# MINUTES OF REGULAR MEETING OF THE OREGON STATE BOARD OF HIGHER EDUCATION

February 26, 1993

## COMMITTEE OF THE WHOLE
- New Directions
- Legislative Update

## BOARD MEETING

### ROLL CALL

### APPROVAL OF MINUTES

### CHANCELLOR'S REPORT

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- Admission Policy for 1994-95 Academic Year
- M.A. Degree in English, OSU
- B.S. in Radiation Therapy Technology, OHSU
- Oregon Health Policy Institute, OHSU and PSU
- Authorization to Award Honorary Doctorate, OSU
- Authorization to Award Honorary Doctorate, PSU

**Consent Agenda**
- Second Language College Admissions Requirement
- Graduate Program in Apparel, Interiors, Housing, and Merchandising, OSU
- B.S. in Education, Specialty in American Sign Language/English Interpreting, WOSC

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The meeting of the Committee of the Whole of the State Board of Higher Education was called to order at 10:50 a.m. by President Robert L. R. Bailey.

On roll call, the following answered present:

Mr. Robert Adams  Mr. George Richardson
Ms. Britteny Davis  Mr. Leslie Swanson
Mr. Mark Dodson  Ms. Janice Wilson
Ms. Beverly Jackson  Ms. Laurie Yokota
Mr. Robert Bailey

Dr. Gerald Kessler, Senior Vice Provost for Planning and Research at the University of Oregon, provided an update to a report previously made to the Board on Oregon's economic transitions and changes.

Of major interest in the report is the fact that Oregon is headed toward a rapidly growing knowledge or information economy that will require products derived from the mind -- not from the ground as in forest or agricultural products. It is projected that in Oregon between 1980 and the year 2000, 125,000 new professional and managerial jobs will be created.

This kind of job market requires an educational foundation for the coming generations of young people who will make four to six career changes in their working lives. It will require improved quality of public schools, access to community colleges and four-year educational institutions, and the capacity to provide ongoing staff development and training.

Dr. Kessler suggested that the present financial environment says to young people in Oregon who can get a college degree, "We'll take people from out of state -- we don't need to put money into our colleges and universities." What is required is the full spectrum of educational opportunities if
Oregon is going to be competitive in the 21st century. (NOTE: A copy of the full report by Dr. Kessler is on file in the Board's office.)

Dr. Kessler introduced Dr. James Robertson, Dean of the School of Business Administration at the University of Portland. Dean Robertson was formerly at California State, Northridge, when Proposition 13 passed in that state. Drawing on that experience, Dean Robertson reminded the Board that from a business standpoint, "a primary concern about the future of the higher education sector in Oregon might be expressed in terms of the anticipated supply -- in terms of quantity and quality -- of future business leaders. It is not inconceivable that Oregon will become the importer of young business talent.

"Based on the California experience, we know there are no shortcuts to educational quality. As funding for higher education decreases, academic quality is hurt, and the educational potential of all students is not fully realized. From the standpoint of long-term human capital, budget reductions for education amount to permanent losses to the state of an economic and social nature."

Dr. Kessler provided the Board with a number of examples of research being conducted on the campuses that impact the economy of Oregon. Suggestions have been made, according to Dr. Kessler, that Oregon higher education institutions should get out of the business of research. The examples used in the presentation supported the fact that research is integral to the economic growth and health of the state.

Mr. Swanson asked how many states in the country had increased funding for higher education. Dr. Kessler responded that 40 states had seen a decrease in funding for higher education over the past several years. In response to a question regarding why the decrease, Dr. Kessler indicated that one reason is that increased resources are required to support entitlement programs. Second, people are living longer and, finally, the federal government is having trouble balancing the budget and is shifting more of the cost down to the states. "There has been a tendency for public policy people to say that if higher education needs
more resources, it can just raise tuition. It has a user fee."

Continuing, Mr. Swanson inquired if there are any states that are expanding their system of higher education. Chancellor Bartlett indicated that Alabama continues with stable or increased funding. "Alabama has a dedicated tax for education -- all of education. Last year the system had a 'devastating' two to three percent decrease. This year the increase is back to eight percent. The difference is that the tax has been in effect since the 1930s."

(No Board action required)

New Directions

President Bailey opened a discussion of possible new directions by indicating that the goal of the session was to provide the Chancellor's staff with information to enable them to move concept papers to a more definitive level of specificity. "The urgency has been brought even more to the forefront by a letter from the Education Committee of the House of Representatives requesting a discussion of the privatization of the University of Oregon," Mr. Bailey reported.

The discussion by the Board resulted in agreement that the following items would be further refined and presented at a special meeting of the Board scheduled for March 12, 1993.

1. Centralized system of highly differentiated institutions. Differentiation should be viewed across dimensions such as tuition levels and admissions policies. In other words, differentiation should be broadly defined.

2. Conversion of the whole system or one or two institutions to a public corporation or to privatization.

3. Intersector relationships such as potential for a three-year degree that relates to the primary and secondary school development of the Certificate of Initial Mastery; community college/four-year institution relationships; and, relationships with private institutions.
4. Development of a public policy task force to study the multitude of decisions facing educators in Oregon such as development of a proposed tax package and a vision of higher education in the future.

5. A plan for higher education for the short- and long-range future. One of the stumbling blocks to planning is that higher education has three masters: the State Board of Higher Education; Governor; and, the legislature. There are times when all three are together and others when the agendas are very different. The question is how to lay out a plan that indicates, "This is where we should be and this is what we should do to get there."

Legislative Update

Vice Chancellor Larry Large reported on legislative activity in Salem, underscoring for Board members the common assumption emerging from the session that there is no revenue relief in sight. Secondly, there still is no Co-chairs' budget from the Ways and Means Committee. It is customary for that to have been issued at an earlier date. Finally, there is confusion around the Governor's strategy for utilization of an excess of revenue from the lottery.

Faculty productivity remains an important topic and is frequently coupled with discussions about strategies for providing access to Oregonians wanting to pursue higher education. These issues will be among the most pressing to be dealt with during the Ways and Means hearings.

The State System legislative strategy has had a schedule of presidents meeting with legislators and will now move to having Board members do the same. President Bailey has spent an average of one day a week in Salem meeting with the Governor and legislators, a strategy that is very important to the higher education agenda development.

"Predictions of those at the front end of the session," continued Vice Chancellor Large, "of gridlock are, so far, accurate. There is quite a considerable difference philosophically between the Senate's approach to the current circumstances of Oregon and that of the House of Representatives."

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The meeting of the State Board of Higher Education was called to order at 3:30 p.m. by President Robert L. R. Bailey.

On roll call, the following answered present:

Mr. Robert Adams       Mr. Leslie Swanson
Ms. Britteny Davis    Ms. Janice Wilson
Ms. Beverly Jackson    Ms. Laurie Yokota
Mr. George Richardson  Mr. Robert Bailey

Chancellor's Office -- Chancellor Thomas A. Bartlett; Ron Anderson, Assistant Vice Chancellor, Personnel Administration; Virginia Boushey, Assistant Vice Chancellor, Academic Affairs; Robin Brown, Associate Director, School Relations; Gary Christensen, Assistant Vice Chancellor, Academic Affairs; Shirley Clark, Vice Chancellor, Academic Affairs; Francesca Clifford, Assistant Director of Communications; Melinda Grier, Director, Legal Services and Compliance Officer; Peter Hughes, Director, Internal Audit; Weldon E. Ihrig, Vice Chancellor, Finance and Administration; Susan Johnese, Secretary; Steve Katz, Controller; Larry Large, Vice Chancellor, Public Affairs; Joe McNaught, Attorney-in-Charge, Education Section; Greg Parker, Director, Communications; George Pernsteiner, Associate Vice Chancellor for Administration; Davis Quenzer, Associate Vice Chancellor, Budget and Fiscal Policies; Joe Sicotte, Associate Vice Chancellor, Personnel Administration; Virginia L. Thompson, Board Secretary; Holly Zanville, Associate Vice Chancellor, Academic Affairs.

Eastern Oregon State College -- President David Gilbert; James Hottois, Provost/Dean of Academic Affairs.

Oregon Health Sciences University -- President Peter Kohler; Lesley M. Hallick, Vice President, Academic Affairs.

Oregon Institute of Technology -- President Lawrence Wolf; Tim Stanaway, Dean of Students; Doug Yates, Dean of Administration.

Oregon State University -- President John Byrne; Roy Arnold, Provost/Vice President for Academic Affairs.
Portland State University -- President Judith Ramaley; Ray Johnson, Assistant to Vice President, Finance and Administration.

Southern Oregon State College -- President Joseph Cox; Stephen J. Reno, Provost/Dean of Faculty.

University of Oregon -- President Myles Brand; Barbara Edwards, Associate Vice President, Public Affairs and Development; Jeff Luke, Special Assistant; Gerald Kissler, Senior Vice Provost for Planning and Resources, Academic Affairs; Brodie Remington, Vice President, Public Affairs and Development; Dan Williams, Vice President, Administration.

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

Interinstitutional Faculty Senate -- Paul Engelking, University of Oregon; Herb Jolliff, Oregon Institute of Technology; Davis Phillips, Oregon Health Sciences University.

Others -- Brian Clem, ASOSU; Michelle Cross, WOSC; Dean Dawkins, President, ASPSU; Kathy Dimond, Oregon Business Magazine; Bill Graves, The Oregonian, Shirley Howard, KOPB-FM; Kris Hudson, Acting Director, Greater Portland Trust in Higher Education; Joni James, Register-Guard; David Koch, ASSOSC; Dewayne Matthews, Senior Program Director, WICHE; Melody Mills, Daily Journal of Commerce; Robert Nosse, Executive Director, Oregon Student Lobby; John Petersen, President, ASWOSC; Bill Robertson, President, Robertson, Grosswite & Co.

MINUTES APPROVED

The Board dispensed with the reading of the minutes of the January 22, 1993, meeting of the Board, and approved them as corrected.

The following voted in favor of approval: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey.

CHANCELLOR'S REPORT

Chancellor Bartlett thanked President Kohler and colleagues at the Oregon Health Sciences University for their hospitality during the campus visit and during the Board meetings. He indicated that a lot
of creative and interesting things were occurring at the institution.

IFS Report

Chancellor Bartlett called on Professor Paul Engelking, Vice President of the Interinstitutional Faculty Senate (IFS), for a report of activities.

Professor Engelking indicated that the IFS would be meeting on April 2, 1993, in Salem, and wanted to use it as a time to take testimony on how higher education affects Oregonians.

At the last meeting of the IFS, there was considerable discussion about the budget for higher education. It appears that rather than gaining ground, we are losing. Another issue of discussion was productivity and how to talk with legislators about what faculty do.

"We need to emphasize that not all learning occurs in lectures -- that lectures serve more to motivate and organize information than to convey it. The name 'lecture' means reading, and it comes from a time when books were too expensive for students to own and they had to hear a lecturer read from the only copy.

"The major duties of modern lecturers are no longer reading the course material, but managing the learning process. Over-arching all of teaching is the assumption that what is taught is worthwhile, and even right. In an age when it is currently known that changes occur, that knowledge changes quickly, and the lecturer, the learning manager, must keep current. And this is where research comes in.

"So, I would like your help if you can to get the productivity message across in a different form and try to explain it to people in Salem."

R. Johnson

The Chancellor acknowledged Ray Johnson, professor of accounting at Portland State University, who has received notice that he is to be an American Council on Education (ACE) Fellow. This is a recognition of real promise in the science of university administration.

J. Walker

Chancellor Bartlett mentioned that Jim Walker has assumed the responsibility of Chief Financial
Officer of Oregon Health Sciences University. He presently holds the same position for the University Hospital and will now perform both functions. This merger, observed Dr. Bartlett, is an excellent example of increased productivity and administrative simplification. Mr. Walker is known as an outstanding administrator.

Background

It is Board of Higher Education policy to approve admission requirements for each academic year in February of the preceding calendar year. This schedule for establishing admission policy is necessary for institutional planning, program implementation, publications, and timely notice to prospective students.

Staff Report to the Committee

The Board was asked to review and approve general admission standards to be effective for admission to the 1994-95 academic year and to continue a transitional accommodation to educational reform.

Current Admission Policy Update

Over the past ten years, State System admission standards for new undergraduate students -- first-time freshmen and college transfers -- have undergone a number of changes. Those changes include:

- for first-time freshmen, the adoption of 14 units of subject requirements and increases in the high school grade point average;

- for college transfer students, changes in the minimum college GPA, the minimum number of hours required for transfer admission, and specified minimum course requirements in math and English (Oregon State University and University of Oregon only);

- in cooperation with Oregon's Office of Community College Services, the development and adoption of an "Associate of Arts Oregon Transfer Degree" that enables graduates of the program, upon transfer, to meet all lower-division graduation requirements at any State System college or university;
establishment of a transitional admission policy process that accommodates the new educational standards and curricula resulting from the educational reform mandated by HB 3565 and primarily relating to applied academics courses. Staff will request that this accommodation be continued;

and, at present, the adoption of a second language admission requirement for all new undergraduate students to be effective for the 1997-98 academic year.

Admission Policy Changes for 1994-95

Southern Oregon State College sought approval of the Board for the revision of its undergraduate admission policy, effective for admission for the 1994-95 academic year.

- For freshman admission, the high school grade point average (HSGPA) would increase from 2.50 to 2.75, and the minimum combined SAT score used for alternative admission would increase from 890 to 900.

- For transfer admission, the college grade point average would increase from 2.00 to 2.25, and the required transfer hours from 24 to 36 hours.

This request for a change in Southern Oregon State College undergraduate admission standards is an important part of the institution's effort to strengthen its mission as a comprehensive liberal arts and sciences institution.

Staff Recommendation to the Committee

Staff recommended (1) that the 1993-94 general admission policy be continued for the 1994-95 academic year, as amended by the requested change in undergraduate admission policy at Southern Oregon State College, and (2) staff continue to work with schools achieving early implementation of restructured curricula and assessment strategies as part of the Oregon Educational Act for the 21st Century on a case-by-case basis and with the Joint Boards Articulation Commission to establish transitional policies and procedures.
Discussion and Recommendation by the Committee

Mr. Richardson asked what the present grade point average was for entrance for the regional colleges, other than Southern Oregon State College. Vice Chancellor Clark indicated that the grade point average for Western Oregon State College is 2.75, and for Eastern Oregon State College and Oregon Institute of Technology, it is 2.5.

Provost Steve Reno indicated that the change requested by Southern Oregon State College is to bring admission requirements in line with the reality of the qualifications that students are presenting when admitted to the institution.

In addition, the request for change is associated with the institution's attempt to change the mix of students slightly and to take advantage of the attractiveness of the college for out-of-state students, a directive the Board gave to Southern Oregon State College this past summer.

The Committee approved the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

M.A. DEGREE
IN ENGLISH,
OSU

Introduction

Oregon State University is currently the nation's only land grant university not offering a Master of Arts (M.A.) degree in English. The proposed M.A. degree in English offers four areas of concentration: English and American Literature, Creative Writing, Rhetoric and Composition, and Literature and Culture. This programmatic array of sub-fields represents the "state-of-the-art" in the field of English. As documented by a distinguished external review committee, the program is soundly supported by an excellent faculty and is appropriate for students planning to pursue additional graduate training leading to appointments as faculty members at secondary and post-secondary institutions or as candidates for doctoral study. The external review committee indicated the proposed M.A. degree will
help the English Department recruit even better graduate students who would serve undergraduates as teaching assistants and who, in 400- and 500-level classes, would interact with undergraduate majors. Also, the proposed degree program would help retain a balanced and expert faculty through the challenge and stimulation of focused graduate level education. The external review committee concluded that the proposed program offers the depth of concentration that can be sustained and accommodated by Oregon State University with current faculty and existing resources. Board approval authorizes Oregon State University to offer graduate level study in English leading to the M.A. degree.

Staff Analysis

1. Relationship to Mission

In its 1987 long-range plan, "Preparing for the Future: Strategic Planning at Oregon State," Oregon State University noted that strengthening of the humanities, the social sciences, and the arts were central to its goals for human development. Approval of the proposed M.A. degree allows the institution to better utilize an area of strength that is important to the instructional, research, and service missions of the University. Oregon State University intends to proceed selectively in eliminating and reducing some programs, keeping others intact, and expanding still others. Restructuring and realigning resources in order to establish a disciplinary M.A. in English is consistent with Oregon State University's long-term plan in the context of current budgetary restraints. Related to this point is the fact that two programmatic areas commonly combined with English in a Master of Arts in Interdisciplinary Studies (M.A.I.S.) Program -- education and journalism -- were terminated at Oregon State University in the 1991 budget reductions.

2. Evidence of Need

The present Master of Arts in Interdisciplinary Studies (M.A.I.S.) offers opportunities for interdisciplinary study at the graduate level. For years, students in this program have often selected English as one of their required three
areas. More recently, however, a significant number of students have selected two areas in English, thus in effect adapting the M.A.I.S. to obtain the equivalent of a M.A. degree in English. Since the mid-80s, the number of graduate credits taken by students in English has increased by 400 percent. During the 1990-91 academic year, there were 18 graduate teaching assistants in the English Department and four additional graduate students. This number represents nearly a threefold increase in teaching assistants since 1987-88. The current number of teaching assistants totals approximately 20, with 25 graduate students altogether. This rate of increase is expected to stabilize at current levels over the next five years, primarily due to available resources. These numbers are viewed as signs of a continuing graduate student base for the M.A. degree in English.

The external review committee, as a result of discussion with the chair of the University of Oregon English Department, believes there are increased opportunities for cooperative arrangements for graduate students to enroll at either university, for faculty exchanges, and for shared research facilities at both schools. The Vice Chancellor for Academic Affairs believes that the potential for joint graduate program development between Oregon State University and the University of Oregon in the near future is very promising.

3. Quality of the Program

The proposed Master of Arts degree in English will enable students to choose a major concentration in one of four areas: (1) English and American Literature; (2) Literature and Culture; (3) Creative Writing; and (4) Rhetoric and Composition. These areas will reflect both faculty strengths and the current state-of-the-art in English studies in the United States.

Each area of concentration, like the Department of English as a whole, is compatible with Oregon State University's Humanities Research Center. This resource center brings outstanding visiting scholars to campus, giving students
direct contact with scholars at the cutting edge of research in their fields.

Support will also come from the Master of Arts in Teaching (M.A.T.) program, which requires graduate work in English as a disciplinary area. The M.A.T. program is highly competitive -- no more than 10 students are admitted to the language arts component of the program -- adding exceptionally high quality students to the graduate classes in English.

The program will satisfy the demand for a discipline-based master's degree in English. A minimum of 48 credits is required to complete the program. A student must follow the guidelines outlined for the core requirements and areas of concentration, and all courses must be taken at the 500 level.

The External Review Committee suggested the following additions be made to the program should financial resources become available in the future:

- Offer some 500-level courses and seminars exclusively for graduate students, especially an Introduction to Graduate Studies, that provide a common experience for students in the four different M.A. concentrations.

- Present colloquia in which students, faculty, visiting faculty, and University of Oregon faculty can engage in far-ranging and invigorating discussion groups. Currently, much is possible through existing programs of the Humanities Research Center.

- Fine-tune curricular offerings in each concentration. Specifically, the Literature and Culture concentration will benefit from additional offerings in post-colonial literature and theory.

4. Adequacy of Resources to Offer the Program

Faculty. There are currently 23 faculty members in the Department of English. No addi-
tional faculty are needed to offer the program as proposed. The External Review Committee emphasized that approval of the M.A. degree is a critical means for retaining the relatively young and highly productive faculty.

Library. Current library holdings are considered adequate for the needs of the proposed program. No additional support for library acquisitions is required.

Facilities and Equipment. No additional facilities or instructional-related equipment are required.

Budget Impact. Additional budgetary resources are not required to implement the proposed program. Resources currently used by the department for the M.A.I.S. program will be reallocated to the M.A. degree program. Support of the program will have no adverse effect on other programs at Oregon State University.

5. Duplication

The program will serve the important purpose of enabling the Oregon State University English Department to meet the needs of graduate students already in its courses and complement English graduate programs at the University of Oregon and Portland State University. Faculty from Oregon State University and the University of Oregon have worked together in the Creative Writing area. The University of Oregon has revised its program and is supportive of the distinctive objectives proposed in the Oregon State University program.

The program at Oregon State University will provide opportunity for students to pursue an M.A. degree in a context where the central humanistic area of English interacts with related specialized areas: teaching (the new M.A.T.), cross-cultural communication (English as a Second Language), and technical communication (Scientific and Technical Communication [S.T.C.]).

Portland State University has the M.A.T. but the University of Oregon does not; neither the
University of Oregon nor Portland State University has a program comparable to the S.T.C. The existing cluster of specialized graduate programs significantly related to English at Oregon State University is unique in the System. The proposed disciplinary master's degree associated with specialized curriculum clusters would give Oregon State University a complementary but distinctive role in the state for graduate level study in English. And, as indicated earlier, the Vice Chancellor for Academic Affairs believes that the potential for further cooperation and integrative graduate degree planning between the University of Oregon and Oregon State University is high now that Board-approved policy is in place for joint campus graduate programs.

Program Review

The proposed program has undergone an external review by three distinguished scholars in the field of English. Through a site visit with faculty, students, alumni, and administrators, the committee unconditionally found the proposal for the M.A. degree in English to be sound and encouraged its submittal to the Board for approval and implementation. Also, the proposed program has received a favorable review by the Academic Council.

Staff Recommendation to the Committee

Staff recommended the Board authorize Oregon State University to offer a graduate program leading to the Master of Arts degree in English, effective spring term 1993, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs during the 1998-99 academic year. The proposal should be placed on the consent agenda for final action at the next Board meeting.

Discussion and Recommendation by the Committee

Vice Chancellor Clark, in introducing the program request, indicated that it was consistent with the strategic plan for Oregon State University that emphasizes the intention to and the need for strengthening in the humanities, social sciences, and the arts.
Provost Roy Arnold observed that the program has been in stages of development for the past five years. Oregon State University is the only land grant university that does not offer a master of arts in English. The new program will allow the institution to better utilize faculty in an area of strength and is, at the same time, a critical means for retaining the relatively young and highly productive faculty in the department.

Dr. Robert Frank, chair of the English Department, commented on the number of degree programs offered by Oregon State University and how they relate to the new program offering. The department works cooperatively with the University of Oregon Department of English. One faculty member from Oregon State University has taught one term for the past two years at the University of Oregon and next fall a faculty member from the University of Oregon will go to Oregon State University.

Mr. Richardson focused questioning on the issue of faculty productivity, indicating that there were 23 faculty members and the new program does not require additional faculty. He asked what impact the program would have on existing faculty teaching loads. Dr. Frank responded that the new program would result in a shift of students from the M.A.I.S. to the disciplinary master's degree program -- not adding new students but rather shifting students.

Chancellor Bartlett focused the discussion by indicating that an underlying question is the development of separate graduate programs in English at two institutions that are only 40 miles apart. The proposal addresses the issue of collaboration and cooperation among programs. Mr. Richardson reminded the Committee that program requests such as these constitute the basis of questions being raised by the legislature.

The Committee recommended the Board approve the staff recommendation and place the proposal on the consent agenda for the Board's April meeting.

Board Discussion and Action

The Board approved the recommendation of the Academic Affairs Committee and the item will be placed
on the April Board consent agenda for final ratification. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Introduction

Oregon Health Sciences University requested authorization to offer a Bachelor of Science degree in Radiation Therapy Technology. The proposed degree will be offered through the Department of Radiation Oncology in the School of Medicine.

Radiation Therapy Technology is a specialized area of oncology that utilizes high-energy ionizing radiation in the treatment of neoplastic diseases. The radiation therapist is a key member of the medical team, which includes one or more radiation oncologists, physicists, dosimetrists, nurses, and social workers in providing care to the cancer patient. The radiation therapist is responsible for the delivery, through use of highly sophisticated equipment, of treatment prescribed by the radiation oncologist.

Oregon Health Sciences University has offered a certificate in Radiation Therapy since 1971. The proposed degree is an outgrowth of the certificate program and is the second proposal in a larger effort to convert all undergraduate programs at Oregon Health Sciences University to two-year upper division curricula -- sometimes referred to as 2+2 programs. The first proposal in this effort was the two-year statewide nursing curriculum.

This proposal was the first 2+2 curricular conversion of an allied health program to come forward in final form. Oregon Health Sciences University plans to follow this proposal in the next few months with similar program conversions in Medical Technology and Advanced Paramedic Training. The Dental Hygiene program is already a two-year upper division program, and plans are underway to develop articulation with community colleges analogous to the new R.N. (Associate Degree of Nursing) to B.S. programs in the Mid-Coastal and Mid-Willamette Valley Program. The development of the 2+2 allied health programs is an important aspect of training providers in cost-effective health care delivery.
Staff Analysis

1. Relationship to Mission

The proposed program furthers the approved mission of Oregon Health Sciences University to provide education and training for health scientists and health care professionals in the allied health fields. Radiation therapy technology is an allied health discipline and, therefore, the proposed program is appropriate to the institution's mission.

2. Evidence of Need

There is a growing need for certified radiation therapists as a result of rapid advancements made in the utilization of ionizing radiation for the treatment of cancer in humans. As more knowledge is gained regarding the biological effects of radiation and as technological advancements allow for changes in complex treatment plans, extended study is needed; the baccalaureate degree is rapidly becoming the entry-level standard in the field. It is evident that the need for trained professionals to generate and deliver this type of therapy will continue to grow. In a national 1991 study of hospital staffing vacancies, radiation therapy technology ranked as third highest.

3. Quality of the Proposed Program

Standards of quality for programs in radiation therapy technology are established cooperatively by the American College of Radiology, the American Medical Association, and the American Society of Radiologic Technologists. The existing certificate program meets these standards and has been accredited by the recognized accrediting agency for radiation therapy technology programs.

The certificate program was scheduled for an accreditation review in 1992. However, because of the anticipated development of a baccalaureate program, and based on the strength of the existing certificate program, the accrediting agency suggested a one-year extension so that
the review could focus on the baccalaureate program if approved.

The content of the accredited certificate program has been fully incorporated into the proposed baccalaureate program and supplemented with additional offerings reflecting the advancing technology, additional clinical work, radiation physics, ethics, and geriatrics. If approved, the baccalaureate program will apply for accreditation in May 1993.

4. Adequacy of Resources to Offer the Program

Faculty. The baccalaureate program will utilize faculty currently associated with the certificate program. It is anticipated that no additional faculty will be needed to meet the needs of the proposed program.

Library. Current resources of the Oregon Health Sciences University libraries should be adequate to meet the needs of the proposed program. No additional library resources will be required.

Facilities and Equipment. Facilities and equipment for the current certificate program include those provided by Oregon Health Sciences University Hospital, Providence Medical Center, and St. Vincent's Hospital. A request has been made to the Joint Review Committee on Education in Radiologic Technology for the addition of Meridian Park Radiation Oncology Center as an affiliate. With this addition, equipment and facilities will be adequate to meet the needs of the proposed baccalaureate program. No new equipment or facilities will be needed.

Budget Impact. Because the proposed baccalaureate program will utilize existing courses and resources, approval of this program will have no budgetary impact.

5. Duplication

The Radiation Therapy Technology program at Oregon Health Sciences University is the only one in Oregon.
Program Review

The proposed baccalaureate program has been reviewed and approved by the chair of the Department of Radiation Oncology (who is also chair of the University Allied Health Council), the School of Medicine Faculty Council, the School of Medicine Dean, the University Faculty Senate, and the Vice President for Academic Affairs. The proposal received a positive review by the Academic Council in January 1993.

Staff Recommendation to the Committee

Staff recommended the Board authorize Oregon Health Sciences University to establish a two-year upper division instructional program leading to a Bachelor of Science in Radiation Therapy Technology effective fall term 1993, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs during the 1998-99 academic year. The proposal will be placed on the consent agenda for final action at the next Board meeting.

Discussion and Recommendation by the Committee

Dr. Lesley Hallick, Vice President, Academic Affairs, introduced the program as one of exceptionally high quality. The typical student entering the program would have obtained an associate degree at a community college prior to entering Oregon Health Sciences University for one year of intense education. National entry into the field is not yet a bachelor's degree, but that is changing.

The existing program offers a certificate. Approval of the program would lead to elimination of the certificate and lead to a bachelor's degree.

Mr. Bailey inquired if the same type of radiology courses are offered at Oregon Institute of Technology. Dr. Hallick responded that there are radiography programs, but none in this specific field.

The Committee approved the staff recommendation.
Board Discussion and Action

The Board approved the Committee recommendation and voted to place the item on the consent agenda for final action at the April Board meeting. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Introduction

Oregon Health Sciences University and Portland State University requested authorization to establish a joint institute that will focus on the development and analysis of health policy in Oregon. The institute will be called the Oregon Health Policy Institute.

The Oregon Health Policy Institute will become Oregon's resource center for collecting and analyzing health data and disseminating reliable and authoritative health policy analyses. Oregon Health Sciences University will serve as the lead agency and will provide space and facilities on its campus to house the Institute. Both universities will provide staff and other support for the Institute. Dr. Merwyn Greenlick, Acting Chair of the Department of Public Health and Preventive Medicine at Oregon Health Sciences University and Director of the Kaiser Center for Health Research, will serve as the initial Director of the Institute, and Dr. Walter Ellis, Assistant Dean of Urban and Public Affairs and Professor of Public Administration at Portland State University, will serve as the Associate Director.

Ten objectives of the Institute were proposed:

1. Undertake health services research and development projects relevant to health policy in Oregon.

2. Provide specific health policy analysis services for appropriate state agencies and undertake periodic assessments of the health policy needs and emerging health policy issues of Oregon.

3. Assess the link between health policy developments in Oregon and developments in other
policy areas, such as social service, education, and economic development.

4. Evaluate health programs implemented in Oregon and in other states, with particular emphasis on issues of health care effectiveness and efficiency. Assess management and administrative issues in the delivery of health care programs and provide related institutional support services to those programs.

5. Develop data bases needed for health policy formulation and analysis in collaboration with the official state agencies and with the Biomedical Information Communication Center (BICC) at Oregon Health Sciences University. Coordinate these data bases with other relevant data bases in Oregon and in other states. Aid in the development of reporting systems that maximize the usefulness of the data.

6. Develop health policy analysis methodology needed for appropriate health policy assessment in Oregon.

7. Undertake technology assessments and provide technology assessment services for official agencies of the state government and for other organizations in Oregon and in other states.

8. Train master's, doctoral, and post-doctoral level students in fields related to health policy analysis.

9. Provide professional development and educational services in health policy related fields for health policy makers, for health agency officials, for health care managers, and for other interested groups in Oregon. Develop and assess capacity-building programs for health professionals for more effective participation in the formulation of health policy.

10. Assist public sector health service agencies in the exploration of health policy directives that have both immediate and long-term
implications for the efficient and effective delivery of health services.

The key analysts (fellows) of the Institute will be trained health policy analysts working in a university environment where scientific norms control the analytic process. They will be drawn from several sources: Oregon Health Sciences University, Portland State University, the University of Oregon, Oregon State University, other public and private colleges and universities in Oregon, and from collaborating research organizations throughout the state. The Institute will be a laboratory designed to enhance the missions of the participating institutions rather than compete with those missions and will provide faculty a supportive environment within which to carry out research and research training. No new degree authorizations would be required. This would be accomplished through a coordinated effort of existing OSSHE degree programs. The Institute will provide fellows from affiliated institutions an opportunity to collaborate with their colleagues from other institutions and agencies and also will provide a training site for their graduate and professional students.

It will be necessary to seek external support for many of the activities of the Institute. The Institute should be able to compete successfully for foundation, state, and federal grants and contracts to carry out its purpose. In addition, it is proposed that a formal state mandate for health policy analysis be sought.

A copy of the full proposal was included in the supplementary materials.

Staff Analysis

1. Relationship to Mission

The proposed Institute is compatible with, and furthers, the approved missions of both of the proposing institutions; the Oregon Health Sciences University is to provide education and create and disseminate knowledge related to public and community health sciences; Portland State University, Oregon's public urban university, has a parallel obligation to create and disseminate knowledge needed to deal rationally
with the critical problems facing large population centers of the state.

2. **Evidence of Need**

The overwhelming need for change in health care policy and delivery, in Oregon and the nation, has created an environment in which examination and development of health policy is required to link health policy with other social policies in educational enhancement, improved human services, quality of life in the workforce and in the population generally, and economic development. The complementary missions of the two proposing universities provide a unique opportunity to address these needs in Oregon.

Key decision-makers in the state ultimately make health policy decisions within a consensus developed on the basis of political considerations. The development of this consensus can be crippled, however, without the availability of comprehensive, reliable health policy analysis to aid the process. The policy development process can best proceed when there is a shared understanding of the situation based on reliable data that define the scope and nature of the problem, and when policy analysis is performed by a trusted, reliable, and independent team.

3. **Quality of the Proposed Program**

The quality of the Institute will depend upon its ability to provide an environment in which the scientific norms of objective inquiry and analysis prevail, and in which work can be protected from real and perceived bias from within and without the universities and health care communities. The quality and integrity of the Institute will be protected by a governance structure that will include a board of directors assisted by an advisory committee, and a science council that will advise management on internal operation of the Institute.

The board of directors will be composed of the Presidents of Oregon Health Sciences University and Portland State University, a person appointed by the Governor from the Executive Branch of state government, five people nominated by the
advisory committee, and one person nominated by the science council of the Institute. The Director of the Institute will serve as an ex-officio member without vote. The board of directors will oversee the operations of the Institute, approve all new projects of the Institute, and formulate the policies under which the Institute will operate.

The advisory committee will include persons from the business community of Oregon; official health agencies of the state; the major health provider professional associations of Oregon; major organizations responsible for the financing, organization, and delivery of health care in Oregon; one member of the Oregon House of Representatives and the Oregon Senate respectively; and other citizens of Oregon generally. The nominees of the advisory committee to the board of directors will include one representative each from the business sector, the community hospital sector, and the health insurance industry, plus a health care professional and a person representing the interests of consumers in Oregon.

The science council will be comprised of representatives of the fellows of the Institute, with a minimum of one representative from each of the affiliated organizations of the Institute. The science council will nominate candidates for fellowship to the board of directors of the Institute, who will appoint all fellows. Only fellows of the Institute will be authorized to become the principal investigators of Institute projects. The science council will name one representative to the board of directors.

4. Adequacy of Resources to Offer the Program

Faculty. Many of the potential fellows of the Institute are current faculty members at Oregon Health Sciences University, Portland State University, Oregon State University, the University of Oregon, and affiliated institutions in the area. However, other fellows and staff will need to be hired to undertake specific activities. An administrative director will be needed to coordinate the activities of the Institute and assist in obtaining grant support for the
first three years. This position will eventually be funded directly from grants and overhead costs from grants. Clerical support will be provided from the affiliated institutions during the first three years on an as-needed basis. Additional staff will be hired as grant support becomes available.

**Library.** The Institute will have direct access to the holdings and data bases of the libraries of Oregon Health Sciences University, Portland State University, and the Kaiser Permanente Center. No additional library support will be required.

**Facilities and Equipment.** The Institute does not require special facilities or equipment and will use existing resources. Space is already available within the Department of Public Health and Preventive Medicine. No additional facilities will be required. Computers and a typewriter will be required for use in establishing the Institute. Any additional equipment will be purchased with external funds.

**Budget Impact.** Space and modest start-up funds in the amount of $65,000 for the first year and $55,000 in each of the second and third years will be provided from discretionary funds available to the President of Oregon Health Sciences University or the Dean of the School of Medicine. These funds will provide salaries for a Director and part-time secretary ($50,000 total each year), services and supplies ($10,000 in the first year and $5,000 in the second and third years), and equipment ($5,000 in the first year only for computers and typewriter). Administration will be totally assumed by grant-supported staff by the fourth year, at which time the Institute should either be viable as a self-supporting unit from grant and contract funds, or the activities of the Institute should be absorbed by other units or discontinued. Establishment of the Institute will not have an adverse impact on other programs.

5. **Duplication**

There are no existing organizations devoted to health policy analysis and development in the
state. There is a health policy institute at the University of California; also one at the University of Manitoba in Canada that serves as a repository of data for provincial health data and university-based and state functions. The University of Washington has a center that provides staff for a Health Resources Commission.

Program Review

The proposal to establish the Oregon Health Policy Institute has been reviewed and approved by the Oregon Health Sciences University School of Medicine Faculty Council, Faculty Senate, and Vice President for Academic Affairs; and by the President and Provost of Portland State University. The Academic Council has also reviewed the proposal and is supportive of establishment of the Institute with the understanding that Oregon State University and the University of Oregon participate fully in the objectives and work of the Institute.

Staff Recommendation to the Board

Staff recommended the Board authorize Oregon Health Sciences University and Portland State University to establish the Oregon Health Policy Institute, effective March 1993.

Discussion and Recommendation by the Committee

Vice Chancellor Clark reminded the Committee that health policy development is an item at the center of the reform agenda for Oregon. The proposed Institute would provide data bases, research, assessments, policy analysis on educational services and health policy and delivery.

Dr. Hallick indicated that the Health Policy Institute originated from discussions of the presidents of Oregon Health Sciences University and Portland State University. This Institute is a collaborative venture between the institutions and will include fellows from other State System campuses as well.

Dr. Mitch Greenlick, director of the Institute, described it as the creation of an infrastructure to bring together a community of scholars to enhance the role of academic-based health policy
research. The Institute would not assume the role of developing health policy for either the Governor's office, the State Health Division, or the legislature. Rather, it is a merging of academic objectivity with the urgency of health policy formation timeframes.

Dr. Walt Ellis, assistant director of the Institute from Portland State University, indicated the Institute fits well with the mission of Portland State University as an urban institution and will greatly aid bringing together a critical mass of scholars in the area of health policy study and development.

The Committee approved the staff recommendation.

**Board Discussion and Action**

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

**Staff Report to the Committee**

The Board of Higher Education permits institutions, with concurrence of their faculty, to award honorary degrees. Each institution wishing to award honorary degrees must adopt criteria and procedures for selection that will assure that the award honors outstanding contribution to the institution, state, or society for distinguished achievement. Criteria and procedures for selection must be forwarded to the Chancellor for approval and, when approved, filed with the Secretary of the Board. Institutions are required to forward their recommendations for honorary degrees for the Board's approval 90 days before the date for awarding the degrees.

Oregon State University requested Board authorization to award an honorary doctorate to Rajammal P. Devadas at the June 1993 commencement.

**Rajammal P. Devadas**

Rajammal P. Devadas, Vice Chancellor of the Avinashilingam Institute for Home Science and Higher Education for Women in India, has been a leading advocate for families and health in the world's second
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most populous nation. Her vision of a better India was formed as an undergraduate student when she was inspired by the leadership of Mahatma Gandhi.

After completing her doctoral study in the United States, Dr. Devadas returned to India and joined the national government as Chief Home Economist and Joint Director in the Directorate of Extension, Ministry of Food and Agriculture. In that position, she convinced Avinashilingam -- a former freedom fighter in India and a political leader -- to fund the establishment of a new college dedicated to using knowledge to improve the lives of Indian people. She integrated the National Service Scheme into the curriculum of undergraduate students in Avinashilingam Deemed University. Today, Avinashilingam Deemed University is an active force in India and cooperates with institutions around the world, including Oregon State University.

Dr. Rajammal P. Devadas has been a tireless advocate of literacy, education for children, and the rights of women. She has educated over 10,000 Indian teachers about nutrition, and published 40 books and some 350 research papers. She has received numerous national awards in India, including the National Award for Child Welfare, the Tagore Literacy Award, and the Padma Shri -- India's infrequently awarded second highest national honor.

Staff Recommendation to the Board

Staff recommended Board approval of Oregon State University's request to award an honorary doctorate to Rajammal P. Devadas at the June 1993 commencement.

Discussion and Recommendation by the Committee

The Committee approved the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.
Staff Report to the Committee

The Board of Higher Education permits institutions, with concurrence of their faculty, to award honorary degrees. Each institution wishing to award honorary degrees must adopt criteria and procedures for selection that will assure that the award honors outstanding contribution to the institution, state, or society for distinguished achievement. Criteria and procedures for selection must be forwarded to the Chancellor for approval and when approved, filed with the Secretary of the Board. Institutions are required to forward their recommendations for honorary degrees for the Board's approval 90 days before the date for awarding the degrees.

Portland State University requested Board authorization to award an honorary doctorate to James DePreist at the June 1993 commencement.

James DePreist

James DePreist pursued study in composition with Vincent Persichetti at the Philadelphia Conservatory. He obtained bachelor of science and master of arts degrees from the University of Pennsylvania. In addition, he has been awarded 12 honorary doctorates and is the author of two books of poetry. Mr. DePreist is an elected fellow of the American Academy of Arts and Sciences and a recipient of the Insignia of the Commander of the Order of the Lion of Finland, bestowed on him by the President of Finland in May 1992.

In 1962, while on a State Department tour in Bangkok, Mr. DePreist contracted polio but recovered sufficiently to win a first prize in the 1964 Dimitri Mitropoulos International Conducting Competition. He was selected by Leonard Bernstein to be an assistant conductor of the New York Philharmonic for the 1965-66 season.

From 1967 through 1970, Mr. DePreist lived in Holland, making his highly acclaimed European debut with the Rotterdam Philharmonic in 1969 (the year he was awarded a Martha Baird Rockefeller grant). In 1971 DePreist was chosen to become Associate Conductor with the National Symphony Orchestra in Washington, D.C., and in 1976 became Music Director.
of the Quebec Symphony where he remained until 1983. In 1980 he was named Music Director and Conductor of the Oregon Symphony, which two years later he guided into the ranks of the major United States orchestras.

Much in demand as a guest conductor, Mr. DePreist pursues a distinguished career in America and abroad with recent and future appearances including the Philadelphia Orchestra, the Chicago Symphony, the Minnesota Orchestra, the San Francisco Symphony, the St. Paul Chamber Orchestra, the Detroit Symphony, the Utah Symphony, the Budapest Symphony, the Netherlands Radio Philharmonic, the Helsinki Philharmonic, and the Stockholm Philharmonic. In 1991 he became Principal Conductor of the Malmo Symphony, and he becomes Principal Guest Conductor of the Helsinki Philharmonic in 1993 and will become Music Director of the Monte Carlo Philharmonic in Monaco in 1994.

Mr. DePreist is the nephew of the legendary contralto Marian Anderson.

Staff Recommendation to the Board

Staff recommended Board approval of Portland State University's request to award an honorary doctorate to James DePreist at the June 1993 commencement.

Discussion and Recommendation by the Committee

The Committee approved the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Staff Report to the Committee

On July 24, 1992, the Joint Boards of Education discussed development of strategies for Oregon students to attain international understanding and second language education as part of a jointly adopted policy framework of the Board of Higher Education and the State Board of Education. Second language instruction will be part of the Certifi-
cate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM) as part of HB 3565. The CIM Task Force, established by the Board of Education to identify the outcomes that will drive both program and assessment in schools, developed the following statements forwarded to the Board of Education for its consideration in fall 1992:

- Demonstrate an understanding of human diversity and ability to communicate in a second language with at least one other culture on its own terms;
- Demonstrate an understanding of this country's place in the larger context of other countries and cultures in their historical context.

In December 1992, the Board of Education voted to accept the Task Force's recommendations of a second language component in the CIM, with the following revisions in the Task Force language (this language was voted on at the Board of Education's January 7-8, 1993 meeting):

- Understand human diversity and communicate in a second language, applying appropriate cultural norms.

On November 20, 1992, the Joint Boards of Education considered the Preliminary Framework for Second Language Learning and College Admissions Requirements.

It was generally agreed by the Joint Boards of Education that the College Second Language Admissions Requirement is part of something larger -- the state's international competence. There should be development of a whole strategy to address the need for Oregon students to participate in a more global environment.

PROPOSED SECOND LANGUAGE COLLEGE ADMISSIONS POLICY

1. OSSHE institutions will require second language proficiency for students seeking admission to its colleges and universities for the academic year 1997-98. All students who are entering directly from high school will be required to meet the proficiency requirement. This policy will
pertain to all campuses except Oregon Health Sciences University.

2. Students who graduated from high school prior to 1997-98 and students who have been out of high school for a period of eight or more years at the time of admission may apply for an exemption of the second language requirement. In such cases, students will be required to meet an OSSHE graduation requirement, which will be a requirement of satisfactory attainment of the proficiency standard (corresponding to completion of one year of college foreign language).

3. All students entering from community colleges or other colleges and universities will be required to meet the proficiency requirement of a second language.

4. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement using TOEFL scores and other appropriate measures.

5. Proficiency standards will be set for each language taught in an Oregon high school using the ACTFL (American Council of Teachers of Foreign Language) Guidelines; proficiency standards will be set to account for variation in difficulty of these foreign languages.

6. Student proficiency may be established by ACTFL testing that is completed by an ACTFL-certified K-12, community college faculty member, or the higher education foreign language department. An ODE/OSSHE-developed test may be acceptable in future years.

7. In general, two Carnegie Units (two years of the same high school foreign language) may be used to meet the proficiency level for an interim period, until the second language requirements are fully established and implemented within the CIM and CAM under development by the Oregon De-
8. OSSHE institutions will accept certification of proficiency at the required level established by the CIM at any stage in a student's development, even if such proficiency is established in the elementary or middle school grades. However, since a student's understanding of the foreign culture is likely to be different and greater in later years of high school, it is recommended that proficiency at the level of the CAM be established.

9. Students may be admitted to OSSHE institutions under a special exception basis if their high school is unable to offer a two-year sequence of any foreign language. In such cases, students entering an OSSHE institution will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding to completion of one year of college foreign language).

10. Introductory college foreign language, beginning in academic year 1997-98, will be considered remedial instruction for high school and transfer students who meet the OSSHE admissions requirement using Carnegie Units but who cannot place in an OSSHE second year foreign language course. Students will be required to enroll in first-year foreign language via continuing education enrollment (self-support course), paying additional fees for this course. First-year language courses in a language other than the one studied in high school (or used to meet the admissions requirement) will not be considered remedial.

Note: Full report was a separate handout.

Staff Recommendation to the Committee

1. Staff recommended the Board of Higher Education adopt the Second Language College Admissions Policy for students seeking admission to col-
leges and universities for the academic year 1997-98.

2. Staff should be directed to begin implementation of the plan/timeline that has been presented with the proposed Second Language College Admissions Policy (ten components of which are included in the approval). Final adoption should occur on the consent agenda at the Board's February meeting.

3. Staff should continue to work closely with the Oregon Department of Education to coordinate OSSHE's policy within a statewide framework.

Discussion and Recommendation by the Committee

The Academic Affairs Committee recommended the Board approve the staff recommendation and place the item on the February Board consent agenda for final action.

Board Discussion and Action (January 22, 1993)

Ms. Davis asked the staff to investigate the feasibility of including American Sign Language within the policy.

The Board approved the Committee recommendation and the item will be placed on the February consent agenda. The following voted in favor: Directors Adams, Davis, Dodson, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Staff Report to the Committee (February 26, 1993)

The Board asked staff to investigate the feasibility of including American Sign Language (ASL) within the OSSHE policy. The Chancellor's Office has received additional information about ASL from the Oregon School for the Deaf and has consulted with the Oregon Department of Education. Both support including ASL as a bona fide language. This action does appear to meet the spirit of the OSSHE requirement in that ASL prepares students to communicate with many others from around the world, carries with it a rich cultural component, and is inclusive of a special education population as well as others.
ASL is the language used at the world's only university for the deaf (Gallaudet University). The United States is a world leader in the field of deaf postsecondary education and sign language interpreter availability, standards, and training. ASL is used in a number of other countries such as Canada, the Philippines, Nigeria, and some Caribbean and South American countries. Many English-speaking nations (e.g., Great Britain, South Africa, and Australia) use a different sign language that is mutually unintelligible with ASL. ASL is a derivative of Old French Sign Language, which has no written form but carries with it a tradition of storytelling and linguistic art forms that have no parallels in Romance or Germanic languages; it is a topicalized language with tense markers similar to Polynesian languages.

Staff Recommendation to the Board (February 26, 1993)

Staff recommended an amendment to the previous January 22, 1993, recommendation. Number 5 of the proposal reads: Proficiency standards will be set for each language taught in an Oregon high school using the ACTFL (American Council of Teachers of Foreign Language) Guidelines. American Sign Language will also be acceptable as a language, with standards to be set in consultation with appropriate national associations.

This addition is expressly consistent with the intent of the previous recommendations.

Discussion and Recommendation by the Committee (February 26, 1993)

The Committee approved the addition of American Sign Language as an acceptable second language and using the ACTFL Guidelines for setting proficiency standards.

Board Discussion and Action (February 26, 1993)

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.
Introduction

Oregon State University requests authorization to establish a graduate program leading to the M.S., M.A., and Ph.D. degrees in Apparel, Interiors, Housing, and Merchandising (AIHM). This request results from administrative reorganization and previously established long-range planning commitments. It is the product of a thorough rethinking of the most appropriate ways to organize and provide graduate level training in AIHM. A copy of the full proposal is on file in the State System Office of Academic Affairs.

Oregon State University, within the College of Home Economics and Education, currently offers M.A. and M.S. degrees in Apparel, Interiors, and Merchandising and offers a housing concentration in the master's and doctoral degree programs of Family Resource Management.

In a 1989 restructuring of the College of Home Economics previously approved by the State System, the undergraduate housing major, all undergraduate and graduate courses in housing, and the associated faculty and graduate assistance FTE were moved to the Department of Apparel, Interiors, and Merchandising, and the unit became the Department of Apparel, Interiors, Housing, and Merchandising. These structural shifts provide part of the impetus for restructuring graduate programs in the renamed department.

The specific objective of establishing a doctoral program in clothing and textiles first appeared in the department long-range plan in 1985. Strategies designed to accomplish this objective included reallocation of personnel toward research and graduate teaching, implementation of a hiring strategy to build the faculty base necessary to support a doctoral program, revision of existing graduate courses, and development of new graduate courses necessary to support a doctoral program, an increase in enrollment in the existing master's degree program, and development of national visibility as a base for recruiting top quality doctoral students. All of
these strategies have been implemented. This proposal is the final step in a long-term plan to reorganize and enhance graduate education in AIHM.

Staff Analysis

1. Relationship to Assigned Mission

As the state's designated land grant institution, Oregon State University has a mandate to help the people of Oregon develop and utilize human resources. The proposed endorsement is also consistent with the Board's approved role for Oregon State University of providing comprehensive high-quality instruction, research, and service programs associated with selected professions.

The mission of the Department of AIHM is to promote the social, psychological, and physical well-being of individuals and families through the discovery, interpretation, and dissemination of information related to the basic human needs of clothing and shelter. The proposed program is directly related to the mission of the department and to the mission of the College of Home Economics and Education, particularly with respect to promoting the well-being of individuals and families and enhancing interactions of families with other social institutions and the physical environment.

2. Evidence of Need

There is an existing need for qualified individuals to teach and conduct research at institutions of higher education in the areas of apparel, merchandising, and housing. A nationwide shortage of Ph.D.s in these areas is expected to continue into the 21st century. Anticipated faculty retirements will contribute to the shortage. It is estimated that 46 percent of current full-time faculty teaching apparel and merchandising courses will be retiring before the year 2000. At the same time,
there is current and growing demand by students for the existing graduate program. Baccalaureate programs in apparel design and merchandising are among the fastest growing programs in home economics nationally. Qualified faculty are needed to teach in these programs.

Career placement is excellent. A 1985 U.S. Department of Agriculture national assessment indicates that demand for graduates will remain high. In addition to careers in academic institutions, employment opportunities for program graduates exist in the areas of retailing, consumer science, marketing, housing, and human environment.

3. **Quality of the Proposed Program**

The report issued following the external review noted that a major strength of the proposed program is the educational qualifications of the faculty. The AIHM faculty hold degrees from a number of institutions, contributing to faculty diversity. Most have experience with graduate instruction and advising, research, and scholarly contributions. Several have fostered networks with colleagues both inside and outside their department and across the nation indicating that the spirit of collaboration is already well instilled. The review team commented on the high level of faculty commitment and their energetic and enthusiastic motivation to take on the challenge of a doctoral program.

4. **Adequacy of Resources to Offer the Program**

**Faculty.** Faculty required for the proposed graduate program are already on staff in the Department of AIHM and the Department of Human Development and Family Sciences. No additional hires are needed or anticipated.

**Library.** Current library holdings are adequate to meet the needs of the proposed program.
Facilities and Equipment. No additional physical facilities will be needed to accommodate the program.

Budget Impact. The total recurring cost of the proposed program when fully implemented will be $75,685. These funds will come from a combination of internal reallocation and new external resources. External funds, including grant funds, will be solicited through the College development program. No new state funds will be required.

5. Duplication

No other graduate programs in apparel, interiors, housing, and merchandising exist in the state. Only ten universities in the entire United States offer doctoral programs in apparel, housing, and/or merchandising. At the present time, there are no doctoral programs with areas of concentration in merchandising management, human behavior and the near environment, or historical/cultural aspects of the near environment in the western United States. Virtually all the existing doctoral programs are found at the large land grant institutions in the mid-western states.

Program Review

The proposed program has been the subject of an external review including a site visit by a team of three internationally recognized scholars. Their report concluded that the proposal is sound and that it should be implemented. The proposed program has also been reviewed positively by the Academic Council.

Staff Recommendation to the Board

Staff recommended the Board authorize Oregon State University to offer a graduate program leading to the M.S., M.A., and Ph.D. degrees in Apparel, Interiors, Housing, and Merchandising, effective winter term 1993, with a follow-up review to be conducted by the State
System Office of Academic Affairs during the 1997-98 academic year.

The proposal will be placed on the consent agenda for final action at the February Board meeting.

Discussion and Recommendation by the Committee

The Academic Affairs Committee recommended the Board approve the staff recommendation and place the item on the February Board consent agenda for final action.

Board Discussion and Action (January 22, 1993)

The Board approved the Committee recommendation and the item will be placed on the February consent agenda. The following voted in favor: Directors Adams, Davis, Dodson, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey.

Discussion and Recommendation by the Committee (February 26, 1993)

The Committee approved the staff recommendation.

Board Discussion and Action (February 26, 1993)

The Board approved the staff recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Introduction

Western Oregon State College requests authorization to offer a B.S. in Education with a major in American Sign Language/English Interpreting (BSI).

The BSI program is designed to prepare graduates to enter the interpreting field as professionals who make significant contributions to education and rehabilitation service delivery teams serving deaf children and adults.
The curriculum combines classes in language development, linguistics, sociology, education, and professional practices, as well as interpreting theory, technique, and application. Through a series of core classes, graduates are prepared for a vital role in enabling deaf children and adults to participate in basic education, job transition programs, and adult learning. A copy of the full program proposal is on file in the State System Office of Academic Affairs.

Since 1975, Western Oregon State College has offered a one-year certificate program in Interpreter Preparation: Deafness. This proposal will expand that program into a non-teaching major offered through the Special Education Division of the School of Education.

Staff Analysis

1. Relationship to Assigned Mission

The preparation of education professionals has been central to the mission of Western Oregon State College since its approval as a teacher training school in 1882. Within that general focus, the Regional Resource Center on Deafness (RRCD) was established in the Department of Education in 1973 and is now part of the Division of Special Education. The RRCD is the U.S. Department of Education Region X site for the preparation of education and rehabilitation professionals specializing in the field of deafness. Region X includes Alaska, Idaho, Oregon, and Washington.

2. Evidence of Need

The first major increase in the demand for sign language interpreters was created by the passage of the Rehabilitation Act of 1974 (Section 504). This legislation assured American citizens who are deaf that communication barriers to publicly supported human services would be removed. Passage of PL 94-142 encouraged a trend toward mainstreaming deaf students, thereby creating a demand for classroom inter-
preters. Public schools began to require professionals who could serve not only as a communication bridge between the deaf student and the regular classroom teacher, but also as a teaching assistant trained in the techniques of tutoring and other aide functions with deaf students. Within the last 20 years, the field of interpreter education has expanded to include first and second language acquisition research, bicultural and bilingual studies, interpreter theory, and specialized interpreting. Demand for this baccalaureate program is high. Program staff estimate that 30 to 40 applications will be received annually. According to a recent survey by the Oregon Department of Education, the number of vacant positions for trained educational interpreters between fall 1990 and fall 1992 in the state of Oregon ranged from 19 to 23. As the proposed program becomes fully operational, the projected number of graduates is expected to be 15 per year. That number will provide approximately 75 percent of Oregon's annual need.

3. Quality of the Proposed Program

Federal grant funds from the U.S. Department of Education were awarded to plan and develop the transition from a certificate program to a baccalaureate program. These funds were awarded in part on the basis of the high quality of the existing program. This level of quality will be continued and enhanced in the proposed degree program. An evaluation plan has been designed to assess the success and quality of the program and the competency of the graduates.

4. Adequacy of Resources to Offer the Program

Faculty. Faculty required to provide the proposed major are already in place. No additional hires are needed or anticipated.

Library. Current library holdings are adequate for the needs of the proposed
program. No additional library support is required.

Facilities and Equipment. No additional physical facilities will be needed to accommodate the program.

Budget Impact. Management, staffing, and associated equipment and supplies will remain as currently assigned. There will be no budgetary impact as the funds necessary to implement the proposed program are exactly those that become available as the current certificate program is phased out.

5. Duplication

Approximately 65 interpreter training programs exist in the United States. Of these, seven offer a bachelor's degree, one offers a master's degree, and four are in the process of developing baccalaureate programs. The remainder, including a program at Portland Community College, are certificate or associate degree programs.

The proposed program will be unique in that it will be the only program in the Northwest and one of only two in the United States that offers specific coursework preparing educational interpreter specialists for public schools from kindergarten through post-secondary institutions.

Program Review

The Academic Council has reviewed and approved the proposed program.

Staff Recommendation to the Board

Staff recommended the Board authorize Western Oregon State College to offer a B.S. in Education with a major in American Sign Language/English Interpreting effective spring term 1993 with a follow-up review to be conducted by the State System Office of Academic Affairs during the 1997-98 academic year.
The proposal will be placed on the consent agenda for final action at the February Board meeting.

Discussion and Recommendation by the Committee

The Academic Affairs Committee recommended the Board approve the staff recommendation and place the item on the February Board consent agenda for final action.

Board Discussion and Action (January 22, 1993)

The Board approved the Committee recommendation and the item will be placed on the February consent agenda. The following voted in favor: Directors Adams, Davis, Dodson, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey.

Discussion and Recommendation by the Committee (February 26, 1993)

The Committee approved the staff recommendation.

Board Discussion and Action (February 26, 1993)

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Background

On January 24, 1992, the Board of Higher Education reviewed and adopted an OSSHE Plan for Responding to the Joint Boards Interests in Teacher Education, HB 3565, and Measure 5. The plan addressed initiatives in two broad areas: curricular developments within the context of a higher level for student preparation for college/university work, and educator preparation programs to meet the goals of Oregon's educational reform plan. Six major components of the plan were approved. The centerpiece of the plan is the Board of Higher Education Grant Program for 21st Century Education Innovations.
On March 2, 1992, a Request for Proposals (RfP) was issued to all OSSHE campuses, seeking proposals to undertake needed initiatives among OSSHE campuses and school districts and community colleges to address school reform, particularly related to curricular revision, sequencing, and integration. The purpose of the projects was to test the best new practices, policies, and procedures higher education is able to develop in partnership with the schools, and then to implement them on a state-wide basis. An expectation in all the projects was to alter how we do business in the future; the funded projects were to provide the means for getting there.

The deadline for submission of proposals was May 11, 1992. During the early summer, the Chancellor's Office reviewed all proposals and selected the following nine for funding:

**Eastern Oregon State College**  
Preparing Teachers for Nongraded Primary Schools

**Oregon Health Sciences University**  
Curricular Articulation of Mathematics and Science Learning for the Allied Health Occupations

**Oregon Institute of Technology**  
A Model Collaborative Health Occupations Curriculum

**Oregon State University**  
Articulating a Balance Between College Preparation and Workforce Curriculum in the Certificate of Advanced Mastery (CAM)

Study of the Practices, Policies, and Student Outcomes of Applied Academics in Oregon Middle and High Schools, Community Colleges, Four-Year Colleges and Universities

**Portland State University**  
A Model Schools-Based Project for Implementation of HB 3565: Mathematics, Science, and Technology Learning and Curricular Implementation
Southern Oregon State College
Commitment to Mastery: Recognizing Individual Differences, Performance Based Assessment, and Preparation for an Accelerated Baccalaureate

University of Oregon
Shared Perspectives Project: Creating a Dialog on Standards for Education in Oregon Under the Program for 21st Century Education Innovations

Western Oregon State College
Implications of Oregon's Curriculum Design for 21st Century Schools for the Preparation and Licensure of Elementary and Middle School Teachers

Status Report

All projects initiated work by fall 1992. Most will be continuing activities through December 1993. Reports will be presented to the Board according to the following timeline and groupings:

Winter 1993
Performance Standards Projects
University of Oregon
Southern Oregon State College

Spring 1993
Professional/Technical Projects
Oregon Institute of Technology
Oregon Health Sciences University
Oregon State University

Summer 1993
Mathematics and Science Projects
Portland State University
Oregon State University

Fall 1993
Teacher Licensure Project
Western Oregon State College

Nongraded Primary Project
Eastern Oregon State College

Performance Standards Projects
University of Oregon

The University of Oregon's project, "Shared Perspectives Project: Creating a Dialog on Standards for Education in Oregon," addressed the need to identify some of the knowledge, abilities, and
behaviors that students should acquire in grades 1-12 in order to prepare for successful entry into four-year colleges and universities in Oregon and elsewhere in the nation.

The project assembled a task force of 32 members who were subsequently divided into five core teams, each comprising three or four members of the University of Oregon's academic faculty and three or four high school teachers from four central Lane County school districts (Eugene, Springfield, Bethel, and South Lane). The core teams did not attempt to represent every discipline or area of study in precollege or higher education. They focused on five major areas of study that are among those widely believed to contribute to student success in colleges and universities across the nation:

- science and mathematics
- foreign languages
- social sciences
- music, drama, and fine arts
- writing and written reasoning

Project participants met throughout fall 1992 and developed final recommendations from the five core areas by the end of the year.

A significant outcome of the core teams' work was the identification of a number of skills and abilities that are thought to be common to all of the disciplines studied (for example, reading and comprehending written material; speaking and writing in a clear, credible, and convincing style; the ability to secure information from a variety of sources; critical thinking skills; and original and creative thinking).

Each core team identified performance indicators that would be prerequisite for success at the University of Oregon, identified mastery levels associated with these indicators, and suggested the type of evaluative techniques that both high schools and the University of Oregon might employ to determine student readiness.

The results of this project will be used to expand the discussion of performance standards related to the Certificates of Initial and Advanced Mastery in
the coming year, particularly with regard to the college preparation endorsement.

The Project Final Report was provided with the Board docket. Provost Norman Wessells and Professor Gary Martin reported on the project.

Provost Wessells indicated that the University of Oregon focused the project on 16 teachers in four school districts. In addition, work was in five fields. Of particular import in the project, according to Dr. Martin, was the convening of college professors and gifted public school teachers working together on a common definition of high school graduation and college entrance requirements.

Southern Oregon State College

Southern Oregon State College's project, "Commitment to Mastery: Recognizing Individual Differences, Performance Based Assessment, and Preparation for an Accelerated Baccalaureate," addressed performance standards and assessments related to those standards with a goal of developing mechanisms whereby students may be able to use college resources to meet high school requirements (CAM performance standards). Southern Oregon State College has conducted needs assessments via in-depth interviews with two groups of students:

- One group is attending area high schools but is concurrently enrolled at Southern Oregon State College, typically for about one hour per day and in classes that the high school cannot offer. The focus in working with this group has been to identify obstacles to institutionalizing mechanisms whereby students use college resources to meet their high school CAM requirements.

- The second group is composed of students (and parents) who were interviewed about the needs and problems associated with concurrent or accelerated enrollment in a college program.

In addition to the needs assessment activities, Southern Oregon State College established six teams of professionals to consider HB 3565 and the specific implications for the Certificate of Advanced Mastery (CAM), and to design some performance
standards that would be appropriate for the CAM as well as provide evidence of college readiness. The teams were designed in line with the occupational strands suggested in the legislation: Arts and Communication, Business and Management, Health Services, Human Resources, Industry and Technology, and Natural Resources. Each team was composed of two high school faculty, one community college member, one Southern Oregon State College faculty member, and one community member who was a practicing professional in that occupational area.

The teams approached their work with the assumption that the occupational strands were part of the college preparatory endorsement as well as the professional/technical. The task was to explore how a student might move from one endorsement area to another so that choice of one would not preclude pursuing the other.

Each team focused on performance indicators, mastery performance levels, and possible assessment strategies. These statements will be used in further discussions on the CAM and articulation with college admissions processes during the coming year.

In order to assess the feasibility of an accelerated baccalaureate program in which students would satisfy some performance standards for the CAM while taking coursework at a four-year college or a community college, the project has established a pilot effort enrolling six students from Ashland and South Medford High Schools at Southern Oregon State College for some courses. During spring term, an additional eight to ten students from other area high schools will enroll at Southern Oregon State College. In the future, students from Grants Pass and Roseburg will take courses at Rogue and Umpqua Community Colleges.

In April Southern Oregon State College will hold an assessment workshop to train 50-60 faculty to evaluate college and workplace readiness through the use of performance standards. The College will continue to follow the progress of students enrolled in the pilot project (co-enrollment at high schools and college).
A copy of the Interim Report was included in the Board docket. Provost Stephen Reno and Dean Cecile Baril reported on the project at the Board meeting.

Provost Reno underscored the fact that HB 3565 of the Educational Reform Act had presented a virtually unprecedented opportunity for those in higher education to work with colleagues in the secondary schools. One of the benefits was the sense of collegiality and of shared responsibility that was engendered in the work of the project team.

Dean Baril pointed out that the Reform act recognizes that there are significant individual differences in learning rates and learning styles. The Act calls for providing a variety of learning settings and a variety of places where learning experiences can occur. A second characteristic is that it requires stronger evidence of student capability through performance-based assessment. One of the outcomes of the project was gaining a clearer picture of an accelerated baccalaureate program which will be more dependent on performance-based assessments.

(No Board action required)

Staff Report to the Committee

The State Executive Department requires all agencies to adopt Administrative Rules to be used in screening and selection of contractors to perform personal services. The proposed rule is intended for use by the Chancellor's Office or for use at those institutions choosing not to adopt institutional guidelines. When used by institutions, staff intends to designate institutional staff to carry out the rule.

A hearing on the proposed rule was held February 23, 1993. No one appeared for the hearing.

PERSONAL SERVICES CONTRACTS

Screening and Selection for Personal Services Contracts

580-40-100 (1) The Department of Higher Education periodically requires the services of an individual or firm to perform personal or professional services. These rules set forth the screening and
selection process to be used for all such contracts, except where a State System institution has adopted its own screening and selection rules, and except for contracts covered by OAR 580-50-020 (Architectural and Engineering Services).

(2) The Department of Higher Education will contract for personal or professional services when the specialized skills, knowledge, and resources are not available within the Department; when the work cannot be done in a reasonable time with the Department's own workforce; when an independent and impartial evaluation of a situation is required by a contractor with recognized professional expertise and stature in a field; when it will be less expensive to contract for the work; or when grants require subcontracting.

(3) For the purposes of this rule, the term:
   (a) "Director" means the Director of Legal Services of the Department of Higher Education, or designee;
   (b) "Department" means the Department of Higher Education on its own behalf or acting on behalf of a State System institution;
   (c) "State System institution" means a college and university that is a part of the Oregon State System of Higher Education;
   (d) "Contractor" means an individual or firm selected to perform personal or professional services for the Department of Higher Education and with whom the Department may contract;
   (e) "Personal Services Contract" means a contract for personal or professional services performed by an independent contractor.

(4) Formal Selection Procedure: This procedure will be used whenever the estimated payment to the contractor exceeds $25,000. Exceptions to this procedure are specified in subsections (5), (6), (7), and (8). The amount of the contract may not be manipulated to avoid the need for informal or formal procedures.

(a) Announcement: The Department will give notice of intent to contract for personal services in a trade periodical or newspaper of general circulation. The notice shall include a description of the proposed project, the scope of the services required, project completion dates, and a description of special requirements, if any. The notice will invite qualified prospective contractors to apply. The notice will specify when and where the application may be obtained, to whom it must be
returned, and the closing date. The Department will provide notices to the Office of Minority, Women, and Emerging Small Business.

(b) Application: The application will consist of a statement that describes the prospective contractor's credentials, performance data, and other information sufficient to establish contractor's qualification for the project, as well as any other information requested in the announcement.

(c) Initial Screening: The Director will evaluate the qualifications of all applicants and select a prospective contractor whose application demonstrates that the contractor best fulfills the provisions of paragraph (d)(ii) of this subsection.

(d) The Final Selection Procedure:

(i) Interviews: The Director will interview, through any appropriate medium, the finalists selected from the initial screening.

(ii) Award of Contracts: The Director will make the final selection based on applicant capability, experience, project approach, compensation requirements, and references.

(5) Informal Selection Procedure: This procedure may be used when the estimated payment for the proposed services to be performed by the contractor does not exceed $25,000, or, at the Director's discretion, when the informal selection procedure will not interfere with competition among prospective contractors or reduce the quality of services or increase costs.

(a) Selection: The Department will contact a minimum of three prospective contractors known to the Department to be qualified to offer the sought-after services. An estimated fee will be requested, and the selection will be made by the Director based upon the factors described in subsection (4)(d)(ii) of this section. If three quotes are not received, the Department will make a written record of its efforts to obtain quotes.

(6) Personal Services Contracts up to $1,000: The Department may enter into personal services contracts up to $1,000 without following the procedures identified elsewhere in this section. However, the Department will make reasonable effort to choose the most qualified contractor. The amount of the contract is not to be manipulated to avoid the need for informal or formal procedures.

(7) Department may negotiate with a single source if the services are available only from one con-
tractor, or the prospective contractor has special skills uniquely required for the adequate performance of the services;

(8) Emergency Appointment Procedure: The Director may select a contractor without following any of the above procedures when conditions require prompt action to protect life or property. In such instance, the recommended appointment and a written description of the conditions requiring the use of this appointment procedure shall be submitted to the Director. The Director will determine if an emergency exists, declare the emergency and, when appropriate, approve the appointment.

(9) The Department will maintain a file with the Office of the Director of Legal Services, on the selection process for all Personal Services Contracts entered on behalf of Department that will include:

(a) The method and copy of announcement;
(b) The names of firms/individuals and cost estimates considered;
(c) A justification of need for the contract;
(d) The basis for selection;
(e) Rationale by which rates were established;
(f) How reasonableness of price was determined;
(g) A copy of the resulting contract and any subsequent amendments.

(10) State System institutions using this rule will maintain a file on the selection process for all personal services contracts entered on behalf of the institution and notify Director of location of the files required in this subsection. Such files will contain:

(a) The method and copy of announcement;
(b) The names of firms/individuals and cost estimates considered;
(c) A justification of need for the contract;
(d) The basis for selection;
(e) Rationale by which rates were established;
(f) How reasonableness of price was determined;
(g) A copy of the resulting contract and any subsequent amendments.

Staff Recommendation to the Board

Staff recommended the Board adopt the Administrative Rule as proposed.
Discussion and Recommendation by the Committee

Mr. Adams asked for clarification of the term "personal services." Ms. Melinda Grier explained that it included contracts with an agency or an entity to provide services that are dependent on individual or personal kinds of services compared to a construction or vending contract.

The limit of $1,000, Ms. Grier explained, is consistent with General Services procedures and limits. Contracts between $1,000 and $25,000 require three bids, over $25,000 notices must be published, and under $1,000, the amount under consideration in the proposal, requires fewer controls.

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation and on roll call the following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Staff Report to the Committee

University of Oregon officials have forwarded to the Office of Finance and Administration an option for the purchase of a parcel of land in the east area of campus at 1800 and 1800-1/2 Columbia Street. The property is owned by Sylvia E. Jones, and the option price of $130,000 was negotiated as a result of two appraisals: one obtained by the University and one supplied by the seller. The property has a total area of approximately 10,016-square-feet of land (approximately .230 acres). The property is in a part of campus designated in the long-range campus development plan as an area devoted primarily to low-density and medium-density housing for student families.

The property includes two structures: an 80-year-old house and a small apartment-type house. The houses will be used by University Housing as miscellaneous family rentals. The University Housing department contracted with an independent firm to inspect the property for environmental hazards. As a result of this inspection, it has been determined
that there are no known hazards existing on the property, and the property owner has provided the University with a written statement that she knows of no hazardous material on the property.

Funds required for the purchase of the property and related costs are to be provided from Article XI-F(1) bond funds available to the University Housing department for student housing. The land would be purchased under authority of Chapter 734, Oregon Laws 1989.

Staff Recommendation to the Board

Staff recommended the Board authorize the Office of Finance and Administration to purchase the Jones property at 1800 and 1800-1/2 Columbia Street in the east campus area of the University of Oregon for the option price of $130,000.

Discussion and Recommendation by the Committee

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation with the following voting in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Southern Oregon State College officials proposed exchanging a parcel of land for one of equal size and value. The College property is part of a parcel donated to Southern Oregon State College in 1939 by D. Perozzi and is used as an outdoor laboratory for biology and other coursework. The land to be obtained is owned by William C. and Karen D. Cowger and is adjacent to the Perozzi tract. The properties are not contiguous to the College, but are located on the hillside behind the College. They are undeveloped and consist primarily of heavy brush, manzanita, and laurel trees on moderately steep slopes.

Over the years, several owners of surrounding property have asked the College for easements and
rights-of-way. Southern Oregon State College has always pursued a policy of not encumbering the property in order to preserve its future potential. Mr. Cowger asked for a land exchange instead of an easement so that he could construct a road to his land-locked parcel. Recently, the City of Ashland's new Open Space Plan designated the College parcel to remain open space and rejected the College's request to include the Perozzi tract in the Ashland Urban Growth Boundary. These actions by the City effectively restrict any potential for the College to sell the property for commercial or development purposes. As part of the open space planning, the City also acquired Siskiyou Mountain Park for future open space uses, requiring the City to obtain access across the College property.

Following these actions, the College entered three-way negotiations with the City and Mr. Cowger to find a way to accomplish the objectives of all parties while protecting the College's interests. The proposed Memorandum of Understanding and Exchange Agreement resulted and would provide the following advantages to the College:

- Acquires property that retains the total number of acres in the parcel; the new property provides comparable characteristics for continued academic uses.

- Access for academic purposes to a new parcel owned by the City of Ashland (Siskiyou Mountain Park).

- Improved road and pathway access to its own property for fire protection and property management, as well as easier access for students and faculty.

- Cooperates with the City to ensure that community objectives of protecting undeveloped open space are met.

- These results are achieved at no cost to the College. Costs of road and path construction and maintenance, title insurance, surveys, closing, etc., are to be borne by other parties to the agreement.
The property to be acquired has been inspected by the Southern Oregon State College physical plant to determine if there are any possible hazardous or contaminated materials on the property. The College reports there are no known environmental hazards associated with the property.

**Staff Recommendation to the Board**

Staff recommended the Board authorize Southern Oregon State College to sign the Memorandum of Understanding and Exchange Agreement and authorize the Office of Finance and Administration to proceed with the land exchange if all parts of the agreement are met.

**Discussion and Recommendation by the Committee**

The Committee recommended the Board approve the staff recommendation.

**Board Discussion and Action**

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, Bailey. Those voting no: none.

**DONATION OF TIDELANDS, OSU**

**Staff Report to the Committee**

At the January 1993 Board meeting, Oregon State University officials requested the Board accept a gift of approximately 20 acres of tidal and subtidal lands at the upland portion of Yaquina Bay for use by the Hatfield Marine Science Center. The Board deferred acceptance of the tidelands pending an environmental assessment of the property.

Scientists from the Hatfield Marine Science Center reviewed the property and determined that it was a prime wetland area and an important biological area. University officials have supplied the Office of Finance and Administration with a property environmental assessment report indicating that their reviews and inspections of the property did not reveal any sign of hazardous materials or contaminants on the property. As a result, Oregon State University officials are again asking that the property, to be known as the Hoovolserberg Tide-
lands, be accepted. The Board's staff reviewed property records dating from 1893 and could find no evidence of structures or other improvements ever having been on the site.

Staff Recommendation to the Board

Staff recommended that the Office of Finance and Administration be authorized to accept the donation of the tidelands on behalf of the Oregon State University Hatfield Marine Science Center.

Discussion and Recommendation by the Committee

Mr. George Pernsteiner explained the extent of the environmental assessment conducted. In addition to the physical examination of the area, staff conducted a property records search back to 1893, the time when records were kept. Staff feels confident there are no environmental hazards.

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

The Board approved the Committee recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Staff Report to the Committee

Oregon Administrative Rules 580-050-041 and 580-050-042 require an annual report to the Board on the prior calendar year's participation by emerging small business enterprises (ESB) and minority or women's business enterprises (M/WBE) in capital improvement projects. During 1992, contracts were awarded for 25 eligible projects that included the Board's requirement for ESB/MBE/WBE participation, for a base contract value of $7,742,242.

ESB/MBE/WBE participation accrued to $692,084, or approximately 8.9 percent of the value of improvement contracts. The goals for participation varied by type of work, geographic location, and availability of these business enterprises.
During 1990, 1.4 percent of the value of improvement contracts awarded went to ESB/MBE/WBEs under the new rule (which was effective October 1, 1990), while 0.7 percent went to MBE/WBEs under the old Rule. MBE/WBE participation amounted to 4.6 percent in 1989 and 6.7 percent in 1988. Court decisions called the goal-based approach used in 1988 into question, leading to the adoption of good faith effort requirements.

Participation of emerging small business enterprises, minority business enterprises, and women's business enterprises in State System contracts may be affected in 1993 by continuing decline in the number and value of public improvement contracts. The total dollar value of projects with good faith effort goals in 1991 was $31 million compared with $7.7 million in 1992. As a result of Measure 5, this trend is expected to continue.

Mr. Pernsteiner reported that on the surface it appears the Board is doing a better job of contracting with emerging small, women, and minority-owned businesses. However, the increase from 3.2 percent of total last year to 8.9 percent this year is deceiving since the total dollar amount expended for construction is down. So while the percentages have gone up, the absolute dollars have decreased.

(No Board action required)

Staff Report to the Committee

OREGON STATE SYSTEM OF HIGHER EDUCATION
Pooled Endowment Fund
Market Value

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<th>Market 7-01-92</th>
<th>Market 12-31-92</th>
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<td><strong>TOTAL ENDOWMENT</strong></td>
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<td>Cash</td>
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<td><strong>TOTAL OTHER</strong></td>
<td>5,916,902</td>
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OREGON STATE SYSTEM OF HIGHER EDUCATION
Pooled Endowment Fund Investment Performance
Periods Ending 12-31-92
(Based on Total Return)

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<th></th>
<th>CURRENT QTR</th>
<th>FISCAL YTD</th>
<th>1 YEAR</th>
<th>3 YEARS</th>
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<td><strong>TOTAL ENDOWMENT</strong></td>
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<tr>
<td>OSSHE</td>
<td>4.7%</td>
<td>7.2%</td>
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<td><strong>EQUITY INVESTMENTS</strong></td>
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<td>OSSHE—STOCKS</td>
<td>7.8%</td>
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<td>S &amp; P 500 SO AFRICA FREE</td>
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<td>10.9%</td>
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<tr>
<td>S &amp; P 500</td>
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<td>0.9%</td>
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<td>7.8%</td>
<td>7.7%</td>
<td>9.4%</td>
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<td>60% S &amp; P 500</td>
<td>3.5%</td>
<td>7.5%</td>
<td>9.1%</td>
<td>10.8%</td>
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<tr>
<td>40% SHEARSON/LEHMAN (CORP &amp; GOVT)</td>
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Note: All amounts are net of investment charges.
### OSSHE Pooled Endowment Fund

#### Equity Fund

#### Performance Comparisons

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<tr>
<th>Calendar Year End</th>
<th>OSSHE Equity Fund</th>
<th>Common Fund Equity Fund</th>
<th>Wells Fargo S&amp;P 500 Equity Index Fund</th>
<th>S &amp; P 500 Stock Index</th>
<th>Oregon Equity Fund</th>
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<td>25.0%</td>
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<td>1990</td>
<td>-3.0%</td>
<td>-4.6%</td>
<td>-3.1%</td>
<td>-3.1%</td>
<td>-7.3%</td>
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<td>1989</td>
<td>9.6%</td>
<td>24.9%</td>
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**Fees**

- .60% of fund
- .60%—$2 mill
- .50%—$3 mill
- .48%—$500K
- .40%—$5 mill
- .32%—$1.5 mill
- .30% excess
- .08% excess

| (approx $200,000) | (approx $115,000) | (approx $31,200) |
Discussion and Recommendation by the Committee

Mr. Steve Katz, Controller, reported that for the quarter ending December 31, 1992, the pooled endowment investments did very well, exceeding the benchmarks in both the stock and bond investments.

Vice Chancellor Ihrig discussed a summary report of the Common Fund and the fees attached to the various funds. He suggested that the Board consider a diversified equity portfolio either through three index funds or through the Common Fund equity fund.

Mr. Ihrig indicated that after consideration of managed versus index funds, he thought that over the long term, if extra fees are to be paid for a managed fund, that fund should return more than the index fund, after fees.

Ms. Wilson agreed and suggested that the Board needed to increase the yield through reducing the fee. The fee presently paid is substantial. She indicated that the assumption may or may not be true that the risk can be handled the same in a managed fund as in an index fund. Looking retrospectively is important. However, choices and decisions must be made as to which alternatives are expected to perform the best in the future, and where the Board can get the best return within a conservative philosophy of not going too high or too low. The critical decisions will be made in light of the longer term -- 20 years into the future.

It was agreed that an update would be provided in May at the time of the next quarterly report.

(No Board action required)

ITEMS FROM BOARD MEMBERS

Board members thanked President Kohler and staff for the enlightening visitation and the hospitality during the meetings of the Board.

Mr. Adams reported on the opportunity several Board members had to visit with the University of Oregon Alumni Board and Foundation Board. Discussion centered on the status of the budget and other items of mutual interest. It was informative for Board members, Mr. Adams continued, to listen to
ideas from the two Boards regarding advocacy and the ideas generated from a citizen's viewpoint.

Mr. Swanson reported briefly on the formation of the Board's Task Force on Faculty Workload and Productivity. Five of the six public members have accepted an invitation to serve: Ms. Joan Austin, senior vice president and treasurer of A-Dec Corporation and president of the Associated Oregon Industries; Mike Thorne, director, Port of Portland; Fred Stickel, president and publisher of The Oregonian; Ms. Sandra Sawyer, lawyer from Medford; and Marty Brantley, currently president of the Portland Chamber of Commerce. Meetings are being planned for March, April, May, and June.

In the absence of Mr. Donahue, Ms. Jackson provided the Board with a brief report on the work of the Board Committee on Public Information. The first meeting was held in Portland on February 15, 1993. There was an active discussion that, in fact, "dovetails quite well with the discussions of the Board. The Committee is attempting to define what the important messages should be from the Board to Oregonians about their system of higher education. The Committee hopes to develop a public information campaign that is effective and accomplishes some of the goals the Board directs for the next six-month timeframe.

"Some of the questions being asked include defining the audience as the general public at large. The Committee agreed it should deliver messages that cause people to think about and become actively involved in supporting tax reform and present a compelling vision about what higher education represents now and in the future.

"We want to present ideas of hope and the importance of higher education in the future. We want to emphasize that our problems are urgent, that we need a campaign now, and an excitement about learning. The Committee hopes to return to the Board in April with more specific recommendations."

Mr. Bailey thanked Board members for taking on additional tasks. "Everyone on the Board has at least two other assignments -- and on top of that will be asked to participate in the legislative hearings."
"We have a lot to do on the issues discussed this morning and that is why I am calling a meeting for 8:30 a.m. on March 12, 1993, at Portland State University. This will provide Rob Miller and Richard Donahue a chance to participate in the discussions."

Chancellor Bartlett thanked the Board for their energy and commitment. The Committee assignments and other legislative activities are major responsibilities. "We cannot express how strongly we feel about the energy, the commitment, and the sacrifices you all are making for what is the common enterprise."

ADJOURNMENT

The meeting adjourned at 4:15 p.m.

Virginia L. Thompson, Secretary
Oregon State Board of Higher Education

Robert L. R. Bailey, President
Oregon State Board of Higher Education