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

April 23, 1993

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ROLL CALL

The meeting of the State Board of Higher Education was called to order at 10:05 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
Ms. Beverly Jackson  Ms. Janice Wilson
Mr. Rob Miller  Ms. Laurie Yokota
Mr. Robert L. R. Bailey

Chancellor's Office -- Chancellor Thomas A. Bartlett; Ron Anderson, Assistant Vice Chancellor, Personnel Administration; Virginia Boushey, Assistant Vice Chancellor, Academic Affairs; Shirley Clark, Vice Chancellor, Academic Affairs; Francesca Clifford, Assistant Director of Communications; Thomas Coley, Assistant Vice Chancellor, Academic Affairs; Dale Hess, Special Assistant to the Director of Governmental Relations; Weldon E. Thrig, Vice Chancellor, Finance and Administration; Steve Katz, Controller; Larry Large, Vice Chancellor, Public Affairs; Joe McNaught, Attorney-in-Charge, Education Section; John Owen, Vice Chancellor, OCATE; George Pernsteiner, Associate Vice Chancellor for Administration; Davis Quenzer, Associate Vice Chancellor, Budget and Fiscal Policies; Loren Stubbert, Associate Budget Director; Virginia L. Thompson, Board Secretary; Holly Zanville, Associate Vice Chancellor, Academic Affairs.

Eastern Oregon State College -- President David Gilbert; James Hottinis, Provost/Dean of Academic Affairs; Richard Stenard, Dean of Student; Mary Voves, Dean of Administration.

Oregon Health Sciences University -- President Peter Kohler; Tom Fox, Vice President, Development and Public Affairs; Lesley M. Hallick, Vice President, Academic Affairs.

Oregon Institute of Technology -- Martha Anne Dow, Provost; Doug Yates, Dean of Administration.
Meeting #618

Oregon State University -- President John Byrne; Roy Arnold, Provost/Vice President for Academic Affairs.

Portland State University -- President Judith Ramaley; Lindsay Desrochers, Vice President, Finance and Administration.

Southern Oregon State College -- President Joseph Cox; Ronald Bolstad, Dean, Finance and Administration; Stephen J. Reno, Provost/Dean of Faculty.

University of Oregon -- President Myles Brand; Gerald Kissler, Senior Vice Provost for Planning and Resources, Academic Affairs; Norman K. Wessells, Provost.

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

Interinstitutional Faculty Senate -- Marjorie Burns, Portland State University; Sally Francis, Oregon State University; Herb Jolliff, Oregon Institute of Technology.

Others -- Diane Cady, Student Senator, WOSC; Joni James, Register-Guard; Norman Lewis, Editor, Corvallis Gazette-Times; Karen Madden, Senate Chair, ASWOSC; Steve Mayes, The Oregonian; John Petersen, President, ASWOSC; Angela Reilly, Student Senator, WOSC.

MINUTES APPROVED

The Board dispensed with the reading of the minutes of the February 26, 1993, regular meeting of the Board and the minutes of the March 12, 1993, special meeting of the Board. The minutes were approved as submitted.

The following voted in favor: Directors Adams, Davis, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

CHANCELLOR'S REPORT

Chancellor Bartlett thanked President Meyers and colleagues at Western Oregon State College for their hospitality and flexibility in arranging the meetings. He noted that the last several times the Board had met on the Western Oregon State College campus, there have been unusual circumstances. One time there were public hearings and the present
meetings include a meeting of the Joint Boards. But, he continued, the president and staff of Western Oregon State College are gracious, accommodating, and the spirit and beauty of the campus are testimony to a very small, but high performance workforce.

Legislature

Chancellor Bartlett highlighted some of the activities of the legislative session. This year, because of the division of the legislative process, there is a greater degree of unpredictability.

He indicated that the Senate Ways and Means Committee completed action on the Higher Education budget and is ready to move to the full Senate and then to the House. The Committee has decided to add back $27 million to the Governor's budget. Of that amount, $18 million would be used to support student access and to increase the capacity to support students, $3.4 million would be used to increase our capacity in direct student services, and $3.4 to academic support services such as the libraries.

The budget process will move to the House Appropriations Committee, once it is approved by the full Senate. The House process is scheduled to begin with a public hearing.

Chancellor Bartlett applauded all of those who have been and will be involved in the legislative process for their intensity and high level of participation, and their capacity and willingness to respond (sometimes on a moment's notice) by attending meetings and occasionally testifying. The task has been to put a face on Higher Education and, because of the combined efforts of many people, that is happening.

Chancellor Bartlett concluded that working with the budget and policy processes in the context of Measure 5 encourages continued cross-sector cooperation, and the work of the Joint Boards is symbolic of that interrelationship.

IFS Report

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

Professor Burns indicated that the IFS continues to push for support of the higher education agenda
throughout the state by working with students, the legislature, and communities.

Dr. Bartlett thanked IPS and faculty members who have testified before the legislature, indicating that they have played an important role in "putting a face on Higher Education."

Staff Report to the Committee

Oregon State University requests authorization to transfer the current value of the Alice K. Walker quasi-endowment into a new unrestricted funds account. The request also includes approval for future funds from the Alice K. Walker estate to be disbursed into the new unrestricted funds account.

The effect of moving the funds will be to increase the unrestricted funds that are expended upon approval by the University president. Unrestricted funds authorized by the president, either from the Oregon State University Foundation or from University accounts, have historically been used for one of two purposes: First, the University has supported specific projects for which General Fund dollars have not been available, such as graduate fellowship support, support of graduate student research activities, and special awards. Second, unrestricted funds have been used to enhance fundraising activities.

This quasi-endowment account, established in December 1992, has a current value of $180,000 (initial bequest) plus accrued earnings. One additional check is due to be issued from the estate for approximately $60,000. There were no restrictions placed on the gift.

Quasi-endowments exceeding $100,000 in value require Board approval before such funds can be transferred or released for expenditure.

Staff Recommendation to the Board

Staff recommended the Board authorize the transfer of the Alice K. Walker quasi-endowment fund to a new unrestricted fund account for Oregon State University.
Discussion and Recommendation by the Committee

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

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

Staff Report to the Committee

During the past six months, there has been significant activity on Board-approved capital construction projects, with 26 projects either being created or changing status. The following table portrays the status of all active capital construction projects. Those listed as complete are occupied and all artwork, accounting, construction claims, and other transactions have been finished.

Five projects were completed during the past six months: expansion of the Oregon State University Administrative Services Building, construction of the Computer Services Building at Southern Oregon State College, one of several utility improvement projects at Oregon Health Sciences University, the 1989-1991 project to rehabilitate Portland State University's Smith Memorial Center, and the Easterly Bypass at Western Oregon State College.

Several more projects were completed and occupied including: rehabilitation of the Mitchell Gymnasium at Oregon State University to house the Gladys Valley Gymnastics Center; rehabilitation of Parking Structure I at PSU; and three projects for Oregon Institute of Technology -- parking improvements and Cornell Hall reroofing at the Klamath Falls campus and the new Metro Center in Clackamas County.

The lifting of the State Treasurer's moratorium on the issuance of bonds last fall and establishment by the Board and the Emergency Board of five new projects in December 1992 and January 1993 contributed significantly to the progress during the past half year. Design work on Eastern Oregon State College's Hoke Hall has accelerated, and the Health
Services Addition at Western Oregon State College and the residence hall storage facility at Southern Oregon State College are under design. The pedestrian safety project at Southern Oregon State College has moved into construction, as has phase I of the NeuroSensory Research Center at Oregon Health Sciences University. Various University Hospital rehabilitation projects also moved into construction.

The newly constructed addition to the University of Oregon's Knight Library opened in January 1993, and the second phase of that project (the renovation of the older parts of the library) is set to begin construction this spring. Construction also has begun on the first phase of the student housing project at the University of Oregon. However, disagreements between the architect and the University still plague that project. A construction manager has been selected for the University Hospital's new C-Wing Addition project.

Construction claims have been received (and more are expected) associated with the construction of the Basic Sciences Addition/CROET facility at Oregon Health Sciences University. These matters will be resolved with the assistance of the Department of Justice.

**Discussion by the Committee**

Mr. Pernsteiner noted that the moratorium on the issuance of bonds had been lifted, and therefore OSSHE was able to issue bonds in December 1992 that will fund some of the construction projects this summer.

There was discussion concerning claims against the State System for construction projects. Mr. Miller asked how many claims, on average, there had been per year. Mr. Pernsteiner indicated that in the past four to five years, a current claim against Oregon Health Sciences University is only the second one to come to him for resolution. Claims of this nature typically occur on very large, complex projects. One strategy to prevent such claims is the use of construction managers -- a procedure the Chancellor's Office has instituted.
The present claim at Oregon Health Sciences concerns what side improvements were or were not included in the contract. It is not clear what the size of the claim will be or when it will be resolved.

Steps are being taken to avoid such claims, including tightening the language included in the boiler plate of the contracts and a new set of general conditions that the state has approved that will give the System more rights to records of contractors, to name a few. One of the challenges in managing contracts is that, in the past, there have been two architects on staff who had the responsibility of following contracts more closely.

Mr. Miller asked if campus buildings are earthquake proof or resistant. Mr. Pernsteiner responded that in Portland, for new construction and for rehabilitation when there's a change of use, earthquake resistance is done as a matter of course. Current data suggest that, except for the coastal areas, this level of resistance may not be necessary. With regard to retrofitting buildings, Mr. Pernsteiner continued, the cost is substantial, and the question then becomes one of policy.

Ms. Wilson raised the question of earthquake insurance, and encouraged discussion of seismic protection with the Risk Management Division (the state insurer). Mr. Adams added that making structural renovations is not a high priority; right now OSSHE is hard pressed to find money to do basic repairs. He suggested that buildings be inspected to determine if low-cost precautions could be taken with regard to equipment and buildings to make them a little more stable and earthquake resistant.

(No Board action required)
### CURRENT CAPITAL CONSTRUCTION PROJECTS

Balances as of February 28, 1993

($ in thousands)

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Meeting #618

### April 23, 1993

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#### 1991-1993 Projects

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<td>C-Wing Addition</td>
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* Indicates change in status since previous report.

Abbreviations: BICC=Biomedical Information Communications Center; BF=Building Fee; CROET=Center for Research on Occupational and Environmental Toxicology; GF=General Fund; SELP=State Energy Loan Program; WC = Workers' Compensation
Background

At the June 26, 1992, meeting, the Board adopted a set of policies related to tuition. One of those policies stated that "the Board should charge an instruction fee equal to the cost of instruction to Oregon residents who have earned more than 32 credits above the amount required for a baccalaureate in their programs of study (with appropriate exceptions and waivers to be developed for students with double or triple majors, those pursuing second baccalaureates in accordance with current Board policy, and certain transfer students)." The intent of this policy is to encourage students to complete their degrees and make room for additional students.

A subcommittee of the Interinstitutional Fee Committee analyzed the policy for implementation. After examining the issues, the subcommittee recommends that the credit hour threshold be raised to 48 credit hours and that there be no exceptions or waivers.

The number of credit hours required for a baccalaureate degree varies between institutions and programs but is in the range of 186 to 205 credits for a four-year program and up to 231 credits for a five-year program. A sampling of three institutions -- the University of Oregon, Portland State University, and Western Oregon State College -- indicates that a 48-credit-hour threshold would initially affect between 0.6 percent and 1.4 percent of the resident undergraduate students.

During a period in which administration costs are being reduced, raising the threshold from 32 to 48 credits and eliminating exceptions and waivers make this policy relatively efficient to administer. Raising the threshold to 48 credits will help address concerns about exceptions for double majors, students changing majors, transfer students, and others. An analysis of earned and accepted credit hours and a reassignment of student classifications directed to a different fee table are basically all that is required to administer this policy. If exceptions and waivers are granted, the amount of additional "hands-on" staff time increases considerably.
Implementation Criteria

The following are the criteria recommended for implementing this policy:

The policy will apply to Oregon undergraduate residents who have not yet been granted a baccalaureate degree and who have accumulated at least 48 credit hours beyond their specific baccalaureate degree requirement. The credit hour threshold will pertain to total earned credit hours, including all transfer credit hours accepted. Students affected by this policy will pay the equivalent of nonresident fees beginning the term after the threshold is exceeded and subject to the institution's part-time fee policy. There will be no exceptions prescribed for this policy. The policy will be effective no later than fall term 1994.

The following is an explanation of each of the criteria noted numerically above.

1. This policy is directed at resident undergraduates who have not yet earned a baccalaureate degree. The policy defines the State of Oregon's responsibility to assist students in completing their first baccalaureate degree, but not an obligation to subsidize an unlimited number of credit hours in achieving that degree.

2. This policy specifies a 48-credit-hour threshold that should accommodate most students who might change majors or take a double major; it should also reduce the significant costs involved with administering various exceptions. The threshold allowed under this policy is in addition to the total credit hours of the student's specific degree requirement, regardless of the total credit hours of a given program.

3. Total earned credit hours are defined as all credit hours earned at the student's degree granting institution and accepted in transfer. Basing the threshold on total earned credit hours focuses the policy on students who take excessive elective and other non-required courses without completing their degrees.
4. The policy directs that students who exceed the credit hour threshold pay the "full cost of instruction," the level of tuition assessed nonresident students. Since the students defined by this policy are Oregon residents, a new fee classification will be created, such as "Resident Exceeding Threshold." Students so classified would pay fees equal to those of a nonresident.

5. Because of the sequences of registration and billing, it is recommended the policy take effect the term after a student has exceeded the threshold.

6. Rather than disrupt the basic part-time fee policy used by each institution to address a small percentage of students, it is recommended that the prevailing part-time fee policy be extended to students under this policy. The University of Oregon and Oregon State University are the only institutions that have resident/nonresident differentials for part-time students and that assess fees based on student level. The other institutions have no differentials for one through seven credit hours, and they assess fees at resident rates based on course level. This may have the effect of causing some students targeted by this policy to reduce their hours to part-time in order to pay lower rates. This will partially accomplish the purpose of the policy by taking these students out of classes for which they might otherwise have enrolled, thereby freeing up space for other students.

7. Offering no exceptions to this policy will enable efficient administration at a minimum cost. As exceptions are added, staff time for analysis, monitoring, and evaluation increases considerably. As noted earlier, a 48-credit-hour threshold minimizes the need for exceptions since most students who might change majors or pursue double majors could do so within the threshold. In addition, the Board's post-baccalaureate policy permits students who are rigorously pursuing an additional baccalaureate degree to continue to do so.
8. Some lead time will be required to implement this policy. Institutions will be expected to provide suitable notice to students and begin assessing fees under this policy at their earliest opportunity, but no later than fall term 1994.

Conclusion

Staff believes the revised implementation criteria will satisfy the intent of the original policy by targeting students who continue to enroll while not rigorously pursuing a degree. At the same time, the higher threshold should accommodate the needs of students who otherwise might have required an exception under the original policy. The revised policy should enable administration without adding significant costs. The implementation date of fall term 1994 will allow most of those students in the pipeline sufficient lead time to make necessary adjustments to their schedules. It will also allow the institutions to inform incoming students of the change and to make necessary administrative system changes to implement the policy.

Follow-up

This revised policy will be included in the Academic Year Fee Book for 1993-94, which will be submitted to the Board in July.

Two hearings will be conducted on the Fee Book before it is presented to the Board for consideration. The first hearing will be on June 2, 1993, (before school is out) to receive testimony on fee policies, including this one, as well as instruction fees. A second hearing will be scheduled for mid-July for Incidental fees, Health Service fees, and Housing fees. The institutions, which recommend the latter fees, must complete their on-campus deliberations before making recommendations.

Discussion by the Committee

Dr. Wessells, provost at the University of Oregon, reported that the academic officers of the institutions are sympathetic to the policy and agree that setting the 48-hour limit, although it may be too high, addresses a range of questions.
Ms. Davis asked how this policy would impact students in programs that might be closed. Provost Wessells responded that when the University of Oregon closed programs, there was a commitment to "get through the pipeline" those students who had completed at least half of the credits necessary for graduation (approximately 90 credits). Vice Chancellor Ihrig added that part of that commitment is the reality that program closure does not happen instantaneously, but rather is a process that takes time, allowing safeguards for students well on their way toward graduation.

In response to questions about the policy's effect on double majors, Mr. Loren Stubbert, Associate Budget Director for OSSHE, indicated that institution registrars were confident that a 48-hour threshold would readily accommodate double majors in completion of their programs. Provost Wessells added that the issue of students taking double majors is not what is driving the new policy.

(No Board action required)

Discussion by the Committee

Vice Chancellor Weldon E. Ihrig provided an update on the Financial Information System (FIS) project. He indicated it is part of the activities tied to the BARC effort and is one example of the institutions' collaborative effort to organize around information and communication rather than hierarchy. A steering committee composed of campus representatives has been examining current information systems, institution and System needs, and ways to change the structure to meet those needs. The FIS is a single system where data are defined commonly throughout the institutions and the operating software controlled as a single set. The product of this will be communication on OSSHE financial data in a common language.

One of the primary reasons for the work is that the financial management system presently in use was installed in 1968. Mr. Ihrig continued that the University of Oregon has conducted feasibility studies. There are data on the costs and savings, and there is full agreement from each of the campuses. The next step is to move ahead with installation of the financial systems.
Mr. Pernsteiner explained how the FIS will address the problem of shadow systems -- that is, rekeying the same information on different campuses -- and the problem of delay in accessing that information. The planned system will have the potential for expansion into other areas such as personnel and payroll. In addition to providing a more consistent vehicle for financial information communication, the FIS is viewed as a tool to assist institutions in managing at reduced levels of funding because of increased efficiencies. The on-line immediate access to information will provide greater management information for the campuses.

Mr. Ihrig noted that development costs are projected to run between $15-$16 million for a five-site operation. Each of the four universities would operate the system on their campuses, and a fifth site would combine the four colleges and centralized services. Analyses of the annual operating costs and projected annual savings suggest that it will take approximately five years to break even and cover the up-front costs.

Committee members raised numerous questions regarding specifics of the system including cost categories, ease of operation of the FIS at all levels of staff, and integration with present operating systems. These questions and any other inquiries will be addressed through Vice Chancellor Ihrig's office.

(No Board action required)

Introduction

Portland State University requests authorization to establish the Portland State University Center for Science Education. The proposed Center will operate within the formal Portland State University structure and serve the University and the regional educational community as well. The Center will provide an infrastructure through which the University and the community can address critical issues in science education.

The Center will be housed in the College of Liberal Arts and Sciences. The dean of the College will be the dean of record for the Center. Professor William G. Becker will serve as director of the Cen-
ter. Governance of the Center is to be established under guidelines proposed by the Portland State University Office of Academic Affairs. The Center will have a board of advisors that will convene annually to review the services and evaluate the programs of the Center as well as to promote linkages to other regional educational efforts. Board members will be solicited from educational, business, and community-based institutions in the Portland Metropolitan area. The president of Portland State University and the Center director will be ex-officio members of the advisory board.

Center functions will encompass education, research, and community service. Twelve objectives of the Center are proposed:

1. Coordinate, strengthen, and expand existing science education activities at Portland State University by promoting undergraduate and graduate programs in science education.

2. Design science and technology coursework for undergraduate students in non-science majors and coordinate multi-disciplinary science courses for liberal arts and other non-science majors.

3. Establish a student assistance program to encourage enrollment and retention of underrepresented groups in science courses. Portland State University will develop a new support system to encourage and involve all students, particularly women and ethnic and racial minorities, in the study of science and technology.

4. Design and coordinate grant-funded research projects in science and technology education.

5. Provide an infrastructure on campus to encourage increased faculty involvement in education research (e.g., curriculum, teaching methods, evaluation, and assessment).

6. Serve as a link to activities in science education research among the departments at Portland State University.
7. Provide continuing education and professional development opportunities for regional K-12 educators through research, coursework, and outreach programs.

8. Develop community-based science outreach and technology education programs.

9. Furnish Portland State University with a formal structure to encourage leadership and professional development in science education among teachers.

10. Be the designated unit on campus to house community outreach and teacher enhancement programs in the science education area.

11. Represent Portland State University in regional and national science education coalitions.

12. Continue the tradition of Portland State University as a leader in the reform of science education in the region.

The academic areas of the Center will encompass precollege and undergraduate education in the sciences and will involve University faculty as instructors, collaborators, and consultants. Most personnel within the Center will be employed by their home department or school. Center coursework will carry credit from an academic department. The Center's community outreach courses and workshops will be offered through the Portland State University School of Extended Studies.

A copy of the full proposal is on file in the State System Office of Academic Affairs.

Staff Analysis

1. Relationship to Mission

Portland State University's designation as a comprehensive urban institution makes it an ideal place to advance science literacy through education programs for teachers and students at all grade levels. The proposed Center is also supportive of Portland State University's mission to provide access across the life span to a quality liberal education
for undergraduates and an appropriate array of professional and graduate programs relevant to the metropolitan area.

2. Evidence of Need

Numerous publications appearing over the last decade have noted that the quality of science education is inadequate to meet the nation's future needs. Enrollment projections predict that the work place will experience large shortfalls in the number of college-trained science and technology professionals. Science illiteracy is commonplace among the general public. It is important that more college graduates acquire a basic understanding of scientific principles. It is imperative that students who aspire to careers in elementary and secondary education receive state-of-the-art instruction in the sciences as a part of their undergraduate preparation.

3. Quality of the Proposed Program

Core faculty who will be associated with the proposed Center are actively involved in the science education community. Their involvements have included: participating in the development of the Common Curriculum Goals for Precollege Science Education in Oregon; arranging and presenting teacher inservice workshops; sponsoring lectures in local high schools; conducting staff development projects for elementary teachers to improve content, understanding, and implementation of science curricula; chairing the Board of the Northwest Science Exposition; directing the Northwest Science Exposition Fair; and hosting the Saturday Science Symposium Series for high school students and teachers.

Eleven Portland State University teacher inservice projects (totaling over $275,000) have been funded by research grants awarded by the Chancellor's Office under the U.S. Department of Education Eisenhower (Title II) program. Two three-year science teacher enhancement projects totaling approximately $600,000 were funded by the National Science Foundation.
Portland State University was the host site for the Woodrow Wilson National Fellowship Foundation Teachers Teaching Teachers Workshops for four summers. Since 1985, a total of 44 graduate science credit hours have been developed and offered for inservice teachers of science. These courses were taught by regional faculty, local scientists and nationally known guest lecturers. Topics included Optical Microscopy, Chemical Demonstrations, Hazardous Materials and Safety, Microscale Laboratory Techniques, Modern Physics, Atmospheric Science, and Laboratory Techniques in Molecular Biology. Over 500 teachers have enrolled in these courses over the past eight years.

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

**Faculty.** Core teaching and research faculty of the proposed Center are faculty currently on staff at Portland State University.

**Library.** Existing library resources at Portland State University are adequate to serve the needs of the proposed Center.

**Facilities and Equipment.** The Center does not require special facilities or equipment and will use existing resources.

**Budget Impact.** The total recurring cost of the proposed program when fully implemented will be $141,500. These funds will come initially from a combination of internal reallocation, income generated by workshops and course offerings, and new external resources. External funds, including grant funds and private sector donations, will be solicited. No new state funds are required to launch the Center. Core faculty of the proposed Center currently generate enough grant funds to cover the cost of existing programs that will be included within the Center's purview.

5. **Duplication**

There are no existing centers devoted to development of science education in the Portland Metropolitan area.
Program Review

The Academic Council reviewed the proposal at several stages of its development and is supportive of establishment of the Center.

Staff Recommendation to the Board

Staff recommended the Board authorize Portland State University to establish the Portland State University Center for Science Education effective May 1993.

Discussion and Recommendation of the Committee

Provost Michael Reardon of Portland State University provided additional background information regarding the Center. In response to several questions concerning the impact of the Center on faculty productivity, Provost Reardon pointed out that it will be enhanced because a faculty member's involvement will extend beyond their own department into other areas of the academy and the community. In addition, the collaborative nature of the Center will support and encourage securing outside funding. Work in the Center will not, however, mean a lighter teaching load. Provost Reardon underscored that the Center has been organized within the constraints of the current resources, and the only additional funds will be those generated through external funding sources.

Mr. Swanson questioned the wisdom of having various centers on different campuses that may overlap and/or duplicate this or other efforts. Provost Reardon indicated that this Center is focused on applied research in the area of pedagogy. Central to the mission of this Center is carrying out the special mission of Portland State University to serve the metropolitan area surrounding the institution. In that arena, Portland State is unique and the Center serves the mission well.

The Committee approved the staff recommendation.

Board Discussion and Action

Mr. Swanson moved and the Board approved the staff recommendation. The following voted in favor: Directors Adams, Davis, Jackson, Miller, Richard-
son, 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 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, 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 statewide 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.

Proposals were submitted in early May 1992. Subsequently, the Chancellor's Office, with the help of Department of Education staff, reviewed all proposals and selected the following nine for funding:

- "Preparing Teachers for Nongraded Primary Schools," Eastern Oregon State College
- "Curricular Articulation of Mathematics and Science Learning for the Allied Health Occupations," Oregon Health Sciences University
- "A Model Collaborative Health Occupations Curriculum," Oregon Institute of Technology
- "Articulating a Balance Between College Preparation and Workforce Curriculum in the Certifi-
cariate of Advanced Mastery (CAM)," Oregon State University

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

- "A Model Schools-Based Project for Implementation of HB 3565: Mathematics, Science, and Technology Learning and Curricular Implementation," Portland State University

- "Commitment to Mastery: Recognizing Individual Differences, Performance Based Assessment, and Preparation for an Accelerated Baccalaureate," Southern Oregon State College

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

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

Status Report

Projects initiated work in the summer or fall of 1992. Some projects are completed or near completion; most will be continuing activities through 1993. Progress reports have been scheduled for presentation to the Board according to the following timeline:

February 1993 University of Oregon
Southern Oregon State College

April 1993 Portland State University
Western Oregon State College
Eastern Oregon State College

May 1993 Oregon Institute of Technology
Oregon State University

June 1993 Oregon Health Sciences University
Project Reports

Three reports were made to the Board. Brief descriptions of the projects follow. Representatives from each project provided further elaboration.

Portland State University

Portland State University's project, "A Model Schools-Based Project for Implementation of House Bill 3565: Mathematics, Science, and Technology Learning and Curricular Articulation," is working with the Grant Cluster (cadre of five elementary and two middle schools, and one high school) of Portland Public Schools in planning the development and implementation of innovative science courses to meet the needs of all students in meeting requirements of a Certificate of Initial Mastery (CIM) at grade 10 in science, mathematics, and technology. Outcomes-based education in these fields means that students need opportunities to use investigation, problem-solving, and decision-making activities to develop their skills and knowledge. Portland State University is working directly with teachers toward these goals, particularly in science at grades 9 and 10.

Grades 9 and 10 are currently the most problematic in making the major changes to achieve outcomes-based education. Recent work has been undertaken in the Grant Cluster schools toward meeting the Oregon Common Curriculum Goals in science, especially in grades 4-8 where all students currently encounter non-differentiated science courses and have equal curriculum opportunities. The project is analyzing and documenting the alignment of science activities at these levels as these activities build increasing experience and understanding in line with the Oregon Common Curriculum Goals.

Traditional science programs in Oregon high schools and throughout the nation are differentiated by perceived student ability level and involve a sequence of 10th grade Biology, 11th grade Chemistry, and 12th grade Physics for "college bound" students. Other students typically enroll in Biology and "survey" courses, which are textbook and worksheet driven. The majority of students are not believed to receive an adequate science curriculum in either of these sequences. The project is focusing
on redesigning the science curriculum in grades 9-10 to address this critical need.

The project is focusing for 1992-93 on efforts to plan, develop, implement, and evaluate new and changed science programs toward outcomes-based science experiences for all students in grades 9-10. New courses/approaches are being developed to lay a foundation for students' further study or experience in a variety of career paths, at a variety of levels. The courses target the development of reasoning, problem-solving, communication, use of technology, and understanding of the role of mathematics and science in real world settings.

Some of the project's major accomplishments include:

- A needs assessment that aligns science teaching goals for all high school students with current recommended practice and policy (as in the work of the National Academy of Sciences). The concept of appropriate "science for all" is relatively new. The expectation for students in the Grant model is that all students may experience a broad and balanced science course in grades 9 and 10; in grades 11 and 12 some students, particularly in three of the occupational strands, will elect advanced science courses including traditional Biology, Chemistry, and/or Physics.

- Collaboration among teachers in mathematics, science, and technology where cross-disciplinary innovation is taking place. The new course (described below) and developed activities in existing courses are interdisciplinary. Particular emphasis has been placed on developing and documenting the use of technology and mathematics in science courses.

- Development and piloting of a new grade 9 science course to be in place for a large proportion of grade 9 students in 1993-94. This course is built on the principles cited previously and is designed to be outcomes-based and to introduce science principles in the context of their application in the lives of students or the community. This is the first (grade 9) of two "integrated" courses aligned with the concept of CIM outcomes. The current grade 10 course is called "Biology"
but is undergoing changes toward the outcomes-based approach.

- Documentation of teachers' perceptions, decision-making, and actions during this change process.

Upon completion and documentation of the grade 9 cross-disciplinary science course, continued work with the two middle schools will occur throughout the fall so that the "scope and sequence" of science ideas and skills is fully articulated across levels. Further plans include the design of a "users guide package" to assist schools during change based on the goals above. The package will include:

- A model science, mathematics, and technology program based on CIM principles and findings of this model. The findings and curricula are expected to be applicable to most school situations;

- Sample curricular materials exemplifying an outcomes-based science learning environment;

- Staff development guidelines and leadership model; and

- A videotape of sample classrooms, staff development, and "behind the scenes" activities.

Continued synthesis of documented practice in mathematics, science, and technology is planned for fall 1993, with completion scheduled for December.

Discussion by the Committee

Professor Becker described the project in more depth and answered questions raised by Committee members. Mr. Bailey asked when the program would be implemented. Professor Becker responded that in the Grant Cluster, the courses will be taught next school year on an experimental basis. The course of study is designed to be interactive, to prepare students, not just in the content areas, but also in areas such as decision-making and problem solving.
Western Oregon State College

Western Oregon State College's project, "Implications of Oregon's Curriculum Design for 21st Century Schools for the Preparation and Licensure of Elementary and Middle School Teachers," is addressing the implications HB 3565 holds for curriculum and licensure at all levels of the educational system in Oregon.

Many of the provisions of HB 3565 have been drawn from reports and literature that critique contemporary schools and have not been tested in practice. It will be important to establish a better definition of each of these provisions and to determine whether they represent major or minor paradigm shifts from current educational practice in Oregon before attempting to redesign teacher education licensure. An extensive review of the literature in curriculum theory was done prior to the project and will be used as foundation literature for the activities related to the project.

The project has been designed to include broad representation from all segments of education in Oregon and is organized to include three phases of discussion and review:

- An Executive Committee is providing broad oversight and project management.

- An Editorial and Policy Advisory Board is reviewing and providing input into the development of materials. The Board includes teachers, school administrators, community college administrators, and teacher educators who are familiar with the classroom requirements of Oregon's design for 21st Century schools; and representatives from agencies such as the Teacher Standards and Practices Commission, Confederation of Oregon School Administrators, Oregon Education Association.

- Teacher Preparation Design Teams are critiquing, refining and providing recommendations on the form and content of all products coming from the project. The design teams are composed of representatives from teacher preparation programs, local teachers, and school administrators.
The final product of the project will consist of a set of recommendations for teacher licensure that will be forwarded to the Teacher Standards and Practices Commission in fall 1993.

Discussion by the Committee

Provost Cowart from Western Oregon State College introduced the project and two major participants, David Myton, Executive Secretary of the Teacher Standards and Practices Commission (TSPC), and Dr. Dell Schlock, professor of Education at Western Oregon State College.

The primary focus of the project is to examine the provisions of HB 3565 and identify the major impacts of it on teacher licensure. Continuing, Provost Cowart indicated that the "changes implicit in the teacher reform movement are significant. We think it is imperative to identify those and understand them clearly in order to address realistically implications they have for licensure."

Mr. Myton explained the interest of TSPC in the project as a mechanism for bringing together the knowledge or research base on teacher reform issues, the teaching behaviors, and linking this to what Oregon is attempting to do in implementing aspects of HB 3565. Then, it is important to inform the teacher training faculties of the kind of programs needed to meet new licensure requirements. The present project provides common vocabulary and a common set of understandings.

Professor Schlock indicated, in response to a question by Mr. Richardson, that the Western Oregon State College project would have long-term benefits even if HB 3565 were rescinded by the current legislature. A number of reforms have been initiated, and there is general agreement among many sectors of the education community that they are beneficial and some will continue even if there is no funding.

Eastern Oregon State College

Eastern Oregon State College's project, "Preparing Teachers for Nongraded Primary Schools," is addressing the development of materials and curricula for preservice and inservice training of
teachers to work in nongraded primary (K-3) and elementary (K-6) schools.

HB 3565 initiated a process that moves Oregon's primary schools into nongraded programs of instruction. HB 3565 requires that a limited number of programs move to the nongraded model by fall 1993. This has resulted in the Oregon Department of Education establishing a competitive mechanism for selected schools to develop working models for nongraded primary schools. These models will then be used for adaptation by other public schools as they move their respective primary programs toward nongraded status.

The project involves cooperation among three entities:

- The School of Education at Eastern Oregon State College is providing leadership for the project. The Education School operates the Ackerman Laboratory School, a K-6 elementary school, under contract with the La Grande School District. The Ackerman School is located on the college campus and is staffed by School of Education faculty members. It is an important training site for students at Eastern Oregon State College and presently hosts eight interns from the fifth year teacher education program.

- The La Grande School District operates five elementary schools including Greenwood Elementary School. The Greenwood School hosts both fifth year student interns and undergraduate student teachers from Eastern.

- The Union Educational Service District has been working with the other two participants to develop two model nongraded programs in La Grande. With a Department of Education grant, one of ten in the state, the three participants have been developing curricula for a nongraded primary (K-3) program at the Greenwood Elementary School and for a nongraded elementary (K-6) program at the Ackerman Laboratory School.

The project is building on the work in joint curriculum development already completed by the members of this consortium. The nongraded primary and elementary programs were implemented in September.
1992. The project is emphasizing the development of instructional materials for the preservice and in-service training of teachers who will teach in nongraded 21st Century schools and the dissemination of these materials to school districts, ESDs, and teacher educators throughout Oregon.

The project will produce a model program for educating teachers in nongraded primary schools, particularly programs that could be developed successfully in the small, rural schools of eastern Oregon. The model will include a philosophic underpinning, extensive bibliography, objectives and course outlines that could be used by other teacher education programs.

Discussion by the Committee

Provost Hottois from Eastern Oregon State College provided additional background for the project and indicated that a major focus of the project has been to formulate a step-by-step process for transforming a traditional graded school to a nongraded or multi-aged school. An additional component, the role of administrators in a nongraded school, will be added.

The project, through the use of applied research, is providing models for implementation of a key element of HB 3565 -- nongraded elementary education. This is an area that has already been used in many other settings, and there is an established knowledge base. The present initiative has provided a way to customize that research within the context of the guidelines established for implementation in Oregon and, through the unique setting of a laboratory school, capitalized on the participation of a local school district, educational service district, and college.

One unique aspect of the project is that just as nongraded classes break down barriers among the students, so it does for the faculty. There is demonstrated evidence of social and emotional changes in students and increased collaboration among faculty.

(No Board action required)
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 Uni-
versity 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 additional 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.
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Staff Recommendation to the Board

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 of 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 pro-
gram -- 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 (February 26, 1993)

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.

Board Discussion and Action (April 23, 1993)

Mr. Adams moved approval of the program. The following voted in favor: Directors Adams, Davis, Jackson, Miller, 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
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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 cooperative-ly 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 Board

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 of 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 (February 26, 1993)

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.

Board Discussion and Action (April 23, 1993)

Mr. Adams moved approval of the consent item. The following voted in favor: Directors Adams, Davis, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Staff Report to the Board

A summary of facilities contracting activities within the Office of Finance and Administration is presented below:

SUMMARY OF FACILITIES CONTRACTING ACTIVITIES, OFFICE OF FINANCE AND ADMINISTRATION

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Contracts for Professional Consulting Services

Architectural and Planning Services, SOSC
An agreement was negotiated with Gary W. Breeden AIA Architect, architect, Medford, for architectural services not to exceed $46,000.00. Financing will be provided from state funds.

Residence Halls Storage and Maintenance Building Project, SOSC
An agreement was negotiated with Soils Testing Lab, Inc., contractor, Medford, for laboratory testing services not to exceed $10,000.00. Financing will be provided from state funds.

Central Power Station Boiler #1 Replacement Project, UO
An agreement was negotiated with Systems West Engineers, Inc., engineers, Eugene, for engineering consulting services not to exceed $136,878.00. Financing will be provided from a SELP loan.

Award of Construction Contracts

Campus Access Control System Project, OHSU
On February 8, 1993, 3-D Protection Systems, Inc., was awarded a contract for this project in the amount of $55,206.00. Financing for this project will be provided from state funds.

Agate Hall Repairs Project, UO
On February 4, 1993, Hoover Construction Co., was awarded a contract for this project in the amount of $146,966.00. Financing for this project will be provided from funds available to the institution.

Carson Hall Kitchen/Dining HVAC Upgrade Project, UO
On March 17, 1993, EMK Contractors, Inc., was awarded a contract for this project in the amount of $239,762.00. Financing for this project will be provided from balances available from housing operations.

Charles Dotter Memorial Research Laboratory Expansion Project, OHSU
On March 2, 1993, Michael J. Watt, Inc., was awarded a contract for this project in the amount of $582,600.00. Financing for this project will be provided from gift funds.
Dental School, Research Lab Renovations, Room 822, 837, and 838A & B Project, OHSU
On February 19, 1993, John May Construction Co., was awarded a contract for this project in the amount of $63,753.00. Financing for this project will be provided from state funds.

North Campus Irrigation Improvements Bid Package "A" Project, OHSU
On March 8, 1993, J.M. Landscaping & Irrigation, was awarded a contract for this project in the amount of $29,388.00. Financing for this project will be provided from state funds.

South Campus Irrigation Improvements Bid Package "B" Project, OHSU
On March 8, 1993, Dennis' Seven Dees Landscaping, Inc., was awarded a contract for this project in the amount of $66,428.00. Financing for this project will be provided from state funds.

Dryden Hall Piping Replacement Project, OSU
On March 16, 1993, Dale Ramsay Construction Company, was awarded a contract for this project in the amount of $91,250.00. Financing for this project will be provided from state funds.

Acceptance of Projects

Agricultural Sciences II Project, OSU
This project is complete and was accepted on November 30, 1992. The final direct construction costs were $20,707,446.00. Financing for this project was provided from 50 percent state funds and 50 percent federal funds.

Cordley Hall Reroofing Project, OSU
This project is complete and was accepted on October 31, 1992. The final direct construction costs were $577,301.00. Financing for this project was provided from funds available to the institution.

Dixon Aquatic Facility Expansion, OSU
This project is complete and was accepted on March 26, 1993. The final direct construction costs were $4,795,698.00. Financing for this project was provided from XI-F(1) bonds and a SELP loan.

FRL Scanning Lab Relocation Project, OSU
This project is complete and was accepted on Decem-
November 31, 1992. The final direct construction costs were $61,777.00. Financing for this project was provided from gift funds.

Family Study Center Project, OSU
This project is complete and was accepted on December 18, 1992. The final direct construction costs were $1,682,740.35. Financing for this project was provided from gift funds.

Milam Auditorium Seating Replacement, OSU
This project is complete and was accepted on October 31, 1992. The final direct construction costs were $78,930.00. Financing for this project was provided from capital repair funds.

Mitchell Hall Renovation Project, OSU
This project is complete and was accepted on March 15, 1993. The final direct construction costs were $623,049.00. Financing for this project was provided from state funds.

Sackett Hall Condensate Return Line Repair Project, OSU
This project is complete and was accepted on August 30, 1992. The final direct construction costs were $45,302.00. Financing for this project was provided from funds available to the institution.

Sanitary/Storm Sewer Rehab Project, OSU
This project is complete and was accepted on February 5, 1993. The final direct construction costs were $98,373.70. Financing for this project was provided from capital repair funds.

Chemistry Lab Bench Repair Project, SOSC
This project is complete and was accepted on December 31, 1992. The final direct construction costs were $196,391.38. Financing for this project was provided from capital repair funds.

Bean Parking Facility Landscape Improvements Phase II, UO
This project is complete and was accepted on January 29, 1993. The final direct construction costs were $152,405.00. Financing for this project was provided from parking reserve funds.

Bean Parking Facility Project, UO
This project is complete and was accepted on January
ary 15, 1993. The final direct construction costs were $709,884.00. Financing for this project was provided from parking reserve funds.

**Bike Shelters Project, UO**
This project is complete and was accepted on December 28, 1992. The final direct construction costs were $85,413.00. Financing for this project was provided from XI-F(1) bonds.

**Gerlinger Hall Repair Project, UO**
This project is complete and was accepted on January 26, 1993. The final direct construction costs were $430,728.00. Financing for this project was provided from capital repair funds and institutional repair funds.

**Gilbert Hall Reroofing Project, UO**
This project is complete and was accepted on February 12, 1993. The final direct construction costs were $147,790. Financing for this project was provided from 50 percent state funds and 50 percent capital repair funds.

**Hamilton Hall Exterior Restoration Project, UO**
This project is complete and was accepted on January 26, 1993. The final direct construction costs were $190,278.00. Financing for this project was provided from housing reserve funds.

**Handball Court Reroofing Project, UO**
This project is complete and was accepted on February 1, 1993. The final direct construction costs were $26,280.00. Financing for this project was provided from capital repair funds.

**Law Center Addition and Renovations Project, UO**
This project is complete and was accepted on January 15, 1993. The final direct construction costs were $72,266.00. Financing for this project was provided from state funds.

**Onyx Bridge Science Building, Organic Chemistry Lab Casework and Equipment Project, UO**
This project is complete and was accepted on September 11, 1992. The final direct construction costs were $117,452.00. Financing for this project was provided from capital repair funds and funds available to the institution.
Onyx Parking Improvements—Phase II Project, UO
This project is complete and was accepted on September 11, 1992. The final direct construction costs were $193,929.00. Financing for this project was provided from parking reserve funds.

Organic Chemistry Lab Mechanical Work, Onyx Bridge Science Building Project, UO
This project is complete and was accepted on December 7, 1992. The final direct construction costs were $231,143.00. Financing for this project was provided from capital repair funds and from funds available to the institution.

Riley Hall Roofing Replacement Project, UO
This project is complete and was accepted on February 1, 1993. The final direct construction costs were $109,750.00. Financing for this project was provided from housing reserve funds.

Basic Science Building 6320, P3 Laboratory Project, OHSU
This project is complete and was accepted on January 13, 1993. The final direct construction costs were $70,216.00. Financing for this project was provided from state funds.

Immunology Lab Relocation Project, OHSU
This project is complete and was accepted on August 18, 1992. The final direct construction costs were $905,531.00. Financing for this project was provided from state funds.

Medical Research Building Electrical Upgrade, Phase II, OHSU
This project is complete and was accepted on December 2, 1991. The final direct construction costs were $406,428.00. Financing for this project was provided from state funds.

Primary Electrical Services Improvements and 4160 KV Replacement Project, OHSU
This project is complete and was accepted on June 28, 1992. The final direct construction costs were $894,494.00. Financing for this project was provided from state funds.

University Hospital South, Domestic Water Piping Replacement Project, OHSU
This project is complete and was accepted on July
2, 1992. The final direct construction costs were $572,205.00. Financing for this project was provided from hospital funds.

University Hospital South, Surgery Expansion Project, OHSU
This project is complete and was accepted on July 10, 1992. The final direct construction costs were $3,323,793.00. Financing for this project was provided from hospital funds.

(No Board action required)

Mr. Swanson indicated that the draft Long-Range Planning Process document that had been distributed summarized a proposed ten-month process. Continuing, Mr. Swanson urged Board members to comment on the scope of the planning process, composition of the Long-Range Planning Team, and topics of study.

The proposal calls for retaining an external individual or group to act as process manager for the project. One of the goals, at the end of the ten-month period, would be a reservoir of enthusiasm and passion on the part of those who had participated in the process to support the basic concepts and champion the causes of higher education.

Chancellor Bartlett indicated that a Senate Committee, acting on higher education's budget, had suggested a budget note explicitly related to pursuing such a planning initiative.

Mr. Richardson and Ms. Jackson questioned a 20-year time frame, indicating that is too long for realistic planning. Continuing, Mr. Richardson observed, "if you are going to have success in planning, you need people around that are wedded to the plan or, at the least, have some ownership in it.

"When you look at the average ten-year life of a chancellor or president, the eight-year term limit for Board members, and the fact that no one can serve longer than 12 years in the legislature, you have to question the wisdom of a 20-year window for planning."

Mr. Swanson agreed that a total plan could not be done for a 20-year period. On the other hand, "if
you actually had in the plan building a new campus, it might take that long to get it done."

Ms. Jackson underscored the importance of realistic planning schedules, indicating that what is important both to those involved in planning and those affected by it is the "here and now. It is very difficult to cast ahead based on conditions that exist at the present."

Continuing, Ms. Jackson asked if there were a way to include existing plans that have already been worked through on the campuses. Using these might cut down on the amount of work required by the Planning Team. Other Board members agreed with the suggestions and added a desire for a process to update the plans on a regular basis.

President Bailey concluded the discussion by commenting that the Board would continue to address the difficult challenges brought about by radical shortfalls in revenue. There will be continuing efforts to examine recommendations for restructuring the System. This will be in addition to the long-range planning proposed by Mr. Swanson.

Ms. Wilson moved the Board thank Mr. Swanson for the bold initiative and his willingness to move it ahead, accept the long-range planning strategy, and approve retaining a process manager to assist in the effort. Those voting in favor of the motion: Directors Adams, Davis, Jackson, Miller, Richardson, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Mr. John Petersen, Associated Student Body President of Western Oregon State College requested an opportunity to appear before the Board. Mr. Petersen thanked the Board of Higher Education and Chancellor Bartlett for their hard work in fighting for higher education in Salem.

Mr. Petersen called the Board's attention to HB 3225, a community service bill written and submitted by the students. This bill would enable a student to receive credit hours and a grade along with a stipend for being involved in the community in state agencies and non-profit organizations.
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Legislative Update

Vice Chancellor Large echoed Chancellor Bartlett's thanks to Board members, institution presidents, the Oregon Student Lobby, the Interinstitutional Faculty Senate, and the Association of Oregon Faculties for the full cooperation and support in working with the legislative agenda. "We have a long way to go and what I want to say is 'Don't stop now.'

"There are many initiatives underway, the going is not clear, and there is no agreement or consensus among interested parties on new revenue legislation. The two-house budget process is new and has caused much confusion."

Items from Board Members

Several Board members thanked President Meyers and his staff for a successful campus visit and for the work done to provide so well for the needs of the Boards. In addition, compliments were given for the informative panel discussion chaired by Representative Peter Courtney.

Mr. Swanson reported that the Committee on Academic Productivity had held its first meeting and a second meeting is scheduled for May 19, 1993, in Portland.

Nominating Committee

Mr. Bailey announced the members of the Nominating Committee. They are: George E. Richardson, Jr., Chair, Mark Dodson, and Britteny Davis.

President's Report

Mr. Bailey thanked Chancellor Bartlett, the vice chancellors, and institution presidents for their dedicated work in the legislature. "We've come a long way in the last two and-one-half months. It's a lot friendlier to go to Salem now than it was earlier in the session."

Adjournment

The meeting adjourned at 11:00 a.m. with the announcement of the beginning of the Joint Boards meeting at 11:10 a.m.

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

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