscaping Maintenance Facility Expansion, EOSC

On October 4, 1990, Sid Johnson & Co. was awarded a contract for this project in the amount of $158,500. Financing will be provided from funds available to the institution.

Tennis Courts Resurfacing (Rebid), OSOC

On October 30, 1990, Atlas Tracks, Inc., was awarded a contract for this project in the amount of $34,493. Financing will be provided from state funds.
Nursing—Health Sciences Building, OHSU

On August 6, 1990, Hoffman Construction Company of Oregon was awarded a contract for this project in the amount of $11,162,000. Financing will be provided from federal funds.

Acceptance of Projects

Computer Services Building Rebid, SOSC

This project is complete and was accepted on September 11, 1990. The estimated total project cost remains at $3,597,321. Financing was provided from state funds.

Multi-Family Housing, SOSC

This project is complete and was accepted on June 1, 1990. The estimated total project cost remains at $4,323,476. Financing was provided from Article XI-F(1) Bonds.

Columbia Basin Agricultural Resource Center (Equipment, Storage Shed, Pendleton), OSU

This project is complete and was accepted on October 2, 1990. The estimated total project cost remains at $38,895. Financing was provided from gifts and station sales.

Reroofing Projects (Bloss & Finley Halls), OSU

This project is complete and was accepted on August 30, 1990. The estimated total project cost remains at $180,682. Financing was provided from state funds.

Smith Farm Tank Slab, OSU

This project is complete and was accepted on September 17, 1990. The estimated total project cost remains at $63,813. Financing was provided from federal funds.

Weniger Hall Rm 151 Lighting Improvements, OSU

This project is complete and was accepted on September 28, 1990. The estimated total project cost remains at $11,577. Financing was provided from state funds.

University Inn Reroofing, UO

This project is complete and was accepted on September 25, 1990. The estimated total project cost remains at $71,126.38. Financing was provided from housing reserve funds.

Walton Hall (North) Domestic Hot Water Piping Replacement, UO

This project is complete and was accepted on September 1, 1990. The estimated total project cost remains at $12,929. Financing was provided from housing reserve funds.

Westmoreland Family Housing Reroofing Project Phase VI-1990, UO

This project is complete and was accepted on August 15, 1990. The estimated total project cost remains at $11,900. Financing was provided from housing reserve funds.
Meeting #593

This project is complete and was accepted on September 30, 1990. The estimated total project cost remains at $35,848. Financing was provided from state funds.

Outpatient Clinic Fourth Floor, Outpatient X-Ray Facility, OHSU

This project is complete and was accepted on July 23, 1990. The estimated total project cost remains at $106,218. Financing was provided from hospital funds.

Student Union Building, Swimming Pool Addition & Building Alterations, OHSU

This project is complete and was accepted on July 2, 1990. The estimated total project cost remains at $1,319,576. Financing was provided from student building reserve funds.

Board Discussion and Action

The Board accepted the report as presented.

ITEMS FROM BOARD MEMBERS

Several Board members commended President Byrne and his staff for the gracious hospitality extended during the Board meeting and visitation which followed the Board meeting.

OIT Presidential Search Committee

Mr. Swanson reported on the work of the Oregon Institute for Technology Presidential Search Committee. Committee members have returned from interviews with candidates in various locations. The Committee is anticipating they will have recommendations for the Chancellor to consider in the very near future. He indicated that Committee members had been pleased with the favorable reputation which OIT has and the interest of highly qualified individuals for the position.

Thank You

Mr. Adams thanked the Board and the many others in attendance at the Board meeting for their words and expressions of support during his recent hospitalization.

Mallory Hotel

Mrs. Jackson reported an incident which had occurred at the Mallory Hotel in Portland and requested that the Board’s office investigate it.

Council of Presidents

Mr. Bailey reported that he had participated in the meeting of the Council of Presidents on the afternoon prior to the Board meeting. He expressed confidence that the Chancellor and presidents were facing the difficult aftermath of the passage of Measure 5 with an eye to maintaining quality both in faculty and in service to students. He indicated that he left the meeting
feeling good that the situation was being well handled, while acknowledging the difficult task facing the State System.

President Ramaley Installation

Several Board members congratulated President Ramaley on the way in which her installation had been planned and executed. They agreed that it was one of the highlights of their experiences as Board members.

Portland Commission

Mr. Richardson reported that he and several Board members and presidents attended a press conference held to announce the release of the report of the Governor’s Commission on Higher Education in the Portland Metropolitan area, "Working Together." He expressed his appreciation to all of the Commission members for their efforts.

President’s Report

Mr. Dodson reaffirmed the comments of other Board members about President Judith Ramaley’s investiture, indicating that it had been one of the highlights of his time on the Board. Further, he underscored that the Board of Higher Education continues to attract some of the best and brightest leaders. In addition, he reported on a visit with a member of an accreditation team. The team member indicated that he had reviewed three other institutions in Oregon and questioned how our institutions were able to continue with such high quality with so little resources. Mr. Dodson indicated pride in hearing such comments.

Measure 5

Mr. Dodson acknowledged the leadership style of the presidents in the fact of Measure 5. He indicated that we had a good mix of real veterans who had been through similar experiences and others who are new and can bring a creative, bright, fresh view of the System. Mr. Dodson expressed his realistic view of the difficult times which are ahead while at the same time expressing optimism that the State System would come through the coming months stronger and better than before because the right people are in place to face the challenge.

Visitation

Mr. Dodson thanked President Byrne and his staff for their efforts in preparing for the Board meeting and visitation. In addition, he thanked the Board members for their attendance and participation in the visitations.

Board Visitation

Following adjournment of the Board meeting, the members participated in a visitation of Oregon State University.

Adjournment

The Board meeting was adjourned at 10:50 am.

Mark Dodson, President

Virginia L. Thompson, Secretary
### APPENDIX

A summary of reports, requested information, or topics designated for future review or consideration is presented below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Original Presentation</th>
<th>Tentative Presentation Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective Admissions</td>
<td>4/21/89</td>
<td>Periodic reports on effect at each campus</td>
</tr>
<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>
</tr>
<tr>
<td>Statement of Expectations re Expenditure of Unrestricted Funds</td>
<td>9-7-89</td>
<td>September 1990 (Not ready yet)</td>
</tr>
<tr>
<td>Minority Education—Institutional Plans, including graduate education</td>
<td>11-16-89</td>
<td>November 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>
<tr>
<td>Review of Women and Minorities in High Administrative Positions</td>
<td>1-19-90</td>
<td>Not specified</td>
</tr>
<tr>
<td>WOSC Double Major Designation</td>
<td>5-18-90</td>
<td>May 1993</td>
</tr>
<tr>
<td>Reports on Athletic Financing (Annual reports requested, with others when budgets are forecasted to be out of balance.)</td>
<td>6-14-90</td>
<td>June 1991, or as necessary</td>
</tr>
<tr>
<td>OAR 580-40-041, Revolving Charge Account Policy</td>
<td>7-20-90</td>
<td>July 1991</td>
</tr>
<tr>
<td>Western Undergraduate Exchange Program</td>
<td>7-20-90</td>
<td>July 1991</td>
</tr>
<tr>
<td>Oregon Joint Graduate Schools of Engineering</td>
<td>7-20-90</td>
<td>July 1992</td>
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