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

**June 25, 1993**

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OREGON STATE BOARD OF HIGHER EDUCATION
MINUTES OF REGULAR MEETING
SMITH MEMORIAL CENTER, ROOMS 327/328/329
PORTLAND STATE UNIVERSITY

COMMITTEE OF THE WHOLE
OREGON BUSINESS COUNCIL REPORT

The meeting of the Committee of the Whole of the State Board of Higher Education was called to order at 8:40 a.m. by President Robert L. R. Bailey.

President Bailey introduced Mr. Cecil Drinkward, President of Hoffman Construction Company and Chair of the Oregon Business Council (OBC) Drug Task Force.

Mr. Drinkward indicated that the OBC is composed of chief executive officers of 45 of Oregon's largest companies. These companies are "committed to personal involvement in public policy issues affecting Oregon."

One of the OBC's long-standing interests and concerns is drug abuse, in particular, abuse in the workplace. All of the companies have alcohol and other substance abuse programs, and 80 percent conduct some form of drug testing. However, Mr. Drinkward observed, "campus and corporate cultures remain worlds apart. Alcohol abuse remains the norm on campus while alcohol and drug use are prohibited on company property and alcohol is increasingly absent at company social functions."

The OBC recognizes the work of Portland State University and Lewis and Clark College as drug-free demonstration schools. Jointly with the OBC, they have developed principles that the OBC would like to see implemented on all OSSHE campuses.

President Judith Ramaley reported on the efforts at Portland State University. In 1989 the University received a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) to complete development of programs focused on reducing the incidence of alcohol and other substance abuse.

Referring to the Principles of An Institution-wide Policy on Drug Use and Alcohol Abuse for Oregon Higher Education, President Ramaley indicated that Portland State University has learned two things regarding a single, institution-wide policy: 1) that the policy should address expectations and
consequences for all campus constituents; and 2) a clear message regarding the values of Portland State University about drug and alcohol abuse needs to be developed and widely disseminated.

The campus encountered some difficulties with enforcement of the policy. These include the fact that it is difficult to enforce the policies with students at an urban campus; work with faculty is difficult because of the interference some faculty feel regarding academic freedom; and, various laws have conflicting requirements.

In 1992 Portland State University created a high-level policy group that included campus security, personnel services, health, counseling, and psychological services, student organizations, faculty, student services, and the student body office. However, policy groups get lost in the milieu of so many other committees and commitments of leaders.

Assessment and referral programs are working better for students than for employees. One of the blocks to implementing programs is lack of resources or incentives.

Finally, President Ramaley indicated that this is an area of great challenge, in particular because of the commuter nature of the campus. She expressed strong support for the work and indicated there were solid reasons to be optimistic about the efforts.

ROLL CALL

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

On roll call, the following answered present:

Mr. Robert Adams       Mr. Rob Miller
Ms. Britteny Davis    Mr. George Richardson
Mr. Richard K. Donahue Mr. Leslie Swanson
Ms. Beverly Jackson    Ms. Janice Wilson
                      Mr. Robert L. R. Bailey

Mr. Mark Dodson was absent due to illness, and Ms. Laurie Yokota was absent due to conflict of schedule.
Chancellor's Office -- Chancellor Thomas A. Bartlet; Virginia Boushey, Assistant Vice Chancellor, Academic Affairs; Gary Christensen, Assistant Vice Chancellor, Academic Affairs; Shirley Clark, Vice Chancellor, Academic Affairs; Francesca Clifford, Assistant Director of Communications; Thomas Coley, Assistant Vice Chancellor, Academic Affairs; Weldon E. Thrig, Vice Chancellor, Finance and Administration; Larry Large, Vice Chancellor, Public Affairs; Joe McNaught, Attorney-in-Charge, Education Section; Greg Parker, Director, Communications; Virginia L. Thompson, Board Secretary.

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

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

Oregon Institute of Technology -- President Lawrence Wolf; Martha Anne Dow, Provost; Doug Yates, Dean of Administration.

Oregon State University -- President John Byrne; Roy Arnold, Provost/Vice President for Academic Affairs; Phyllis S. Lee, Director, Multicultural Affairs.

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

Southern Oregon State College -- President Joseph Cox; Ronald Bolstad, Dean, Finance and Administration.

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

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

Interinstitutional Faculty Senate -- Marjorie Burns, Portland State University; Herb Jolliff, Oregon Institute of Technology.
Others -- Bill Graves, The Oregonian; Jane Lesser, Oregon Student Lobby.

MINUTES APPROVED

The Board dispensed with the reading of the minutes of the May 28, 1993 meeting of the Board. Mr. Donahue moved and Mr. Adams seconded that the minutes be approved as submitted. The following voted in favor: Directors Adams, Davis, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, and Bailey. Those voting no: none.

CHANCELLOR'S REPORT

The Chancellor remarked that the June meeting represented the annual meeting of the Board and it coincided with the conclusion of another academic year. "This provides a time to reflect on the fact that thousands of lives have been changed during the year through the efforts of public higher education in Oregon."

Outgoing Board Members

Chancellor Bartlett acknowledged the important contributions of four Board members who will be leaving the Board. The terms of Robert Adams, Britteny Davis, and Mark Dodson expire on July 1, 1993. In addition, Ms. Beverly Jackson has indicated that she will resign from the Board in August, at which time she will be moving out of state. Dr. Bartlett thanked the members for their outstanding contributions and expressed the appreciation of the State System for their dedicated service.

Robert L. Bailey

The June meeting marked the end of Mr. Bailey's term as president of the Board. In commending Mr. Bailey for his leadership, the Chancellor indicated that he had been "a remarkable chair. He has given, without reservation or hesitation, an amazing amount of time. Bob has been present day after day in the legislature and has made a point of making personal contacts with a wide variety of political, business, and professional leaders in the state on behalf of the Board. "I do not believe that many people are aware of just how much time and effort he has put in as chair of the Board. He has been a very, very ubi-quitous force on behalf of higher education in a very quiet, personal, one-to-one way, and I think everybody who has watched that must be grateful and impressed. Fortunately, Bob's term as president coming to a conclusion does not coincide with his departure from the Board. He will
still be with us and that is a very precious re-
source. "With four new Board members coming on, the 
human resources of the Board to provide continuity 
and stability and institutional memory will be very 
important. Fortunately, we have several past chairs 
of the Board on the Board; that is going to be a 
very important asset."

Morale

The Chancellor remarked about the need to assure 
that morale within the State System is maintained.
"In the heat of the state political battles and all 
of the things that have been said about budgets and 
public service, the character of public servants 
and the significance of public service, some things 
have been said and implied and raised in the public 
consciousness that have had a very negative impact 
on the morale of some very important people.

"What I am referring to are some statements that 
have been made in the heat of state budget politics 
that call into question the value of the enterprise 
in which we are engaged: What is this expensive 
enterprise anyhow? Questions have been raised about 
the people who have dedicated themselves in profes-
sional matters about their motives, industrious-
ness, and their commitment to the public good. 
There has been an implication of selfishness and 
lack of concern for the public good that I think is 
unjustified but certainly has taken its toll.

"I think, therefore, it may be time now to bring 
the issues of morale out into the open and talk 
about the fact that higher education is important 
work for the society...that people who are engaged 
in it overwhelmingly have a high sense of personal 
integrity, and one of the responsibilities of all 
of us in this room is to communicate to our in-
ternal constituents the sense of their personal 
value and the value of what they do."

Long-Range 
Planning

With the end of the legislative session in sight, 
the Board and the Chancellor's Office will focus on 
the short- and long-range planning required of the 
System. "One of the things I should assure Board 
members, on behalf of those of us who work at this 
all day long, is that it has not been the time nor 
timely to talk about alternative planning courses 
for the future. But let me assure you that a great 
deal of thought is going on, and when it becomes 
appropriate to our agenda, there will be a lot of
thoughts, ideas, plans, and specifics that will emerge from the campuses and the Chancellor's Office to inform your decision making."

Greg Parker

The end of June marks the end of Greg Parker's employment with the State System. "Greg is in the curious position of having taken himself out of his role as director of Communications and as the person who handled press relationships as a part of the 22 percent reduction in administrative and support staff in the State System. We will miss him. He has been very active. He has been a knowledgeable professional, and I want to express to him my personal gratitude for the hard work and the strong sense of commitment he has brought to the job."

Legislative Report

Vice Chancellor Large reported on the most recent events of the legislature. He indicated that the House of Representatives had voted 45-14 to approve the budget. It was important, he noted, to remember that all who indicated before the vote that they would vote "no" said that they opposed the bill because there was not enough money included in the budget; it was not because they opposed higher education.

Because the House created a new bill tying together the budgets for basic school support, the community colleges, the State Scholarship Commission, and higher education, it now has to be returned to the Senate Ways and Means Education Subcommittee. There are a number of intervening steps before the budget can be approved and, until that time, the level of funding cannot be predicted. "The end game," according to Dr. Large, "after all the various locations of our drama are played out, will be one of compromising the fiscal realities and the philosophical differences between the Senate and the House."

In other matters, Vice Chancellor Large reported that the House Revenue Committee is very close to sending out to the floor a sales tax proposal.

Staff Report to the Committee

The Oregon Health Sciences University requested authorization to use the current value of the Raymond Sharp quasi-endowment. The funds will be
utilized for education, patient care, and research for the Children's Eye Clinic, in accordance with the intent of the gift.

This quasi-endowment account has a current value of $190,581 (as of April 30, 1993). The requested funds will be transferred to account 76-273-1202, the Child Eye Endowment Income account. Quasi-endowments exceeding $100,000 in value require Board approval before such funds can be transferred or released for expenditure.

Staff Recommendation to the Committee

Staff recommended the Board authorize the transfer of the Raymond Sharp quasi-endowment fund to the Child Eye Endowment Income account for Oregon Health Sciences University.

Discussion and Recommendation by the Committee

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

Mr. Donahue moved and Mr. Adams seconded the motion to approve the Committee recommendation. The following voted in favor: Directors Adams, Davis, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, and Bailey. Those voting no: none.

Staff Report to the Committee

The Student Health Center at Southern Oregon State College was constructed in 1965 as an in-patient care facility. It now is used exclusively for outpatient care. However, the facility does not function well for this use and does not meet current codes for accessibility, lighting, and other matters.

Officials at Southern Oregon State College propose to renovate the Student Health Center to meet code requirements and to make it better suited for outpatient clinical care. The estimated cost of this work is $115,000, including $95,000 of direct construction (based on bids in hand). The project would be supported by $95,000 of Article XI-F(1) bonds to be repaid from the Building Fee and
$20,000 from the health center's operating reserves. The bonds are available now.

In past biennia, projects such as this were requested from the Emergency Board due to the language of the statute establishing capital construction projects for the State System. However, the statute for the 1991-1993 biennium does not require Emergency Board approval of small projects such as this, as long as the State System utilizes the Other Funds Limitation (established in Section 2(1) of Chapter 647, Oregon Laws 1991) entitled "All campuses, various land acquisitions, rehabilitation, remodeling and renovation." The total amount approved for 1991-1993 was $600,000. None of that limitation has yet been used.

Similarly worded limitations in past biennia have been used exclusively for land acquisition since all other work then had to be approved by the Emergency Board. The language of the current statute permits either the "Department of Higher Education" or the "State Board of Higher Education" to use the $600,000 for the purposes of the limitation.

Because the work can be performed this summer and the facility can be ready for use by fall term, waiting for the first Emergency Board meeting in the fall of 1993 would deny Southern Oregon State College students adequate out-patient care facilities for another year. Therefore, the use of $115,000 of the limitation established for "various...rehabilitation, remodeling and renovation" seems appropriate.

(No Board action required)

**Staff Report to the Committee**

On May 22, 1992, the Board of Higher Education received a detailed report entitled "The Status of Racial and Ethnic Diversity in the Oregon State System of Higher Education: Minority Group Students, Faculty and Professional Staff and Selected Administrators." An update has been prepared on changes that have occurred over the past year in several important areas. In the 1992 report, key educational and employment variables associated with efforts to achieve and maintain racial and
ethnic diversity in the State System of Higher Education were highlighted. They included Oregon high school students' college aspirations and their rate of college enrollment; educational outcomes in terms of high school and college freshman year academic performance; the impact of available financial support on students; degrees awarded by educational level; and the employment distribution of faculty and professional staff/administrators. Using many of the previous report's key educational and employment variables, this update highlighted changes over the past year for students and faculty.

This report also reviewed the legislative mandate for data development and plans related to preparing minority group teachers. Specifically, Senate Bill 122 (the Minority Teacher Education Act) approved in the 1991 legislative session, directs the Board, Chancellor, and individual campus programs to report data, guidelines, and actual plans for the recruitment, retention, and graduation of an increased number of students from ethnic/racial minority groups.

(Report tables are presented in full in the supplementary section.)

Updated Status Report on Racial/Ethnic Diversity

Students

1. Post-high school plans surveys for the Oregon class of 1993 high school juniors show that 56.7 percent of minority group students designated OSSHE institutions as their first choice for college. In comparison, 49 percent of European American (caucasian) students considered OSSHE institutions as their first choice, up from 46 percent for the class of 1991. Among the minority group students, however, the rate of increase was even greater, going from an average of 49 percent in 1992 to 56 percent in 1993 (Table A-1).

Also, more of the 1993 class of minority group students than the 1992 class see themselves college bound. As in 1992, African Americans (84.1 percent) and Asian Americans (92.6 percent) had the highest percentage with college
aspirations, followed by European Americans (82.0 percent). All student groups averaged 80 percent in college aspirations (Table A-1).

Relative to the minimum High School Grade Point Average (HSGPA) of 2.50 required by any State System institution for admission, Asian/Pacific Islanders were at 90.8 percent and European Americans at 85.8 percent. These two groups were followed by African Americans at 76.4 percent, Hispanics at 75.5 percent, and American Indians at 70.8 percent. All of these percentages show improvement over those of the class of 1992 (Table A-1).

2. The total number of minority group students enrolled in OSSHE increased by 44 percent between fall 1981 and fall 1992, while at the same time total OSSHE enrollment decreased by 4 percent. In 1981, minority group students made up 7 percent of the total; in 1991, minority group students made up 9 percent of the total; in 1992, 11 percent (Table A-2).

3. The total enrollment (resident and non-resident) minority first-time freshmen increased 75 percent between fall 1981 and fall 1992, while the total number of European American students declined by 19 percent (Table A-3). The Underrepresented Minority Achievement Scholarship Program for freshmen implemented in fall 1987 continues to provide major support to this dramatic increase in the enrollment of African American, American Indian, and Hispanic freshmen.

4. Between 1980-81 and 1990-91, the proportion of minority group degree recipients increased in nearly all academic fields, from 5.5 percent of the total bachelor's degrees in 1980-81 to 7.9 percent in 1990-91. In 1991-92, 7.8 percent of degrees awarded went to students from racial/ethnic minority groups. However, the distribution of degrees in certain academic disciplines raises concern for individual racial/ethnic groups; no degrees were awarded to African Americans and Hispanics in computer science; to African Americans and American Indians in math; or to African Americans in physical sciences. The largest numbers of
degrees awarded to minority group students were in social sciences, business, engineering, and humanities. Degrees awarded by racial/ethnic group and gender for 1991-92 are shown in Table A-4.

Faculty

1. Overall, 5.1 percent of the full-time faculty in the State System in 1990-91 were from minority groups. In 1991-92, 5.2 percent of all full-time faculty were from minority groups. By rank in 1991-92, the minority group distribution as a percentage of the total number of faculty is as follows: 3.6 percent professor; 5.4 percent associate professor; 6.8 percent assistant professor; 9.3 percent instructor. This distribution contrasts with 1980-81: 2.5 percent professor; 2.9 percent associate professor; 2.9 percent assistant professor; 4.3 percent instructor. This illustrates that there have been increases in minority group representation and improvements in proportions at the upper versus lower ranks. However, the percentage of representation remains relatively low (Table A-5).

2. The greatest number and percentage of minority group full-time faculty at the universities was: the University of Oregon, 7.1 percent; Oregon State University, 6.4 percent; and Portland State University, 5.1 percent. On a percentage basis, these institutions are closely followed by Southern Oregon State College at 4.9 percent. Oregon State University showed the greatest increase in the number of new minority faculty over the one-year period between 1990-91 and 1991-92. Overall, the minority group faculty percentage did not change much, increasing from 145, or 5.1 percent in 1990-91 to 146, or 5.2 percent in 1991-92. A potential concern is the ability of the smaller colleges to recruit and retain minority group faculty.

Observations and Conclusions

1. The majority of college-bound minority high school students in Oregon continue to list a State System institution as their preferred first choice of college. This point serves as a reminder that with a significant increase
expected in the number of minority group high school graduates in Oregon, the State System has an opportunity to enroll its most racially and ethnically diverse student population by the year 2000.

2. The total number and proportion of minority group students in the State System has increased substantially over the past decade. In these fiscally austere times, the challenge will be in increasing the enrollment of minority students and creating supportive climates for diverse student bodies on all campuses.

3. Minority group participation and success at the undergraduate level is likely to increase as academically better prepared students enter the State System. Although there was improvement in the high school GPAs and SAT scores of minority students during the 1980s, a fundamental weakness remains in minority group students' academic performance in mathematics and science. This may be reflected in choice of student majors. Campuses should continue or initiate partnerships with high schools to help minority students receive greater exposure to math and science.

4. The growth in the "unknown or decline to respond" category continues. This phenomenon -- applicable to students, faculty, and staff -- raises a concern about whether or not the classification categories commonly used nationally and within the State System adequately reflect the range of choices for individuals from multi-ethnic and multi-racial backgrounds. A significant number of students, faculty, and staff whose background is unknown could make a difference in determining and recognizing campus progress in achieving diversity.

5. The relatively small number of underrepresented minority group faculty remains a concern and a challenge. Faculty development, faculty exchanges, and new hiring are areas where State System initiatives continue to be needed and sustained. Relatively more of the positions held by minority groups continue to be in non-supervisory or non-instructional support areas. Each campus should incorporate in its recruit-
ment/retention plans strategies for providing information on the career patterns of these individuals. Consideration should be given to professional development that can help move qualified minority staff and administrators into supervisory and line authority positions.

In conclusion, this brief review of changes over a one-year period provides both cause for optimism and for redoubling of effort. The optimism relates to the relative degree of success in the continued recruitment and graduation of minority group students at a time when minority students' interests in the choice of a State System institution are growing. Perhaps most challenging is the hiring and career development of a more representative proportion of minority group faculty and staff. At present and in the years ahead, these important matters must continue to be key priorities of the System.

Response to SB 122, The Minority Teacher Education Act

This section presented guidelines for institutional development plans for minority teacher recruitment and retention, and the format for reporting student data in accordance with SB 122, the Minority Teacher Education Act, passed by the 1991 Legislative Assembly. Section 3(1) of SB 122 directs the Oregon State System of Higher Education to submit to the Oregon Office of Educational Policy and Planning longitudinal data on the number and percentage of minority students applying for admission to public four-year institutions of higher education [Section 3(1)(b)]; minority students accepted in public four-year institutions of higher education [Section 3(1)(c)]; minority candidates seeking to enter public teacher education programs in this state [Section 3(1)(d)]; minority candidates admitted to public teacher education programs [Section 3(1)(e)]; and minority candidates who have completed approved public teacher education programs [Section 3(1)(f)].

Also, Section 4(1) of the Act directs the State Board of Higher Education to require each State System teacher education program to prepare a plan with specific goals, strategies, and deadlines for
the recruitment, admission, retention, and graduation of minority teachers. In addition, the State Board is to review the plans for the adequacy and feasibility, and after making necessary revisions, shall adopt the plans and the rules governing the contents of the plans; develop a biennial review process including timetables for revising plans; and address other matters necessary for carrying out the provisions of the Act [Section 4(2)]. Finally, the Office of the Chancellor is to insure that the plans developed for minority teacher recruitment are implemented [Section 5(1)]. The Chancellor is to report biennially to the Board and the legislative assembly on the implementation and results of the plan. The report may include recommendations on ways in which the legislative assembly can assist in increasing the number of minority teachers.

Longitudinal data on the number of minority group students applying, admitted, and graduating from OSSHE teacher education programs varies by institution. It would be difficult to give an accurate picture of past and present institutional experience since data collection has been limited, and categorical definitions have differed, e.g., race/ethnicity data not collected, race/ethnicity data collected by minority/non-minority status, data collected by each race/ethnicity category. A summary table has been prepared illustrating the status of data collection/reporting by each campus (see Chart 1). As illustrated, the data collected prior to 1992 are not consistent among the six schools of education in OSSHE. However, several observations emerge from the campus reports:

1. Between 1989-90 and 1991-92, minority student enrollment in teacher education programs ranged from 1.86 percent at Southern Oregon State College to ten percent at Portland State University. Based on available data, it is estimated that minority group student enrollment averaged approximately three percent of all students in OSSHE teacher education programs. If this is an accurate assessment, then this percentage would be comparable to the three percent of minority group teachers employed in Oregon public schools.
2. The percentage of minority group students actually receiving teacher education degrees also varies by institution. However, the number of students receiving degrees is very low and an area of concern. For example, Western Oregon State College had eight minority group students graduate between 1989-90 and 1991-92. For the same period, Oregon State University had 13 students complete its program.

3. Many colleges of education are now establishing systematic approaches to monitoring the flow of minority/non-minority group students in terms of application, acceptance, and admission into the program. For example, Eastern Oregon State College was able to gather its data from licensure records, bilingual program information, and student files; however, it was noted that ethnicity is not requested on application materials. As a result, it was difficult to determine whether students from minority groups have been accurately identified. Each OSSHE dean or director of education is now reviewing the data collection and monitoring procedures for reporting student data.

4. Schools and colleges of education have, or are in the process of developing, outreach strategies to work with school districts and minority group communities. The State System has a number of initiatives already underway.

An innovative and successful program has been the Portland Teachers Program (PTP). This program is jointly supported by the Portland Public Schools, Portland Community College, and Portland State University. The State Board of Higher Education provides tuition remission support for students enrolling at Portland State University. Currently, more than 55 minority group students are in the teacher preparation pipeline -- from Portland Community College to Portland State's fifth year teacher program.
Another program is the Portland Administrative Leadership Program. This 21-credit-hour program initiated in 1990-91 primarily provides candidates with the necessary preparation for basic administrative certification. The program is cooperatively staffed by Portland State University, Lewis and Clark College, and Portland Public Schools.

The OSSHE Academic Affairs Office, through a competitive proposal process, awarded Portland State University and the Portland Teachers Program $112,000 from the Dwight D. Eisenhower Mathematics and Science Education Grant Program funds to prepare minority group teachers in mathematics and science. The project will provide a training program for 25 minority preservice teachers drawn from the Portland Teachers Program. The student participants will be provided a three-part summer enrichment program in mathematics and science. Since many of the participants are likely to be future elementary teachers, the enrichment program holds promise for making them stronger in math and science and more aware of the importance of these fields to their future teaching responsibilities.

In 1990-91, OSSHE campuses were given permission to offer fifth-year support to minority group students receiving tuition fee waivers under the Underrepresented Minority Achievement Program. This policy extension enables campuses to continue financial aid to support students completing the fifth year component of their teacher education program.

5. Some colleges and schools have attributed the low number of applicants and admitted students to the requirement that standardized tests be passed for both the basic skills and subject matter specialization prior to admittance. Western Oregon State College faculty, for example, are currently reviewing their policy requiring the passing of standardized tests prior to admittance.
Also, the OSSHE Office of Academic Affairs sponsored a presentation by Dr. Rose Payan of the Educational Testing Service on the PRAXIS program as an alternative assessment set of instruments. PRAXIS has a multicultural perspective integrated in assessment of pedagogy and discipline skills knowledge base. Three of the six campuses were able to send representatives to the presentation. A follow-up session will be scheduled in 1993-94. Campuses are asked to collect and report data on students taking entrance examinations and their pass/fail status. Also, campus responses should include efforts to work with students, if needed, to pursue taking prerequisite classes for alternative admission.

6. The restructuring of teacher education programs at the University of Oregon and Oregon State University has created challenges in keeping track of students. This process is more complex where programs in education have been redistributed to academic disciplines. For example, in 1992 at Oregon State University, many of the secondary school teacher education programs were distributed among the discipline-based colleges. The School of Education, now organized under the College of Home Economics and Education, is considering ways to merge minority action plans under the new decentralized structure.

Guidelines for Developing Comprehensive Institutional Plans to Recruit and Retain Minority Students in Teacher Education Programs

In accordance with the Minority Teacher Act, the State Board of Higher Education, through the Chancellor's Office, needs to direct each college or school of education to prepare a plan of action for improving the recruitment, retention, and degree completion of students from minority groups in teacher education programs. A proposed outline for the plan follows. Campuses should prepare and submit an annual report on the progress of implementing the plan to the Office of Academic Affairs by June 1, effective 1994. The Office of Academic Affairs will incorporate these reports into a
biennial review process by the Board that is consistent with the legislation.

The objectives of the plan are to:

- Provide descriptive background data and information relative to the representation of minority students in a teacher education program (including administrators) for each academic year.


- Identify current and proposed procedures for assessing institution (including college, departmental, and program levels as appropriate) efforts to improve recruitment and retention/degree completion.

- Explain the mechanisms to be used to measure progress toward achieving stated benchmarks.

- Identify the type and amount of resources for achievement of the benchmarks.

**Recommendations for Institutional Plans**

Recommendations were offered to summarize the major areas that need to be considered in developing institutional plans and completing institutional reports relative to SB 122, the Minority Teacher Act.

The following outline should be used by each campus to present a plan and provide annual reports on minority teacher education:

1. State of Support for the Plan at the Program and Institutional Levels

2. Institutional Benchmarks Section
   a. Immediate Priorities and Objectives
   b. Indicators of Long-Term Achievement

3. Programs and Strategies to Achieve Recruitment and Retention Benchmarks
4. Evaluation of Institutional Impact on Meeting Benchmarks

5. Conclusion: Summary of Recommended Plan of Action

Report considerations include:

- Data on minority group students in teacher education programs will be collected and reported in the format provided in tables B-1 through B-5.
- 1992-93 will serve as the base year for data collection.
- Data collection categories will be consistent with definitions cited in Section 6(1)(a-c) of SB 122.
- "Teacher" will be broadened to include school administrators.
- Data will be reported by program areas.
- Data collection will include information on all students taking standardized entrance requirements for teacher education programs.

Staff Recommendation

Staff recommended the Board (1) approve the guidelines for campus-level plans to recruit, admit, and graduate minority students in teacher education programs and the provisions for annual reports to the OSSHE Office of Academic Affairs by June 1, effective 1994, and (2) direct the incorporation of these reports into a biennial review process consistent with the legislation.

Discussion and Recommendation by the Committee

Dr. Thomas Coley, in summarizing the report on the status of diversity in OSSHE indicated that college-bound minority high school students continue to place State System institutions high on their list of preferred institutions. The only exception is African American students who continue to list out-of-state public schools as first choice. "What
is encouraging," according to Dr. Coley, "is that their aspirations for college remain high."

Second, Dr. Coley indicated that the proportionate total number of minority students in the State System has increased over the past decade from 7 percent in 1980 to 11 percent today.

Finally, in terms of faculty data, the State System has remained relatively stable from last year, up only .1 percent in the past year.

In concluding his summary of the report, Dr. Coley indicated that although the advances had not been as rapid as planned, there was room for optimism.

Mr. Miller expressed concern that, as a Board member, growth of such a small percentage is not acceptable and questioned why the System could not be making more marked improvement. Presidents and provosts of several of the institutions remarked that, given the current financial restraints, the fact that the System had not lost ground was encouraging. Various innovative approaches were reported and individual campuses highlighted rather dramatic growth in filling what few positions had been available during the past year.

There was general agreement that presidents of the institutions play a very important role in setting standards and expectations. In addition, there is variation among academic departments regarding availability of faculty in particular areas. Provost Norm Wessells, University of Oregon, remarked that the secret was "unrelenting pressure from the central administration in doing everything we can to encourage and facilitate the process."

Mr. Richardson and Mr. Miller asked how the Board and/or the Chancellor's Office could increase the pressure on the State System to improve the record of student and faculty/staff recruitment. They indicated that there could be rewards and punishments, explicit goals set, and continuous feedback to the Board on progress being made.

There was unanimous agreement from the presidents that they were strongly committed to affirmative action and minority student recruitment. They have, over the years, heard the concerns of the Board and
are personally and professionally committed to showing improvement.

Dr. Coley reported that having minority staff and faculty strengthen an institution's ability to recruit students. "There is a comfort level in having a sense or feeling that these adults provide, whether the student interacts directly with these individuals or not. When students see faculty and professional staff in key responsible positions, it begins to shape their understanding and their outlook."

President Byrne remarked that "if the Board wants to send a strong signal to the campuses, you might request that each time you do a visitation, you be exposed to some of the programs in multicultural affairs, ethnic studies, or minority programs."

Mr. Swanson suggested that at the Board Renewal in July, "when we have an opportunity to discuss what we'd like to be doing during the next year, that there be some discussion about this issue."

In discussing the Minority Teacher Education Act, Dr. Coley remarked that at the present time, the percentage of minority group students in public schools is approximately 11 percent and the number of teachers is 3 percent. The goal of the program is to equalize that ratio in ten years. The teacher education programs are well into initial planning to meet the requirements of the Act.

Mr. Bailey requested that a status report be made to the Board in the fall indicating how the programs are being implemented on each campus and the status of recruitment efforts. "I do not want to wait until May or June to look at these programs because that will be too late to revamp or reallocate for the next year."

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action

Ms. Davis moved and Mr. Donahue seconded the motion to approve the Committee recommendation. The following voted in favor: Directors Adams, Davis,
FOLLOW-UP REVIEWS OF SELECTED PROGRAMS APPROVED BY THE BOARD: 1985 & 1986

Staff Report to the Committee

In November of 1990, the Board approved a policy directing the Office of Academic Affairs to conduct a follow-up review of each new degree program or significant new option within an existing degree program. The purpose of the follow-up review is to provide information to the Board about the status of new programs after they have been functioning for a period of time.

The Board set January 1, 1983, as the date after which approval of new programs would require a later review, typically five years after program implementation. In July 1992, the Office of Academic Affairs provided the Board with reports of reviews of ten programs that had been approved between January 1983 and November 1989 and presented a schedule that will bring the follow-up reviews up to date by 1996.

The reviews include information about program implementation, characteristics, student enrollments, degrees granted, faculty resources, library resources, facilities and equipment, problems, and prospects.

Reports of six program reviews undertaken during 1992-93 were presented in full in the supplementary section.

1992-93 Follow-up Review Reports

During the 1992-93 academic year, the following programs were reviewed:

- Oregon State University
  - M.S. in Environmental Health Management
  - Undergraduate Certificate in Peace Studies

- Oregon Institute of Technology
  - B.S. in Office Automation
  - A.E. (formally A.A.S.) and B.S. in Laser Optical Engineering Technology

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- A.E. and B.S. in Software Engineering Technology
- B.S. in Medical Imaging Technology

One program, a B.A./B.S. in International Business at Portland State University, approved by the Board in March 1985, has not been implemented. A review of the Ed.D. in Educational Leadership at Portland State University is in process; a report will be made to the Board in the near future.

(No Board action required)

Introduction

The University of Oregon requested authorization to establish new graduate programs leading to the M.A. and Ph.D. degrees in the languages, literatures, and cultures of East Asia, with emphasis on China and Japan.

The proposed graduate programs will be offered by the Department of East Asian Languages and Literatures (EALL) in the University's College of Arts and Sciences. The proposed EALL graduate programs will prepare students to work in a variety of professional and academic areas and fields and will provide important sources of enrichment for teacher education programs in Chinese and Japanese. The degree options proposed are designed to take advantage of the unique combination of resources available at the University of Oregon, notably in the newly developing areas of Asian language pedagogy and comparative literature and critical theory focusing on non-Western cultures. The proposed programs build on a base of considerable academic strength in East Asian languages and literature and will draw additional vitality from the University's existing doctoral program in comparative literature. The EALL graduate programs will have an interdisciplinary focus and will interact synergistically with the University's area studies, anthropology, and history programs. A strong foundation for the interdisciplinary aspect of the proposed graduate programs has already been laid. Several of the EALL faculty are currently active participants in the University's Comparative Literature Program, and others have a close working relationship with the Department of Linguistics.
Two key factors in development of the proposed graduate programs are the University's Center for Asian and Pacific Studies (CAPS), created in 1988 to promote teaching, research, and outreach functions related to Asian Studies, and the Osamitsu Yamada Center for Language Learning and Teaching, created through the generosity of Mr. Osamitsu Yamada, a Japanese businessman, whose $300,000 grant made the center possible. These two resources will be important assets as the University seeks additional external funding to help support graduate programs in EALL.

The proposed EALL graduate programs will provide advanced academic opportunities for graduates of the University of Oregon's Department of East Asian Languages and Literature and also for graduates of Portland State University's program in East Asian Languages. Applicants to the programs will include prospective teachers who plan to teach at the K-12, community college, four-year college, and university levels as well as current teachers of Japanese and Chinese who wish to update their skills and improve their techniques.

The proposed program will be operational within a year of approval. However, full implementation and resource reallocation will be phased in over a four-year period. A copy of the proposal is on file in the State System Office of Academic Affairs.

Staff Analysis

1. Relationship to Mission

The proposed EALL graduate programs are supportive of the University of Oregon's mission as a liberal arts, research university dedicated to preparing citizens for leadership positions in an international global economy. These programs will further the University's efforts to internationalize as outlined in the strategic plan.

Along with other major state universities on the West Coast, the University of Oregon is well positioned to play a central role in the economy of the Pacific Rim Basin. The proposed programs will strengthen that position and help to serve both regional and national needs by increasing the number of individuals holding advanced
degrees in areas of Japanese and Chinese language pedagogy and literature.

2. Evidence of Need

Economic ties between the State of Oregon and East Asia have grown significantly in recent years. Continued growth will require a pool of expertise not only in economics and politics, but in adjacent areas of expertise such as language, culture, and literature.

A survey taken by the Modern Language Association, covering the period 1983 to 1986, revealed a 45 percent increase in the number of college students studying Japanese and a 28 percent increase in the number studying Chinese. These figures compare to increases in the same time period of six percent or less for most of the European languages and a four percent increase overall for all of the languages surveyed. The need to increase faculty in Chinese and Japanese is enormous. The result is fierce competition for the few qualified people and considerable difficulty in retaining them. The existence of a strong graduate program with quality research and outstanding students is essential to recruitment and retention of superior faculty.

The recent development of Japanese and Chinese language programs at the high school level and immersion programs in Japanese at the elementary level in Eugene and Portland are signs that Oregon will soon face demands for far higher levels of training in EALL than most other states in the nation.

The rapid development of the Center for Asian and Pacific Studies and the Yamada Language Center have made even clearer the dramatic need for graduate programs in East Asian languages. The University of Oregon's EALL program is the only program in the state with the full range of resources and staffing to train and certify teachers of both Japanese and Chinese.

3. Quality of the Proposed Programs

The Department of East Asian Languages and Literature has highly qualified faculty, which
includes nationally known scholars. The proposed programs will have access to state-of-the-art computer and audio/video facilities provided by the Yamada Language Center. In addition, the Center's classrooms are ideal for learning language pedagogy and for practical training.

Despite the lack of graduate programs, EALL has already helped train seven professional teachers of Japanese presently employed at such institutions as the University of Hawaii, University of Washington, Oregon State University, as well as at the University of Oregon. EALL annually receives numerous inquiries about the teacher training program.

4. Adequacy of Resources to Offer the Programs

Faculty. EALL recently was successful in recruiting a new department head who is a specialist in Chinese literature. In addition, in each of the last two years, EALL was able to hire two new specialists in language pedagogy, one in Chinese and one in Japanese. Increases in the number of instructors over the last few years have allowed EALL to develop more advanced courses. With nine regular faculty, the EALL department will be able to offer the courses and advising needed for initiation of the proposed graduate programs. EALL currently is recruiting a specialist in Japanese literature and has also received a generous grant from the US WEST Foundation to hire a third specialist working in Japanese language and linguistics.

In related and supporting areas, the Center for Asian and Pacific Studies (CAPS) has made the hiring of specialists in related areas a priority. This year, a new position in Japanese history was filled, and a search for a CAPS director, presently underway, is very likely to be filled by a specialist in a China or Japan field. In addition, two new positions in sociology and anthropology respectively involve specialists in Japan.

The quality of current EALL faculty and the excellent program facilities available to the department will be a great advantage in compet-
ing for, and attracting, highly qualified facul-
ty to these programs.

Library. The University of Oregon's Orientalia
collection is minimally adequate for the imple-
mentation of a graduate program. The collection
contains approximately 80,000 volumes in Chinese
and Japanese. It is probably the largest such
collection for an institution without a graduate
program in Chinese and Japanese, and the quality
compares favorably with similar programs.
However, the collection lacks certain large
scale items such as the Taoist and Buddhist
canons that, while important for larger univer-
sities and specialists, are not critical for the
proposed EALL programs. Nonetheless, consulta-
tion with the Library and other relevant Univer-
sity components are underway to explore the fea-
sibility of using grant monies to secure these
sets. The Library and the Humanities Center have
a $1 million grant that is partially targeted
for specific projects such as these. EALL is
also consulting with CAPS, Asian Studies, and
the Yamada Center to explore a variety of
recently available funding opportunities.
Possibilities include grant requests to US WEST,
the Japan Foundation, the Chiang Ching-kuo
Foundation, NEH challenge grants, and appeals to
Japanese industry. The role of donations and
gifts in this connection will also be important.

The University's increased commitment to the
Orientalia collection, as evidenced by the
review of an outside consultant from Princeton
University a few years ago and the recent hiring
of a full-time Orientalia biographer, and the
addition of Chinese and Japanese cataloguer
positions, make clear that there will be in-
creasing support as CAPS, Asian Studies, and
EALL continue to grow.

Facilities and Equipment. No additional facili-
ties and equipment are required for the proposed
programs. The Yamada Center, which provides
state-of-the-art equipment and facilities, will
serve as a valuable resource for these programs.

Budget Impact. The Department of East Asian
Languages and Literature will need $238,764 in
additional permanent funding over the next four
years to support the proposed graduate programs. The additional funding will be used to hire five new faculty, increase clerical support in the department, support additional graduate students, and provide increased services and supplies.

Resources to support the proposed degree programs will be provided through a combination of internal reallocation and external funding sources. A grant proposal to US WEST was recently approved for over $330,000 to enhance the Japanese program. These funds will be received over the next three years and will provide support for one new faculty member, graduate students, additional clerical support, purchase of computer software, and evaluation and dissemination of curricular materials developed under the program. At the end of the grant period (fall 1997), the University will provide the required replacement funding for the program.

5. Duplication

No graduate programs in East Asian Languages currently exist in Oregon.

Program Review

The proposed programs have been the subject of an external review including a site visit by nationally and internationally recognized experts in East Asian languages and literature. The review team was favorably impressed with the current strength of the Japanese program and indicated that it is fully capable of successfully mounting the two proposed master's degree programs this fall. With additional faculty hires in Japanese and Chinese, as described above, the reviewers indicated that the department would be in a position also to implement the doctoral program.

The proposed graduate programs were positively reviewed by the Academic Council.

Staff Recommendation to the Board

Staff recommended the Board authorize the University of Oregon to establish graduate degree programs in East Asian Languages and Literature, effective
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fall 1993, with a follow-up review to be conducted by the State System Office of Academic Affairs during the 1999-2000 academic year. The proposal should be placed on the consent agenda for final action at the June Board meeting.

Discussion and Recommendation by the Committee

Provost Norman Wessells from the University of Oregon briefly reviewed the proposed programs and indicated that the first year enrollment was approximately 250 students taking first-year Japanese. One of the major problems facing educational systems in the United States is that there are not enough teachers of Japanese to handle the demand.

Professor Stephen Durrant, associate dean of Arts and Sciences, emphasized that the program will be phased in over the next five years. The initial step in that implementation will be offering a master's degree in Japanese language teaching and Japanese pedagogy.

Professor Durrant indicated that in addition to the number of students requesting Japanese language instruction, there are a large number of faculty and instructors at the University of Oregon interested, as well.

Mr. Donahue asked if there was an existing Chinese program and what the demand had been for Chinese language and culture. Mr. Durrant responded that the demand for Chinese had not followed the same high curve as Japanese and that the need in Chinese is not so much in the area of pedagogy as it is in cultural studies.

Mr. Swanson inquired if there were any programs where the Japanese or Chinese graduate program would intersect with K-12 teaching. In responding, Professor Durrant indicated that a grant from US WEST will enable establishment of a Japanese Language Education Center, the purpose of which is to certify teachers for a fifth year program in Japanese language pedagogy. A summer program will be offered to serve K-12 teachers so that more teachers can be prepared and the quality of teachers already in the system improved.
Mr. Dodson reflected on the importance of offering Asian language instruction in improved ways that is more conducive to the needs of people wanting the instruction. In responding, Professor Durrant indicated that teaching Asian languages takes approximately twice the amount of time than that required for other languages. The pedagogical implications of this are obvious.

Chancellor Bartlett indicated that the state of Oregon has embarked on a somewhat unique initiative in establishing a coherent statewide network of Japanese language instructors at the K-12 and higher education levels. Initiatives are underway to secure additional resources from private foundations, and some of these, according to the Chancellor, are very promising.

The Committee recommended the Board approve the staff recommendation.

**Board Discussion and Action (May 28, 1993)**

Mr. Swanson moved and Mr. Donahue seconded the motion to approve the Committee recommendation and place the item on the consent agenda for final action at the June Board meeting. The following voted in favor: Directors Adams, Dodson, Donahue, Jackson, Miller, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

**Board Discussion and Action (June 25, 1993)**

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

**Introduction**

Eastern Oregon State College requested authorization to offer a teaching endorsement in early childhood education. Courses leading to the proposed endorsement will be graduate courses offered by the School of Education. The Early Childhood Endorsement (ECE) will provide options for those students who wish to add the ECE experience to an MTE, M.S., or B.S. degree. It is designed to prepare professionals who will provide education and care services to young children -- birth to eight.
The focus of the proposed endorsement will be on the following areas:

- Development of the young child
- Developmentally appropriate curricula
- Assessment of growth and learning
- Diversity of families and children
- Guidance, communication and teaching methods appropriate for young children
- Meeting special needs of children and building relationships between home, schools, and the community

The ECE endorsement will complement and extend opportunities for students in existing elementary education programs by promoting the skills, knowledge, and attitudes needed for working effectively with young children.

Courses leading to the ECE endorsement will be offered summers only on a self-support basis. If approved, the program will begin in summer of 1993. Students must have achieved the Basic certification in elementary education to receive this endorsement. A copy of the full proposal is on file in the State System Office of Academic Affairs.

Staff Analysis

1. Relationship to Mission

The proposed endorsement is supportive of and consistent with the mission of Eastern Oregon State College to serve educational, social, cultural, and economic needs of the ten eastern-most counties of Oregon through high quality programs of instruction, research, and service.

2. Evidence of Need

Oregon's Education Act for the 21st Century (HB 3565), with its emphasis on early childhood education, will require an increasing number of competent teachers at the preschool through primary grade levels. Head Start teachers who
hold the Elementary License are mandated to complete an Early Childhood Endorsement by 1995. Interest expressed from persons in the ten-county region through a needs-assessment process, indicates that 20 to 30 students will enroll in the ECE classes.

3. Quality of the Proposed Program

Eastern Oregon State College has a long-term commitment to early childhood education and has operated the region-wide Eastern Oregon Head Start Program for many years.

Students enrolling in courses to acquire the proposed ECE endorsement must already be licensed in elementary education or hold a four-year degree from an accredited institution. It is anticipated that the majority of students in the program will be individuals currently employed in programs that provide education and care for young children and who are required to obtain additional ECE preparation to continue in their positions.

The proposed endorsement meets the accreditation standards set by the Oregon Teacher Standards and Practices Commission (TSPC). Commission review is scheduled for spring 1993. It is anticipated that the proposed program will meet TSPC standards.

Monitoring procedures for assessing the quality of the proposed ECE endorsement will include the following:

- Pre- and post-assessment of skills and knowledge required as outcomes of each course

- Continuous assessment of course mastery by a variety of methods, including portfolios, journal entries, demonstration of skills, and evaluation check sheets completed by practicum supervisors

- Student evaluations of faculty and courses

- TSPC periodic review
• Surveys of graduates' placement experience and preparedness for positions attained

4. Adequacy of Resources to Offer the Program

Faculty. No new faculty or support staff will be needed as a result of the proposed endorsement. No shift in teaching assignments will be necessary. Faculty teaching the courses leading to the proposed endorsement are already on staff in the School of Education. ECE courses will be taught only in the summer and, therefore, will not interfere with current course assignments.

Library. During the past two years, the School of Education at Eastern Oregon State College has concentrated on updating and increasing library holdings in the area of early childhood education.

Facilities and Equipment. Current facilities for the program include classrooms in the School of Education and the Ackerman Laboratory School. Eastern Oregon State College is the grantee for the Union, Baker, and Wallowa Counties Head Start Programs. Union County's Head Start program is housed on the Eastern Oregon State College campus. These programs will provide a wealth of practicum opportunities for students working toward an ECE endorsement. Elementary schools in the ten-county area of eastern Oregon will provide another source of practicum opportunity. In addition, the Ackerman multi-age, nongraded, continuous enrollment, primary level program provides a quality practicum site in early childhood education.

Budget Impact. Because the courses in the proposed program will be offered during summer session on a self-support basis, there will be no additional costs for offering the proposed endorsement. No shifting or reallocation of resources will be necessary.

5. Duplication

Specialty ECE programs are available at several public and independent institutions offering preparation programs for elementary school teachers. These programs vary in content and
level. Oregon State University and Portland State University have graduate level programs. Southern Oregon State College and Western Oregon State College have endorsement programs requiring both undergraduate and graduate coursework. Concordia, Linfield, and Warner Pacific Colleges have undergraduate programs.

Although the proposed program would be the fifth early childhood endorsement program within OSSHE and the third one offered at the graduate level, staff do not view establishment of this program as unnecessary program duplication. Approval of the proposed endorsement is justified by the following circumstances:

- Educational policy and recent legislation (state and federal) have created continuing and increasing demand for elementary teachers and child care providers with professional training in early childhood education;

- A substantial number of elementary schools, Head Start programs, and child care providers are located in the ten-county region served by Eastern Oregon State College;

- A substantial barrier to access is created by the geographic distance between existing ECE programs and the teachers and child care providers who need instruction and training in early childhood education in the region served by Eastern Oregon State College; and

- The proposed endorsement will not require expenditure of General Funds.

Program Review

The proposed graduate level program leading to an endorsement in early childhood education was positively reviewed by the Academic Council.

Staff Recommendation to the Board

Staff recommended the Board authorize Eastern Oregon State College to establish an instructional program leading to an endorsement in Early Childhood Education, effective summer of 1993, with a
follow-up review of the program to be conducted by the State System Office of Academic Affairs during the 1997-98 academic year. The proposal should be placed on the consent agenda for final action at the June Board meeting.

Committee Discussion and Action

Provost James Hottois of Eastern Oregon State College indicated that one of the purposes of the request for the endorsement was to extend the capabilities of this specialization for already credentialed elementary teachers. The program will be offered only in the summer to make it most available for those who need it and also to permit use of existing faculty. A needs analysis conducted by the School of Education indicates that approximately 30 students are prepared to enroll in the program when it is approved.

In response to a question from Mr. Donahue regarding the effect of this endorsement on existing elementary teachers, Provost Hottois indicated that it would offer new opportunities for current elementary teachers. The education reform movement in K-12 has placed increased emphasis on early childhood education, and this endorsement will increase the potential for present teachers in programs like Head Start.

The Committee recommended the Board approve the staff recommendation.

Board Discussion and Action (May 28, 1993)

Mr. Swanson moved and Mr. Dodson seconded a motion for the Board to approve the Committee recommendation and place the item on the consent agenda for final action at the June Board meeting. The following voted in favor: Directors Adams, Dodson, Donahue, Jackson, Miller, Swanson, Wilson, Yokota, and Bailey. Those voting no: none.

Board Discussion and Action (June 25, 1993)

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

Under the authority of ORS 183.355, an academic employee petitioned the Board to change its rule regarding vacation accrual. The current Board rule, which applies to all employees, provides for annual vacation accrual only. The petitioner asked the Board to adopt a different policy for retiring employees, asserting that the current rule discriminates against 12-month employees who retire at other than their anniversary date.

The Board considered and denied a similar petition in 1991. After review, the Board denied the current petition. Staff believes that any change should apply to all employees, not merely those who are retiring.

Staff Analysis

Petitioner Luise E. Walker proposed a change in OAR 580-21-030(2), to permit monthly accrual of vacation time during the final year of service prior to retirement, and the petitioner asserts that failure to provide monthly vacation accrual constitutes discrimination against prospective retirees.

OAR 580-12-030 provides that 12-month academic staff members accrue 176 hours of vacation each year on the staff member's vacation anniversary date. This annual accrual occurs on the vacation anniversary date, which is defined as the first of the month following 11 months of employment. Alternatively, institutions may adopt a July 1 vacation anniversary date for all academic staff. Any vacation time not used during the 12-month period expires.

A staff member who terminates employment is entitled to be compensated for the value of vacation leave unused since the previous vacation anniversary date, but the academic staff member does not receive credit for additional accrual from the anniversary date until the date of termination.

Legal counsel has advised that the current vacation accrual practice does not constitute illegal discrimination against prospective retirees since all academic staff members are treated similarly. In fact, ORS 237.003 specifically excludes a retire-
ment incentive, retirement severance pay, retirement bonus, or retirement gratuitous payment from PERS benefit calculation.

**Petition**

**TO:** THE OREGON STATE BOARD OF HIGHER EDUCATION

**From:** Luise E. Walker  
Associate Professor

It is petitioned that the Oregon Administrative Rules 580-21-030, *Vacations*, subparagraph (2), *Computation* be changed to permit the monthly accrual of vacation time during the final year of service prior to retirement for those faculty members on twelve-months' appointments who have elected the 600-hours tenure reduction option.

At present, a tenured faculty member does not receive credit for vacation leave accrued from the vacation anniversary date through the date of termination if that date of termination is less than eleven months from the anniversary date. It has been the position of the Oregon State Board of Higher Education's legal counsel (1991) that to allow credit for vacation accrual would provide a:

1) retirement bonus  
2) retirement severance pay  
3) retirement incentive  
or  
4) retirement gratuitous payment

The members of the State Board of Higher Education may not be fully aware of the requirements of the 600-hour tenure reduction program. It has no impact on those faculty members on nine-month appointments, the majority, as far as vacation is concerned. Nine-month faculty do not accrue vacation credits (OAR 580-21-030(2)). Only those who have twelve-month appointments accrue such credits; of the announced twenty-three retirees this June at the University of Oregon, only two have the twelve-months contract and tenure reduction.

Earlier, on 24 May 1991, OSSHE Board of Higher Education members Wilson, Swanson, and Jackson
asked if employees had the option of delaying retirement until their anniversary date. Mr. Ihrig, at the same meeting, recommended that employees could delay their retirement until their anniversary date, thus accruing a full year's vacation.

Such options are not available to most twelve-month faculty who elect tenure reduction. Most are appointed in September, with August anniversary dates. Tenure reduction requires that they step down in June or earlier.

Legal counsel's implications that vacation pay for a terminating, retiring, faculty member would be a bonus, gratuitous payment, severance pay, or a retirement incentive is not concurred with. It does not seem that a reasonable person, having worked at a profession for 35-45 years would need a payment of, say, twenty day's salary to be persuaded to retire.

In summary, it is petitioned that OAR 580-21-030(2) be changed so as to permit a twelve-month appointment faculty member who is retiring on the 600-hour reduced tenure program to receive paid monthly accrual of vacation time during that person's final year of service.

Staff Recommendation to the Board

Staff recommended denial of the petitioner's request. Any change in the Administrative Rule concerning vacation accrual should apply to all academic staff, not just those approaching retirement.

Board Discussion and Action

Mr. Ihrig pointed out that the petition indicates that the option to select the month of retirement is not in the hands of the employee but has to be done in June each year at the University of Oregon. This, in fact, is not the case.

Mr. Bailey asked what the fiscal impact would be. Mr. Ihrig indicated that it was determined in 1991 that it would be approximately $1.5 million per year with all classes of employees. He indicated that there would be an adjustment of that figure
for the present but that it would probably be higher.

Mr. Donahue moved and Ms. Davis seconded approval of the staff recommendation. The following voted in favor: Directors Adams, Davis, Donahue, Jackson, Miller, Richardson, Swanson, Wilson, 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:

Contracts for Professional Consulting Services

Award of Construction Contracts

Emma Jones Hall, Fire Protection Addition, Loading Dock #4 & OPC-UHS Connectors Project. OHSU
On May 10, 1993, Todd Hess Building Company was awarded a contract for this project in the amount of $121,975. Financing will be provided from state funds.

University Hospital North 4-SE Ante-Partum Project. OHSU
On May 20, 1993, Todd Hess Building Company was awarded a contract for this project in the amount of $105,725. Financing will be provided from state funds.

Batcheller Hall and Covell Hall Reroofing Project. OSU
On May 6, 1993, Umpqua Roofing Company, Inc., was awarded a contract for this project in the amount of $170,220. Financing will be provided from state funds.

Burt Hall Piping Replacement Project, Phase 1 and 2. OSU
On May 26, 1993, Terry Hackenbruck Construction was awarded a contract for this project in the amount of $247,300. Financing will be provided from state funds.
Langton Hall Masonry Restoration Project, OSU
On June 9, 1993, Diamaco Inc., was awarded a contract for this project in the amount of $231,561. Financing will be provided from state funds.

Acceptance of Projects

Clinical Laboratory Relocation to Marquam Building, Phase III Microbiology Project, OHSU
This project is complete and was accepted on January 15, 1993. The final direct construction costs were $637,882. Financing was provided from state funds.

Dental School Fire Sprinkler System Project, OHSU
This project is complete and was accepted on February 2, 1993. The final direct construction costs were $347,818. Financing was provided from state funds.

Heating Plant Reroofing Project, OSU
This project is complete and was accepted on May 20, 1993. The final direct construction costs were $119,330. Financing was provided from state funds.

Mitchell Hall Renovation Project, OSU
This project is complete and was accepted on March 15, 1993. The final direct construction costs were $622,049. Financing was provided from gifts.

Autzen Stadium Improvements, Len Casanova Athletic Center Phase II-C Project, UO
This project is complete and was accepted on April 8, 1993. The final direct construction costs were $5,791,647. Financing was provided from Article XI-F(1) bonds.

(No Board action required)

Reporting on behalf of Nominating Committee members Britteny Davis and Mark Dodson, Chair George Richardson reported (in the form of a motion) the slate of officers: Janice Wilson, president; Rob Miller, vice president to serve in the absence or inability of the president to serve; and Les Swanson as vice president for planning. All terms will be for one year, effective July 1, 1993.

Ms. Davis seconded the motion. The following voted in favor: Directors Adams, Davis, Donahue, Jack-
son, Miller, Richardson, Swanson, Wilson, and Bailey. Those voting no: none.

Individual Board members commended President Bailey for his outstanding work as president of the Board.

Ms. Jackson thanked the Board for the special recognition given to her at the dinner the evening before the Board meeting.

Mr. Swanson reported on the status of the Board's Long-Range Planning strategy. Four consultants were interviewed and Robertson, Grosswiler, and Company has been retained as process consultants. One meeting has been held with the consultants, and a second one will convene following the Board meeting.

Ms. Davis remarked that "I have learned a lot in serving on the Joint Boards Working Group. I'd like to thank the Board for the opportunity to serve the state of Oregon. And, I would also like to thank Portland State University for a wonderful graduation on June 12 in which I participated and received my master's degree."

Mr. Donahue reported that the Public Information Committee had made a decision to gather more public information and agreed to conduct survey research in order to "narrow the message and develop the most effective strategy for informing the public about higher education. Bids have been secured from three firms and a selection made. The research project will begin in mid-July, with field work completed and analysis received no later than September 3, 1993.

"The Committee decided we must agree on one message and that we need to agree on one person to approve the message. The Committee will meet in mid-July with the research firm to discuss the questions to be asked in the survey."

Ms. Wilson indicated that she had handed out a letter to Board members "inviting your participation in the Renewal Work Session that will follow the Board meeting on July 23. I have asked Board members, senior staff, and all of the presidents to give us, by July 6, a listing of the five or six items the Board should accomplish in the coming
year. That will become the priority list for the Board's work.

"We have asked Dr. Jonathan Lange, Southern Oregon State College, to assist as a facilitator. He will compile the results of the survey and use them as the basis for work at the Renewal."

President Bailey thanked Mark Dodson, Beverly Jackson, Bob Adams, and Britteny Davis for their efforts on behalf of the Board.

"This is all about people, and our mission in higher education is to make our institutions and our society a better place. The association I have had with all types of interests -- students and faculty -- is a real plus to the opportunity to serve.

"I found that we went into the legislative session with a little bit of a negative attitude, and after we found ourselves down there a little while, we found out that we're not so bad. And once we got our head turned around, there are a lot of positive things to talk about. I think things went in the right direction; we're carrying out a very important mission.

"During my next couple of years on the Board, I will be very interested in working with the other sectors of education, especially the community colleges and public schools. Also, I'll challenge us continually to find better ways to carry out our business. The Chancellor is right -- we need to keep looking at different models."

Mr. Bailey announced that the next meeting of the Joint Boards would be in Ashland at 1 p.m. on July 22. Two important items will be on the agenda: school reform and teacher education associated with the change efforts; and how community colleges and four-year institutions jointly use resources to provide access to higher education in Oregon.

The Board meeting is scheduled to begin at 8:30 a.m., followed by the Board Renewal Work Session. Mr. Bailey indicated that at least two new Board members should be appointed by the July meeting.
ADJOURNMENT

June 25, 1993

The Board adjourned at 11:15 a.m.

Virginia L. Thompson
Secretary, Board of Higher Education

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