REGULAR MEETING OF THE
OREGON STATE BOARD OF HIGHER EDUCATION

September 15, 1995

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ROLL CALL
The meeting of the State Board of Higher Education was called to order at 9:10 a.m. by President Les Swanson.

On roll call, the following answered present:

Mr. Bob Bailey
Ms. Diane Christopher
Mr. Tom Imeson
Ms. Gail McAllister
Mr. Rob Miller
Ms. Esther Puentes
Mr. April Waddy
Mr. Jim Willis
Mr. Les Swanson, Jr.

Dr. Herb Aschkenasy was out of the country on business. Mr. Mark Rhinard, a nominated but unconfirmed Board member, was in attendance.

MINUTES APPROVED
The Board dispensed with the reading of the minutes of the July 21, 1995, meeting of the Board. Ms. Christopher moved and Mr. Bailey seconded the motion to approve the minutes as submitted. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Puentes, Willis, and Swanson. Those voting no: none. Mr. Miller and Ms. Waddy were out of the room during the voting.

PRESIDENT’S REPORT
Board Orientation
Mr. Swanson noted that the four new Board members attended an all-day orientation session in Eugene. The Chancellor and staff met with Board members to explain the structure and function of the State System, and to elicit Board member interests and specific requests for additional information.

Board Member Confirmation
President Swanson indicated that the Senate confirmation of two Board members -- the reappointment of Diane Christopher and the new appointment of student member Mark Rhinard -- has been delayed until November.

CHANCELLOR’S REPORT
Chancellor Cox underlined the symbolic importance of meeting in Salem, particularly in light of passage of SB 271. "We're still very much a part of Oregon, and meeting today with colleagues from the Board of Education is further indication of that."
Presidents' Retreat

Dr. Cox summarized the discussion and emphases from an all-day Presidents' Retreat. One major area of focus was the need to build a stronger and broader base of support for public higher education in the state. Key to that effort will be greater involvement with the economic and regional development activities in the state through working with the Oregon Economic Development Department (OEDD) and also with key and target industries.

Chancellor Cox reported on another result of the Retreat, which was agreement on the consultant who will conduct the first phase of the Budget Allocation System (BAS) model review. Dr. George Kaludis, former vice chancellor at Vanderbilt and former vice chancellor in the Florida State System, has been in the consulting business for the last 15 years, basically in the area of structure, administration, and financing in higher education. Dr. Kaludis will coordinate the first step of the review by determining what principles the OSSHE presidents believe are fundamental to guiding resource allocation. Once agreed upon, those principles will be presented to the Board. At that point, if agreement occurs, the next step would be to select a consultant to actually test the way in which OSSHE currently functions in light of those principles.

NSF Grant, BOSC

Dr. Cox congratulated President Gilbert on the award of a major National Science Foundation (NSF) grant in science education. The $1.52 million grant will be used to work with K-12 students and teachers in the study of ecosystem and environmental issues relative to the east side of the state.

G. Pernsteiner, PSU; Appointment, M. Foute

The Chancellor announced that Mr. George Pernsteiner has accepted the position of vice president of finance and administration at Portland State University, replacing Dr. Lindsay Desrochers. Vice Chancellor Ihrig announced that Ms. Marilyn Foute will assume the position of associate vice chancellor for administration in October. Currently, Ms. Foute is vice president of financial operations for Municipal Services Group, Inc., in Denver. She has vast experience in the private sector as well as with the U.S. Department of Energy.

Resignation, S. Pearson

Ms. Stacy Pearson, former director of the Internal Audit Division, has accepted the position of vice president for finance and administration at Boise State University. Mr. Ihrig joined the Chancellor in thanking Ms. Pearson for her significant contributions to the work of the State System, especially in light of changes advanced by SB 271.
Dr. Cox congratulated Vice Chancellor Ihrig on his receipt of the prestigious Professional Development Scholarship Award bestowed by the National Association of College and University Business Officers (NACUBO). "This award is very high praise because it comes from his colleagues nationally," Dr. Cox observed. "It's given for outstanding national contributions to professional development activities and contributions to the Association's publications program."

There was no formal report from the Interinstitutional Faculty Senate (IFS) since they did not meet during the summer. However, Dr. Bill Danley, IFS representative from Southern Oregon State College, publicly thanked the Board on behalf of OSSHE faculty for their work regarding faculty salaries.

Introduction

At the February 1993 meeting, the Board of Higher Education approved the Foreign Language College Admission Requirements for freshmen and transfer students beginning fall 1997-98. On July 22, 1994, the Board refined the policy by approving specific proficiency standards for foreign languages commonly taught in Oregon high schools (French, German, Japanese, and Spanish) to be implemented in two stages. At that time, the Board directed staff to develop a policy covering other languages. The following policy recommendation by staff should be considered as a supplement to the comprehensive policy approved by the Board on July 22, 1994, regarding second language requirements for students entering OSSHE institutions as freshmen or transfer students beginning 1997-98.

Supplementary Policy

In recognition of the fact that Oregonians come from diverse backgrounds and have access to a variety of international experiences, it is necessary to establish a policy that covers a wide range of foreign and domestic languages other than English. It is expected that prospective students who desire to meet foreign language requirements with a less-commonly taught language will primarily come from three populations: students who came to this country as immigrants, native speakers of English who have spent time overseas, and students who attend larger high schools with an array of foreign languages taught. This policy is designed to address the special capabilities and needs of these prospective students and to cover virtually any widely spoken language in the world. It is hoped that this will promote ethnic and linguistic diversity on OSSHE campuses.
These standards rest on the notion of cognate and non-cognate languages. A cognate language is one that is historically related to and linguistically similar to English, such as Spanish, German, or Dutch. A non-cognate language is one that is historically unrelated to and linguistically different from English, such as Japanese, Navajo, or Thai.

Students entering as freshmen in 1997-98 wishing to establish proficiency in cognate languages must attain at least an Intermediate-Low level of proficiency (see Attachment A), as is the case for French, German, and Spanish; students entering as freshmen in 1999-2000 must attain an Intermediate-Mid level of proficiency. Freshmen entering in 1997-98 wishing to establish proficiency in a non-cognate language must attain at least a Novice-Mid level of proficiency as is the case for Japanese; students entering as freshmen in 1999-2000 must attain a Novice-High level of proficiency. In some cases (e.g., Tagalog, Swahili), a language is non-cognate in terms of spoken language but is written in Roman characters and, therefore, is cognate in terms of written language.

Students may certify proficiency in the following ways:

1. If the language is taught at an OSSHE institution (see Attachment B), a student may have a faculty member administer an assessment to certify proficiency.

2. A student may take the Foreign Language Achievement Test through Brigham Young University (see Attachment C), passing at levels designated to meet the foreign language proficiency standards.

3. If a student wishes to be certified in a language not appearing on either the list of languages taught at OSSHE institutions or tested by Brigham Young, he/she must find a tester trained in the Oral Proficiency Interview (OPI). If the tester is not certified by the American Council on the Teaching of Foreign Languages (ACTFL), he/she must present credentials to campus admissions officers and receive approval before the test is given.

Students are responsible for logistical and financial arrangements for taking, grading, and reporting test results.
Staff Recommendation to the Board

Staff recommended that, effective 1997-98, freshman students entering OSSHE institutions shall be required to establish foreign language proficiency for less-commonly taught languages at the Intermediate-Low level for a cognate language and at the Novice-Mid level for a non-cognate language. Students entering 1999-2000 shall be required to establish foreign language proficiency for less-commonly taught languages at the Intermediate-Mid level for a cognate language and at the Novice-High level for a non-cognate language.

As part of the second language admission policy approved by the Board on July 22, 1994, students entering as freshmen or transfers from 1997-1999 also will have the option of meeting requirements with two Carnegie units (two years) of the same language, including a less-commonly taught language, taken at the high school level. One year may be taken prior to high school if the second year is at the high school level. Non-native students who are bilingual may demonstrate proficiency in a language other than English as provided in the supplementary policy for less-commonly taught languages or by providing documentation as specified in the Board's July 22, 1994, policy.

Board Discussion and Action

Vice Chancellor Clark and Dr. Carl Falsgraf, director of the OSSHE Japanese Language Project, reviewed the background and assumptions underlying the staff recommendation. Mr. Rhinard asked if the noncognate language proficiency standards were lower because those languages are more difficult to learn. Dr. Falsgraf responded that empirical evidence demonstrates that a more accurate explanation is that noncognate languages take longer to learn -- approximately four times as long.

Regarding the OSSHE foreign language admission requirement, Mr. Bailey asked if secondary schools may be unable to meet that requirement. Vice Chancellor Clark responded that, although schools have undergone significant budget cuts, there are very few schools that do not offer some type of language program -- either with existing teachers or using electronic delivery systems. Dr. Clark noted that not only have secondary schools been aware of the OSSHE requirement, but that one change in the educational reform this spring was to require all high school students to have completed two Carnegie units of a foreign language as a graduation requirement. Vice Chancellor Clark indicated that OSSHE may continue
to allow the option of meeting the admission requirement through Carnegie units or seat time, rather than proficiencies, for a longer period of time than originally intended.

Ms. Christopher moved and Ms. McAllister seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Dr. Falsgraf announced that the U.S. Department of Education awarded a $200,000 grant to OSSHE for the purpose of supporting Oregon schools that teach Japanese language. This grant will assist schools in redesigning curriculum and assessment systems to be more in line with the Proficiency-based Admission Standards System (PASS) and the Certificate of Initial Mastery (CIM) requirements. "We're trying to create models of teaching foreign language to meet proficiencies," elaborated Dr. Falsgraf. "This grant will give teachers resources to accomplish that and will give OSSHE the resources to track and disseminate those models."
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
(ActFL) PROFICIENCY LEVELS

SPANISH, FRENCH, GERMAN (and other cognate languages)


**Speaking.** Can ask and answer questions. Initiate and respond to simple statements. Maintain face-to-face conversation in a highly restricted manner and much linguistic inaccuracy. Within limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Possesses a vocabulary adequate enough to express only the most elementary needs. May have strong interference from native language. Has misunderstandings which frequently arise. Can generally be understood by sympathetic interlocutors with repetition.

**Listening.** Comprehends content which refers to basic personal background and needs, social conventions, and routine tasks, such as getting meals and receiving simple instructions and directions. Understands listening tasks that pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven. Repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

**Reading.** Texts are non-complex and have a clear underlying internal structure (e.g., chronological sequencing). Texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings may occur.

**Writing.** Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of non-alphabetic symbols. Writing can be understood by natives used to the writing of non-natives.

1999-2000: "Intermediate-Mid"

**Speaking.** Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs. Increases length of utterances, but frequent long pauses are evident. Has pronunciation which may continue to
be strongly influenced by first language. Has fluency which may still be strained. Can be understood by sympathetic interlocutors.

**Listening.** Topics which continue to refer primarily to basic personal background and needs, social conventions, and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas including some personal interests and activities, and a greater diversity of instructions and directions. Spontaneous face-to-face conversations, short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

**Reading.** Texts are non-complex linguistically and have a clear underlying internal structure. Texts impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Texts may include short, straightforward descriptions of persons, places, and things written for a wide audience.

**Writing.** Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently (e.g., non-past, habitual, imperfective). Controls syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic. Writing provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

**JAPANESE (and other non-cognate languages)**

1997-1998: "Novice-Mid"

**Speaking.** Has vocabulary sufficient only for handling simple, elementary needs and expressing basic courtesies. Has utterances which rarely consist of more than two or three words. Shows frequent long pauses and repetition of interlocutor’s words. May have some difficulty producing even the simplest utterances. Will be understood only with great difficulty.

**Listening.** Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. Listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

**Reading.** Can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time. Rereading may be required.
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Writing. Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical writing skills.

1999-2000: "Novice-High"

Listening. The student should be able to understand and respond to basic courtesies (daily greetings such as "good morning" (ohayoo [gozaimasu]), "hello" (konnichi wa), "thank you" (arigatoo [gozaimasu]), "excuse me" (sumimasen or siturei [simasu]). Students should be aware of how to respond appropriately in Japanese culture (i.e., students should bow, not wave, when greeting their teacher). Students should also recognize (listen and understand) some (not all that are listed here) other basic words or phrases that would be immediately useful if they went to Japan: numbers (for money, days and/or dates, or words for counting different objects), colors, high-frequency commands.

Speaking. Oral production will still be extremely limited, and speech may be slow or hesitant. Most of what the student produces will be limited to two or three words at a stretch, with long pauses and frequent need for repetition. Students should not yet be expected to ask their own questions.

Reading. Students should be able to read a limited number of isolated words that might be frequently seen in Japan in either syllabary (katakana or hiragana) or Chinese characters (kanji). They may mix up characters that look familiar.

Writing. Students should be able to write a few familiar things (their own name, for example) from memory in either katakana or hiragana as appropriate. They should also be able to copy or transcribe familiar material in either syllabary (katakana or hiragana). Students should not be expected to communicate creatively in the Japanese writing system yet.
Meeting #644  
September 15, 1995

Attachment B

LESS-COMMONLY TAUGHT LANGUAGES AT OSSHE INSTITUTIONS

PORTLAND STATE UNIVERSITY

Department of Foreign Languages & Literatures  
Linda Bryant Parshall, Chair
Louis Elteto Hungarian
Martha Hickey Russian
Sandra Rosengrant Russian
Jonathan Pease Chinese
Stephen Wadley Chinese
Ma-Ji Rhee Korean
Cynthia Sloan Portuguese
Dirgham Sbait Semitic Languages (Arabic, Modern Hebrew)
Angela Zagarella Italian
Roderic Diman Latin
Snervin Behroozian Persian

Department of Speech Communication  
Maria Hopple American Sign Language

OREGON STATE UNIVERSITY

Department of Foreign Languages & Literatures  
Ray Verzasconi, Chair
Hong-Yi Jiang Chinese
Shiau-ling Yu Chinese
Vreneli Farber Russian
Scott Samuel Russian

Extended Studies  
Ron Johns American Sign Language

UNIVERSITY OF OREGON

Department of Communications Disorders  
Ilsa Schwarz, Director American Sign Language

East Asian Languages & Literatures  
Alan Wolfe, Chair
Maram Epstein Mandarin Chinese
Michael Fishlen Mandarin Chinese

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Minglang Zhou  Mandarin Chinese
Jin-Im Park  Korean

Germanic Languages & Literatures
Virpi Zuck, Head  Swedish/Finnish
Zoe Borovsky  Norwegian
Kathy Saranpa  Swedish

Russian Languages & Literatures
Alan Kimball, Chair
James Rice  Russian
John Beebe  Russian/Polish/Czech/Ukrainian
Tatyana Gorokhovskaya  Russian
Frum Yurevich  Russian
Albert Leong  Russian
Norma Comrada  Russian
Cynthia Vakareliyska  Bulgarian/Romanian/Serbo-Croatian/Czech/Ukrainian
Pat Rounds  Hungarian
Mischa Buczkowski  Polish

Southeast Asian Languages
Kathie Carpenter, Head  Thai/Vietnamese/Philipino/Indonesian
Scott DeLancey  Sino-Tibetan

Classics
John Nicols, Department Head
Steven Lowenstam  Greek (classical)
Malcolm Wilson  Greek (classical)
Lowell Bowditch  Latin
Mary Jaeger  Latin

Romance Languages
Francoise Calin, Department Head
Nadia Bisbocci  Italian
Cristina Calhoun  Italian
Sylvia Giustina  Italian
Cecilia Milan  Italian
Regina Psaki  Italian

WESTERN OREGON STATE COLLEGE

Secondary Education/Special Education
Joseph Sendelbaugh  American Sign Language

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LIST OF LANGUAGES ASSESSED BY THE FOREIGN LANGUAGE ACHIEVEMENT TEST AT BRIGHAM YOUNG UNIVERSITY

* = non-cognate speaking/listening
+ = non-cognate reading/writing

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<thead>
<tr>
<th>Taught at OSSHE Institutions</th>
<th>Not Taught at OSSHE Institutions</th>
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<tr>
<td>American Sign Language *</td>
<td>Afrikaans</td>
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<tr>
<td>Arabic * +</td>
<td>Aymara *</td>
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<td>Czech *</td>
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<td>Dutch</td>
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<td>Finnish *</td>
<td>Farsi/Persian *</td>
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<td>Greek (classical) +</td>
<td>Haitian Creole</td>
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<td>Hungarian *</td>
<td>Maori *</td>
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<td>Indonesian *</td>
<td>Navajo *</td>
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<td>Italian</td>
<td>Portuguese (Continental and African variety)</td>
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<td>Korean * +</td>
<td>Quechua *</td>
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<td>Latin</td>
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<td>Mandarin Chinese * +</td>
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<td>Portuguese (Continental and African variety)</td>
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Overview

The University of Oregon seeks authorization to establish a Computational Science Institute. This organization will be a free-standing entity reporting to the Vice Provost for Research and Graduate Education, as do other University of Oregon interdisciplinary institutes. The program's staff will be located in facilities provided by the Department of Computer and Information Science and will draw participants from faculty ranks in such departments as Biology, Chemistry, Computer and Information Science, Mathematics, and Physics. The Institute will be administered by two co-directors and a steering committee of nine other faculty. An advisory board of external experts in the field will also be assembled to offer guidance to the Institute.

The field of Computational Science focuses on the application of computers in finding solutions to scientific problems. It differs from Computer Science, which emphasizes the nature of computation and the hardware and software components of computer systems. The primary goals of this Institute are (1) to form a computational science intellectual community, (2) to organize multidisciplinary research teams, (3) to promote educational efforts in computational science, and (4) to make available common computational resources to the scientific community.

The Research Office of the University of Oregon will provide funds to cover costs during the Institute's start-up phase. It is anticipated, however, that the program will become self-sustaining after approximately two years of operation by utilizing the income generated from grants and fees charged to users of shared computer resources. Many of the Institute's participating members are experienced grant writers, having previously secured funding from such diverse agencies as the National Science Foundation, the National Aeronautics and Space Administration, the Office of Naval Research, IBM, and the Oregon Department of Fish and Wildlife.

Staff Analysis

1. Relationship to Mission

The University of Oregon specifies that activities devoted to basic and applied research are critical to its mission. Further, the University has a tradition of high-quality interdisciplinary research and a strong record of teaching and research excellence in the sciences. Consistent
with the University's objectives and history, then, this proposed Institute will assist the institution in attracting outstanding science research faculty, enable the University to be more competitive in seeking external funds for computational science projects, and support the educational objectives of the University of Oregon by assisting students in their preparation for productive employment.

2. Evidence of Need

The field of computational science is inherently interdisciplinary, utilizing concepts and strategies from applied math, linear algebra, computer science, and specific application areas. No single researcher can be expected to have the expertise in all the requisite fields to carry out a project individually. Hence, the work is most often carried out by teams of researchers from a variety of disciplines -- and the proposed Institute will foster the development of such work groups at the University of Oregon. Examples of multidisciplinary computational science projects already exist on campus; this Institute will provide them with external visibility and demonstrate the University's commitment to such efforts.

3. Quality of the Proposed Program

The proposed Institute will consist of a group of outstanding scholars/scientists and should result in a program of high quality. Previous computational science collaborative projects in such areas as "mutational meltdown" and "marine seismic tomography" (described in detail in Appendix I of the proposal, on file in the Office of Academic Affairs) have already led to success stories in this area, demonstrating advances in a variety of disciplines and opening up new areas of research.

4. Adequacy of Resources to Offer the Program

Faculty and Staff. Participating faculty members, identified as co-directors, steering committee members, or associate members, are all currently employed by the University of Oregon. No additional faculty hires are required. Two part-time Institute staff will be hired: one .5 FTE system support staff (to provide general maintenance of shared computing resources, administer hardware/software contracts, and assist with system upgrades) and one .25 FTE secretary (for Institute accounting, research grant administration, and clerical duties).
Library. No additional library resources are required to establish the proposed Institute. The University of Oregon already supports strong graduate programs in Computer and Information Science as well as all of the other participating disciplines.

Facilities and Equipment. The proposed Institute will not require any additional space, and staff members will be physically located within facilities provided by the Department of Computer and Information Science. Computing resources will be provided by a supercomputer system previously purchased in a cooperative venture by a group of researchers from Biology, Physics, and Computer and Information Science.

Budget Impact. No new or additional state funds are sought in conjunction with the establishment of this Institute. To cover the costs associated with two new part-time staff, the Research Office of the University of Oregon will redirect internal resources of $37,500 per year for the first two years. After that time, the Institute is expected to be entirely self-sustaining and provide for staff salaries from the grants that it is awarded. To cover annual support costs associated with the maintenance of the supercomputer resources, users will be charged maintenance fees for production run time. Two facility managers will oversee the development of fee rates and policies.

5. Duplication

The proposed Institute is not duplicative of any other established program. A number of researchers in science and engineering programs at Portland State University and Oregon State University work in areas related to this proposed Institute, however, and cooperation on a variety of projects is expected to continue and flourish. Collaborative efforts will also be supported within the infrastructure provided by the Northwest Alliance for Computational Science and Engineering (NACSE) and the Network for Education and Research in Oregon (NERO).

Program Review

The proposed Institute has been reviewed by all appropriate institutional committees and bodies at the University of Oregon, in a process coordinated by the Research Office. The proposal is also supported by the
University of Oregon President and has been reviewed positively by the Academic Council.

**Staff Recommendation to the Board**

Staff recommended the Board authorize the University of Oregon to establish a Computational Science Institute, effective fall term 1995.

**Board Discussion and Action**

Vice Chancellor Clark invited Dr. Steadman Upham, graduate dean and vice provost for research at the University of Oregon, to expand on the background for this proposal. In turn, Dr. Upham introduced two faculty members, Dr. Janice Cuny and Dr. John Conery, both of whom work in the Department of Computer and Information Science.

President Swanson asked if similar activities were occurring on other campuses nationally. Dr. Conery responded that there are a few other institutions, such as the University of Texas and Rice University, similarly engaged. However, it is still a fairly new and growing field.

Dr. Cox asked Dr. Conery to expand on the opportunities for private sector collaboration. Dr. Conery indicated that a number of significant industries are engaged in the field. "Automotive industries have made a huge investment in high-performance computing. Structural engineering uses computers more and more. In the pharmaceutical industry, there is a lot of money to be saved by simulating drug interactions. In other words, any place that can simulate very complex interactions using computers can avoid doing really complicated physical testing." Dr. Cuny added that, in letters of support from Oregon companies, virtually every one mentioned their need to hire people with a high-performance computing background. The training of students will be an important function of the Institute.

Mr. Rhinard asked for more information about how students would be involved in research. Dr. Cuny responded that currently students are involved in all aspects of the work. Both undergraduate and graduate students from computer sciences as well as other disciplines make up teams conducting research. She underlined the extensive collaboration of the Institute, including interinstitutional efforts.
Vice Chancellor Clark referred to a letter, signed by 26 Oregon senators, that supported the Institute. "The point of the letter was their belief that this Institute would catalyze the relationship between academia and Oregon industry. People see tremendous potential for this kind of activity."

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Overview

Portland State University seeks authorization to offer a program leading to baccalaureate degrees (B.A./B.S.) in Community Development and, in so doing, to eliminate its Certificate in Urban Studies program. This proposed new interdisciplinary major will emphasize experiential, participatory, and applied dimensions of community work and will include two possible areas of concentration: (1) Community Organization and Change and (2) Housing and Economic Development.

Community Development is an applied behavioral science that has roots in the more traditional fields of economics, sociology, social work, political science, and regional planning. Issues commonly addressed in the study of Community Development include public safety policy concerns, social services, economic development, and methods to accommodate systemwide change. Graduates of this program will find employment in organizations such as state, regional, and local government agencies that address concerns of transportation, land use, security, and the environment. According to the Oregon Employment Division, the demand for workers in this area is increasing substantially.

The proposed degree program will be offered through the Department of Urban Studies and Planning in the School of Urban and Public Affairs, with some courses now offered through the certificate program being redesigned to fit this new major. Most of the core courses are already available. This undergraduate program will be unique in the State System.
Staff Analysis

1. Relationship to Mission

Portland State University’s Strategic Plan specifies a vision of the University as "a model of the urban university for the 21st century... committed to addressing complex urban issues...(and to) multidisciplinary approaches to community-based questions." The proposed major in Community Development fits precisely into this vision. With the implementation of this proposed major, Portland State University will be placing a multidisciplinary, community-based program at the heart of its academic life: undergraduate education.

2. Evidence of Need

The Neighborhood Partnership Fund of Portland states that community development activities are undergoing rapid growth and that there are hundreds of positions in the Portland area alone that require the knowledge and perspective of those trained in a Community Development degree program. Graduates will generally find employment in local and state government, social service and advocacy organizations, environmental regulation agencies, and community development corporations. The Oregon Employment Division has recently shared with OSSHE Academic Affairs staff employment projections for the category of workers most likely to include professionals such as those trained in Community Development. Under the most favorable economic conditions, a 23.2 percent growth in this area is forecast for the State of Oregon between 1990 and 2000, and a 29 percent increase nationally between 1992 and 2005. Examples of organizations locally that are likely to employ graduates are REACH Community Development, 1000 Friends of Oregon, Association for Portland Progress, and the Bureau of Community Development. Specific examples of placement for Community Development degree recipients may be similar to those obtained by recent Urban Studies Certificate graduates: City Planner, City of Wilsonville; Staff Researcher, Columbia River Gorge Commission; and Community Involvement Specialist, City of Portland.

Currently, the demand for such professionals has been met by Portland State University’s Certificate in Urban Studies program. However, the recent proliferation of organizations involved in community development efforts in Portland and in the Pacific
Northwest has led to a call for more -- and more extensively trained -- professionals in this field. This move to the baccalaureate degree level is intended to match current needs for entry-level specialists in Community Development as well as prepare students for more advanced academic work in Community Development and related professional fields.

Typically the certificate program has attracted 10 to 20 students each year. Many of these students have used the General Studies option to construct the equivalent of an "Urban Studies major." The School of Urban and Public Affairs expects that many of the certificate students would choose the Community Development major when made available. It is anticipated that this proposed major will enroll a total of approximately 25 students each year.

3. **Quality of Proposed Program**

Students enrolled in this major will build a solid academic foundation by taking coursework in sociology, economics, political science, and research methods. Then, after an interdisciplinary community studies gateway course, they will enroll in a three-quarter core colloquium on the theory and practice of community development. In this sequence of courses, the economic, social, political, environmental, physical, and other dimensions of community development will be investigated. Two concentrations within the community development major will be available: (1) Community Organization and Change and (2) Housing and Economic Development. Two course equivalents of field experience are also required, to be tailored to each student's substantive interest area(s) within the community development rubric. This component of the major will be interdisciplinary, synthetic, and experiential in nature and is intended as a serious investment on the part of the students in the area of their own community development emphases. Stemming from this experience in the field, a senior paper will be prepared that will integrate the student's degree program in its entirety. The experience of the institution and faculty in offering the certificate program, as well as the academic breadth of this proposed major and its applied emphasis, lead to the expectation of a program of high quality.
4. Adequacy of Resources to Offer the Program

Faculty. Currently, the Department of Urban Studies and Planning has a core group of 12.5 FTE faculty, supported by nine other individuals -- also tenured in Urban Studies -- whose primary responsibilities are in instruction, research, public service, and administration. The full-time faculty who will have primary responsibilities in implementing this proposed major have expertise in the areas of urban history, social change theory, community analysis, urban economics, and policy studies in housing, health, and transportation. Several of these faculty members have taught in the certificate program and have had experience working together in program design and in the classroom. The department anticipates hiring a 1.0 FTE new faculty member in 1996 who specializes in organizational behavior, social change, and social structure.

Budget Impact. No additional facilities or equipment are needed to implement the proposed program, and no new state funds are being sought. Present library holdings are adequate to comfortably support this proposed major. Funds made available from a faculty retirement in the School of Urban and Public Affairs will support .40 FTE of the desired new faculty position in Community Development. The Dean of Urban and Public Affairs plans to direct additional internal resources to fund the remainder of the desired faculty position (.6 FTE), to increase library holdings, and to purchase additional services and supplies.

5. Duplication

There are no other programs in Oregon such as this proposed program. The University of Oregon's program in Planning, Public Policy, and Management has a community development concentration area that emphasizes small towns, rural economics, and concerns with the environment.

Program Review

The proposal for addition of the bachelor's degrees in Community Development has been reviewed by the appropriate institutional bodies at Portland State University and has also been examined and supported by the Academic Council.
Staff Recommendation to the Board

Staff recommended the Board authorize Portland State University to terminate the Certificate in Urban Studies and to establish a program leading to the B.A./B.S. in Community Development, effective fall term 1995, with a follow-up review of the new program to be conducted by the State System Office of Academic Affairs during the 2001-02 academic year. The proposal should be placed on the consent agenda for final action at the October Board meeting.

Board Discussion and Action (September 15, 1995)

Portland State University Provost Michael Reardon reminded the Board of the productivity plan the University submitted a couple of years ago. One element of that plan was the development of new interdisciplinary undergraduate programs as well as building undergraduate programs that enable students to move into graduate programs available at Portland State University. Dr. Reardon noted that this degree fits those criteria.

Mr. Willis moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Summary

Portland State University is proposing to exercise the option under its lease/purchase agreement with the owner of the Trend College Building to acquire the property for the sum of $850,000.

Staff Report to the Board

Officials at Portland State University are proposing to purchase the Trend College Building for the price of $850,000. This purchase exercises an option contained in Portland State University's existing lease with Pacific Realty Associates of Portland. The purchase option must be exercised by September 30, 1995, with closing to occur by the end of the calendar year.

This classroom building, the former location of Trend College, a proprietary college, is located adjacent to the current campus boundary at 1950 SW Sixth Avenue. It contains 16,464 square feet on two floors and
is sited on a 10,000-square-foot lot. The building is within the University District boundaries recently adopted by the City of Portland and to be proposed to the Board within a few months.

The entire facility is currently rented by Portland State University for academic purposes (classroom instruction and faculty offices). Rental payments include $132,000 per year to the lessor plus $11,000 for property taxes, for a total of $143,000 per year. These figures do not include operating costs, which Portland State University also now pays.

Pacific Realty Associates wants to sell the building for $850,000 on a ten-year contract at an interest rate of ten percent per annum. The payments to the lessor would be about $134,000 per year -- about $9,000 less per year than at present.

Portland State University commissioned two independent appraisals of the property. The values assigned by the appraisers were $1,000,000 and $1,025,000, respectively. The discounting of the price by the owner compensates Portland State University for the relatively higher interest rate called for in the option agreement.

An environmental assessment of the property was conducted in July 1995 by a qualified consultant. The report indicates that a gasoline service station was located on the site until 1940 and that there is no information about the disposition of gasoline storage tanks. Because the building occupies virtually the entire site, soil borings were not possible. The consultant also notes that Portland General Electric will replace its transformer on the College Street side of the building in 1996. The consultant suggests that any gasoline storage tanks might have been removed when the electric company first installed the transformer or when sewer lines were installed on Sixth Avenue. A small amount of asbestos also was found.

Portland State University expects to increase its enrollment again in 1995 and anticipates continued growth throughout the next decade. This will place increasing pressure on the University to develop and use more intensively its classroom space. The Trend College Building classrooms already are being used heavily for Portland State University classes.

The capital construction budget for 1995-2001 adopted by the Board in 1994 projects five major new instructional facilities for Portland State University. Together, these facilities will add several hundred thousand
square feet of academic space in order to meet the demands of increased enrollment. The Trend College Building, at about 16,000 square feet, will help Portland State University meet rising demand during the period until significant new space comes on line. If and when all the new facilities are constructed, the future of the Trend College Building and the use of the site will be reassessed.

Officials at Portland State University are proposing that the Board exercise the option to acquire the Trend College Building for a price of $850,000 under terms of a ten-year contract at an interest rate of ten percent. Approval of the Director of Administrative Services and the State Treasurer will be required in order to execute the agreement.

Staff Recommendation to the Board

Staff concurred with the request of Portland State University and recommended that: (1) the Board authorize the purchase of the Trend College Building at a price of $850,000 under terms of a ten-year agreement at an interest rate not to exceed ten percent, and (2) that staff and Portland State University be authorized to seek necessary approvals from the Director of Administrative Services and the State Treasurer to execute such an agreement.

Board Discussion and Action

Ms. Christopher moved and Mr. Willis seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Staff Report to the Board

The University of Oregon entered into an intergovernmental agreement with Lane County in February of 1992 for the construction of the Leo Harris Parkway (Project) across County and University land. This parkway was constructed within the University-owned Autzen Stadium site and County-owned Alton Baker Park facilities. As part of the agreement, the University was to convey to the County the University-owned real estate located within and south of the Project right-of-way. The County has now provided the University with the legal description of the land to be deeded to the County per the intergovernmental agreement. The total area to be conveyed to the County is approximately 4.8 acres.
In addition to the land to be deeded to the County, the County has requested, and the University has agreed to provide, a drainage easement on University property for the County to construct and maintain culverts and embankment slopes for drainage of the Autzen Stadium area.

Staff Recommendation to the Board

Staff recommended the Board deed to Lane County those University lands lying within and south of the Leo Harris Parkway as provided for in the February 1992 Intergovernmental Agreement and to grant a permanent drainage easement to Lane County.

Board Discussion and Action

Mr. Bailey asked if there would be restrictions for use of the land. Vice Chancellor Ihrig responded that the land was deeded specifically for the purpose of a roadway and an easement for drainage.

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Staff Report to the Board

Chapter 162, 1995 Oregon Laws (Senate Bill 2), establishing the Oregon Health Sciences University public corporation, became effective July 1, 1995. The bill states that title to real property utilized by Oregon Health Sciences University but acquired prior to the effective date remains with the State of Oregon. Currently, that property is owned by the State of Oregon, acting by and through the State Board of Higher Education. To facilitate the sale of bonds in early October, Oregon Health Sciences University has proposed a long-term lease of the property that will remain under the control of the State of Oregon.

Staff believes that it is in the best interest of the state for the Department of Administrative Services to act as the landlord for property being used by Oregon Health Sciences University.
Staff Recommendation to the Board

Staff recommended that the Board adopt the following resolution:

The Oregon State Board of Higher Education authorizes the Vice Chancellor for Finance and Administration to undertake the actions necessary so that title for property utilized by Oregon Health Sciences University, which is now held in the name of the State of Oregon, acting by and through the State Board of Higher Education, be transferred and conveyed to the State of Oregon, acting by and through the Department of Administrative Services.

Board Discussion and Action

Chancellor Cox and Mr. Bailey, who serves on the Oregon Health Sciences University board as well, clarified that the State of Oregon will continue to own the property just as they have before passage of SB 2. President Swanson noted that, since the University is a public corporation, it is more appropriate that it act through the Department of Administrative Services.

Ms. McAllister moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Staff Report to the Executive Committee

As part of the transition of presidents at Western Oregon State College and Oregon State University, Finance and Administration staff requested that a facilities condition audit be performed at the presidents' residence at each campus. The reviews indicate a need for maintenance and modernization at the residences.

Oregon State University

The president's residence is approximately 25 years old. The audit indicates the need for maintenance in the following areas: modernization of the heating and ventilating system, including consideration of adding air conditioning; energy-efficient windows; plumbing repairs or replacement to eliminate rust in the water; repair of the deck structure; modernization of the kitchen, bathrooms, and lighting; maintenance of floor and wall
coverings; and lawn irrigation system. Cost estimates are in the process of being obtained for these maintenance items.

Western Oregon State College

The residence is close to 65 years old, and the audit indicates the following significant areas requiring maintenance: wall and floor coverings; modernization of the kitchen, bathrooms, and lighting; replacement or maintenance of external concrete sidewalks, driveway, and stairs, as well as the carport roof and skylights. Upon further review of the property, prior to making the investment in maintenance of the property, staff have explored the option of selling the current residence and purchasing a more suitable one in the Monmouth area. The proceeds from the sale of the current residence could be used, along with an amount less than the required maintenance expenditures, to acquire a newer residence better suited to the public needs of the president.

Executive Committee Recommendation to the Board

The Executive Committee recommended that the Board instruct the Vice Chancellor for Finance and Administration to proceed with appropriate maintenance of the president's residence in Corvallis. Further, the Vice Chancellor for Finance and Administration is instructed to take appropriate action for the sale of the current residence and the purchase of another president's residence in Monmouth.

Board Discussion and Action

Vice Chancellor Ihrig indicated that the Executive Committee had met in the morning before the Board meeting to considered deferred maintenance issues related to the presidents' residences at Oregon State University and Western Oregon State College. Mr. Rhinard asked for clarification on specifically what items would come to the Board for approval. Mr. Ihrig responded that both the sale and purchase of the residence for the Western Oregon State College president would return to the Board; Mr. Swanson indicated that the Board would also have to approve the final amount of repairs on the residence at Oregon State University.

Mr. Bailey moved and Ms. Christopher seconded the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.
Overview

Environmental issues today are highly complex and not easily addressed from a unitary disciplinary focus. Problems such as global warming may be grounded in hard science, but their solution is also driven by social, political, and economic concerns. People with a variety of academic backgrounds and perspectives -- scientists and nonscientists -- are needed to address the myriad of environmental issues confronting Oregon, the nation, and the world. Given the prominence of environmental issues on the national and global agendas, employment opportunities for highly trained individuals in environment-related jobs and occupations are expected to grow.

State System campuses have responded to a greater demand for environmental education programs by developing, reorganizing, and implementing academic programs to prepare individuals to be part of the environmental community in roles of managers, professionals, analysts, and technicians. Although environmental programs are not new to the State System (e.g., Oregon State University has a long history of programs in natural resource management, and Portland State University's doctoral program in Environmental Sciences and Resources was established in 1969), the recent development of programs reflects the accelerated awareness of the environment over the last five to ten years and a shift in emphasis in goals for academic programs. Several of the recently approved baccalaureate programs take an interdisciplinary approach requiring a broad curriculum in biology, chemistry, economics, government, and mathematics (e.g., University of Oregon, Southern Oregon State College). Others are based more on hard sciences and technological applications (e.g., Oregon State University, Oregon Institute of Technology).

To prepare baccalaureate graduates to assume entry-level positions in the environmental community or continue studies in graduate school, five OSSHE campuses emphasize the variety of environmental knowledge and skills needed as follows:

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<td>Southern Oregon State College</td>
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<td>Oregon State University</td>
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Within this context, two new baccalaureate environmental programs are proposed: Environmental Engineering at Oregon State University and Environmental Studies at Portland State University.

A copy of the full proposal for both programs, with appendices, is on file in the State System Office of Academic Affairs.

**Five-year Review**

Board members will note that staff has recommended that all baccalaureate environmental programs offered by the State System be reviewed together in five years to explore opportunities for collaboration among OSSHE colleges and universities and for productivity enhancements.

**Introduction**

Oregon State University requested authorization to offer a Bachelor of Science degree in Environmental Engineering. The proposed instruction program shifts fixed resources within civil engineering (i.e., courses, faculty, and students) to provide a specialized program option in environmental engineering design.

**Staff Analysis**

1. **Relationship to Mission**

   Oregon State University is officially recognized as a Land, Sea, and Space Grant institution with a "special responsibility for education and research enabling the people of Oregon and the world to develop and utilize human, land, atmospheric, and oceanic resources" (Oregon State University, 1994). Environmental education and research are among its greatest strengths. The creation of an undergraduate program in environmental education supports this mission.
2. **Evidence of Need**

The proposed B.S. in Environmental Engineering will prepare students for registration as professional environmental engineers. Students will gain a strong background in the sciences, engineering science, and design. The demand for environmental engineers is currently strong and expected to become stronger. The current annual shortfall of environmental engineers in the United States is estimated at 3,000 graduates. There are no baccalaureate programs in environmental engineering in the Pacific Northwest. As of 1993, there were only nine accredited Environmental Engineering programs at the undergraduate level in the United States. Oregon State University is well situated to compete and assume leadership in this market niche without additional resources.

Graduates of the B.S. in Environmental Engineering will be suited for employment in industry, consulting firms, and regulatory agencies. Environmental engineers focus on the design of water and waste water treatment facilities, water resources engineering, air quality, solid waste management, and hazardous waste remediation and management.

3. **Quality of Proposed Program**

Oregon State University is a world leader in environmental education. In addition to these strengths, Oregon State University's engineering programs are well respected. The most closely related undergraduate engineering programs are civil and chemical engineering; these programs are ranked in the top fifth among 200 institutions that offer similar programs in the United States and internationally. Oregon State University has had a graduate program in environmental engineering for over 30 years, in which approximately 12 doctoral and 60 master's students are currently enrolled.

The proposed 192-credit program was designed to meet Accreditation Board for Engineering and Technology (ABET) accreditation requirements in four areas: sciences (chemistry, physics, mathematics, and biology), engineering science (fluid mechanics, thermodynamics, and mass transfer), engineering design, and public health and air pollution control. Students graduating from the College of Engineering will be prepared to take the Fundamentals of Engineering Examination (FE) and will be eligible for registration as a professional
engineer. In addition to preparing students for employment, outstanding students will be able to pursue advanced degrees in engineering.

4. Adequacy of Resources to Offer the Program

No new state funds are needed to implement this program. The program reorganizes existing coursework at Oregon State University, with the exception of one course in the major (Air Pollution Control). This proposed program is part of a series of degree programs, options, and minors in Environmental Engineering. It is coordinated with the existing Civil (Environmental) Engineering M.S. and Ph.D. programs.

The Department of Civil Engineering would continue to admit a total of 100 new undergraduate students but, with approval, would provide three program options for undergraduates beginning fall 1995 -- civil engineering, construction engineering management, and environmental engineering. The Department of Civil Engineering currently admits 65 students to the Civil Engineering program and 35 students to the Construction Engineering Management program. The Environmental Engineering program would admit 15 of the 65 students previously admitted to Civil Engineering.

There are eight environmental engineering faculty within the Civil Engineering Department. No new faculty are needed to offer this proposed undergraduate program. The slight workload increase in the advising office for recordkeeping will be absorbed by existing administrative support staff.

Program Review

The proposed program has been positively reviewed by all appropriate institutional committees and the Academic Council. Staff review included input received from the Oregon Employment Division.

Staff Recommendation to the Board

Staff recommended the Board authorize Oregon State University to establish a program leading to a Bachelor of Science degree in Environmental Engineering, effective fall term 1995, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs in the 2001-02 academic year in conjunction with a review of all
other baccalaureate environmental programs offered by the State System. The proposal should be placed on the consent agenda for final action at the September Board meeting.

Board Discussion and Action (July 21, 1995)

Dr. Aschkenasy inquired about the employability of graduates of environmental programs. Vice Chancellor Clark indicated her intention to monitor that closely. "We have been conferring regularly with the Employment Division, and the environmental occupation picture appears to be very promising. We have suggested a review of all these programs together at the end of five years. We have data at the campus level, but that doesn't mean we have excellent program-level data. That's a rather new expectation."

Dr. Roy Arnold, provost of Oregon State University, added that what makes this program distinctive is that it's the only one preparing students to become registered environmental engineers. Vice Chancellor Owen underlined that it fits well with other activities in engineering. Dr. Owen also noted that the program is designed to graduate students in four years. If students elect to participate in two six-month internships in industry, although it adds another year, graduates would likely be hired directly out of the program. Mr. Lee registered his full support, stating that the introduction of more high-tech activity in Oregon will require more environmental accountability and, thus, employment opportunities for graduates of these programs.

Mr. Lee moved and Mr. Richardson seconded the motion to approve the staff recommendation. The following voted in favor: Directors Aschkenasy, Bailey, Christopher, Lee, Miller, Richardson, Willis, Wilson, and Swanson. Those voting no: none.

Board Discussion and Action (September 15, 1995)

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.
Introduction

Portland State University requested authorization to offer a program in Environmental Studies leading to either a Bachelor of Arts or Bachelor of Science degree, depending on the emphasis selected by the student. Environmental studies is an interdisciplinary field arising from the interaction of natural and social sciences necessary for understanding human interactions with environmental systems.

Staff Analysis

1. Relationship to the Mission

As an officially recognized Urban Grant institution, Portland State University's mission includes preparing students to solve problems faced by urban communities. Environmental problems that might be well-controlled in many smaller communities are exacerbated by both the history and scale of the urban environment.

2. Evidence of Need

The Environmental Studies degree program responds to the demonstrated academic interests of students and the need for policy scientists and natural scientists with interdisciplinary expertise in issues pertaining to the environment. An initial enrollment of 30 to 40 students is anticipated. Current faculty resources are adequate to accommodate up to 100 students.

According to the Employment Division, employment prospects for graduates of this program are good. Graduates would most likely be hired by federal and state agencies, commercial and industrial corporations in the private sector, and consulting firms. Membership in professional organizations related to the environment, such as National Association of Environmental Professionals, Ecological Society of America, Society of Environmental Toxicology and Chemistry has grown about ten percent or greater annually. Over half of the 300 members of the Oregon Environmental Technology Association are located in the metro area.
3. Quality of Proposed Program

The proposed program has several unique features including an intraprofessional core experience that brings together the science and policy majors, supervised field experiences, a senior capstone project, and an urban focus. The program provides a unique blend of depth in environmental studies (both science and policy) and depth in one area (a minor), both built on foundation courses in the sciences and social sciences. The applied learning experiences in an agency outside the University and the senior project provide opportunities for students to apply concepts, skills, and techniques learned in the classroom to real problems. Typical field experiences for Portland State University students would include monitoring newly constructed wetlands to treat storm water runoff, helping neighborhood groups manage urban streams, and conducting environmental audits of energy use and solid waste production on campus and in the Portland metropolitan area.

The urban focus of the proposed program is critical because of the effect of history and scale on environmental problems. The Portland metro area population has increased by 62 percent since 1960 and, by 2010, over 1.5 million people will live in the tri-county area, a further increase of 26 percent. By 2040, Metro predicts an increase of 720,000 residents and 350,000 new jobs. This population is dependent on a variety of environmental and natural resources systems.

First, the growing human population places increasing demand on Portland’s water source, the Bull Run watershed, that serves one-quarter of all Oregonians. As this resource is fully utilized, other water sources will be tapped, including the Willamette River. As little as 0.1 inch of rain in a three-hour period can cause combined sewer overflows (CSOs) to the Willamette. Six billion gallons of CSO discharge reaches the Willamette River and the Columbia Slough annually. At times of CSO overflow, water contact is unsafe.

Second, over 300 large- and small-quantity hazardous waste generators operate in the Portland metro area. Portland has three of Oregon’s nine Superfund sites on the national priority list and four additional “orphan” sites need to be cleaned up.

The proposed program unites numerous existing environmentally based courses into an undergraduate degree program and shares faculty resources with the Environmental Sciences and Resources
doctoral program. As was reported to the Board in May, Portland State University was awarded a grant to develop an introductory core curriculum for an interdisciplinary environmental studies program. Portland State University is collaborating with Oregon Institute of Technology and regional community colleges to pursue this effort that will provide greater access to the program for community college transfer students.

4. Adequacy of Resources to Offer the Program

In January 1995, Portland State University hired three faculty in the Department of Environmental Sciences and Resources (increasing from 2.6 FTE to 5.6 FTE). Their assignments will include teaching the core courses in the baccalaureate program, coordinating community-based learning projects, and participating in the doctoral program. Portland State University redistributed resources following faculty retirements to add faculty in this area. With the exception of the core environmental studies curriculum (11 courses), all of the courses required in this 180-credit program are currently offered at Portland State University.

No additional facilities and equipment are needed to implement the program.

Program Review

The proposed program has been positively reviewed by all appropriate institutional committees and the Academic Council.

Staff Recommendation to the Board

Staff recommended the Board authorize Portland State University to establish a program leading to a Bachelor of Science and Arts degree in Environmental Studies, effective fall term 1995, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs in the 2001-02 academic year in conjunction with a review of all other baccalaureate environmental programs offered by the State System. The proposal should be placed on the consent agenda for final action at the September Board meeting.
Meeting #644

Board Discussion and Action (July 21, 1995)

Ms. Wilson moved and Dr. Aschkenasy seconded the motion to approve the staff recommendation. The following voted in favor: Directors Aschkenasy, Bailey, Christopher, Lee, Miller, Richardson, Willis, Wilson, and Swanson. Those voting no: none.

Board Discussion and Action (September 15, 1995)

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Overview

Southern Oregon State College proposed to offer bachelor's degrees (B.A. and B.S.) in Anthropology, as well as Certificates in Applied Cultural Anthropology and Cultural Resource Management. The bachelor's degree will have an orientation toward applied anthropology -- currently a burgeoning specialty in the discipline -- and is intended to train students for careers or graduate study in the field. The certificate programs offer opportunities to students with other majors (e.g., sociology, biology, environmental studies) to utilize applied anthropological perspectives in their endeavors.

In the most general sense, the discipline of anthropology is the study of human beings in terms of such aspects as their physical characteristics, how they are distributed and classified, their relationships to each other and their environment, and their cultures. Typically, anthropologists in academia engage in fieldwork to study contemporary cultures (cultural anthropology) or past cultures (archeology). In addition to this, the proposed Southern Oregon State College programs in anthropology provide training that will lead to positions in practical settings such as human services agencies, schools, museums, and land management organizations. Such skills will also benefit students continuing their education in graduate programs.

The proposed programs would be offered through the Department of Sociology/Anthropology in the College of Social Sciences and Education. At the present time, Southern Oregon State College offers a minor in anthropology and delivers about two-thirds of the necessary courses for
the major. The proposed undergraduate program would be the only one in the State System with an applied emphasis. According to the Oregon Employment Department, students with training in these programs would be entering fields with "good or favorable" employment opportunities in the state. And according to a 1994 national study, students in applied anthropology are more successful in finding non-academic employment related to their training.

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

Staff Analysis

1. Relationship to Mission

The proposed degree and certificate programs in anthropology address the college’s community service mission with the inclusion of an applied capstone course requirement and a field experience practicum. Students will work with such local constituencies as Native American tribes, human services agencies, government land management agencies, and museums. Additionally, the anthropology’s international perspective will enhance Southern Oregon State College’s increasing emphasis on multicultural awareness. Finally, the holistic nature of this field of study, and its emphasis on asking important questions about the nature of the human experience, speak to the liberal arts mission of the institution.

2. Evidence of Need

The increased nationwide interest in anthropology as a field of study (undergraduate degrees in the field have increased 60 percent since 1984) is reflected locally by Southern Oregon State College students. A 1991 survey of Southern Oregon State College non-anthropology students indicated that 22 percent would consider anthropology as a major if one existed on campus. Further, both lower- and upper-division classes are usually filled to capacity early in the registration process.

Currently, those students who want to satisfy their desire or need for anthropology as a field of study must access it as a minor, use it as one of the subject areas in an interdisciplinary degree, or transfer to another institution to pursue it as a major. Southern estimates in any
given year that 30 to 60 students will be pursuing anthropology as a major.

Students graduating with an anthropology degree from Southern Oregon State College will enter careers in human services and other positions requiring cross-cultural perspectives. According to the Oregon Employment Division and the Oregon Workforce Quality Council, such positions are available in a variety of human services agencies and in educational settings. Further, Native Americans in the region have expressed interest in the major and certificate programs in order to receive training in cultural resource management and ethnographic research. Finally, the Oregon State Historic Preservation Office reported that, in 1994, applications for permits to conduct archaeological fieldwork increased three-fold, suggesting that opportunities are available for individuals who wish employment in cultural resource management (either directly from Southern Oregon State College programs or with advanced training).

3. Quality of the Proposed Program

The anticipated quality of the degree and certificate programs in anthropology is high. The program provides the fundamentals of the discipline, as well as a cohesive structure of methods and applied courses. With 52 credits required for the major, attention to breadth and depth in the major has been built in; the "applied" nature of the program has not been at the expense of the more academic dimensions. Further, given the applied nature of the degree and certificate programs, and the opportunities in the region to practice skills and gain experience, the training of students is expected to occur at the highest level possible.

4. Adequacy of Resources to Offer the Program

Faculty. Three full-time faculty members make up the core of a group of individuals who will offer courses, provide mentoring and guidance to students, and direct research projects and practicum experiences. In addition, a number of adjunct faculty are available to offer courses and supervise practicum and capstone projects. Other anthropologists on campus, notably those from the library and Department of Education, are also valuable resources upon which the programs will rely. It is not anticipated that additional faculty will be
needed to fully implement this new major and corresponding certificate programs.

**Infrastructure Investment.** No additional facilities, equipment, or supplies are being requested to implement these programs. The Southern Oregon State College provost has designated a first-year, one-time-only expenditure of $5,000 to increase library holdings, and an annual contribution of $2,000 each additional year to be added to the library budget for the ongoing purchase of periodicals relevant to the field.

**Budget Impact.** No new state funds are sought to implement this program. Library holdings will be increased with a reallocation of discretionary funds from the Provost’s Office.

5. **Duplication**

Although degree programs in anthropology are offered at Oregon State University, the University of Oregon, Portland State University, and Eastern Oregon State College, no other undergraduate program in Oregon or the Pacific Northwest emphasizes the applied dimensions of the field to the extent planned in this program. Further, there is an obvious link between these proposed programs and the Oregon State University Master’s of Arts in Applied Anthropology.

**Program Review**

The proposal for addition of the B.A./B.S. in Anthropology and the certificate programs has been reviewed by all the appropriate institutional bodies at Southern Oregon State College. The proposal has also been examined, and supported strongly, by the related programs at Oregon State University, the University of Oregon, and Eastern Oregon State College. Finally, the proposal was reviewed positively by the Academic Council.

**Staff Recommendation to the Board**

Staff recommended the Board authorize Southern Oregon State College to establish a program leading to the B.A./B.S. in Anthropology, as well as Certificates in Applied Cultural Anthropology and Cultural Resource Management, effective fall term 1995, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs.
in the 2001-02 academic year. The proposal should be placed on the consent agenda for final action at the September Board meeting.

Board Discussion and Action (July 21, 1995)

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Aschkenasy, Bailey, Christopher, Lee, Miller, Richardson, Willis, Wilson, and Swanson. Those voting no: none.

Board Discussion and Action (September 15, 1995)

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Introduction

Western Oregon State College requested authorization to establish a program leading to a teacher licensure endorsement in Early Intervention/Early Childhood Special Education (EI/ECSE). The EI/ECSE endorsement was established by the Teacher Standards and Practices Commission (TSPC) in the spring of 1994 in response to federal laws that mandate all states to provide special education services to children before school age and that providers be adequately trained. The proposed program would be offered by the Division of Special Education in the School of Education with the cooperation of the Department of Elementary Education, Department of Psychology, and Teaching Research.

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

Staff Analysis

1. Relationship to Mission

Western Oregon State College provides programs in liberal arts and sciences and professional programs in education, business, and public service. Western Oregon State College’s mission includes instruction, research, and public service related to providing first preparation and continuing education of educational professionals. The proposed
program would prepare teachers and early intervention specialists to work with children from birth to age five who have disabilities (or are at high risk for disabilities) and their families. Teaching Research has received funding from the U.S. Department of Education to develop a statewide approach to the in-service preparation of individuals for HI/ECSE-related positions (supervisors, specialists, related services personnel, and assistants). Students would participate in this program.

2. **Evidence of Need**

Western Oregon State College has been preparing early intervention specialists and early childhood educators for over 20 years. The credit hours required to complete the program depends on education preparation and licensure completed previously by candidates (21 credits for add-on specialization to existing teacher certification, 46 credits for Basic Endorsement, and 15 advanced credits for Standard Endorsements). Qualified individuals who complete any of these programs may matriculate into a Master's of Science program in either Early Childhood Education or Multihandicapped.

Early intervention programs are provided in every Oregon county in several contexts -- local school districts, Education Service Districts, mental health departments, hospitals, and private agencies. Typical services include development of individualized family services plan, parent training, case management, and transition to preschool programs.

The Teacher Standards and Practices Commission and Department of Education report a shortage of trained applicants for available positions in all special education fields. For positions requiring licensure, educators misassigned or holding emergency certification need to complete additional coursework to continue in the assignment.

Students in these programs tend to be working adults who complete coursework in the late afternoons and evenings in programs close to their homes.

The University of Oregon, Western Oregon State College, and Portland State University have been working together to develop appropriate programs to meet the demand for educators in this field. In October 1994, the Board authorized the University of Oregon to offer a teacher licensure endorsement in Early Intervention/Early
Childhood Special Education. Another has been proposed by Portland State University and is under review by the Academic Council. A similar program is offered by Lewis and Clark College.

3. Quality of the Proposed Program

The required course of study meets the competencies established by TSPC and the preparation standards recommended by the Council for Exceptional Children, the National Association for the Education of Young Children, and the Association for Teacher Education. All existing programs in early childhood education and special education at Western Oregon State College are accredited by the National Council for Accreditation of Teacher Education (NCATE) and TSPC.

Students seeking the endorsement will have access to the resources afforded by Teaching Research's model early intervention and integrated preschool program.

4. Adequacy of Resources to Offer the Program

Western Oregon State College has been preparing early intervention specialists and early childhood special educators through the Severely Handicapped Learner Program. Required coursework and practicum sites for the proposed program are already available with the exception of one new class (Early Intervention Assessment and Intervention Strategies). Additional faculty (.25 FTE) are required to offer the proposed program at projected enrollment of 12 students per year. The resources to support .25 FTE faculty are from one full-time administrator who is returning to the classroom.

Program Review

The proposed endorsement has been extensively reviewed and approved by Western Oregon State College's divisional curriculum committee, the campus Graduate Committee, and campus curriculum committee, along with the Dean, Provost, and President. The proposed program has been reviewed by the Academic Council. Staff review included contacts with TSPC to determine Oregon's need for educators in this field.
Staff Recommendation to the Board

Staff recommended the Board authorize Western Oregon State College to establish a program leading to a Teacher Licensure Endorsement in Early Intervention/Early Childhood Special Education, effective fall term 1995, with a follow-up review of the program to be conducted by the State System Office of Academic Affairs in the 2001-02 academic year in conjunction with a review of all other early intervention/early childhood special education programs offered by the State System. The proposal should be placed on the consent agenda for final action at the September Board meeting.

Board Discussion and Action (July 21, 1995)

Mr. Bailey moved and Ms. Wilson seconded the motion to approve the staff recommendation. The following voted in favor: Directors Aschkenasy, Bailey, Christopher, Lee, Miller, Richardson, Willis, Wilson, and Swanson. Those voting no: none.

Board Discussion and Action (September 15, 1995)

Mr. Bailey moved and Ms. Christopher seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, Imeson, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none.

Historical Background

For 16 years, Oregon and Washington have had a series of agreements aimed at providing increased higher education access for their residents. In Oregon, the agreements were supported by a 1985 legislative directive (ORS 351.073) to reduce or eliminate nonresident tuition barriers between the two states within available funding.

The original objective and continuing primary purpose of reciprocity is to address the educational needs of residents of border communities in the two states. For many of those residents, the nearest postsecondary institution is in the other state.

Under the terms of the agreements, participating community colleges and four-year institutions waive nonresident tuition for a specified number of students who are residents of the other state. The agreements are designed
to maintain an approximate balance between the two states in the value of tuition waived.

The agreements initially included only those institutions close to their shared border. During the mid-1980s the agreements expanded, and several four-year institutions distant from the border began to participate. By 1989-1991, six OSSHE institutions and six Washington four-year institutions, in addition to the community colleges located near the border between the two states, were included in the agreement.

Following passage of Measure 5 in November of 1990, OSSHE's continued participation in this agreement was reviewed. A decision was made to phase out participation by those institutions not located within commuting distance of Washington. By 1992-93, Portland State University and, because of its Portland presence, Oregon Institute of Technology, were the only remaining OSSHE participants. In response to OSSHE's reduced participation level, and in order to maintain the financial balance between the two states, several four-year institutions in Washington reduced their level of participation. The 1993-1995 reciprocity agreement once again reflected a substantial reduction in the number of tuition waivers. However, in 1993-1995, the reductions were primarily a result of changed conditions in Washington.

The 1992 Washington Legislature placed an upper limit on the total value of tuition waivers that Washington institutions could grant to nonresident students. The limit required an immediate reduction in all tuition waiver programs at Washington four-year institutions, including the Oregon-Washington reciprocity program. The 1991-1993 reciprocity contract was renegotiated mid-contract to accommodate the Washington legislative mandate. The 1993 Washington Legislature made a major change in the manner of allocating funding for Washington four-year institutions, the result of which was decreased interest in reciprocity on the part of some Washington four-year institutions.

For the most part, participating community colleges in both states continue to participate in reciprocity at levels that have been consistent for many years. Participating community colleges are located near the border and tend to view nearby residents of either state as a part of their service population. Portland State University has a similar view with respect to its metropolitan-area role.
The 1995-1997 Agreement

The 1995-1997 reciprocity agreement was finalized in August. By design, it is substantially the same as the second year of the 1993-1995 agreement. The following table reflects participation levels since 1989 and shows the minimal changes planned from the previous biennium to the present one.

Board Discussion

Vice Chancellor Clark reviewed the report. Mr. Bailey asked if there could be a unique arrangement of jointly funded faculty in the Portland Metro area. Dr. Clark responded that at the last Academic Council meeting, Portland State University Provost Reardon suggested inviting deans from Washington State University to meet in order to broaden the base of understanding of program offerings and consider ways in which the institutions might cooperate.

Ms. Christopher asked if Oregon had a reciprocity agreement with California, to which Dr. Clark responded "no."

Mr. Imeson asked how a Washington student participates in the reciprocity program. Dr. Clark responded that a student from Washington would contact Portland State University directly. Participation is on a first come, first serve basis if the student meets all the requirements. She noted that this agreement extends only to upper division and graduate students. Lower division students are not eligible to participate.

Ms. McAllister asked if the School of Veterinary Medicine was a participant in this program. Dr. Clark replied it was not. Veterinary Medicine is covered under a separate agreement involving three states -- Oregon, Washington, and Idaho.

(No Board action required)
## Oregon-Washington Student Reciprocity

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Introduction

Distance Education extends the process of teaching and learning from the campus to one or more locations including classrooms on other campuses, worksites, community centers, and homes. For example, an instructor may teach a class in a room with "live" students, while simultaneously broadcasting the class session to students in another city or town. Typically, these "remote" students have access to the originating site via a two-way audio/video link and a computer conferencing channel and are able to interact with the instructor and other class participants. A key strategy in OSSHE's vision of a restructured higher education system is to expand the State System's learning opportunities on- and off-campus using multiple technologies. This Executive Summary provides a brief synopsis of a proposed policy framework to implement OSSHE's distance education strategy.

The Process and Progress to Date

In *Education Unbounded: A Vision of Public Higher Education Serving Oregon in the Year 2010*, OSSHE committed to "develop new educational strategies and capacities...to serve students who are not campus oriented in the traditional sense..." and promised that the State System would "provide the social, interpersonal, and developmental learning experiences appropriate to their needs and situations." During recent years, critical issues and opportunities in distance learning have been identified, statewide planning in distance education regarding the uses of technology has occurred, and a variety of councils and committees have considered systemwide and institutional-level changes. The purpose of comprehensive planning for distance education is to increase access to higher education throughout the state, effectively utilize technologies to enhance both faculty and student productivity, and better integrate distance learning programs into the mainstream of OSSHE instructional programs. The "Distance Education Policy Framework" is a report in progress that focuses on work to be done.

At several recent meetings (e.g., January 20, 1995, September 23, 1994), Board members have received reports of campus and Chancellor's Office initiatives that incorporate new technologies in telecommunications and computing into teaching and learning. For example, OSSHE was a key partner in developing Oregon ED-NET and continues to be its major user. In just four years, OSSHE programming to off-campus sites has increased exponentially. For 1995-96, 237 courses are already scheduled for...
delivery using this mode of transmission alone, and it is anticipated that about 250 courses will have been offered by the end of the academic year. In addition, OSSHE campuses use in-person modes of distance education delivery and, in the Portland area, Instructional Television Fixed Service (ITFS) systems to broadcast courses directly into high-technology businesses. Using these and other media, the virtual public university is rapidly taking shape. However, coherent planning and policy development to enable meeting emerging needs most effectively and efficiently has lagged.

The Policy Framework

Five major categories reflect clusters of tasks that need to be addressed: Planning, Quality, and Program/Courses; Student Services; Faculty Issues; Tuition/Fees and Student Enrollments; and Technical Standards.

1. Planning, Quality, and Program/Courses

This area addresses issues of the division of labor with other sectors, program development, and maintenance of appropriate standards. It includes the development of a statewide intersector plan for distance education; conducting local and regional needs assessments; providing for OSSHE campuses to assume lead-institution responsibilities to build from strengths; the development of shared university centers with other providers for the delivery of programs and courses; meeting assurances of program quality and establishing the evaluation processes that undergird standards; and addressing issues of institutional cooperation and articulation to reduce fragmentation from the student’s perspective.

2. Student Services

Planning principles in this category have been developed to assure that part-time distance education students have access to services comparable to residential and commuter students. Issues of marketing and admissions, financial aid for part-time students, advising, library resources, and computer literacy (so that students can use the technologies) are addressed. Further, maximum efficiency and convenience in serving students is sought by proposing the development of shared services at central sites.
3. **Faculty Issues**

Recommendations to encourage greater involvement of faculty in distance education programs include areas of incentives and rewards for the additional effort often required to participate effectively in distance learning activities; training opportunities to ensure command of the new technologies; the fair determination of intellectual property rights (the "who owns what" of technology products) of both faculty and institutions; and consideration of a copyrighted materials clearinghouse function at a central level.

4. **Tuition/Fees and Student Enrollments**

Recommendations in this area are intended to bring distance education programs and courses into the mainstream of campus business. They include assessing fees for distance education courses that are comparable to traditional means of delivery; when justified, permitting General Fund monies to support delivery of instruction by technology versus "self-support" funding; assisting campuses in building distance education infrastructure; and recording student enrollments systematically regardless of location, time, or sponsoring department for purposes of planning and evaluating programs.

5. **Technical Standards**

This area is concerned with establishing and maintaining consistent high-quality standards for distance education throughout the State System. Needs include the development of compatible technologies (e.g., systems, hardware), services, and procedures across both send and receive sites; and the establishment of quality guidelines for the production and delivery of the best courses and programs given the resources available.

**The Priorities**

The policy framework presents an ambitious agenda for implementation. Some principles and policies are already in practice or are readily implementable, and others are high-priority action items needing to be addressed in the very near future. Among the latter are needs assessments to determine where to direct new initiatives; establishment of guidelines...
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that permit sharing of courses and programs among institutions; establishing systemwide plans for infrastructure development regarding technology use; focusing attention on issues of faculty concern such as intellectual property rights and copyrights; further planning of student academic services such as advising and library resources; and developing technical standards for consistently high-quality service delivery.

Feedback is sought from Board members regarding proposed planning directions and the priority that should be given to some planning issues over others. How "blended" should on-campus teaching/learning be with off-campus? Is the "divide and coordinate responsibility" strategy OSSHE has thus far pursued preferable to considering a separate virtual university (e.g., The Educational Network of Maine)? Shall we actively plan other centers (e.g., Central Oregon University Center) in partnership with entities such as community colleges and seek resources to support these new models?

Board Discussion

Vice Chancellor Clark underlined that the report to the Board is a working paper, although the language is framed in terms of policy directions. She invited Board member feedback and direction, and offered to devise a work session in the future to allow for a more in-depth discussion.

Ms. Puentes asked if there was a distance education committee that represented each institution. Dr. Clark responded that there are many committees -- some operating at the System level, some highly technical addressing technical issues, and others working on curricular issues.

Ms. Puentes asked for clarification about the purpose of the Central Oregon University Center. Director Dick Markwood replied that the Center is designed primarily to enhance services to the local community by bringing baccalaureate, master's, and professional degrees to the Bend area. "There is considerable emphasis on distance learning," he said, "but we're using every means possible to be responsive to needs. We're developing agreements to use local and adjunct faculty and distance learning."

Chancellor Cox asked Dr. Markwood to describe how the local community makes its needs known. Dr. Markwood responded that Central Oregon Community College has been very active for about 20 years in assessing the needs of the community and has developed working relationships with
the Chamber of Commerce and various businesses in the area. Consequently, there is an ongoing needs assessment and working relationship among the College, the community, and the University Center. The Chancellor pointed out that ten years ago, given the population of the area, OSSHE would have moved toward building another campus. The reality of the mid-'90s, however, is that resources are not available to do that. Therefore, new ways must be found whereby educational needs of the region can be met. "In Bend, we are constructing a university presence on the Central Oregon Community College's bricks and mortar. We're hiring staff together. We're building a budget together."

Ms. Puentes asked if the University Center was headed toward something like The Educational Network of Maine. Vice Chancellor Clark responded that it's a different kind of organization. The network in Maine is not community bound in any way, while the University Center is focused on the greater community.

President Swanson invited Presidents Wolf and Reno to describe the cooperative efforts in their regions in the area of the state covered by Southern Oregon State College and Oregon Institute of Technology. Southern Oregon State College President Reno indicated that, in May 1996, voters in Josephine and Jackson Counties will decide whether the Rogue Community College Service District should annex Jackson County and include it within its complete service district. "We have been meeting for the last six months with the goal of preparing a white paper by Thanksgiving or early December that would outline the areas of cooperation between Rogue Community College and Southern Oregon State College if annexation were to take place. If annexation is not approved (and it has to be approved by voters in both counties), we hope to continue our discussion to find ways to better serve especially the professional/technical needs in Jackson County than is possible at present with the out-of-district arrangement that Rogue Community College is currently authorized to offer."

President Swanson inquired about the role of Southern Oregon State College presently in serving the needs of community college students. Dr. Reno responded that the College does two things. "Rogue Community College has an out-of-district authorization that allows them to serve certain Full-Time Equivalent (FTE) students in Jackson County. Southern Oregon State College, through its Division of Extended Campus Programs, provides programs at the lower division transfer and community education levels to meet the demand that is in excess of what Rogue
Community College can serve. What annexation would do, in essence, is sweep away the out-of-district arrangement and authorize Rogue [Community College] to offer courses completely through Jackson County. Obviously, one concern we have is, if state authorization is given to Rogue Community College, to be sure that any impact on enrollment at Southern Oregon State College is anticipated carefully over a transition period. In other words, if Rogue Community College begins offering lower division transfer courses in Jackson County, which at present it does not, we want to be sure that we are prepared to absorb the enrollment change that might bring about."

Chancellor Cox added that this is a regional, decentralized alliance rather than a top-down bureaucratic approach, such as Maine's free-standing university.

Oregon Institute of Technology President Wolf described events in Klamath Falls. He noted there are two steps. "The first step is already beginning due to a special appropriation by the legislature of $200,000 for the biennium to begin offering some community college courses in Klamath Falls. In this case, Rogue Community College is offering about 20 courses. We will, this fall, have some of those students on our campus. Many times they will occupy "unoccupied" seats in our present classes. The next step is the formation of a community college service district in Klamath Falls. This issue is expected to be on the June 1996 ballot, and we are in the process now of trying to sort out exactly what we need to have in a memo of understanding between Oregon Institute of Technology and the community college service district." Dr. Wolf noted that, as at Southern Oregon State College, an area of concern is the potential enrollment impact. However, he stated the belief that a community should not have to forfeit community college services just because they host a higher education campus.

Ms. Christopher asked for more detail about the potential relationship. Dr. Wolf responded that some of the classes would be offered on the Oregon Institute of Technology campus -- that the institution would be a contractor to the service district. Dr. Reno noted that, likewise, Southern Oregon State College expects to play a role as a contract provider of lower division courses, as well as sharing facilities. He added that the potential for sharing facilities remains a goal, regardless of whether annexation passes.
President Swanson pointed out that this report raises the question of how to administer these decisions. He stated that it seems obvious the Board doesn't want the decisions to be generated solely out of the Chancellor's Office. Chancellor Cox agreed. "I would argue strongly that we should play to the strengths of Oregon, regionally, with the Chancellor's Office in a facilitation and collaboration role. When individual institutions step up to meet and address local or statewide challenges, the Chancellor's Office plays interlocutor."

President Swanson indicated his support of the policy framework, and expressed concern that incentives be in place that would support this effort. Chancellor Cox indicated that he and Community College Commissioner Bassett have been encouraged to develop a joint decision package for the next biennium that would put resources behind these joint efforts. Dr. Reno added that another incentive is necessary when the expectation for faculty to serve regional needs is an integral part of the institution's culture, and he cited Eastern Oregon State College as a model of such a culture. Other incentives noted were tenure and promotion guidelines, and each institution's productivity plan.

President Swanson highlighted two additional policy issues raised in the report. One is the use of the term "continuing education." He expressed concern that such a term tends to devalue that kind of education. A second issue is financing continuing education. "In terms of a policy statement, don't we want to make it clear that there's nothing wrong with using institution funds, and in fact we encourage it to develop good programs that educate students in alternative settings?" Vice Chancellor Clark agreed that that would be useful.

Mr. Rhinard and Ms. Puentes both indicated support of these policy guidelines.

Ms. Christopher asked about ED-NET technology and how it applies to the present decisions. President Gilbert, the State System representative to ED-NET, clarified that ED-NET is not a technology, but rather a partnership that shares cost, capacity, and technology. "We get, within the umbrella of ED-NET, the best technology that we can afford to do the job we need to do. There's no marriage to any particular technology." Ms. Christopher asked about the expense of ED-NET. Dr. Gilbert responded that, compared to other types of technology, it's extremely inexpensive. He noted that higher education is the major user of ED-NET.

(No Board action required)
The passage of SB 271, the Higher Education Administrative Efficiency Act, authorizes the Board of Higher Education to develop its own purchasing and contracting methods. OSSHE staff is working with institution directors of business affairs and campus purchasing and contracting personnel to develop a more efficient and flexible approach.

The rules the staff will bring to the Board will establish guidelines for institutions to follow and will create procedures that institutions may use if they choose not to adopt their own procedures.

Our goals are to:
- establish procedures that are flexible enough to allow campuses to purchase and contract in a way that most suits their institutional organization;
- reduce prior approvals and ensure accountability through post-auditing;
- generate and retain only necessary documentation;
- develop procedures that will allow campuses to use the most appropriate procurement methods and encourage innovation;
- allow campuses to work cooperatively with each other and other governmental units; and
- allow institutions to do business more easily with local and regional vendors.

The guidelines include a Code of Ethics that will apply to all employees engaged in purchasing and contracting and are designed to ensure that business is conducted in an open, fair, and competitive environment.

Guidelines in the form of Administrative Rules are being developed to implement the new purchasing and contracting authority as described above. They will be brought to the Board for approval at the October 1995 meeting.

Board Discussion

Mr. Imeson noted that, during the last legislative session, assertions were made about the amount of savings that would occur as a result of SB 271. He asked if there was a way to track those savings. Vice Chancellor Ihrig responded that is the greatest challenge facing OSSHE and the Administrative Council has been discussing it. "There's going to be a lot of cost avoidance that is difficult to document. We've asked each campus to document specific examples; however, we don't want to create a major
recordkeeping problem." Mr. Ihrig noted that the bottom line is that the State System will reach 2,000 more students without additional state funding.

Mr. Miller referred to the Board Administrative Review Committee (BARC) process and the ratios developed, such as travel as a certain percentage of the overall budget, and asked if something like that could serve as a model. Mr. Ihrig responded affirmatively, agreeing that ratios in administration and support would be a measure. He indicated that the BARC reports would be used as a benchmark.

Mr. Swanson and Mr. Bailey indicated their support of the guidelines as presented to the Board.

Vice Chancellor Ihrig pointed out that, potentially, the positive results of SB 271 may extend beyond the State System to other state agencies -- that the State System may be a model for restructuring other agencies. He also indicated that, in addition to changing policies, there is the challenge of changing the institutional culture to adapt to the new policies.

(No Board action required)

**OSSHE BUDGET ALLOCATION REVIEW**

**Background**

The current Budget Allocation System (BAS) has been in operation for over a decade, successfully supporting the Board’s goal of equity funding in support of the campus missions, approved academic programs, physical locations, and enrollments. However, it is time to revisit the desired goals of the allocation approach for OSSHE and determine the appropriate vehicle to achieve those goals.

System resources primarily consist of tuition, state support, sales, and federal and private sources as shown on the chart (at the end of the narrative). The sales, federal, and private resources are directly earned and spent at the campuses for the intended purposes, as is the state support for the statewide public services. However, the Instructional Fees and State General Fund support create a System resource pool that is allocated to the campuses equitably based upon academic programs, enrollments, and facilities.
Goal of the Review

The goal of the review is to clearly define desired criteria for building a budget and allocating the pool of state appropriations and instructional fee revenues among the campuses within the State System, and evaluate the Budget Allocation System (BAS) model's ability to support the desired allocation criteria. Possible outcomes include reaffirmation of the BAS model either with or without modifications, or define the basis for a new allocation approach.

Review Approach

The Presidents' Council, joined by members of the Academic and Administrative Councils, will develop the set of criteria that they want to form the basis of future budget allocations among the campuses of the State System. A facilitator will be engaged to focus the process of defining the criteria.

The results of these discussions will be codified into a statement of criteria for budget allocations. The statement will then be reviewed with the presidents and members of the Academic and Administrative Councils to achieve agreement.

The agreed-upon statement of criteria will be reviewed with the Board of Higher Education to obtain concurrence or modification.

Once agreement regarding the criteria is achieved, an external consultant will be selected to review the existing BAS model to determine how well it supports the allocation criteria. The presidents and the Board will receive a report from the consultant regarding how well the BAS model supports the defined criteria, along with specific recommendations for any needed improvements. Recommendations might be that the current BAS model should not be altered, needs modifications, or should be replaced. In each case, the recommendations will include specifics to assure that the follow-up steps are clear, including a specific action plan for implementation of recommendations.

Schedule

At their planning session on September 5, presidents will reach agreement on the process, as well as the use of a facilitator, for the criteria definition phase.
The facilitator will contact the presidents and the Chancellor individually to obtain their concerns and perspectives regarding the allocations criteria and process.

The facilitator and members of the Presidents', Academic, and Administrative Councils will meet as a group on October 12 to develop the set of allocation criteria.

The facilitator will draft a statement of criteria for budget allocations resulting from the discussions, for review by the presidents, with final approval planned for their Council meeting on November 16. Once accepted, the statement of criteria will be reviewed with the Board of Higher Education; this review could occur at the November 17 meeting.

The Presidents' Council will decide upon the consultant to review the BAS model against the criteria and make recommendations to the Chancellor, Presidents' Council, and Board regarding how well the model supports the allocation criteria and recommendations for changes/improvements. This report is expected in January or February 1996.

(No Board action required)
OSSHE Flow of Funds

Tuition and Fees $ → Instruction and Support

State $ → Instruction and Support

Statewide Public Services

Sponsored Research

Auxiliary Services

Gift $

Federal and Private $

Sales $
The Board's grievance procedure for unclassified employees, Oregon Administrative Rule 580-21-050, requires each institution to report annually the number, basis, and outcome of all formal grievances filed under the institutional procedures adopted pursuant to the rule. In addition to the grievances reported here, other grievances were filed under procedures contained in collective bargaining contracts. The institutions reported as follows for the 1994-95 academic year.

BOSC  No grievances were filed.

OIT  No grievances were filed.

WOSC  No grievances were filed.

OSU  One grievance was filed. The faculty member grieved salary inequity. The grievance was denied. The grievant did not pursue the matter further.

UO  One grievance was filed.

The faculty member alleged harassment. The Faculty Grievance Committee denied the grievance because it was not filed within the required time limits. Grievant did not pursue the matter further.

SOSC  One grievance was filed. The faculty member grieved denial of tenure and promotion. The Committee recommended that the promotion and tenure decision be delayed for two years. The President accepted the Committee's recommendations. The grievant did not pursue the matter further.

PSU  No grievances were filed.

OHSU  Seven grievances were filed.

Two grievances are pending. One faculty member alleges breach of a settlement agreement. The other alleges retaliation for reporting alleged wrongdoing.

Two faculty members alleged sexual harassment. Both grievances were resolved.
SUMMARY OF FACILITIES CONTRACTING ACTIVITIES

One faculty member alleged discrimination based on disability. The matter was resolved.

Two faculty members alleged sexual harassment and sex discrimination. Both complaints were resolved.

(No Board action required)

SUMMARY OF FACILITIES CONTRACTING ACTIVITIES

Staff Report to the Board
A summary of facilities contracting activities within the Office of Finance and Administration is presented below.

Award of Construction Contracts

Academic Counseling Center Renovation, Esslinger Hall Project, UO
On July 17, 1995, 2G, Inc., dba 2G Construction of Eugene, was awarded a contract for this project in the amount of $276,860. Financing will be provided from auxiliary funds.

Allen Hall Reroofing Project, UO
On June 28, 1995, Snyder Roofing and Sheet Metal, Inc., of Tigard was awarded a contract for this project in the amount of $85,731. Financing will be provided from capital repair funds.

Ballard Hall Masonry Restoration Project, OSU
On June 22, 1995, Pioneer Waterproofing Company, Inc., of Portland was awarded a contract for this project in the amount of $174,494. Financing will be provided from capital repair funds.

Disabled Ramp, Sidewalk, and Stair Replacement Project, OIT
On June 28, 1995, Lorentz Bruun Company, Inc., of Portland was awarded a contract for this project in the amount of $173,420. Financing will be provided from deferred maintenance funds.

Hayward Field/Stevenson Track Renovation Project, UO
On July 26, 1995, Martin Surfacing, Inc., of Hunt Valley, Maryland was awarded a contract for this project in the amount of $266,000. Financing will be provided from auxiliary funds.
Health and Physical Education Reroofing Project, PSU
On August 9, 1995, Snyder Roofing & Sheet Metal, Inc., of Tigard was awarded a contract for this project in the amount of $82,295. Financing will be provided from capital repair funds.

Learning Resource Center and South Hall Reroofing Project, OIT
On June 13, 1995, Brill's Contracting, Inc., of Kelso, Washington was awarded a contract for this project in the amount of $180,157. Financing will be provided from deferred maintenance funds.

Millrace Studio 1, Computer Lab Project, UO
On June 28, 1995, Emerald Valley Construction, Inc., of Springfield was awarded a contract for this project in the amount of $90,420. Financing will be provided from state funds.

Peavy Roof & Fascia Repairs Project, OSU
On June 6, 1995, Acme Roofing Company of Lake Oswego was awarded a contract for this project in the amount of $172,901. Financing will be provided from capital repair funds.

Radiation Center Parking Reconstruction Project, OSU
On July 25, 1995, Eugene Sand & Gravel, Inc., of Eugene was awarded a contract for this project in the amount of $117,285. Financing will be provided from parking maintenance reserves.

Science Building 1, Lecture Hall Remodel, Room 107 Project, PSU
On July 18, 1995, M. Stearns Construction Co., Inc., of Portland was awarded a contract for this project in the amount of $160,428. Financing will be provided from institutional funds.

Track Resurfacing and New Field Events Construction at John F. Moehl Stadium Project, OIT
On June 21, 1995, Atlas Tracks, Inc., of Tualatin was awarded a contract for this project in the amount of $97,103. Financing will be provided from gifts.

University Hospital South, 5C, Adult Bone Marrow Transplant Unit Project, OHSU
On June 23, 1995, OTKM Construction, Inc., of Portland was awarded a contract for this project in the amount of $2,031,428. Financing will be provided from hospital bonds.
Acceptance of Projects

Cramer and Neuberger Halls Reroofing Project, PSU
This project is complete and was accepted on March 20, 1995. The final direct construction costs were $296,383. Financing was provided from capital repair funds.

Extended Studies and Smith Center Reroofing Project, PSU
This project is complete and was accepted on March 20, 1995. The final direct construction costs were $170,387. Financing was provided from capital repair funds and Smith Center building repair resources.

Gilbert Hall Classroom Renovation Project, UO
This project is complete and was accepted on April 14, 1995. The final direct construction costs were $189,744. Financing was provided from gifts and physical plant repair funds.

Langton Hall Masonry Restoration Project, OSU
This project is complete and was accepted on July 3, 1995. The final direct construction costs were $247,936. Financing was provided from capital repair funds.

Physical Plant Stores Repair Project, SOSC
This project is complete and was accepted on May 31, 1995. The final direct construction costs were $409,139. Financing was provided from bonds and institutional funds.

Shattuck Hall Electrical Service Revision Project, PSU
This project is complete and was accepted on May 31, 1995. The final direct construction costs were $158,508. Financing was provided from capital repair funds.

Shattuck Hall Exterior Repair Project, PSU
This project is complete and was accepted on March 20, 1995. The final direct construction costs were $104,645. Financing was provided from deferred maintenance funds.

University Hospital South, 4B Hemodialysis Unit & Elevator Lobby Upgrade Project, OHSU
This project is complete and was accepted on December 14, 1994. The final direct construction costs were $558,541. Financing was provided from Article XI-F(1) bonds to be repaid from hospital funds.

(No Board action required)
Vice Chancellor Griffin reported that, on September 20, a media guide regarding the opening of the CAPITAL Center would be distributed. Chancellor Cox reminded the Board that the February Board meeting would be held at the CAPITAL Center.

President Swanson announced the formation of two new Board committees: the Economic Development Committee and the Technology Committee. The Economic Development Committee will be supported by Vice Chancellor Griffin; Board members Imeson (chair), Christopher, Bailey, Rhinard, and Waddy will serve on the Committee. The Technology Committee will be supported by Vice Chancellor Clark; Board members McAllister (chair), Miller, Puentes, and Willis will serve on the Committee.

President Swanson indicated that, because of Mr. Richardson's retirement from the Board, another representative to the Oregon Progress Board needed to be designated. Mr. Swanson asked Mr. Griffin to be the representative.

Mr. Bailey reviewed the key features of the afternoon Joint Boards meeting. He noted that the Joint Boards would act on a proposal to reconstitute the working arrangements and develop an action plan for the coming year.

Mr. Miller indicated that the Oregon State University Presidential Search Committee is on schedule. He noted that one of the biggest recruiting advantages is SB 271; the Higher Education Administrative Efficiency Act has attracted national attention.

Mr. Bailey reported that the board has met three times. Currently, Oregon Health Sciences University is operating with State System rules and guidelines, and will be adopting new ones over time. However, the rules as well as the same administrative team, are providing stability in a time of transition.

President Reno was invited by Mr. Swanson to report on work Southern Oregon State College is doing in response to the Governor's request for higher education to be involved with state issues. Using the term "community of interest" to identify major concerns in the Rogue valley, a meeting was convened around issues of quality of life and public safety. Attendees included representatives from the court system, corrections, human services, nonprofit organizations, as well as the College. Current
partnerships were examined, such as the relationship of the criminology program to the court system. Areas of further cooperation were identified, such as the College providing computer support. Dr. Reno indicated that the next meeting should occur within two weeks.

**ITEMS FROM BOARD MEMBERS**

There were no items from Board members.

**DESIGNATION OF AUTHORITY**

President Swanson indicated that neither he nor Dr. Aschkenasy would be present for the October Board meeting. Article 2 Section 4 of the Board Bylaws specify that the Board president will, in the absence of the Board president and vice president at a meeting, designate a member of the Executive Committee to serve as president pro tem for that meeting. Mr. Swanson appointed Mr. Bailey to serve in that capacity.

**ADJOURNMENT**

The Board meeting adjourned at 1:15 p.m.

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*Virginia L. Thompson*

Secretary of the Board

*Les Swanson, Jr.*

President of the Board