1. **CALL TO ORDER/ROLL CALL**
   Chair Roger Bassett called the meeting of the System Strategic Planning Committee of the State Board of Higher Education to order at 1:38 p.m.

   On roll call, the following Committee members answered present:
   - Kerry Barnett (arrived 3:01 p.m.)
   - Jim Lussier
   - Roger Bassett
   - Erin Watari
   - Leslie Lehmann
   - Phyllis Wustenberg

   Absent: none.

   **Other Board members present:** Geri Richmond (arrived 1:55 p.m.), Tim Young

   **Chancellor’s Office staff present:** Chancellor Richard Jarvis, Tom Anderes, Shirley Clark, Grattan Kerans, Virginia Thompson, Diane Vines, Yvette Webber-Davis, and Susan Weeks

   **Others:** Dan Bernstine (PSU), Philip Conn (WOU), Dave Frohnmayer (UO), Dixie Lund (EOU), Tim White (OSU), and Elisabeth Zinser (SOU)

   Meeting attendees also included other institutional representatives, members of the Chancellor’s Office staff, and interested observers.

2. **APPROVAL OF MINUTES**
   - February 20, 2003, System Strategic Planning Committee Meeting Minutes

   The Committee dispensed with the reading of the February 20, 2003, Committee meeting minutes. Director Lussier moved and Director Lehmann seconded the motion to approve the minutes as submitted. The following voted in favor: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

3. **CONSENT ITEMS**
   a. **PSU, M.S., Statistics**

   **DOCKET ITEM:**
   Portland State University proposed a program leading to the M.S. degree in Statistics, effective immediately. Currently, PSU offers statistics as an option in the Mathematical Sciences master’s program; that option will be terminated upon approval of this program.
Virtually all coursework needed for the proposed program is in place. Some courses are shared with the Oregon Health and Science University. Faculty from both institutions co-teach in this program and students from the two institutions utilize coursework on both campuses. Students in the proposed program would complete 45 credits, at least 30 of which would be in statistics. In addition, they would be required to pass two examinations: one in mathematical statistics and one in applied statistics. Three credits of statistical consulting are required, as well. The consulting courses include a community service component that gives students the opportunity to be involved in community projects in the Portland metro area.

The only other OUS institution offering graduate degrees in statistics is Oregon State University (M.A., M.S., Ph.D.). During review and discussion of this program by the Academic Council, members observed that the demand for such programs seems almost insatiable, and program duplication is not an issue.

With the enormous amount of data generated in this information-based society, people skilled in statistics are a valuable and necessary resource. PSU's mathematics department routinely receives requests for students with statistical skills at the graduate level. Most commonly, these requests center on risk analysis work, actuarial employment, or more general data analysis employment. At the national level, 750 job advertisements for statisticians were listed with Amstat Online in 2001, many with multiple openings. Best estimates are that the demand for statisticians is approximately twice the supply.

The work of statisticians ranges from the theoretical to the applied. Graduates of this program may find employment across the breadth of industry and government, doing such things as analyzing consumer prices, clinical trials, and agricultural techniques; predicting consumer behavior; ensuring viability of retirement accounts; and training teachers.

PSU anticipates serving approximately 30 to 40 students annually, with eight graduates per year. A baccalaureate degree in mathematics is not required for entry into the program. However, a number of math prerequisites must be met (i.e., Calculus, Advanced Calculus, Differential Equations, Linear Algebra, Abstract Algebra) prior to admission. Students may be admitted conditionally if not all of the prerequisite courses have been completed.

Eight faculty will participate in offering the program. PSU anticipates adding one assistant professor in applied statistics in the third year of the program, to be supported from reallocated institutional resources. This will allow the department to offer the proposed additional courses and meet the expected enrollment demands of the program in the near future. Currently, 30 to 40 percent of student credit hours in the department are generated under the Stat prefix. Existing math faculty supports the statistics program as instructors of introductory sequences. However, trained statisticians are needed to teach more advanced applied courses in the program.
Beyond the additional faculty member, no other resources are required to offer the program.

Drs. Xuming He, University of Illinois, and Jessica Utts, University of California, Davis, formed the external review team. Both are professors of statistics at their respective institutions. Overall, they were supportive of the program and viewed the close collaboration with OHSU as very positive. The team thought that the breadth of faculty expertise and interests exceeded that of many statistics programs and indicated that this program will benefit the institution, the region, and the state. They recommended that the coursework should reflect guaranteed skill development in statistical software; the program has been revised accordingly.

All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program.

**Staff Recommendation to the System Strategic Planning Committee**
Staff recommended the Board authorize Portland State University to establish a program leading to the M.S. in Statistics. The program would be effective immediately. The OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.

**COMMITTEE DISCUSSION AND ACTION:**
It was moved by Director Lussier and seconded by Director Wustenberg that the Committee accept the staff recommendation and recommend approval by the full Board. Those voting in favor: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

b. PSU, Graduate Certificate, Geographic Information Systems

**DOCKET ITEM:**
Portland State University proposed offering the graduate certificate in Geographic Information Systems (GIS), effective summer 2003. This program would provide introductory and in-depth study of the design and application of GIS technology. Although administered by the PSU Department of Geography, courses would also be drawn from urban studies and planning and geology, thus reflecting the multidisciplinary nature of GIS.

GIS is an important methodology for scientific research, planning, and engineering. The goals of the program are to (1) provide a solid grounding in the science of geo-spatial data representation and spatial analysis, (2) provide opportunities to work with advanced specializations in GIS at an extended level, and (3) include GIS projects embedded in the courses and utilizing a range of technical and analytical skills required of GIS practitioners. Students would be required to complete 20 graduate credits in such courses as GIS applications, GIS for the natural sciences, field GIS, satellite digital image analysis, and maps and models. Students would also be required to meet the prerequisites for some of these graduate-level courses.
Many occupations, both public and private, require evidence of professional development for working with geographic information systems. Environmental management, planning, engineering, and business professions all employ people with GIS expertise. PSU anticipates student enrollment of no more than 40 students at a time.

No new courses or faculty are required for this program. Support for this certificate program will be provided by the Colleges of Liberal Arts and Sciences and Urban and Public Affairs, as well as PSU’s Office of Information Technologies and Graduate Studies and Research.

Although other OUS institutions offer coursework in GIS, none of them offers a graduate certificate program in GIS. All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program.

Staff Recommendation to the System Strategic Planning Committee
Staff recommended that the Board authorize Portland State University to establish a program leading to the graduate certificate in Geographic Information Systems. The program would be effective summer 2003. The OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.

COMMITTEE DISCUSSION AND ACTION:
Director Wustenberg asked what a certificate meant to a person who received it. Vice Chancellor Clark indicated that receipt of a certificate affirms that a certain skill level has been developed within a larger degree program. Students have indicated that employers are interested in the content a certificate represents. “There appears to be something of a national movement, particularly at the graduate level, to have some shorter type programs in addition to full master’s degrees,” Dr. Clark explained.

It was moved by Director Lussier and seconded by Director Wustenberg that the Committee approve the staff recommendation and forward it to the full Board for final approval. Those voting in favor: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

c.  UO, B.A./B.S., Multimedia Design

DOCKET ITEM:
The University of Oregon proposed offering a program leading to the B.A./B.S. degree in Multimedia Design, effective fall 2003. This program builds on the success of UO’s B.F.A. in Multimedia Design.

The proposed B.A./B.S. is a straightforward liberal arts degree with a major focus in multimedia design, whereas the current B.F.A. program requires an additional 46 upper-division studio credits. The intensity of the B.F.A.’s mandatory fifth year is not
appropriate for all students. Therefore, in an effort to address student demand in this area, the proposed B.A. and B.S. degree options were developed.

Other related programs in the state include a baccalaureate degree program in Computer Science/Multimedia at Eastern Oregon University, multimedia associate degrees at Lane and Portland Community Colleges, a certificate program at Portland State University, and a multimedia minor at Oregon State University. The UO program differs from EOU’s program in its strong art emphasis rather than computer science.

Students in the proposed program will complete 180 credits in the use, invention, and production of all forms of multimedia creative works and Internet-based communications. The curriculum, which is based on the history and practice of visual arts and communications, will include issues of concept, theory, and authoring. Students will share with art majors a foundation of Basic Design, Drawing, and Art History. This connection to the history and practice of visual communication is a primary strength of the program. One art history course will be exchanged with an historical survey entitled Multimedia Survey that places digital media in a specific cultural and historical context. Students will also develop original multimedia work in hands-on labs, studios, seminars, and internships.

Student demand for the B.F.A. in multimedia design has been significant; only 40 percent of applicants are accepted. Adding the four-year degree option will not increase the total number of students in the program (currently, 160 to 200 students). Rather, the same number of students majoring in multimedia design will now have the choice of either a four-year or five-year program (approximately 80 percent in the B.A./B.S. and 20 percent in the B.F.A.).

Graduates of this program will be qualified for work in professional digital media design and production, as well as work in other culture industries. They will also be prepared to work independently creating art. Graduates may elect to continue toward the B.F.A., attend graduate school in another field, or immediately enter the workforce.

No new faculty, library, studio, equipment, or other resources are required for this program.

All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program.

Staff Recommendation to the System Strategic Planning Committee
Staff recommended that the Board authorize the University of Oregon to establish a program leading to the B.A./B.S. in Multimedia Design. The program would be effective fall 2003. The OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.
COMMITTEE DISCUSSION AND ACTION:
Director Lussier moved and Director Wustenberg seconded the staff recommendation to approve the program at the University of Oregon leading to the B.A./B.S. in Multimedia Design and recommend full Board approval. Those voting in favor: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

d. SOU, Undergraduate Certificate, Interactive Marketing & e-Commerce

DOCKET ITEM:
Southern Oregon University proposed offering an undergraduate certificate in Interactive Marketing and e-Commerce, effective immediately. Students in this program will complete 32 credits – 24 credits of core coursework (direct marketing, Internet marketing and e-commerce, programming II, web authoring, introduction to multimedia, and a course on databases) and 8 elective credits in an approved, related area.

Traditionally, marketing curriculum focuses on mass marketing or segment marketing. It is now practical for companies to reach large numbers of consumers and businesses with marketing that targets individual needs and wants, potentially reducing the amount of unappreciated marketing messages. American consumer spending on products ordered directly online, or influenced by online Internet marketing, reached $36.6 billion in 1999 and was estimated to exceed $1.2 trillion, worldwide, in 2002.

The southern Oregon region is no exception to this significant shift. Interactive marketing and e-commerce is a foundation of many area businesses, from home office to large companies. Bear Creek Corporation, one of the world’s largest direct marketers, is headquartered in Medford. Bear Creek and other regional businesses that conduct e-commerce and other interactive direct marketing experience a chronic shortage of skilled marketing and information technology professionals. This proposed certificate program would help meet that need.

The program is designed for SOU’s business majors, but would also be useful for working professionals who want to update their skills. Graduates of the certificate program would be prepared with the technical skills to work closely with information and web technology groups in business, government, or educational settings. SOU anticipates five graduates per year, doubling to ten or more by the fifth year of operation.

There is no similar program offered by OUS institutions. SOU has sufficient faculty, staff, and facilities to offer this program. All appropriate University committees and the OUS Academic Council have positively reviewed the proposed program.

Staff Recommendation to the System Strategic Planning Committee
Staff recommended that the Board authorize Southern Oregon University to establish a program leading to the undergraduate certificate in Interactive Marketing and e-Commerce. The program would be effective immediately. The OUS Office of Academic Affairs would conduct a follow-up review in the 2008-09 academic year.
COMMITTEE DISCUSSION AND ACTION:

It was moved by Director Lussier and seconded by Director Wustenberg that the Committee recommend approval by the full Board. Those voting in favor of the motion: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

e. Nominations to the Forest Research Laboratory Advisory Committee, OSU

DOCKET ITEM:

Summary

Pursuant to ORS 526.225, Oregon State University nominated Linda Goodman and Roy Woo to the Forest Research Laboratory Advisory Committee and requested the Board make the recommended appointments.

Background

ORS 526.225 specifies that the Board of Higher Education shall appoint a Forest Research Laboratory Advisory Committee composed of 15 members, nine of whom are to be individuals engaged, actively and principally, in timber management of forest lands, harvesting, or processing of forest products; three individuals who are the heads of state and federal public forestry agencies; and three individuals from the public-at-large. Although the statute does not prescribe the terms of the Committee members, the practice has been to make appointments for a period of three years. Traditionally, those who are performing actively and effectively have been recommended for reappointment to a second three-year term, with all members replaced at the conclusion of a second term.

Recommendation by Forest Research Laboratory Director

Dr. Hal Salwasser, director of the Forest Research Laboratory, with the concurrence of President Tim White, made the following recommendations:

- Appointment of Linda Goodman, newly appointed Regional Forester for the Pacific Northwest Region to fill the vacant position as head of a public forestry agency. The position was previously held by Harv Forsgren, who has transferred to Albuquerque, New Mexico. Ms. Goodman began her career with the Forest Service on the Olympic National Forest in Washington State in 1974. During her career, she has worked in a wide variety of administrative and managerial roles at every level of the organization. She has worked in five different National Forests in the Pacific Northwest Region. From October 2001 to June 2002, Ms. Goodman served as Acting Chief of Staff for the Forest Service in Washington, D.C. She provided advice and counsel on all aspects of the management of the Forest Service and represented the Chief of the Forest Service in meetings with the Department of Agriculture, other federal, state, and local agencies, as well as with external partners. Ms. Goodman graduated from Linfield College in McMinnville, Oregon with a Bachelor of Science degree in Management. She continued her education in Forestry at Oregon State University.
• Appointment of Roy Woo, who has been named the Acting State Forester until a permanent State Forester has been chosen. The previous State Forester, James Brown, has resigned to accept a position in the Governor’s Office as the Natural Resources Policy Director. The State Forester position on the Advisory Committee is a statutory requirement. Mr. Woo has served as Deputy State Forester of the Oregon Department of Forestry since June 1, 2000. In his 30 years with the agency, he has held several positions including: Northwest Oregon Area Director, Klamath Falls District Forester, Assistant Personnel Director in Salem, and forester positions in Coos Bay, Dallas, Tillamook, and Prineville. Mr. Woo graduated in 1972 from Washington State University with a degree in forest management.

Staff Recommendation to the System Strategic Planning Committee
Staff recommended that the Board approve the above appointments to the Forest Research Laboratory Advisory Committee.

COMMITTEE DISCUSSION AND ACTION:
Director Lussier asked President White to provide additional background information on the role of the Forest Research Laboratory Advisory Committee. President White indicated that this is a state-mandated Board that advises Oregon State University. Director Lehmann added that it is a model collaboration that brings together leaders from the public, private, and University communities to set the research agenda for the Forestry program.

It was moved by Director Lussier and seconded by Director Wustenberg that the Committee recommend approval of the staff recommendation. Those voting in favor: Directors Lehmann, Lussier, Watari, Wustenberg, and Bassett. Those voting no: none.

4. Report Item
   a. OUS Diversity Report 2003

   Student, Faculty, and Staff Racial/Ethnic Diversity: A Retrospective of Five- and Ten-Year Progress

   DOCKET ITEM:
   Summary
   During the past several years, the Oregon University System (OUS)–in keeping with its mission to serve the public–has moved toward an enhanced understanding and incorporation of diversity into multiple aspects of the universities. These activities are aligned with the modern concept of educational diversity, which includes striving toward enhanced representation, inclusion, and engagement of diverse people and considerations throughout institutional endeavors. Diverse educational environments promote opportunities for robust exchanges of ideas, communication of varied perspectives, and the production of well-versed and culturally sensitive graduates. Within OUS, considerations of diversity are found within the traditional aspects of university contributions, including teaching, learning, research, and community service. The 2003 OUS Diversity Report provides a retrospective of progress made within the period from 1992 through 2002 in relation to various aspects of diversity enhancement.
Incorporation of Diversity Considerations into University Environments
The report included brief descriptions of the initiatives taken within OUS institutions to enhance representation, inclusion, and engagement.

Representation
Each OUS institution has enhanced the representation of diverse populations within the campus environment. Within the OUS vision of diversity, initiatives relating to representation seek to provide opportunity, enhance campus environments, and fulfill the mission of public higher education institutions as dynamic establishments that support surrounding communities and guide the production and attainment of knowledge that moves society forward. Campus initiatives seek to include diverse populations within outreach efforts to students in the K-12 pipeline in order to enhance awareness of, and preparation for, higher education. Admission offices actively seek to provide information and recruit students of diverse backgrounds. OUS institutions engage in efforts to educate university search committees regarding outreach to diverse faculty/staff employment candidates.

Inclusion and Engagement
With representation (i.e., quantity) being but one factor in comprehensive efforts to provide enhanced campus diversity, each OUS institution provides opportunities to facilitate the incorporation of considerations of diversity into the fabric of the campus community. Within the OUS vision of diversity, activities that promote inclusion and engagement (i.e., quality of experience) seek to create environments that are progressive and responsive, provide benefits for all OUS populations, and that celebrate the achievements and contributions of all participants. Examples of these initiatives include campus-wide diversity councils; the enhanced participation of faculty, staff, and students of color throughout the institutions; attention to the incorporation of diversity considerations into the curriculum; events that encourage awareness and celebration of the contributions of diverse individuals and communities; and the sponsorship of institutionally- and student-sponsored events that enhance the learning environment.

Progress Toward the Enhanced Representation of Diverse Student, Faculty, and Staff Populations
OUS continues to make strides in the representation of diverse student, faculty, and staff populations. Given the relatively small total OUS populations of people of color, this report includes both absolute (numerical) representation (through which gains in representation can be seen clearly) and percentage representation and change, which provide a perspective on proportions and growth for U.S. citizens within total OUS populations. Comprehensive data within the ten-year period are included whenever possible; however, there are a few instances for which consistent data are available for only the five-year period (1997 to 2002).

Transition Period
New for 2003, the report included an overview of changing considerations of race/ethnicity within the U.S.; the impact of these changes on population reporting and
educational statistics; and the incorporation of student enrollment data (currently the first category within OUS for which these data are available) that include those students who report more than one race. As additional modifications to race/ethnicity data collection and reporting are made within OUS and educational institutions nationally, more comprehensive compilations for all categories of student, faculty, and staff data will be available in the future.

Selected Data Highlights

Student Enrollment
- The total enrollment of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students increased from 6,813 (10.7%) in fall 1992 to 10,068 (12.9%) in fall 2002.

- The total enrollment of students reporting more than one race increased from 212 (0.3%) in fall 1997 to 678 (0.9%) in fall 2002 (these data are unavailable for fall 1992).

Degrees Awarded
From 1991-92 through 2001-02, a total of 113,814 degrees were earned by OUS students at all levels. During this period, 11,653 degrees were earned by African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino students, representing 10.2% of all degrees.

Faculty/Staff Representation
The representation of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino faculty/staff increased from 850 (8%) in 1997-98 to 1,032 (8.3%) in 2002-03. (Comparable System data are unavailable for 1992-93.)

Full-Time, Ranked, Instructional Faculty
The representation of African American, American Indian/Alaska Native, Asian/Pacific American, and Hispanic/Latino full-time, ranked, instructional faculty more than doubled in the ten-year period from 1992 to 2002. Representation of this group increased from 126 (5.2%) in 1992-93 to 264 (10.4%) in 2002-03.

COMMITTEE DISCUSSION:
Vice Chancellor Clark introduced the report and indicated there had been significant interest in the report at the recent hearing of the Education Subcommittee of Ways and Means. Specifically, there was a great deal of interest in the initiatives that are underway on the campuses to increase diversity. Dr. Clark indicated that, “We usually focus on representation and increasing numbers and proportions. But as Dr. Yvette Webber-Davis will point out, that is just where it starts. Moving beyond that to the themes of inclusion and engagement are of greater importance.” Dr. Webber-Davis, Director of Diversity Planning and Special Projects in the Chancellor’s office, highlighted important elements of the report.
Summarizing the themes, Dr. Webber-Davis highlighted the aspects of the report related to inclusion and engagement, indicating that although these themes are at the heart of diversity efforts on campus, they are the more difficult ones to examine for change and improvement.

An important addition to the categories of groups studied is a new category, understood by students at the time of enrollment, for students who report more than one race. This is a growing category of people throughout the country, particularly on the West Coast. Because this is a new category, comparative data are not yet available.

Dr. Webber-Davis pointed out that majority students overwhelmingly populate OUS campuses and the other categories of students, in comparison, are very small. “I think this provides an understanding of what it might feel like to be a person of color on our campuses,” she observed. The diversity of students on OUS campuses is very similar to those reported in the 2000 census. Approximately 13 – 16 percent of the population of Oregon is people who are reported belonging to a group of color.

It was pointed out that the foreign student population on the campuses are not included in the report, since data on country of origin is collected, not their actual race.

Relative to achieving faculty tenure, Director Watari asked if there were differences based on race. Dr. Webber-Davis indicated that it was not included in the report. Director Richmond observed that it would be important to follow-up on this point. “We should be asking, ‘What is the success time-to-tenure, time-to-promotion of these faculty (of color) relative to white faculty, to make certain that there aren’t problems that might be systematically holding them back.”

The final observation Dr. Webber-Davis made was that it was important to continue to focus on sustaining the OUS vision of diversity. “In other words, making sure that we continue to look, not only at representation, but at inclusion and engagement. The second: remaining competitive with our institution’s ability to attract and retain diverse faculty and staff. And finally, ensuring that our planning includes diversity considerations across-the-board. And, as we’re talking about access and affordability, I think it is very timely,” Dr. Webber-Davis concluded.

In response to a question regarding the field of education and preparing teachers for the future, it was pointed out that this was a profession that, in the past, had attracted students of color. However, that has been shifting over time and, at the present, is not seen as a very prestigious occupation. Moreover, higher salaries are available in many other fields.

Director Bassett observed, “The numbers indicate that we are paying attention. What I would like to do is schedule for this Committee’s agenda sometime over the next two or three months, an hour block of time when we can explore the ‘what more can we do about it’ aspect of this report.” Director Lussier observed that “it isn’t just getting into college, it is having an environment that’s conducive to staying and feeling supported. I
think that really is involved in various campus initiatives and they are very interesting. At some point it would be interesting to have a discussion not just about where we are, but where we’re going and what the goals might look like.” Director Richmond added that she would like to hear the voices of some of the students of color.

5. **DISCUSSION ITEM**
   a. **Board Position on Quality, Access, and Affordability**

Director Bassett opened the discussion on quality, access, and affordability by repeating part of the testimony he had given at the Education Subcommittee on Ways and Means. An abbreviated outline of Director Bassett’s presentation follows:

- There are major trade-offs that have to be made at any budget number currently being discussed in Salem.
- As we engage the legislative events and agenda as a Board, it seems important that we rely on the work that the Board has done, even though it is not completed.
- It is tempting for any human being, including Board members, presidents, and others, who face such circumstances to react as one goes, to take it as it comes, to incrementally handle the latest news, whatever it is, on the assumption that this circumstance is only temporary, and that things will get better.
- Director Bassett advised the Ways and Means Subcommittee to think about this and to respond differently. The Board is engaged in the kind of policy work that is necessary to do this.
- While the budget situation is still evolving, this does not seem like a temporary circumstance. It is better to stabilize the University System capacity in a way that does offer predictable, even if reduced, levels of access, and predictable, even if growing, levels of tuition to Oregonians looking to go beyond high school with their education.
- For the subcommittee, he reviewed the policy assumptions of the Board. He then stressed the necessity of the legislature to provide the tools to the System at all levels, to address the current situation. There is a need for the legislature to understand how important it is to have the tools to perform the tasks ahead. Not just the Flexibility Initiatives are needed—understanding on the part of the Governor, legislators, and others that terms like quality, access, and affordability actually mean something.
- The presentation then provided an overview of how the Board is considering the three key elements—quality, access, and affordability, and the need to identify a point at which the three can remain in balance.

Continuing, Director Bassett indicated that all of this leads to a recent discussion with the State Board of Education. “There was,” he reported, “agreement at the last meeting of the Joint Boards Working Group that there should be a joint postsecondary education statement indicating the willingness of the Boards and of the decision makers in both systems to do this heavy lifting if the Governor, the legislature, and others will acknowledge the necessity to do it and will support us with the tools that are needed. All
of this leads to discussions with the Governor and, sometime shortly after that, with legislative leadership, about the importance of their support.”

Director Wustenberg observed that this is a shift in the way in which the Board has traditionally worked with the legislature. “We are trying to acknowledge that whatever the legislature does, the responsibility for what we provide the student is our responsibility. We don’t accept their (students’) money lightly. We have an obligation. We have to say we cannot do it for more than this number of students. That’s entirely different from the way we’ve been approaching the legislature.”

It was agreed this was the essence of the direction needed for the discussions. “It is not as big a shift logically as it is politically,” Director Bassett said. “Which is the worst broken promise? That the quality of your degree is worth less and our reputation as a state that produces graduates of quality slips? Or, that fewer students get educated?”

It was pointed out that of the three elements—quality, access, or affordability—the most difficult to measure is quality since there is a lag between when the resources begin to decline and the effects are noticed. Director Young observed, “Usually a person has one college experience and that is their frame of reference. So some of these components of quality you need time to understand and be on campus to figure out what works and what doesn’t. If we keep eroding quality, who’s going to stand up and say ‘that’s enough’? Most students won’t even be there.” There was agreement that a statement needs to be made that captures sensible measures of what quality means.

President Frohnmayer reminded the Board that we are in international competition—some campuses more than others. For example, for the University of Oregon, 100 foreign students means $1.5 million in resources. “If they perceive, or the grapevine has it, that they are not getting their classes on time, not only do we lose them from the existing student body, but our capacity to recruit them, either from across the seas or more likely from the high schools and regions from which they come, is diminished.”

President White added that any policy statement of the Board needs to fit for either the “good or the bad times. If some other index of quality needs to be identified that works and becomes unambiguous for us, then I think we need to do that. I think the notion of student FTE-to-faculty FTE may be a kind of number that becomes less sensitive to what the actual dollar amounts are, but gives us a sense of how much faculty we have relative to how many students we have, and use that as our quality index.”

Director Bassett responded that he thought the quality anchor works both ways, but “what it anchors is the return to access and a return to affordability.”

The primary short-term strategy, Director Lussier pointed out, is to educate the Governor and legislative leaders about the interactive nature of the three issues. “They have always been interactive,” he observed. “But that has not been acknowledged because we haven’t had a quality issue. We do now and we need to demonstrate there
are qualities below standard now and we don’t have elasticity. We already get an ‘F’ in affordability, so we can’t do any worse than that.” Director Lussier indicated that in his view, we are down to one variable—quality—and that there is a need to define and demonstrate that quality does have some limits.

President Zinser reminded the Board that there is a concern that private donors might lose confidence in the institutions if quality is allowed to deteriorate. “When they see that the Board, the leadership of the System, and our presidents and institutions are drawing a line in the sand on quality, they are more likely to make investments in the institutions than they are if we’re not doing that,” she concluded.

Ms. Melissa Unger, legislative director for the Oregon Student Association, indicated that it was important to keep a balance when thinking of quality, access, and affordability. She urged the Committee to assure that we are not pricing students out of the System through increased tuition. Her major point was that there would be too many students who wouldn’t be able to enter college and complete a bachelor’s degree and that would impact them for the rest of their lives.

President Frohnmayer reflected that Oregon is not hermetically sealed. “We’re painting on a national canvas,” he said. He emphasized that a college education is not just for an individual’s good—it is an investment in the public good and in the national good, as well.

Chair Bassett highlighted the importance of having an approach to maintaining quality that is endorsed by both the Board of Education and the Board of Higher Education and that there is an urgency in coming to agreement on what it contains. Director Richmond asked if it were too late to have any influence on the Governor or legislators. It was agreed that the timeframe is not very long and that there is an urgency to come to agreement on it as soon as possible. Grattan Kerans, Director of Government Relations, concurred that there is time to come to agreement on a statement and get it to the Governor and legislative leadership.

6. ADJOURNMENT
The meeting adjourned at 3:23 p.m.