MINUTES OF REGULAR MEETING OF THE
STATE BOARD OF HIGHER EDUCATION HELD
DECEMBER 21, 1990

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APPENDIX B - Report to the Board, Chancellor Approved Salaries for
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STATE BOARD OF HIGHER EDUCATION
MINUTES OF REGULAR MEETING HELD IN VANFORT ROOM
SMITH MEMORIAL CENTER, PORTLAND STATE UNIVERSITY
PORTLAND, OREGON

December 21, 1990

A regular meeting of the State Board of Higher Education was held in Room 338, Smith Memorial Center, Portland State University, Portland, Oregon.

ROLL CALL

The meeting was called to order at 8:30 a.m., Friday, December 21, 1990, by the Vice President of the Board, Mr. George E. Richardson, Jr., and on roll call the following answered present:

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

President Mark Dodson arrived late to the meeting, having been delayed due to bad weather in Chicago.

Chancellor Bartlett and Presidents Brand, Byrne, Cox, Gilbert, Kohler, Meyers, and Ramaley were present. President Leeman of OIT was unable to attend due to adverse weather conditions.

Chancellor's Office—Chancellor Thomas Bartlett; Virginia L. Thompson, Board Secretary and Executive Assistant to the Chancellor; Shirley Clark, Vice Chancellor for Academic Affairs; Weldon Ihrig, Vice Chancellor for Finance and Administration; Larry Large, Vice Chancellor for Public Affairs; John Owen, Vice Chancellor, OCATE; Michelle Warnke, Interim Director, Communications; Francesca Clifford, Assistant to the Director of Communications; Davis E. Quenzer, Associate Vice Chancellor, Budget and Fiscal Policies; George Fearnsteiner, Associate Vice Chancellor, Facilities Division; Thomas Coley, Assistant Vice Chancellor, Academic Affairs; Roger Olsen, Director, OCATE; Steven Katz, Controller; Jerry Casby, Assistant Attorney General.

University of Oregon—President Myles Brand; Daniel Williams, Vice President, Administration; R. P. Suttmeier, Director, Center for Asian and Pacific Studies.

Oregon State University—President John Byrne; Graham Spanier, Provost; L. E. Coate, Vice President, Finance and Administration; George Keller, Vice President, Research, Graduate Studies and International Programs; Mike Martin, President of Faculty Senate.
Oregon Health Sciences University—President Peter Kohler; Henry VanHassel, Vice President, Administration; Lesley Hallick, Vice President, Academic Affairs.

Portland State University—President Judith Ramaley; Steve Silsage, Director, Physical Plant; Earl Mackey, Vice President, Development and External Affairs.

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.

Southern Oregon State College—President Joseph Cox.

Oregon Institute of Technology—Chris Eismann, Dean of Academic Affairs.

Interinstitutional Faculty Senate Members—Eugene A. Enneking, Portland State University; Margaret Berroth, Oregon Health Sciences University; Herb Jolliff, Oregon Institute of Technology; Bonnie Staebler, Western Oregon State College; Ulrich Hardt, Portland State University.

Others—Jim Hill, The Oregonian; Jon Wood, Oregon Student Lobby; Viviane Simon-Brown, COCHE Director; Kris Hudson, Assistant Director, Governor’s Commission on Higher Education in the Portland Metropolitan Area; Lynn Pinckney, Oregon Student Lobby; LeRoy Cornick, Oregon Education Association.

The Board dispensed with the reading of the minutes of the last regular meeting held on November 16, 1990, and approved them with the addition of the names of several attendees inadvertently omitted. The following voted in favor: Directors: Adams, Bailey, Bruggere, Davis, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. Those voting no: None.

Mr. Richardson introduced Mr. Don Frisbee, Chair of the Governor’s Commission on Higher Education in the Portland Metropolitan Area, Ogden Beeman, Commission member, and Robert Wise, Executive Director. Mr. Richardson expressed his thanks to the Commission members for their tireless efforts on behalf of Portland and the state, and congratulated them on the high quality of work which had been completed.

Mr. Frisbee opened his comments by thanking the Board of Higher Education, the Chancellor, and staff for support during the work of the Commission. Mr. Frisbee chose to respond to the testimony of President Mark Dodson, delivered to the Commission at the time the final report was issued. The first item concerned the formation of the Greater Portland Trust in Higher Education which is
to encourage public and private institutional collaborative efforts. A second area of concern addressed by Mr. Frisbee was the formation of the Council of Presidents and a concern as to whether the presidents of the University of Oregon and Oregon State University would be included in the membership of the Council. Mr. Frisbee indicated that the Council was self-generated and had started during the time the Commission was formulating its report. Every indication is that the Council will be inclusive in membership—not exclusive.

Mr. Frisbee explained that both the governor and governor-elect had been asked to extend the life of the Commission beyond December 31, 1990 for three months. There are sufficient resources from private sources for this purpose. There are three primary goals for the three month period: formally constitute the Trust, a job undertaken by Ogden Beeman; develop a clearer picture of what the Portland educational networks (including K - 12 system, community colleges, private colleges, Educational Service Districts, and volunteer organizations such as the United Way) are doing in addressing the education and social issues of the Portland Metropolitan area; and, support the Council of Presidents in developing priorities and an agenda for the coming years.

During the discussion which followed Mr. Frisbee's report, members of the Board raised questions concerning the Trust and the potential overlap of fund raising with the existing institutions, foundations, and organizations. Mr. Frisbee indicated that from the initial stages of thinking about the Trust, every effort had been made to assure that the Trust would open new doors—not close existing ones. It is assumed that the Trust would begin fund raising in support of interinstitutional collaborative academic programs. The current environment makes the start-up of new programs very unlikely and, for the most part, monies will need to be found from outside state revenue streams.

When asked about the potential makeup of the Trust, Mr. Frisbee indicated that it would be constituted of approximately 10-12 members who are representative of the Portland-area community-at-large: educational, business, social agencies, cultural, and county. Trust members should become the primary communicators between the sector they represent and the Trust as plans are being made to expand and improve higher education in the Portland metropolitan area.

Mr. Bruggere raised the question of who would empower the Trust to act and speak for it. Mr. Frisbee indicated that the Commission had, in a sense, operated under similar conditions and had, as a volunteer group, made great strides in its ability to speak for the public on matters of higher education. The Trust
must work to develop the same kind of base of support or it will run the risk of becoming an advocacy group with no real mission or voice.

Mr. Frisbee concluded his report by indicating that the State Board of Higher Education was considered a major participant in the plans of the Commission.

Temporary Adjournment of Board

The regular meeting of the Board of Higher Education was temporarily adjourned to Committee Meetings at 9:15 a.m., following Mr. Frisbee’s report.

Re-convening Board

Mr. Richardson reconvened the regular meeting of the Board at 11:00 a.m.

CHANCELLOR’S REPORT

The Chancellor apologized for the lengthy report which he would be making before the Board, but indicated that there was a great deal of activity during what is normally a quiet time of the year.

The Chancellor formally announced the December 7, 1990 appointment of Dr. Lawrence Wolf as president of Oregon Institute of Technology and indicated that Dr. Wolf would bring strong administrative, academic, and research backgrounds to the presidency. Dr. Wolf will begin residency in late March but will be in attendance at the next two Board meetings.

In making this announcement, the Chancellor congratulated the Search Committee for its work: Chair, Director Robert Adams; Directors Les Swanson and Beverly Jackson; other members of the committees from the OTT campus and the community; and, Vice Chancellor Larry Large who played a critical administrative and operational role to the work of the Committee. The committee laid out a compact timeline, met those deadlines, and successfully completed the task.

OTT Presidential Selection

New Board Member Orientation

On December 14, 1991, new Board members Britteny Davis, Christopher Halsey, and Beverly Jackson spent a full day in Eugene participating in the first phase of new Board member orientation. The Chancellor indicated that the process was a learning one for everyone, since many of the staff had not participated in sessions of this kind before. From the orientation, a more formal process will be developed.

IFS Report

The Chancellor called on Dr. Ulrich Hardt, Portland State University, for the regular report of the Interinstitutional Faculty Senate (IFS) report. Dr. Hardt reminded the Board that the IFS met every other month and held its last meeting on December 7 and 8, 1991. Vice Chancellor Shirley Clark, Vice Chancellor Weldon Ihrig, and Director of Government Relations Roger Bassett had participated in portions of the meetings. A major theme running
through the sessions was the impact of Measure 5 on higher education. The IFS has expressed desire to work closely with the Chancellor and staff in meeting the challenges of Measure 5.

In November, 1989, the Board requested that the Chancellor report annually on equal opportunity and affirmative action objectives in enrollment and employment. In the spring and summer of 1990, the institutions submitted to the Chancellor's office the first draft of plans for recruitment of minority students, faculty, and staff.

The total number of students from underrepresented groups enrolled in the fall of 1989 was 322 students, or 4 percent of the freshman class. The rate of participation of students graduating from Oregon high schools from underrepresented groups was 8 percent in the fall of 1986, and by fall of 1989, 13 percent. The first goal of the underrepresented minority achievement scholarship programs was to double the fall 1986 enrollment from 145 to 290 students. The 290 goal was actually reached in the fall of 1988, when 291 students from underrepresented minority groups enrolled in the program. However, in fall 1989, there was an unanticipated 3 percent decline. Institutions are giving these matters highest priority.

The Chancellor reminded the Board of approval granted to begin a Portland Teacher Plan in fall of 1990. The intent of that program is to increase production of minority teachers through interrelated programs among the high schools, community colleges, and Portland State University.

Finally, the Chancellor indicated that encouraging minority representation at the graduate level is a high priority of the System. However, expansion of efforts in this area will have to occur within an extraordinarily hostile fiscal environment.

The campuses have put forth considerable effort to expand the number of minority faculty and administrative hires. Dissemination of information about job availability has been enhanced on some campuses by the installation of computer software which enables tracking of openings.

The Chancellor indicated that the Academic Committee had asked Vice Chancellor Clark to prepare a discussion of these topics for the April 1991 regular meeting of the Board and that a more complete report be made at the June 1991 meeting.

The Chancellor indicated that key principles had been identified for directing the current discussions regarding budget implications of Measure 5. The first principle is that the State System must maintain the capacity for sustainability for the long term—sustainability of items such as salaries, minimum levels of building maintenance, enrichment of library subscriptions and
holdings. Second, the System cannot consider across-the-board reductions at the system or institutional levels. Third, given the magnitude of the challenge, there are no unthinkable actions, no unaskable questions, since we will be face the potential of a reorganization and restructuring of the System which will require creative actions. Finally, whatever measures are implemented, the Board and the System must protect the future and maintain a capacity to expand.

Presidential Salaries

During the past year, salary adjustments have been made at the campus level regarding faculty and staff. The final step in a process which started at the beginning of the biennium is for the Chancellor to recommend to the Board salary increases for senior administrative personnel. These have, in recent years, been postponed until late in the biennium, thus enabling the same amount of money to produce a higher percentage of increase because it is focused in a shorter period of time. Within that context, salary increases for the second year of the present biennium would begin January 1, 1991, and run for six months, or to the end of the biennium. By doing this, and by combining the 1989-90 funding with the $5 million appropriated as an emergency action by the Emergency Board, the pool increase for faculty for the six month period will be between 7 and 8 percent.

The Chancellor recommended an increase of 5 percent for presidents, between 5 and 6 percent for vice presidents; and, 5 percent for vice chancellors, indicating that in order for the System to achieve sustainability and to be positioned to move ahead, top administrative personnel must be retained.

Chancellor’s Recommendation to the Board

IMD 1.020 (1) provides that the Chancellor recommend to the Board salary adjustments for the institution presidents. The following schedule contains the list of institution presidents with the current salaries and the Chancellor’s recommendation for salary adjustments effective January 1, 1991.

The Board will recall the 1989 Legislative Assembly approved a salary package that provides for academic salary increases of five percent each year effective January 1, 1990 and January 1, 1991.

The salary adjustments submitted here are in line with those given to other top administrative staff at the respective institutions.
## Schedule of Salary Adjustments

<table>
<thead>
<tr>
<th>University of Oregon</th>
<th>Annual Rate as of 1/90-12/90</th>
<th>Annual Rate Recommended 1-1-91</th>
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<tr>
<td>Brand, Myles, President</td>
<td>$105,000</td>
<td>$110,244</td>
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<tr>
<td>Expenses Incident to Position</td>
<td>13,620</td>
<td>14,304</td>
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<tr>
<td>Total</td>
<td>$118,620</td>
<td>$124,548</td>
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<tr>
<th>Oregon State University</th>
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<th>Annual Rate Recommended 1-1-91</th>
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<td>Byrne, John V., President</td>
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<td>Expenses Incident to Position</td>
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<td>14,304</td>
</tr>
<tr>
<td>Total</td>
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<td>$124,548</td>
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<td>Ramaley, Judith A., President</td>
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<td>14,304</td>
</tr>
<tr>
<td>Total</td>
<td>$118,620</td>
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<th>Western Oregon State College</th>
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<th>Annual Rate Recommended 1-1-91</th>
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<td>Expenses Incident to Position</td>
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<td>8,820</td>
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<tr>
<td>Total</td>
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<td>$ 96,636</td>
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<td>Cox, Joseph, President</td>
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<td>Expenses Incident to Position</td>
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<tr>
<td>Total</td>
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<th>Eastern Oregon State College</th>
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<td>Gilbert, David E., President</td>
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<td>Expenses Incident to Position</td>
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</tr>
<tr>
<td>Total</td>
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<th>Oregon Institute of Technology</th>
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<th>Annual Rate Recommended 1-1-91</th>
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<td>Lemman, W. T., Interim President</td>
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<th>Annual Rate Recommended 1-1-91</th>
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<td>Kohler, Peter O., President</td>
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<td>Expenses Incident to Position</td>
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<tr>
<td>Total</td>
<td>$131,940</td>
<td>$138,540</td>
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</tbody>
</table>

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Board Discussion and Action

Mr. Bruggere voiced his strong support for the salary increases, but questioned the absence of a recommended increase for the Chancellor. Mr. Dodson indicated that he, not the Chancellor, made that recommendation. However, the Chancellor had expressed a desire to take himself out of salary discussions, thus enabling him to advocate for raises for others, and had requested that no increase be recommended for the present year. Following a discussion by the Board, Mr. Dodson was directed by the Board to confer with the Chancellor further regarding his principled stand not to accept a salary increase.

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

Budget Preparation

The Chancellor presented the current budget projections and targets with which staff are working. The present projections are that, to sustain the current "running rate" for the next biennium, the State System is facing approximately a $90 million reduction, or about 12 percent of current levels. There are, as the Chancellor pointed out, only two ways of balancing the resources: one is to increase revenues, implying increasing tuition for students; and the other is decreasing expenditures, which means reducing the number of people in the System. Over 80 percent of the State System budget is in people costs—salaries for faculty and staff.

The Chancellor indicated that over the next three to four weeks, he, key staff, and institution presidents would be exploring every avenue required to accomplish the task of balancing the reduced budget, working closely with the governor-elect, her staff, and members of the Legislature.

A Status Report on Pacific Basin Centers/Institutes

Background

Over the past decade OSUHE institutions have greatly expanded their Pacific Basin initiatives in response to a growing recognition that Oregon's economy is increasingly linked with international trade, particularly Pacific Basin countries. Campuses have focused their initiatives in four major areas:

- Expansion of foreign language programs (more baccalaureate and master's degree programs, the addition of minors in languages such as Japanese and Chinese; and additional sections of foreign language classes);
Meeting #594

Expansion of internationally oriented instructional programs (for example, new degree programs in international business and international trade; additional courses in cultural anthropology, non-western culture);

- Student and faculty exchange programs;
- Research and service initiatives.

The purpose of this report is to update the Board on progress made in the research and service areas.

The last report to the Board on this subject occurred more than one year ago (Preliminary Report of the OSSHE Pacific Basin Committee, May 19, 1989). This report was developed by the OSSHE Pacific Basin Committee, a 12-member interinstitutional committee established by the Chancellor’s Office to develop mechanisms for coordination among the various instructional programs, centers, institutes, and other related initiatives in Pacific Studies. The Committee’s charge was to consider coordination of language programs, business forums related to international trade, research and development programs, and activities of centers and institutes. It subsequently made recommendations in these areas.

The Board’s primary reason for calling for the establishment of this Committee was concern about duplication of effort in Pacific Studies research and service among OSSHE institutions. The Board had previously approved establishment of the OSSHE International Trade Institute at Portland State University in 1983 and the Asian and Pacific Studies Center at the University of Oregon in 1988. At the time Portland State University was preparing a proposal to establish a North Pacific Applied Research Center for Board consideration, and this center was subsequently approved by the Board in May 1989.

Staff Analysis

Staff have raised three major questions in addressing the current status of OSSHE’s Pacific Basin centers and institutes:

1. What progress have the various centers and institutes in Pacific Studies made since their establishment?

Each research/service structure has been able to implement a number of initiatives since their approval by the Board. These are reviewed in the Overview of Pacific Basin Centers/Institutes which follows. The two most recently established report necessarily focusing attention on staffing, working out cooperative relationships with faculty, and seeking external funding for grants. It should be noted that except for the International Trade Institute, which
does receive significant state funding from the Legislature, minimal (if any) state dollars are being used to develop the research/service initiatives at the University of Oregon, Portland State University, and Oregon State University. Each Center has been able to report significant progress in reaching out to other campuses as well as state agencies and community organizations and each has future initiatives planned.

2. Do OSSHE institutions have unnecessary duplication in the research and service area related to Pacific Basin interests?

In the past the Board has expressed concern over possible duplication of effort among the various centers and institutes in Pacific Studies. The OSSHE Pacific Basin Committee did review this concern and indicated its recommendation in 1989 to the Board:

"The Committee recommends that it may be appropriate at some point to have centers on virtually all State System campuses to focus research attention on issues related to the Pacific Basin. There already are the Asian and Pacific Studies Center at the University of Oregon, the pending North Pacific Applied Research Center at Portland State University, the International Trade Institute in Portland, and the newly developed Natural Resources Trade Consortium at Oregon State University. OSSHE is in a fortunate position to have a broad range of resources available at the various campuses to turn to when the State needs to address various issues. All of the campuses’ efforts will be strengthened if they can call upon the resources of one another. The Committee recommends some duplication of effort among the campuses given the importance of the Pacific Basin to Oregon."

The Board accepted the Committee’s report and approved Portland State University’s North Pacific Applied Research Center in May 1989. The understanding of the Board was that multiple efforts among various campuses would be in the best interests of Oregon, given the state’s growing ties to Pacific Basin countries; and that continuing coordination and communication among the various centers and institutes would occur.

It appears from a review of initiatives underway at each of OSSHE’s Centers/Institutes that there currently is not a duplication of effort. The various research/service structures appear to be focusing on different emphases in line with their stated missions.
3. Should any changes be made in the current structures of these centers/institutes?

Staff does not believe that the current array of Centers/Institutes needs to be changed at this time. Staff are recommending that the Pacific Basin Committee, or some similar interinstitutional group, resume meeting to facilitate coordination and communication activities in this important area of concern to OSSHE and the state. Consideration should be given to reducing barriers to coordination, as typically occurs in interinstitutional "blends" such as is envisioned in this area. The Board should recognize that solutions in this area will likely depend on the availability of resources.

Overview of Pacific Basin Centers/Institutes

Brief overviews of the OSSHE Centers/Institutes addressing Pacific Basin interests are presented below.

International Trade Institute: Portland State University

Background. Established in 1983, the International Trade Institute (ITI) was an outgrowth of the Legislature's emphasis on international trade development in Oregon. ITI is an OSSHE interinstitutional program that reports to/through Portland State University. ITI is located in the World Trade Center in order to take strategic advantage of the academic, business, and government expertise available in the metropolitan area.

Purpose. ITI's legislative mandate is to provide research, education, and information assistance to Oregon businesses statewide wishing to enter international trade or expand international market opportunities. A central purpose of ITI is to analyze the relationships between global trends and market opportunities for Oregon.

Faculty. Dr. Gil Latz, Associate Professor of East Asian Geography, was named Institute Executive Director on January 1, 1990. The Institute works with OSSHE faculty who participate as advisors to the Field Study Program on a quarterly basis, and who work on selected applied business research projects for the private and public sectors.

Areas for Research and Service. Research and service initiatives address four major sectors of Oregon's international economy:

- Agricultural value-added processing (e.g., a study of opportunities in Western Canada for Oregon producers);
Secondary wood products (e.g., study of prefabricated housing market in Japan);

High technology (e.g., export of pollution control equipment to Taiwan);

Foreign direct investment in Oregon (e.g., survey from all sources as well as from Japanese sources).

ITT also conducts research on international curriculum development questions. Examples include the Directory of International Programs in Oregon, and development of a Faculty Manual and Student Study Guide for the Pacific Century, a 10-part education telecourse.

Programs. Three key programs form the core of ITT's capability to provide research and information on international trade opportunities:

- **Trade Information Service.** Provides ongoing research (focused on Oregon's top trading partners in the Pacific Basin) into sources of international market information with a concentration on developing electronic access and retrieval. Information includes product tracking by country, volume over time, barriers to trade by country, company financial profiles, suppliers, distribution channels.

- **Field Study Program.** Operates as a quarterly program for upper division undergraduate students from Oregon's public and private colleges/universities to introduce students to the applied dimension of international trade. Students work directly with companies to provide market-specific studies or focus on an international topic in support of ITT's research. Examples of projects include market research on the pole building market to Canada and microbrewery equipment opportunities in China.

- **Business Assistance Program.** Links ITT's expertise in information sources to the information needs of small- and medium-sized business. Examples include counseling with businesses to plan and interpret their information requirements regarding a foreign market, direct businesses to sources of international information, and support maintenance of an Electronic Directory of Oregon Businesses. The Directory is a centerpiece of the Program — it highlights the characteristics of those companies in Oregon doing business in the Pacific Basin and elsewhere in the world.
Selected Funding Examples. Examples of funding in the Pacific Basin area include:

- Agricultural Market Opportunities in Canada $3,500
- Japanese Foreign Direct Investment in Oregon $2,000
- Oregon Electronic Business Directory $97,000
- Pacific Century Telecourse $20,000
- General consulting/services to Oregon companies doing business in the Pacific Basin $30,000

Cooperating Partners. In addition to OSSHE institutions, ITI now pursues cooperative research and development projects with Oregon State University, University of Oregon, and Portland State University. Other key institutions that have established partnerships with ITI since 1983 include:

- American Plywood Association
- Oregon Department of Agriculture
- Oregon Economic Development Department
- Portland Metropolitan Chamber of Commerce
- Small Business International Trade Program
- World Affairs Council of Oregon
- World Forestry Center
- World Trade Center, Portland

Discussion by the Committee.

Gil Latz briefly summarized the report on ITI and underscored that one of the most important roles of the institute was that of broker of information for a large number of groups: business, legislature, institutions, and other public agencies. According to Professor Latz, it would take approximately $100,000 of support for new programs in the coming biennium, but that it was most important that the Institute not lose valuable ground which had been gained over the past year.

Chairman Miller asked Professor Latz if the role of ITI was clearly enough understood in the broader community and the response was that it is not and this would be a major focus in the coming year. Dr. Latz underscored how difficult it is to spend scarce resources for marketing in the initial years of projects. One clear benefit of the Institute is the collaborative nature of many of the projects.

Center for Asian and Pacific Studies: University of Oregon

Background. Building on more than 50 years of teaching and research on Asia and the Pacific and on resources such as the Asian collections of the Knight Library and the Museum of Art, the Center for Asian and Pacific Studies (CAPS) at the University of Oregon was approved by the Board in 1988. The establishment of
CAPS reflected a recognition of the enormous economic and cultural importance of East and Southeast Asia, and Oregon’s needs to respond to the challenges of the region with university graduates who possess Asian language competence and cultural understanding.

Purpose. CAPS enhances teaching, scholarship, and public service through the strengthening and improved coordination of existing University of Oregon programs in Asian Studies, East Asian Languages/Literatures, International Business, International Studies, Pacific Islands Studies, and Southeast Asian Studies.

During the past two years, CAPS has focused on augmenting the strength and numbers of core faculty specialists in Pacific Studies, hiring a full time director, developing new curricular initiatives, and exploring new modes of public service.

Faculty. Dr. Richard Suttmeier, formerly a Henry P. Bristol Professor of International Affairs at Hamilton College (previously a Senior Analyst at the Congressional Office of Technology and Director of the Beijing Office of the National Academy of Sciences/Committee on Scholarly Communication with the Peoples Republic of China), was named the CAPS director in summer of 1990. CAPS-affiliated faculty now number more than 70, including some 30 core program faculty. There are nine new CAPS-affiliated hires at University of Oregon contributing the following specialties: Southeast Asian linguistics, Japanese Science/Technology, Orientalia librarian, pre-modern Japanese history, Japanese pedagogy, Southeast Asian music, Southeast Asian anthropology, Chinese linguistics, East Asian politics, science/technology policies in Asia.

Curriculum Development. CAPS has facilitated a number of developments in support of the UO’s internationalization objectives:

- Receipt of a National Endowment for the Humanities award which will make possible a program to encourage the infusion of Asian materials into the general UO humanities curriculum;

- Development of a proposal to award teacher certification for graduates in East Asian Languages/Literatures majoring in Japanese;

- Development of a proposal to initiate graduate programs in East Asian Languages/Literatures;

- Introduction of formal instruction in Thai and Bahasa Indonesian (languages spoken by over 165 million people in two of the fastest growing economies in the world but taught by only a handful of institutions in this country).
Initiation of a joint MA/MBA degree program in International Business and Asian Studies;

Initiation of a Southeast Asian Studies program which has secured major funding from the Ford Foundation and which, in consortium with the University of Washington and the University of British Columbia, enjoys designation as a Title VI National Center by the U.S. Department of Education.

Grant Activity. Faculty in fields related to Asian and Pacific Studies have been awarded more than $5 million in outside funding since 1980, including approximately $800,000 in the past three years.

Outreach to Public Schools. CAPS works with the Eugene 4J School District in the Japanese language immersion program (elementary school), and in efforts to develop a Japanese culture curriculum resource development center. In cooperation with CAPS, 4J was recently awarded a grant from the National Endowment for the Humanities to support this work, and CAPS is exploring with 4J the creation of a management structure to oversee successful implementation of the project. CAPS also provides three specialists as resource persons for the statewide "Asia Update" Inservice Day (secondary education).

Outreach to Broader Community. CAPS makes its resources available outside the Eugene area. Examples:

- In spring 1990 CAPS sponsored a program in Portland featuring Professor Eleanor Westney of the MIT Sloan School speaking on US-Japan Technological Relations.

- In February 1991, CAPS will co-sponsor with ITI, Lewis and Clark, and the Northwest China Council, a panel discussion on the legal and technology transfer dimensions of trade with/investment in China. CAPS will supply two of the four panelists.

- In joint sponsorship with ITI and Portland State University, conferences in Portland on issues of current concern are in the early planning stages.

- CAPS participates in Portland-based activities such as the World Affairs Council and the Northwest China Council, non-GSSHE organizations which offer opportunities for interaction with faculty from other institutions of higher education in the state.
Cooperation and Coordination. In order to carry out its mission effectively, CAPS recognizes that OSSHE systemwide collaboration is needed, for example:

- A recent CAPS pre-proposal on coastal estuary management in the Pacific region, submitted to the U.S. Man and the Biosphere Program, involved consultations with Oregon State University. Should a formal proposal be invited, it will be jointly submitted by the two institutions.

- To advance the cause of intra-system cooperation in support of the challenges of the 1990's, CAPS has invited Asia/Pacific specialists from PSU to visit Eugene for a further exploration of mutual interests. This visit is scheduled for December 10, 1990, and is planned as the first of an ongoing series of exchanges.

Future Directions/Problems. CAPS anticipates that the challenges of Asia/Pacific understanding for the 1990's will require two kinds of responses. There will be a need to enhance existing strengths in language and area studies, as conventionally defined. At the same time, the countries of the Asia/Pacific region (and the region as a whole) will be subject to worldwide forces of change. CAPS will seek, therefore, to define and develop new analytic and interpretive approaches to region-wide phenomena (for example, environmental concerns, trade and investment, new technologies, human resource development, and mobility); and to mobilize the energies of sector specialists as well as area specialists to achieve new levels of academically defensible and socially useful intellectual integration.

The activities of the last few years and the hiring of a full time director have set the stage for CAPS to enter a new phase. The passage of Measure 5 introduces new uncertainties into CAPS planning and program development. For instance, there are still important gaps in the CAPS faculty profile which need to be filled in Economics, Political Science, and Business. These are positions especially important for outreach, grant-supported research, and curricular strength. University of Oregon had hoped to fill these positions during the next biennium. However, this may not be possible. Other plans pertaining to library acquisitions, the strengthening of research and publication opportunities, and the expansion of public service programs such as lectures and conferences may be in jeopardy as well, and will require CAPS to redouble efforts to secure outside funding and strengthen statewide cooperation.

Most disturbing to CAPS' further development is the prospect of losing key faculty. In the past three years at least six CAPS faculty have had offers to assume positions elsewhere. Three of these were accepted; the loss to the University of Oregon in-
cluded one of the more prominent historians of modern China in the world, and one of the nation's leading young specialists on the Chinese economy. At least two senior CAPS faculty are currently entertaining other job possibilities.

CAPS recognizes that its success will be closely related to cooperation with other institutions in the system. Yet there are real obstacles to more effective collaboration, key to which is physical distance. The absence of an effective means for overcoming distance is a problem which warrants more serious OSSHE policy attention. CAPS also sees a need for a forum for exploring common, systemwide interests in meeting the challenges of teaching, research, and service in relation to the Asia/Pacific region; the latter may argue for the revitalization of the OSSHE Pacific Basin Committee.

Discussion by the Committee

Professor Richard Suttmeier of the University of Oregon highlighted the accomplishments of the Center and pointed out the major differences between CAPS and ITI. One distinguishing feature is that CAPS offers doctoral degrees in a number of fields and does not compete at all with the service outreach of ITI. One of the major recent accomplishments of CAPS has been the cooperative agreement with the Eugene 4-J School District in developing the Japanese Immersion Program, the first of its kind in the country. The schools have provided a rich research laboratory for the faculty. One of the major thrusts this year will be to further develop collaborative relationships with other institutions and "course-swapping" to capitalize on areas of strength of other institutions.

North Pacific Applied Research Center: Portland State University

Background. The North Pacific Applied Research Center (NPARC) at Portland State University was approved by the Board in 1989.

Purpose. NPARC's mission is to apply university expertise in North Pacific area studies and language training to respond to community and business needs. NPARC's mission complements existing centers by focusing on the provision of short-term educational training and information services to the community.

Research. NPARC has three main research components:

- East Asian studies (including Japan, Korea, China, Taiwan, Hong Kong, and Soviet East Asia);
- Canadian studies (emphasis on Oregon's close cultural and economic ties with Canada, especially the Western provinces);
Applied linguistics, language pedagogy, and intercultural communication.

Faculty. Dr. Beatrice Oshika, an Associate Professor of Applied Linguistics at Portland State University, was named Director of NPARC in April 1990. Approximately 45 faculty members with relevant experience serve as a resource pool for research and training efforts in NPARC. Seventeen faculty are specializing in East Asia, including the areas of international politics, Pacific Rim trade, history, economics, languages, and literature. Eight faculty are active in Canadian studies, including comparative economics, trade relations, demography, comparative criminal justice issues, language, and literature. Sixteen faculty are involved in applied linguistics in language pedagogy, intercultural issues, and computational aspects of language processing.

Initiatives Since Establishment. Examples of initiatives include:

- Organization of the Canadian component, including the naming of Richard Lycan, Professor of Geography specializing in Canadian trade and demographics, as Associate Director of NPARC. Dr. Lycan has organized the faculty with Canadian interests into an active group participating in the Canada-oriented sessions of the Western Social Sciences Association meetings and the Pacific Northwest Canadian Studies Consortium. Faculty recently met in Portland with Richard Seaborn, representative of the Canadian Consulate in Seattle dealing with academic relations, to discuss proposed research programs that might fall within Canadian External Affairs funding guidelines.

- Contact with Human Resource departments of high-technology manufacturing operations in the Portland area to determine the need for special-purpose English language training programs for personnel who are non-native speakers of English. Such programs could be customized to focus on specific target groups within the company, such as manufacturing or management, each with its specific language and communication requirements.

- Organizing the international expertise within Portland State University into a coherent framework compatible with ongoing activities such as the International Studies program and ITI. This includes building an on-line database of Portland State University faculty who could contribute to NPARC activities as needed, complementing the database efforts of ITI that focus on local companies with international interests.
NPARC has cooperated with organizations such as ITI to respond to community inquiries regarding area studies training. For example, in response to a request from ITI, NPARC has submitted a proposal to an Oregon company to offer a one-day short course on Japanese history, culture, and language for staff planning business travel to Japan.

NPARC has ongoing efforts to assess the requirements for international training with the business community and the public sector.

Funding. Because of the relatively new status of NPARC, projects are still in development and no funding sources have yet been tapped. State investment in NPARC has been minimal.

Future Developments. The major effort is to market NPARC expertise to the international community, focusing on shorter-term programs such as short courses, workplace language training, and applied research project.

Discussion by the Committee

Dr. Beatrice Oshika, Director of the Center, highlighted the unique features of the PSU center, indicating that the Center acts as an umbrella for a number of activities. The Canadian component and the special-purpose English language training programs for personnel of high technology operations in Portland who are non-native speakers of English are illustrative of the diversity of the Center.

Research Centers and Related Programs: Oregon State University

International Plant Protection Center (IPPC). Most of IPPC's activity since its establishment in 1969 has occurred through core funds provided by a series of U.S. Agency for International Development-funded contracts as well as collaborative arrangements with other donors. IPPC activity in Asia fits into three major categories:

- Research by agronomists and economists on weed management systems and economic and environmental impacts of specific weed problems in the Philippines and Northern Thailand.

- Training (beginning in 1976 and continuing to present) involving participants from the Philippines, Thailand, Malaysia, Indonesia, Japan, and Hong Kong on various aspects of crop protection including pesticide management.
Information and technical assistance (started in 1972) through IPPC's newsletter called "INFOLETTER," which reaches more than 600 crop protection professionals throughout Asia, and through specific technical information sent upon request.

Office of International Research and Development. OIRD supports faculty and student involvement in numerous science and technical programs overseas. Current projects in the Pacific Basin include work in Chile, the Philippines, Thailand, China, and Japan. Activities focus on scientific cooperation in cereals improvement in forestry, agroforestry, fisheries economics, marine sciences, and strengthening of technical education. Examples include:

- Kyushu University, Japan, and Oregon State University joint project to improve graduate education in Bangladesh;
- Watershed management and reforestation in Mindoro, Philippines;
- Agroforestry curriculum development at Chiangmai University, Thailand;
- Wheat improvement in China.

Natural Resources Trade Consortium. NRTC is a joint effort of the Colleges of Agricultural Sciences, Business, and Forestry at Oregon State University. It is a loosely organized group of professionals who meet to discuss and collaborate on projects and issues related to international trade in natural resource-based commodities and products.

Recent NRTC projects include:

- An Assessment of the Impacts of U.S.-Canadian Free Trade on Western Oregon Agriculture;
- The Political Economy of Trade Reforms in Japan;
- Prospects for and Impacts of Changes in Korea's Beef Impact Policies;
- The Need for an Oregon State University Presence in the Portland Area Trading Community;
- Overview of International Supply and Demand Conditions for Seafood Products.
The NRTC is now focusing on opportunities for value-added wood product exports from Oregon and on an evaluation of multilateral trade negotiations in Oregon's traditional agricultural subsectors.

Discussion by the Committee

Vice President George Keller of Oregon State University briefly summarized the research centers and related programs of Oregon State University, indicating that all of the programs are developed around the specific mission of the institution and are all self-sustaining. The focus of these programs is very different, except in the areas of language and culture, areas where more program development is needed.

Chancellor Bartlett briefly reported to the Committee on a recent trip to Bangkok to attend a meeting of presidents of Pacific Rim Universities. There is, according to Chancellor Bartlett, a new self-consciousness on the part of university heads to explore how to increase understanding and interaction of academic parts of the system, including mobility of faculty and students. These are extraordinarily disparate countries. Specific emphasis will continue to be placed on relationships with Thai institutions, if the State System can muster the resources.

Mr. Miller indicated that the Committee had learned a great deal from the altogether too brief discussions of the Centers and that the Committee and the Board should continue to expand understanding of these important centers.

Background Statement

In November of 1989, the Oregon State Board of Higher Education directed the presidents of each State System institution to develop and present to the Chancellor a comprehensive plan for recruiting, retaining, and graduating minority students. The Board's directive was based on staff analysis and recommendation on the status of systemwide efforts to address the Board's 1985 policy statement on equal educational opportunity. The pertinent paragraphs from the 1985 policy statement are as follows:

"It is the Board's intent that women and minority students be appropriately represented in academic programs at the undergraduate and graduate levels. It is also the Board's intent that women and minorities be appropriately represented in the administrative staff and in the teaching and research faculty.

"Institution presidents have primary responsibility for developing and implementing programs to enhance enrollment and graduation of women and minority students and for achieving a diversified workforce by maintaining affirmative action plans;
the appropriate social-educational climate; and other relevant conditions, policies, and practices. The Chancellor is responsible for developing and implementing similar plans, conditions, policies, and practices in the Board’s Office. As a matter of law, as well as policy, the Chancellor shall evaluate the performance in these areas of presidents and other officers reporting to him. (See Board’s policy on Executive Management and Evaluation of Chief Administrators.)"

The Board’s policy on equal educational opportunity was further articulated with the adoption of OAR 580-10-003 in July of 1986. The administrative rule set forth the Board’s intentions for institutions in three areas: (1) that minority and female students be appropriately represented in academic programs at the undergraduate and graduate levels; (2) that the institutions take appropriate steps or make efforts in that direction; and (3) that recognition be given to those institutions that achieved the stated goals or made superior efforts and conversely, that attention be called to those institutions that demonstrated unsatisfactory progress or effort.

The purpose of this report is to provide an update on the status of campus plans to take appropriate steps to ensure that minority students are appropriately represented in the academic programs at the undergraduate and graduate levels, as mandated by the Board in November of 1989. In most cases institutional plans have not evolved to the point of implementation. Therefore, the staff requests that this report be viewed by the Board as preliminary with a final report to be given in June of 1991.

Finally, it will not be possible to address the third component of institutional recognition or attention intended by OAR 580-10-003 until systemwide outcome definitions and goals have been established and agreed upon and institutional plans have been fully developed. Related to this point is the need to clarify those activities that will require additional resources to meet stated goals and objectives. Once these provisions are in place, those institutions that have achieved stated goals should be acknowledged and, equally important, attention then should be directed to those institutions that demonstrate unsatisfactory progress or effort in the realization of plans.

Status of Institutional Comprehensive Plans

In response to Board policy, each campus has submitted a plan on its efforts and intent to ensure minority student representation in academic programs. Each campus has also developed, or is in the process of developing, plans for increasing the number of minority faculty and staff. To further explicate the Board’s po-
icy, the Chancellor distributed guidelines to the presidents specifying the elements to be contained in each campus comprehensive plan. The elements identified were the following:

- The current campus situation relative to minority student, faculty, and staff recruitment and retention efforts;
- An institutional assessment of the educational and social environments;
- Where the institution wants to be in 1993, 1995, and 2000 relative to its efforts;
- The strategies the institution will use to achieve its long- and short-term goals and objectives relative to minority student, faculty, and staff recruitment and retention;
- What mechanisms will be used to measure progress toward the stated goals and objectives; and
- The resources that will be needed to achieve the institutional goals and objectives.

Campus plans were submitted to the Chancellor's Office in late spring of 1990 and were reviewed by staff. In fall of 1990 a summary of each plan was prepared and distributed to each campus. Also, specific questions regarding campus plans were developed to assist campuses in further clarifying content relative to particular guideline elements. Academic Affairs staff visited each campus to meet with key representatives responsible for developing and/or implementing the plan. After discussion on the status of campus plans, representatives were asked to formally respond to questions and to the draft summary of their plan. The attached summary reflects the staff's efforts to synthesize the eight plans with opportunity for input from the campuses.

Observations Regarding the Plans

1. Campuses have determined or defined their goals of minority student representation in various ways. For example, at the University of Oregon, minority student representation is a percentage of the current student body enrollment; at Portland State University minority representation is presented as a percentage of student body enrollment that matches the percentage of the minority representation in the Portland metropolitan area; at the Oregon Institute of Technology minority representation is based on the state average of minority population; and at Southern Oregon State College minority representation is based on the overall minority
student representation in the State System. The variation in definitional basis is problematic to assessing the overall direction of minority student representation in the State System and comparing goals among the campuses.

2. As might be expected, each campus has an array of approaches for recruiting and retaining students. An overall approach at Oregon State University and the University of Oregon is to hold each dean accountable for established goals for recruitment and retention of students and faculty. At Southern Oregon State College, Western Oregon State College, and Eastern Oregon State College standing committees of faculty, staff, and students are responsible for overseeing the implementation of the plan. Oregon Health Sciences University uses a combination of committee and executive staff to develop and monitor goals for student recruitment and retention, and faculty hires. Portland State University has instituted a Plan Implementation Group consisting of five action teams co-chaired by a senior administrator and a senior faculty member. In most cases, a community advisory committee or individual community representatives are involved in the development and implementation of the plan. The president or vice-president/provost meet regularly with the campus oversight committee.

3. Every campus has programs to assist students on campus and to attract students. The level and type of support vary considerably. Some campuses can only support student services for minority, underrepresented, or economically disadvantaged students through "soft" grant support, primarily federal Trio or Title III funds. Staff availability and service are continuous if the grant is reauthorized for funding. This type of support seems to create an insecure atmosphere for staff and communicates a lack of program commitment to students and to the community. In contrast, the larger campuses, such as the University of Oregon and Oregon State University, appear to provide programs with more general fund support. In order to assess the level, range, and source of student services, including academic support programs, each campus will be asked for information in this area, particularly as these programs help to meet Board policy to recruit and retain minority students in academic programs.

4. The Minority Student Achievement Program for first-time freshmen and for junior transfer students is having a positive impact on the campuses' efforts to recruit and retain undergraduate students. For the first-time freshmen program, the retention rates for the first three years were as follows: EOSC - 44%; OSU - 50%; OIT - 65%; OSU - 90%; PSU - 85%; SOSC - 65%; UO - 90%; and WOSC - 64%. Given the
present level of success, campuses request that additional scholarship support be provided. There is concern, however, that scholarships not be solely funded through fee waivers. There are costs to students which will require general fund support in order to effectively recruit and retain students.

5. Faculty recruitment and retention is a major concern on the campuses. The predicted shortages of doctorally-prepared people in general will increasingly make replacement of retired faculty a critical challenge. Minority faculty recruitment and retention may require both campus and systemwide programs to achieve a degree of success. Campuses are projecting the need for more than $1.5 million in either annual or special program support for minority faculty recruitment and retention. Suggestions for successful strategies include faculty exchanges with historically Black colleges and universities, establishment of a minority faculty applicant data bank, establishment of a special "fighting fund" to encourage and assist an academic department in hiring a minority faculty member, and increasing the use of adjunct and courtesy professorial appointments of minority professionals in the service areas of a university or college. These are examples of strategies that will be considered for implementation.

6. In terms of graduate student recruitment and retention, the campuses have focused on the need for additional scholarships or assistantships. In meetings with campuses, it is clear that such a program to assist minority graduate students is essential. However, campus representatives believe that fee waivers will not be sufficient to compete with other institutions outside of OSSHE nor will fee waivers meet satisfactorily the financial needs of minority students at the graduate level.

Conclusion

The campuses are now in the process of either revising their original plans or organizing to implement strategies. The Board's directives to prepare the plans have had the two-fold effect of: (1) adding strength to the Board's commitment to pursue the tenets established in its equal educational opportunity policy and OAR 580-10-003; and (2) providing a stimulating context for each campus to review policies, practices, and relations toward minority students and faculty. It is recommended that the Board hold an "issue forum" in the spring to further clarify and emphasize its commitment to equal educational opportunity and diversity. Issues that might be explored include:
How are priorities for achieving diversity and equity on the campuses tied to overall priorities for the State System?

What are the appropriate goals and outcomes that should be expected for each campus and to which a campus should be held accountable? What are key strategies for making progress?

What changes, if any, in Board policy should be made to improve in the recruitment and retention of minority students and faculty?

As noted earlier in adopted statements, the Board’s commitment to diversity is integral to fundamental efforts of the State System to achieve educational opportunity and excellence. Further attention to diversity in our academic programs should include vigorous, affirmative steps to ensure that we recruit minority students and that we encourage them to be successful in their academic achievements and to successfully complete a degree program. Likewise, minority faculty and staff recruitment and retention are closely linked to the success we are likely to have with students, and are further indicative of the commitment of the institutions and the Board to achieve and maintain a diverse educational environment.

Discussion by the Committee

Dr. Thom Coley summarized the report and indicated that, although the State System has given high priority to the areas of minority recruitment and retention of students and faculty, there is much to be done. Mr. Miller summarized the discussion with the following points:

1. Each institution defines the task in a different way, and the Committee expressed concern that there was not enough uniformity for system-wide accountability. Work is needed to clarify definitions.

2. Retention of minority students is key to success and increased commitment is required to assure continued success.

3. The System continues to be extremely weak in programs for minority students at the graduate level.

4. Recognizing that the pool of faculty is very limited, we must strengthen initiatives to recruit and retain faculty. The Committee expressed concern about the lack of information regarding recruitment of women, a directive of the Board.
Mr. Bailey underscored that these were clearly issues on which the Board, the Chancellor’s office, and the institution presidents have major responsibility and need to take active roles in meeting the goals. The Board must continue to keep these issues in the forefront.

Staff Report to the Committee

Officials at Oregon State University want to purchase a parcel of land in Lincoln County in Lincoln County near the Hatfield Marine Science Center from the Oregon State University Foundation. The land was donated to the Foundation by the late Marilyn Potts-Guin with the intent that it become part of the Hatfield Marine Science Center.

The Foundation paid the remaining mortgage on the property ($26,512) and holds a clear title to it. The Foundation now wishes to donate the property to the Board in order to fulfill Ms. Potts-Guin’s intentions.

The property is an irregular shaped parcel containing approximately 2.76 acres. It is located at 3603 SE Chestnut, Newport, less than three-fourths of a mile from the Hatfield Marine Science Center. The property, which includes a single family residence, is appraised at $40,000.

Oregon State University officials have indicated that the property would be used for student housing and as temporary housing for new faculty members working at the Center while they search for permanent residences in a tight housing market in Newport.

Staff Recommendation to the Committee

The staff concurred with the request of Oregon State University and recommended that the Board gratefully accept the donation from the Oregon State University Foundation of the Marilyn Potts-Guin property at 3603 SE Chestnut in Newport, Oregon.

Discussion and Recommendation by the Committee

The Committee agreed with the staff recommendation and recommended that the Board accept the gift with gratitude to both the donor and the Foundation.

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,
Davis, Dodson, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. Those voting no: None.

Staff Report to the Committee

The Oregon State University Foundation has received property adjacent to the McDonald Forest for the benefit of the College of Forestry at Oregon State University. Dr. and Mrs. Julian Sessions made the gift to the Oregon State University Foundation with the intent that it be added to the Oregon State University Research Forest.

The Oregon State University Foundation is now prepared to donate the land to Oregon State University.

The property, like the rest of the Research Forest, will be used for a variety of teaching and research purposes. The gift language stipulates that harvesting timber on the parcel not be done as long as Dr. and Mrs. Sessions occupy their current home which is adjacent to the gifted land. Oregon State University officials have indicated they will comply with this requirement.

The parcel of land contains 1.120 acres and was appraised in August at $28,000.

Staff Recommendation to the Committee

The staff recommended that the parcel of land donated by the Sessions to the Oregon State University Foundation be accepted from the Foundation on behalf of the University to become part of the McDonald Forest.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recommendation as presented, with thanks to the Oregon State University Foundation for the generous donation of land.

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, Davis, Dodson, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. Those voting no: None.
Staff Report to the Committee

Officials at Oregon State University have forwarded to the Board’s office a request to exchange a parcel of land on the edge of the McDonald Forest for a comparable parcel adjacent to the McDonald Forest. Both parcels are of equal size (.92 acres) and have been appraised by a qualified appraiser as having the same estimated value.

Oregon State University officials have indicated that the exchange would be of benefit to the institution, as it would provide an opportunity to trade a piece of land which has many management limitations for one that integrates very well into the present land base.

Staff Recommendation to the Committee

The staff recommended that the Office of Administration be authorized to further negotiate the exchange of land between Mr. John F. Morgan and Oregon State University.

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, Davis, Dodson, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. Those voting no: None.

Staff Report to the Board

In September 1990, the Fire Marshall in Corvallis found numerous safety deficiencies in Oregon State University’s Mitchell Playhouse. These deficiencies led to closure of the facility for public assembly; and, as a result, the Oregon State University Theater Arts Program has no facility for its major productions.

The major productions provide the only realistic opportunity for students pursuing studies in set design and construction, stage lighting, and other technical aspects of theater arts to learn by doing. The productions have always been an integral part of the courses of study offered by the Theater Arts Program, and provide many of the instruction opportunities needed to satisfy degree...
requirements for majors. In addition, ticket receipts provide part of the revenue needed to support the Theater Arts Program. The loss of that income, if continued over a long period of time, will force reductions in the course offerings of the Theater Arts Program.

In October, Oregon State University officials informed the Board of the closure of the Mitchell Playhouse and requested approval to seek authorization from the State Emergency Board to expend $750,000 of General Fund and up to $750,000 of Other Funds to remodel Withycombe Hall to house a replacement theater. The Board approved that request and the Emergency Board, in November, established a project for the repair and renovation of Higher Education facilities, including up to $1.5 million for the creation of a theater in Withycombe.

Oregon State University officials now have requested that the Board declare an emergency so that the needed construction contract can be executed as quickly as possible. To minimize adverse effects on academic programs, Oregon State University is scheduling the use of Withycombe for a major theater production in May 1991. This will permit Oregon State University to offer courses in the 1990-91 academic year which involve the technical skills which can be learned and demonstrated only through a major theatrical production. Such a schedule means that the normal process of preparing detailed plans and specifications and advertising the project for bids cannot be followed. Therefore, an exemption from the normal competitive bidding process is required.

State laws and rules permit the Board to declare an emergency and waive normal competitive bidding requirements in certain circumstances. Among the conditions which warrant the declaration of an emergency are situations which pose a substantial risk of interrupting services and which could not reasonably have been foreseen soon enough to permit the use of normal competitive bidding techniques.

The inability to offer required academic course content is an interruption of services. This problem can be ameliorated for the Theater Arts Program in the 1990-91 academic year only if major theater productions can be scheduled and performed prior to June. The situation in which Oregon State University finds itself could not reasonably have been foreseen since the closure of Mitchell Playhouse for public assembly was due to an inspection of the Fire Marshall and no plans and specifications or site for a replacement facility were available at the time of the September inspection.

The development of full plans and specifications and the advertisement for bids normally would require about six months for a
project of this scope, even with an expedited schedule. Since it was not known until mid-November that funds would be available for replacing the theater, the normal process would have resulted in construction beginning in late May. This would result in few of the needed academic course offerings being available in the 1990-91 academic year.

Oregon State University officials will request quotations from at least three experienced contractors. These quotations will be based upon descriptions of the work but will not be based upon the detailed plans and specifications usual in competitive bidding. A contract will be executed as soon as possible with that contractor best able to perform the work within the time and money available. State law requires that the contract be awarded within 60 days unless an extension is granted.

Staff Recommendation to the Board

The staff concurred with Oregon State University and recommended that the Board find that the lack of a theater facility for major productions in the 1990-91 academic year will cause substantial risk of interrupting services, that the closure of the Mitchell Playhouse for public assembly could not reasonably have been foreseen, and that the prompt execution of a contract will remedy the situation. The staff recommended further that, based upon these findings, the Board resolve and declare that an emergency exists and that a contract for the establishment of a theater in Withycombe Hall be awarded without formal competitive bidding, in accordance with pertinent provisions of ORS 279 and OAR 125.

Discussion and Recommendation by the Committee

The Committee indicated a need for vigilance on the part of Oregon State University officials when granting permission to proceed in the manner requested. Oregon State University Vice President Ed Coate assured the Committee that there would be careful monitoring to insure that the work is of high quality.

The Committee recommended that the Board approve the staff recommendation and declare an emergency so that the project can proceed without utilizing a competitive bid process.

Board Discussion and Action

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

Mr. Adams inquired as to what kinds of plans and specifications the contractor would be provided for the work. Dr. Ed Coate indicated that although the plans would be fairly complete, they would not be as detailed as those which are used in a competitive
bidding process. It was underscored again that the project would be carefully monitored by Oregon State University staff.

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

Staff Report to the Board

The 1985 Legislative Assembly allocated $1,000,000 of lottery funds for soybean research and for the construction of facilities for sheep research and potato research at the Agricultural Experiment Stations. The soybean research was conducted in 1985-87.

The sheep research facilities have been constructed at the Wilson Farm near the Oregon State University campus in Corvallis. Some of the potato research facilities were built at Agricultural Experiment Station, Powell Butte. However, an office/laboratory facility for potato disease research still is needed. About $160,000 of the original lottery funding remains available.

The Agricultural Experiment Station at Redmond is in leased space and is no longer near the fields and test plots needed for the research conducted in the central Oregon region. The lease expires in a year. Property has been secured (via a new no-cost lease) at Madras. This location is more desirable for the experiment station since it is in a rural location adjacent to the fields and test plots actually used by the staff from the Redmond station.

Oregon State University is proposing to relocate its Redmond station to Madras. The new facility would include the office/laboratory building needed for potato disease research but would also boast separate shop and storage facilities. Oregon State University estimates the total project cost at $465,000. About $160,000 remains from the 1985 lottery allocation. The additional $305,000 needed to complete the new station facilities at Madras would come from monies on hand at the Oregon State University Foundation ($30,000) and from federal funds available in the Agricultural Experiment Station’s 1989-1991 budget ($275,000).

The operating expenses of the new facility would be borne by the Agricultural Experiment Station budget. No additional operating budget authority is being sought by Oregon State University.
Staff Recommendation to the Board

The staff concurred with the request of Oregon State University and recommended that the Board authorize the staff to seek the necessary approvals to increase the project limitation and authorize the expenditure of funds for the construction of the Agricultural Experiment Station at Madras, including a potato disease research facility.

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, Davis, Dodson, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. Those voting no: None.

Mr. Bruggere briefly summarized three reports which had come to the Committee: 1990-91 Budget Adjustments; 1989-90 Annual Financial Report; and, 1989-90 Annual Internal Audit Report.

1990-91 Budget Adjustments Report. The Committee reviewed the biennial budget adjustments which resulted from the actual enrollments and tuition levels at the colleges and universities. The system has taken measures to adjust the enrollments to levels supportable within the available resources. The tuition revenues were $2 million less than anticipated. This deficit amount has been allocated to each of the institutions.


1989-90 Internal Audit Report. Peter Hughes, Director of Internal Audit, reviewed the auditing activities for the Committee. Mr. Bruggere indicated that, from all indications, there is a very thorough auditing function which covers all of the institutions as well as the Chancellor’s office. Cost savings have been recognized through the activities of the Internal Audit Division. It was pointed out that Oregon is in the bottom 10-15 percent, nationally, in support of auditing functions.

Mr. Adams observed that the Chancellor’s Office had approximately 10,000 items audited and that 506 errors had been found. Vice
Chancellor Ihrig commented that those audits crossed institutional boundaries sometimes including several institutions. In addition, many of the errors are minor ones which are easily corrected.

**Staff Report to the Committee**

**Background**

In January of 1990, the Board approved the external review policy for new graduate programs. The present proposal responds to the 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 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.

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.

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

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.

**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 Affairs. The Board's policy with the proposed new language underlined 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 legitimate, potentially valuable alternative approach to the furtherance of institutional mission, through the fostering of interdisciplinary activities in pursuit of basic and applied 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 permitting the shifting of resources to new and different constituencies as the need is apparent, the strengthening of academic departments.

2. That the Board establish the principle that the justification 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 secured to fund totally or in principal measure a given center or institute cannot be considered justification for the establishment 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 institution's mission. Failing the test, the center or institute 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 overweigh 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

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

Board Discussion and Action (November 16, 1990)

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.

Board Discussion and Action (December 21, 1990)

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

Discontinuation of the Masters 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.

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.

Review of Proposed Action

Discontinuation of this degree program was reviewed by the Academic Council on October 18, 1990, and questions about the abilities of Portland State University and the University of Oregon to meet the new accreditation standards were raised. 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." Elimination of the Masters Degree Program in Speech Pathology is supported by the criteria which states: "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

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

Board Discussion and Action (November 16, 1990)

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.

Board Discussion and Action (December 21, 1990)

The Board approved the staff recommendation. The following voted in favor: Adams, Bailey, Bruggere, Davis, Dodson, Halsey, Jackson, Miller, Swanson, Wilson, and Richardson. 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).

The result of extensive discussion and planning has led to Western Oregon State College clarifying expanded mission. 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 mis-
sion. 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.

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

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.

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. 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.

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. There appears to be no basis for concern in the present case.

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.

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 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. The follow-up review for the three degree programs should occur no later than five years after the date of implementation (Fall 1996) to enable the first group of students to graduate from these programs.

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. The follow-up review for the two degree programs should occur no later than five years after the date of implementation (Fall
1997) to enable the first group of students to graduate from these programs.

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

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

Board Discussion and Action (November 16, 1990)

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.

Board Discussion and Action (December 21, 1990)

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

Staff Report to the Board

In November 1989, the staff provided the Board with a summary report on the status of all administrative information systems projects. This follow-up report covers activity during the past year as well as background for new Board members regarding the entire project, planning for which began in 1984.

Telecommunications System Completed in November 1990

In December 1986, the Chancellor’s Office issued a Request For Proposals for the services of a telecommunications consultant to assist the eight institutions in defining, designing, implementing, and training for new telecommunications equipment and services. JIM Associates of Atlanta, Georgia, signed a consulting contract in May 1987. JIM has performed exceptionally well the work directed by that contract and have successfully completed the telecommunications project.

In April 1988, the Chancellor’s Office issued a Request For Proposals for telecommunications services and/or equipment for a telecommunications system. Following an extensive competitive
procurement activity, AT&T was selected in August 1988 to provide the eight OSSHE institutions with telecommunications switching equipment, complete fiber optic and copper cable plants, facilities and operations management capabilities, and voice mail. The original contracted cost was slightly more than $19 million. AT&T also performed activities for the institutions involving design and construction of telecommunications equipment rooms and installing building wiring and riser cable.

OSSHE undertook this project initially to accomplish three main objectives:

- Improve communications services by providing uniform, modern services to faculty and staff offices and student resident hall users at all OSSHE institutions.
- Reduce net expenditures required to provide communications services to all campus users.
- Provide communications resources to support the implementation of an expanded and enhanced administrative information system.

The completed telecommunications system provides integrated digital voice and data services to users, along with the potential for delivering video services to any building on every campus. Features, such as voice mail, a standard five-digit dialing plan encompassing all the campuses, data network access, automatic call distribution, and automated call routing will add significantly to productivity and efficiency. The system also provides real-time management reports which allow continuous assessment of the quality and quantity of telecommunication services and permits the dynamic reallocation of resources to any service.

Final telecommunications system testing and acceptance was completed on November 30, 1990. AT&T's outstanding performance ensured the installation of all contracted equipment and services on the established schedule and within the contracted costs.

Installation of Student Information Systems at Institutions

The student information system projects (SIS), containing modules for admissions, course scheduling, registration, and grade recording, began in August 1988 when Portland State University issued a Request For Proposals for student information system application software which resulted in a contract award to Systems and Computer Technology Corporation (SCT). The RFP provided the proposing vendor an opportunity to offer significant discounts to any other institutions under the Board's jurisdiction which might wish to acquire the same software. Subse-
quently, SCT's software was acquired by six other institutions for a total cost of approximately $2 million, including implementation costs. Most of the software will be operational by September of 1991.

Seven of the institutions are now in varying stages of implementing the application software. Only Oregon Health Sciences University did not purchase the SCT product. Oregon Health Sciences wants to use the Oracle relational database system software under which the SCT/SIS was developed, but is looking for application software which it believes would be more suited to a health sciences environment.

The University of Oregon, Southern Oregon State College, and Oregon Institute of Technology started using the software during Winter and Spring terms of 1990 to admit students for Fall term 1990 and develop course schedules. Southern was the first institution to use the SIS software to register students Summer term 1990. Both University of Oregon and Oregon Institute of Technology used the new software for their official registrations for Fall term 1990. University of Oregon expects to register students by telephone using the Periphonics touch-tone/voice-response system during Summer term 1991.

Oregon State University, Portland State University, and Western Oregon State College are planning to enter admissions data on the new software system for Fall term 1991 students. These three institutions plan to use the new software to register students for Summer term 1991. Eastern will also input Fall 1991 admissions data, but does not plan to complete its first registration using the software until Fall term 1991.

Portland State University anticipates installing the Periphonics telephone registration software for Fall term 1991. Oregon State University, which also opted for the Periphonics telephone registration system, has not yet scheduled its implementation.

The computing power necessary to operate this student information application software, under the Oracle relational database management system, has created hardware capacity problems for Portland State and Western. Portland State University issued a Request for Proposals for new hardware which resulted in the selection of a Sequent S/81 computer. Western issued an Invitation to Bid and is in the final stage of making a selection. Both University of Oregon and Southern have also experienced substantial degradation of hardware performance and anticipate the need to upgrade their hardware platforms in the near future. EOSC is also concerned about the capability of its hardware to meet future processing needs.
In addition, University of Oregon has purchased the SCT Financial Aid System, having been selected by SCT as an early support customer for this product. University of Oregon will be using the early release software Winter term 1991 for the 1991-1992 financial aid year. Oregon State University has also purchased the SCT Financial Aid software, but does not plan to install the software until the 1992-1993 financial aid award year.

Except for the delays noted above, the initial schedules established by the institutions for implementation of the student information systems have been maintained.

Figure 1 below provides a schedule for the five primary modules included in the student information system. The shaded areas indicate completed installations.

Networking for Chancellor’s Offices in Corvallis and Eugene and Interinstitutional Networking Completed in December 1990

The electronic distribution of data and reports pertaining to student, financial, and human resources information is dependent upon installation of transmission and routing software and equipment, and a vast network of transmission lines within campuses as well as among the eight campuses. The transmission systems within campus are called Local Area Networks (LANS); between geographical locations they are called Wide Area Networks (WANS).

All equipment needed to connect the eight institutions to the OSSHE backbone (WAN) has been installed. Online transmission of data should begin to occur during the first quarter of 1991.

Implementation of Financial and Human Resources Information Systems Delayed until 1992

In December 1988 the Chancellor’s Office issued a Request for Proposals (RFP) for a Financial Information System (FIS) (including modules for general accounting, purchasing, accounts payable, etc). The RFP resulted in the selection of Systems and Computer Technology Corporation’s (SCT) application software which runs under the Oracle relational database management system. The SCT response included an option to purchase its integrated Human Resources Information System (HRIS) to meet OSSHE’s additional need for application software for payroll, human resources, and budget.

The FIS application software was delivered in early 1990. The training and implementation plan projected an installation date of July 1, 1991. Subsequent problems with the existing hardware vendor’s implementation of the Oracle database management system software have necessitated delaying the schedule. Revision of
the FIS implementation schedule and the need for consideration of a UNIX hardware platform, are currently being studied by the Board’s Office, with the assistance of Deloitte and Touche, a consulting firm. A revised plan for implementation of the FIS will be initiated early in 1991. The new plan is being developed without expenditure of additional funds.

The original contract with SCT for the FIS application software requires that OSSHE exercise its option to purchase the HRIS software in early 1991. Evaluations necessary to make this decision are in process. An initial review by institutions and Board’s Office staff representing each of the functional areas (payroll, human resources, and budget) is nearly complete. However, more in-depth studies and demonstrations of the software by SCT will occur in February 1991 before a final decision is made. If it is determined that the application software will meet OSSHE’s needs, a training and implementation schedule will be developed in concert with the FIS project.

SUMMARY OF
FACILITIES
DIVISION
ACTIVITIES,
OFFICE OF
ADMINISTRA-
TION

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 Consulting Services

Campus Fitness Center, SOSC

An Agreement was negotiated with Afseth, Jacobs & Schmitz, Architects, Medford, for architectural services not to exceed $11,325.00. Financing will be provided from student building fees and other funds.

Consulting Engineering Services, OSU

An Agreement was negotiated with The Hartman Company, Engineers, Seattle, for engineering services not to exceed $50,000.00. Financing will be provided from state funds.

Chancellor’s Office, Mill Street Bldg., PSU

An Agreement was negotiated with McCarter Boczkaj, Consultants, Portland, for consulting services not to exceed $7,500.00. Financing will be provided from state funds.

Neurosensory Research Ctr., OHSU

An Agreement was negotiated with Koch Sachs Whittaker Aanderud, Architects, Portland, for architectural services not to exceed $26,750.00. Financing will be provided from federal funds.

Geothermal Injection Well Study, OIT

An Agreement was negotiated with The Amundson Associates, Architects, Springfield, for architectural services not to exceed $4,000.00. Financing will be provided from state funds.
An Agreement was negotiated with Soderstrom Architects, Portland, for architectural services not to exceed $90,095.00. Financing will be provided from state (lottery) funds.

**Award of Construction Contracts**

**Peavy Arboretum**
**Forest Club Cabin Addition, OSU**

On November 21, 1990, Terry Hackenbruck Construction was awarded a contract for this project in the amount of $23,470.00. Financing will be provided from state funds.

**Autzen Stadium Improvements, Len Casanova Athletic Ctr Phase II-C, UO**

On November 13, 1990, John Hyland Construction, Inc., was awarded a contract for this project in the amount of $5,279,791.00. Financing will be provided from state funds and gift funds.

**Yamada Language Ctr, American English Inst. (Pacific Hall), UO**

On December 10, 1990, McKenzie Commercial Contractors was awarded a contract for this project in the amount of $71,520.00. Financing will be provided from funds available to the institution.

**Acceptance of Projects**

**Shingle Roofing Projects (President's House), SOSC**

This project is complete and was accepted on November 26, 1990. The estimated total project cost remains at $31,280.00. Financing was provided from capital repair funds.

**Langton Hall Room 200 Project, OSU**

This project is complete and was accepted on October 15, 1990. The estimated total project cost remains at $71,755.00. Financing was provided from state and gift funds.

**Parker Stadium Improvements End Zone, OSU**

This project is complete and was accepted on November 1, 1990. The estimated total project cost remains at $1,351,526.50. Financing was provided from an OSU foundation loan, gifts, state bonds and cash on hand.

**Withycombe-Wiegand Sanitary Sewer Rehabilitation, OSU**

This project is complete and was accepted on September 17, 1990. The estimated total project cost remains at $54,759.00. Financing was provided from capital repair funds.

**Fence and Gates Project, UO**

This project is complete and was accepted on July 16, 1990. The estimated total project cost remains at $23,222.00. Financing was provided from state funds.
University Inn
Asbestos
Abatement, UO

This project is complete and was accepted on September 10, 1990.
The estimated total project cost remains at $233,389.00.
Financing was provided from housing reserve funds.

Basic Science
Building Addition/CROET
(Dock 4 Modification
Materiel Mgt. Bldg.), OHSU

This project is complete and was accepted on July 2, 1990.
The estimated total project cost remains at $182,549.00.
Financing was provided from state funds.

(No Board action required.)

ITEMS FROM BOARD MEMBERS

Board members were commended for their tenacity in traveling on such a cold and icy day.

OCATE

Mr. Bailey reported on an OCATE meeting which he attended with the Chancellor held in conjunction with a meeting with the OCATE Commission. It was reported that fall term 1990, OCATE sponsored 32 classes, up one from a year ago. Actual student enrollment had grown from 303 a year ago to 328 for the fall term. For winter term, 33 classes will be sponsored with a target of reaching 376 students. Definite growth is projected for the offerings of OCATE.

NEW Board Orientation

Mr. Halsey thanked the Chancellor's office for an "exhaustive interlude"—the new Board member orientation. It was reported that the sessions were productive and informative.

OIT Search

Mr. Adams commended Mrs. Jackson and Mr. Swanson for their work on the OIT Search Committee. Both Mr. Adams and Mr. Richardson joined the Chancellor in congratulating the Committee and the Board in attracting such a fine candidate as Dr. Wolf.

UO Bowl Game

Mr. Richardson reported that he and Mr. Dodson would be joining those attending the University of Oregon Freedom Bowl game and wished the team well.

President's Report

Mr. Dodson thanked Mr. Richardson for assuming the role of chair for the meeting, and added his congratulations to those of others on the OIT presidential selection. Mr. Dodson indicated that he and the Chancellor had agreed to keep the Board informed regarding the budget process now in progress.

ADJOURNMENT

The Board meeting was adjourned at 12:15 p.m.

Mark Dodson, President
Virginia L. Thompson, Secretary
April 11, 1991

Mr. Mark S. Dodson
President
State Board of Higher Education
222 S.W. Columbia, Suite 1800
Portland, OR 97201

Dear Mark:

At its December 21, 1990 meeting, the Board approved the salaries of the presidents as recommended by the Chancellor.

You will recall that the Chancellor declined a salary increase, thus taking himself out of salary discussions. You directed the Board to confer with the Chancellor further regarding his decision.

Because no decision was made, the Chancellor's current salary was not entered into the minutes of the December 21, 1990 meeting. The purpose for this letter is to document that, until these discussions are held with the Chancellor, his annual salary will remain at $126,000. In addition, the Chancellor will continue to receive Board authorized annual reimbursement for expenses incident to position of $15,720, plus $13,440 as a partial reimbursement for housing expenses incurred in Portland.

This letter will be included with the minutes of the December 21, 1990 meeting of the Board of Higher Education to assure that the public record on salary and expense reimbursement is complete.

Sincerely,

[Signature]
Weldon E. Thrig
Vice Chancellor for Finance
and Administration

cc: George Richardson
Virginia L. Thompson
# APPENDIX A

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

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<td>Statement of Expectations re Expenditure of Unrestricted Funds</td>
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</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>
</tr>
</tbody>
</table>
APPENDIX B

Report to the Board

IMD 1.020 (1) provides for the Chancellor, after consultation with the President and Vice President of the Board, to approve the salaries for Vice Chancellors, institution Vice Presidents and Executive Deans, and the Secretary of the Board. The Chancellor, after reviewing recommendations submitted by institution Presidents and consulting with the Board President and Vice President, has approved the following salaries to take effect January 1, 1991.

Chancellor Approved Salaries
for Vice Presidents, Executive Deans,
Vice Chancellors and Board Secretary

(Effective January 1, 1991)

<table>
<thead>
<tr>
<th>University of Oregon</th>
<th>Rate as of 1-90\12-90</th>
<th>Approved 1-1-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wessells, Norman, Provost</td>
<td>$98,592</td>
<td>$103,522</td>
</tr>
<tr>
<td>Williams, Daniel, Vice President for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>86,328</td>
<td>91,936</td>
</tr>
<tr>
<td>Moseley, John T., Vice President for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research .81 FTE</td>
<td>$93,496</td>
<td></td>
</tr>
<tr>
<td>Academic Department .19 FTE</td>
<td>82,042</td>
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<tr>
<td>Combined Rate</td>
<td>$91,320</td>
<td>96,936</td>
</tr>
<tr>
<td></td>
<td>(Includes $5,000 Faculty Excellence Award)</td>
<td></td>
</tr>
<tr>
<td>Remington, W. Brodie, Vice President for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Relations</td>
<td>86,328</td>
<td>91,936</td>
</tr>
</tbody>
</table>

<p>| Oregon State University                     |                        |                 |
| Coate, L. Edwin, Vice President for         | $84,396                | $90,000         |
| Administration                             |                        |                 |
| Keller, George H., Vice President for       | 88,032                 | 93,120          |
| Research                                   |                        |                 |
| Trow, JoAnne A., Vice President for         | 78,000                 | 83,196          |
| Student Affairs                            |                        |                 |
| Spruill, M. L., Vice President for          | 89,652                 | 94,128          |
| Development                                |                        |                 |
| Spanier, Graham B., Provost                 | 96,396                 | 102,216         |
| Portland State University |  |
|---------------------------|---|---|---|
| Martino, Frank, Provost   | $94,008 | $97,776 |
| Powell, Gary E., Acting Vice President for Administration | 82,008 | 86,928 |
| Mackey, Earl S., Vice President for Development | 81,300 | 86,184 |
| Holland, Morris, Vice President for Student Affairs | 69,612 | 73,800 |
| Western Oregon State College |  |
| Cowart, Bill, Provost    | $67,992 | $72,072 |
| Neifert, William D., Dean of Administration | 63,048 | 66,831 |
| Faircloth, Kathleen P., Dean of Students | 56,604 | 60,000 |
| Southern Oregon State College |  |
| Reno, Stephen J., Dean of Academic Affairs | $69,504 | $72,636 |
| Bolstad, Ronald, Dean of Administration | 68,076 | 71,148 |
| Flynn, Stephen T., Dean of Student Services | 59,508 | 62,196 |
| Prickett, Gary L., Dean of Development | 68,076 | 71,148 |
| Eastern Oregon State College |  |
| Hottois, James W., Dean of Academic Affairs | $66,156 | $69,457 |
| Lundy, James C., Dean of Administration | 67,248 | 70,609 |
| Stenard, Richard A., Dean of Student Affairs | 58,212 | 61,123 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>1-90\12-90</th>
<th>1-1-91\</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oregon Institute of Technology</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Eismann, Christian</td>
<td>Dean of Academic Affairs</td>
<td>$ 65,640</td>
<td>$ 70,020</td>
</tr>
<tr>
<td>Yates, Douglas</td>
<td>Interim Dean of Administration</td>
<td>60,780</td>
<td>64,260</td>
</tr>
<tr>
<td>Stanaway, Timothy J.</td>
<td>Dean of Students Affairs</td>
<td>59,952</td>
<td>63,420</td>
</tr>
<tr>
<td>Dotherow, James</td>
<td>Director of Development</td>
<td>47,932</td>
<td>50,640</td>
</tr>
<tr>
<td><strong>Oregon Health Sciences University</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Van Hassel, Henry</td>
<td>Interim Vice President for Administration</td>
<td>$105,000</td>
<td>$110,256</td>
</tr>
<tr>
<td>Hallick, Lesley</td>
<td>Vice President for Academic Affairs</td>
<td>91,308</td>
<td>100,440</td>
</tr>
<tr>
<td>Fox, Thomas</td>
<td>Vice President for Public Affairs</td>
<td>98,004</td>
<td>102,900</td>
</tr>
<tr>
<td><strong>Chancellor’s Office</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark, Shirley</td>
<td>Vice Chancellor for Academic Affairs</td>
<td>$ 99,420</td>
<td>$104,388</td>
</tr>
<tr>
<td>Thrig, Weldon E.</td>
<td>Vice Chancellor for Finance &amp; Administration</td>
<td>99,000</td>
<td>103,944</td>
</tr>
<tr>
<td>Large, Larry D.</td>
<td>Vice Chancellor for Public Affairs</td>
<td>88,020</td>
<td>94,176</td>
</tr>
<tr>
<td>Owen, John</td>
<td>Vice Chancellor for OCATE</td>
<td>98,712</td>
<td>103,644*</td>
</tr>
<tr>
<td></td>
<td>(*Annual rate. Serves .333 FTE as Vice Chancellor.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thompson, Virginia L.</td>
<td>Board Secretary/Executive Assistant to the Chancellor</td>
<td>52,800</td>
<td>55,440</td>
</tr>
</tbody>
</table>