# REGULAR MEETING OF THE
OREGON STATE BOARD OF HIGHER EDUCATION

June 21, 1996

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OREGON STATE BOARD OF HIGHER EDUCATION
MINUTES OF REGULAR MEETING
ROGUE RIVER ROOM, STEVENSON UNION
SOUTHERN OREGON STATE COLLEGE

ROLL CALL

The meeting of the State Board of Higher Education was called to order at 8:05 a.m. by President Les Swanson.

On roll call, the following answered present:

Mr. Bob Bailey        Mr. Mark Rhinard
Ms. Diane Christopher Ms. April Waddy
Ms. Gail McAllister   Mr. Jim Willis
Mr. Rob Miller        Mr. Les Swanson

Ms. Esther Puentes arrived after the minutes were approved. Dr. Aschkenasy was absent due to illness. Mr. Imeson was absent due to a business conflict.

MINUTES APPROVED

The Board dispensed with the reading of the minutes of the May 17, 1996, meeting of the Board. Mr. Miller moved to approve the minutes, and Ms. Christopher seconded the motion. The following voted in favor: Directors Bailey, Christopher, McAllister, Miller, Rhinard, Waddy, Willis, and Swanson. Those voting no: none.

PRESIDENT’S REPORT

President Swanson thanked SOSC President Reno for hosting the Board meeting and Renewal Work Session.

Recognition, B. Bailey, R. Miller

Mr. Swanson noted that this was the last Board meeting for Mr. Rob Miller and Mr. Bob Bailey. Both of them have served two terms on the Board — outstanding years of excellent work and immense commitment of time and energy. Chancellor Cox echoed President Swanson’s sentiments. “They have always met our requests for their time and services, sometimes at great personal sacrifice. They have brought to the Board a sense of purpose and commitment, but also a sense of joy for the work.”

Announcement of New Board Members

Mr. Swanson introduced newly confirmed Board member, Dr. James Whittaker, whose term of office will commence July 1, 1996. Mr. Swanson indicated that he would be participating in the Board Renewal Work Session. Dr. Whittaker is a farmer from Pilot Rock,
Oregon. He holds a bachelor's degree from OSU, and a master's degree and Ph.D. in economics from North Carolina State University. In addition, Ms. Phyllis Wustenberg was confirmed and Ms. Esther Puentes was reappointed for another term. Ms. Wustenberg is a retired farmer and homemaker from Bay City, Oregon. She received her bachelor's and master's degrees from Oregon State University.

Recognition,  
J. Watt

President Swanson also recognized Representative John Watt in attendance at the Board meeting and thanked him for coming.

Message,  
L. Hannon

Mr. Swanson introduced Ms. Barbara Allen, vice president of the SOSC Foundation. She spoke on behalf of Senator Hannon. The text of her remarks, read from a letter from Senator Hannon, follow.

"For some years now, I have had an opportunity to make brief remarks to the members of the Oregon State Board of Higher Education when it meets here in Ashland. Unfortunately, I am in Salem today for a legislative meeting and must present my thoughts to you through this letter.

"Your meeting today represents an important stage in the Strategic Planning Initiative you began last December. I congratulate you not only for recognizing the need for and taking the steps necessary to engage Oregonians across the state in a discussion of ways the university system might be more responsive to their needs, but also for the way in which you have conducted that discussion. Earlier this week, the Associated Oregon Industries, the Oregon Business Council, the Portland Chamber of Commerce, and the Oregon Chapter of the American Electronics Association jointly issued a report that represents a virtually unprecedented expression of interest in the future of public higher education by the business community of our state. This interest, together with your own, the Governor's commitment on the part of the legislative leadership—all of these give cause for optimism.

"I urge you to commit to making those changes, and making them soon, that will have the effect of both differentiating and strengthening the mission of each OSSHE institution while also linking them in such a way that they will share the wealth they represent more efficiently across the state. We all recognize the need for the region's university system to act in a more entrepreneurial manner, to be not just responsive to the needs of the various publics—but they the various
students they serve, the business with which they interact, or the communities with which they partner — but to anticipate those needs and be more forthright in defining and meeting them.

"Throughout this process, we must not forget our students, especially those who struggle to accommodate the tremendous growth in tuition that has occurred over the past five years. To remain faithful to our promise that a high-quality public higher education will be available to them at an affordable price, we must all work together to find new ways of increasing student financial assistance.

"Closer to home, permit me to say a few words about this institution on whose campus you are meeting today.

"I am pleased to report that Southern Oregon State is already greatly involved in the life of this region. As a Board-designated Center of Excellence for the fine and performing arts, it plays a major role in the cultural vitality of southern Oregon and expects, through its plans to construct a Center for the Visual Arts, to play that role even more effectively.

"'Partnerships' is the key word locally, and Southern Oregon State College has made a sustained and well-received effort to establish links that benefit students, faculty, and their business or community partners.

Finally, I would urge you to do all you can to allow this institution and those other OSSHE campuses that play such a vital role within their regions, to do so ever more effectively by giving them a name that correctly describes them in today's higher education marketplace. That name is 'university.' As you challenge each campus to be more entrepreneurial, to recruit students more widely, to be more international in their student body as well as their curriculum, and to partner in regional economic development, give each of us the 'competitive edge' needed to fulfill your mandate.

"On behalf of our Southern Oregon Legislative Delegation, I offer you a warm welcome and sincere best wishes on your deliberations."

President Swanson thanked Ms. Allen for delivering Senator Hannon's remarks, and acknowledged the Senator's support of higher education over the years.
Chancellor Cox asked Vice Chancellor Ihrig to provide the Board with a brief update on the status of the collective bargaining work.

Vice Chancellor Ihrig indicated that the Oregon Public Employees' Union (OPEU) ratified the bargaining agreement. "It was ratified 87 percent to 13 percent — an overwhelming ratio. We have acted to ratify it also in the name of the Board. It is in place now through June 30, 1999. It is an outstanding start in our first bargaining session. We are doubly pleased with two other associated events. On May 3, the OPEU board approved the joint vision statement made with this Board. That will serve as the foundation for future interactions. As part of that agreement, there will be an examination of salary and benefits for the 1997-1999 biennium starting in December of this year. In addition, union members and our staff in human resources will conduct a joint market survey to develop benchmark classifications for determining appropriate salaries. That is the first time this has been done in a joint effort."

Dr. Cox announced that former Board member, Bobbie Lee, was elected to the Eugene City Council, and that Mark Rhinard was his campaign manager.

The Chancellor congratulated EOSC President Gilbert on receiving an award from the Confederated Tribes of Warm Springs for his leadership and dedication to Indian education.

Ms. Martha Sargent, president of the Interinstitutional Faculty Senate, thanked Mr. Bailey and Mr. Miller for their years of work on the Board on behalf of education in this state.

Finally, Dr. Cox indicated that he and staff had been meeting with the Oregon Association of Student Financial Aid Officers. "This is the first time student financial aid officers from public and private institutions have come together to increase basic state support for students, regardless of where they attend."

Officials at Oregon State University have requested that an off-campus parcel of land be declared surplus and available for sale. The property is a 6.7-acre unimproved site located approximately one mile west and one and one-half miles north of the main University campus.
The property is part of a parcel acquired in 1940 from Leslie and Mary E. Lilly and is currently known as the Hill Farm. It is being used by the College of Agriculture for grazing purposes. The City of Corvallis has requested that they be allowed to purchase the property for the siting of a fire station to provide improved fire and ambulance response times for the northwest and west areas of the City of Corvallis, which are experiencing increased residential development. The City has offered to purchase the property at its fair market value, and University officials have had the property appraised to determine this value.

University officials have contacted other University units with a potential interest in the property and have received no objections to the proposed sale. In addition, the University has worked with the Corvallis City Manager to identify a site that is suitable for the City's needs and the least intrusive to the University.

The receipts from the sale would be used by the College of Agriculture to further their academic and research pursuits.

**Staff Recommendation to the Board**

Staff recommended that the land be declared surplus and made available for sale to the City of Corvallis.

**Board Discussion and Action**

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

**Summary**

Western Oregon State College is requesting Board approval for the acquisition of a 15.542-acre parcel of undeveloped land adjacent to the northwest part of the campus to create a Public Service Park. Creation of this new park will enable the Police Academy and the Military Academy to relocate their training operations from current locations near Corvallis. It will also provide land on which the College may construct facilities to enable relocation of operations from the core of the campus, thereby freeing up the campus facilities for use...
by WOSC in accordance with their campus Master Plan and as
detailed in their 1997-1999 capital construction program request.

Staff Report to the Board

As part of their 1997-1999 capital construction program, WOSC has
submitted a request to fund a project entitled "Enrollment Growth
Accommodation/Public Service Partnership, Phase I." This project
has been identified as the College's highest priority and only
submittal for Education and General projects for the upcoming
biennium. The project represents a comprehensive solution for
program and space needs of the College and its public service
partners, the Oregon Police Academy (OPA) and the Oregon Military
Academy (OMA). This initiative has the full support of both the OPA
and the OMA, which have agreed to relocate their facilities to the
western portion of campus, thus permitting Western to give priority to
expanded library, classroom, student housing, and conference
facilities within the core of the campus. Relocation of the Police
Academy and the Military Academy to a common site that incorpo-
rates all training facilities will provide efficiency of construction
through shared facilities between themselves and with Western. In
addition, Western will add needed square footage at considerable
savings over the cost of new construction. Western officials have
been in negotiations with the Police Academy, and an agreement in
principle has been reached wherein the Police Academy would pay
an accommodation fee to the College that would be used to help
finance the acquisition. A Letter of Intent from the Police Academy for
the accommodation fee is forthcoming and will be followed by an
intergovernmental agreement for the use of the property.

The owner of the parcel has given the college a limited time option to
purchase. Should the option not be accepted, the owner plans to sell
the property to a developer. A portion of the parcel is within the City
of Monmouth boundaries, and the remainder is within the City's urban
growth boundary. The area is zoned multi-family and low-density
residential. WOSC officials have discussed zoning changes and/or
incorporation needs with City officials, who have expressed complete
receptivity to accommodating the College's needs. Since the land is
currently being used for agricultural purposes, no zoning change is
being requested at this time.
The owner has offered this parcel to the College for $361,000, which is less than a current appraisal obtained by WOSC. Funding for the purchase will come from funds available to the institution.

Staff Recommendation to the Board

Staff recommended that Western Oregon State College officials be authorized to proceed with negotiations to purchase the 15.542-acre parcel of land currently being offered by Margaret L. and Wilfred Schultz at a price not to exceed $361,000.

Board Discussion and Action

In introducing this item for action, Vice Chancellor Ihrig indicated that there has been a $1 million anonymous gift for the library improvement, the largest gift in the history of WOSC.

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

Summary

The University of Oregon is seeking Board approval to establish a three-phase project for intercollegiate athletic facilities near Autzen Stadium, consisting of an indoor practice facility, a soccer field, and other practice fields. This project will provide the University with indoor practice areas for women's softball, women's soccer, men's and women's track and golf, and football, along with outdoor practice and competition facilities for women's soccer and practice facilities for football.

Staff Report to the Board

Inclement weather is one of the challenges to producing successful outdoor competitions in intercollegiate sports in the Northwest. The women's softball team is hampered by weather during the winter months while trying to prepare for spring competitions, as are track and field and golf. In an effort to gain gender equity among its intercollegiate sports offerings, the University is adding women's soccer beginning fall 1996 and will need a competition and practice
field, as well as indoor practice areas in inclement weather. For the last several seasons, the University of Oregon's football team has achieved unprecedented success, earning trips to the Rose Bowl and Cotton Bowl. These achievements have occurred in spite of weather conditions that have resulted in 25 of 30 spring practice sessions being held in the rain or on artificial turf due to sloppy conditions on the grass practice fields. Toward the end of the fall seasons and into Bowl preparation, rain, mud, and the seasonal reductions of daylight have made the grass practice fields unusable 60 percent of the time. Therefore, the University is recommending the construction of an all-weather indoor practice facility to serve as a companion to outdoor practice fields.

The primary feature of the project will be a 130,000-square-foot indoor practice facility that will contain a single room large enough to house a complete football field and associated safety margins. The facility will be modeled after similar indoor athletic practice facilities in use at Purdue University, Indiana University, and the University of Michigan. The main room will be 70 feet high and will be floored completely in synthetic turf (with the exception of a 120-yard four-lane track along one side). Ancillary spaces will house a new "duck shop" for sports paraphernalia, restrooms, storage areas, and mechanical rooms. The building, to be constructed just south of the Casanova Center at Autzen Stadium, will serve all sports, but will be of particular benefit to women's softball, women's soccer, men's and women's golf, and track and field, as well as football. Its adjacency to Autzen Stadium will allow it to double as the site for pre-game alumni gatherings as well. As this will be the first facility of this kind on the West Coast, the competitive advantages it will offer to the institution in recruitment and performance are substantial. The cost of this first project phase is estimated to be $12 million.

The second phase of this project will be the construction of a grass soccer field for competition and practice, with spectator viewing from a berm along one side of the field located just west of the indoor practice facility. This second phase is estimated to cost $800,000.

The final phase of the project is the construction of additional grass fields for use by the football team, which currently uses fields on land leased from Lane County. The long-term availability of the current leased fields is uncertain, given Lane County's plan to develop a juvenile justice center on the lands surrounding the leased field. The
grass fields will provide facilities that, in conjunction with the new indoor practice facility, will bring stability to the practice schedule. These fields, estimated to cost $1.0 million, will be located to the west and north of the women's soccer field and will replace the current practice fields on land leased from Lane County.

The $13.8 million project will be funded entirely with gifts that the University is actively pursuing. University plans call for construction to begin in November 1996, pending Board and Emergency Board approval and the completion of successful fundraising.

Staff Recommendation to the Board

Staff recommended that the Board approve in concept the three-phase Intercollegiate Athletic Facilities Improvements Project in order to allow the Board's office to seek authorization from the Emergency Board for an expenditure limitation of $13.8 million for the project. Staff also recommends that the Board authorize the Vice Chancellor for Finance and Administration to approve proceeding with bid solicitation to construct the facilities when the University demonstrates that adequate gift funding has been secured to fund the project as designed and is available for expenditure.

Board Discussion and Action

Mr. Miller asked who would be responsible for maintenance of the facility. Vice Chancellor Ihrig responded that the UO athletic department would be responsible. Mr. Miller asked approximately what such maintenance would cost. Vice President Dan Williams responded that it would cost approximately $275,000 to $300,000 annually and could be managed within the present gift budget of the department.

Mr. Rhinard asked if construction would be delayed because of the gift funding. UO President Frohnmayer indicated that soon the University will exceed their current goal for gift funding. Mr. Ihrig added that this item will go to the Emergency Board for authorization. Following that authorization and when funding is available and in the account for the project, then the University will be authorized to proceed with obtaining bids. "There will be no delays in coming back to the Board a second time."
Ms. McAllister asked why Emergency Board authorization was required. Mr. Ihrig responded that the Board cannot enter into any capital project without legislative or Emergency Board authority to expend the money for projects, regardless of the funding source.

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

B.S. IN BIOLOGICAL ENGINEERING, OSU

Introduction

Oregon State University (OSU) requests authorization to offer a new instructional program leading to the Bachelor of Science (B.S.) in Biological Engineering. Biological engineering is an emerging, interdisciplinary field of study that enables individuals to analyze and solve engineering problems within the complex realm of biological systems. The Board reviewed a preliminary proposal for this program on February 16, 1996. The proposed program will be offered by OSU’s Department of Bioresource Engineering (which already provides master’s- and doctoral-level training) in the Colleges of Agricultural Sciences and Engineering. This department would now also train students at the baccalaureate level. This proposed program will (1) provide students with a strong background in engineering and life sciences, (2) train highly qualified professionals for the agricultural, biological, food, medical, and pharmaceutical industries, (3) prepare students for graduate studies in related fields, and (4) prepare individuals for registration as professional engineers. The program plans to seek and gain accreditation by the Accreditation Board for Engineering and Technology (ABET) and to foster interdisciplinary teaching and research activity among the engineering, agricultural, and biological sciences faculty at OSU. No other undergraduate program in biological engineering exists in the state of Oregon.

Staff Analysis

1. Relationship to Mission

The proposed program is directly related to Oregon State University’s long-standing land-grant mission — an institution with a strong emphasis in agriculture, engineering, and
physical/life-sciences programs. The proposed biological engineering program is interdisciplinary in nature and requires the integration of such fields as mathematics, chemistry, physics, biological sciences, and engineering. The proposed undergraduate program builds on efforts underway at OSU for over a decade, when the institution recognized opportunities in the emerging area of biotechnology and established the Center for Gene Research and Biotechnology. This Center was created to foster research collaboration among faculty research groups in the Colleges of Engineering, Forestry, Pharmacy, Science, and Veterinary Medicine and places OSU among the national leaders in biotechnology research. By intertwining biotechnology with OSU's strengths in engineering and pharmacy, this proposed undergraduate program will advance the institution's mission, as well as its commitment and contributions to the biotechnology field.

2. Evidence of Need

Industries that rely on personnel trained in bioengineering fields are experiencing significant growth, and the rapidly expanding biotechnology industry in Oregon and the Pacific Northwest will particularly benefit from this proposed program. Recent advances in recombinant DNA technology have expanded the opportunities for exploiting biological systems and for increasing the number and quality of biologically based products. In 1992, the National Research Council reported that most training and education of bioprocess engineers occurred at the graduate level, and OSU's experience is consistent with this observation. The Ph.D. program in Bioresource Engineering has been in existence since 1991 and was the institution's first step in formally bridging the biosciences with engineering in order to address important needs in the bioprocessing area. However, in the present day, as biologically derived products move from research to production, needs for different staff distributions are developing. The shift is from an emphasis on Ph.D.-level research scientists to B.S.-level process engineers, cell culture and fermentation specialists, and bioseparation experts. Data gathered by the U.S. Congress' Office of Technology Assessment suggests the demand for trained personnel has changed, or is changing, in biotechnology companies and that several organizations have reported
"difficulties hiring biochemical engineers at the B.S./M.S. level with cell culture and fermentation experience." A graduate of OSU's proposed B.S. program in Biological Engineering would be highly qualified for positions such as these, as well as for employment in more traditional engineering fields such as the agricultural, chemical, food, and environmental industries.

The increased demand for qualified biological engineers is reflected in the substantial student interest in the field. Recently established B.S. programs at other institutions show steady growth in enrollment in the first five years of operation. Rutgers University's biological engineering program climbed from 32 to 134 students in a five-year span, Clemson's University's program rose from 20 to 70, and the University of Nebraska-Lincoln's program expanded from 26 to 58. Several programs have sustained total student enrollment of over 100 and it is anticipated that OSU's proposed program will elicit a similar response.

3. Quality of the Proposed Program

In the past decade, OSU has made significant commitment to the advancement of this field through the establishment of the aforementioned Center for Gene Research and Biotechnology, which has positioned OSU among the national leaders in biotechnology activity. Following this model of success, this proposed undergraduate degree program is anticipated to be of the highest possible quality, both in terms of curriculum as well as faculty to deliver the curriculum. The 192 course credits required for this degree meet the requirements for OSU's baccalaureate core, which includes a number of writing-intensive courses. Students in the program will be prescribed a program that includes courses in mathematics, chemistry, physics, biological sciences, general engineering and engineering science, and biological engineering. This proposed course of study meets or exceeds all ABET requirements in areas designated for an accredited biological engineering program. Further, OSU's strong commitment to teaching and research in biotechnology is reflected in the quality of the current faculty in the Department of Bioresource Engineering who are well qualified to deliver this proposed program. Recently (1994-95), two faculty with teaching and research
expertise in the bioprocess engineering area have been added. A third new faculty member with expertise in bioprocess engineering will join the department in July. Combined with the existing faculty, a core group of six faculty members with strengths in bioprocess engineering will be responsible for the new B.S. in Biological Engineering program.

4. Adequacy of Resources to Offer the Program

Faculty. No new funds are sought in order to implement this proposed new program. Five of the six core faculty positions are in place, and the sixth will soon be in place as a result of filling the faculty line made available by (former department chair) Dr. Hashimoto’s move to OSU’s Academic Affairs office. In addition to the newly acquired faculty members, the teaching efforts of several tenured faculty members have been redirected to support the new bioengineering emphasis. And, although the Department of Bioresource Engineering has offered a graduate program, many of the course offerings were at the combined upper division-graduate level. No major changes are anticipated in order to deliver course content to undergraduates.

Library, Facilities, and Equipment. The library holdings of OSU are considerable in the areas of the agricultural, physical and biological sciences, and engineering. They are adequate to meet the needs of an undergraduate biological engineering program. The Department of Bioresource Engineering is housed in Gilmore Hall which, since 1990, has been completely renovated with the inclusion of nine new research laboratories, graduate student offices, a student computer lab, and a remodeled classroom. The adjacent Gilmore Annex has also been remodeled to accommodate two new graduate student offices, a fully instrumented teaching laboratory, a research laboratory, and a research shop. Further, a $5 million addition to Gilmore Hall has been included in OSU’s Education and General Projects for 1999-2001, which will provide an additional 10,500 square feet of teaching and research laboratory space. Finally, to accompany the renovated facilities and planned building expansion, the Department of Bioresource Engineering has invested in a substantial amount
of additional equipment to support its teaching and research efforts.

Program Review

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

Staff Recommendation to the Board

Staff recommended that the Board authorize Oregon State University to establish a program leading to the B.S. in Biological Engineering effective fall term 1996, with the first freshman cohort entering in fall term 1997. A follow-up review of the program will be conducted by the State System Office of Academic Affairs in the 2002-03 academic year. The proposal should be placed on the consent agenda for final action at the July Board meeting.

Board Discussion and Action (June 21, 1996)

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

M.A., M.S., & PH.D. IN HISTORY OF SCIENCE, OSU

Introduction

Oregon State University (OSU) requests authorization to offer master’s degrees (both M.A. and M.S.) and the Ph.D. in History of Science. The history of science focuses on the study of the development of scientific thought, studies the relationship of science to its cultural context, and analyzes the place of scientific endeavor in society. This interdisciplinary field bridges the humanities, social sciences, and the natural sciences. OSU has long had course offerings in the history of science area at the undergraduate level and has offered graduate degrees granted under general science. In 1992, the existing program was moved from the Department of General Science (which was eliminated at that time) in the College of Science to the Department of History in the College of Liberal Arts. The proposed program, offering degrees through the College of Liberal Arts, would be the only one in the state of Oregon, and is greatly strengthened by the Thomas Hart and Mary Jones Horning
endowment, which funds two chaired professors in the History of Science — and also provides resources for visiting scholars and invited lecturers, enhancing library holdings, and subsidizing graduate students.

Staff Analysis

1. **Relationship to Mission**

   The proposed program is directly related to OSU’s land-grant mission. History of science is an interdisciplinary subject that brings together faculty and students from the natural sciences, technology, humanities, and the social sciences — emphasizing both science and its applications. Research in the history of science informs knowledge development in science education, science policy, technology assessment, environmental science, natural resource management, and environmental ethics. Both undergraduate and graduate students benefit from history of science offerings. Courses in this area are an important component of the baccalaureate core, for example, and are utilized by many other programs, especially in areas such as science education and biology. Graduate students from a number of disciplines will also be able to make use of program offerings that will provide them with the historical, social, and cultural context for a range of science-related issues. Additionally, this program will provide graduate students with a minor in History of Science — formalizing and accurately naming a minor that many students had previously labeled as an “integrated minor.”

2. **Curriculum**

   The existing History of Science program has been an intellectually stimulating force at OSU by providing a forum to promote interaction among individuals from different disciplines who are concerned about the social impact of science and technology and the cultural context of scientific work and technological innovation. This proposed program would formalize this activity into degree offerings at the master’s and doctoral levels.
Master's Degrees (M.A. and M.S.). Both degrees require the completion of 45 hours of graduate credit. Candidates are required to have major field coursework consisting of 24 hours from a list of approved history of science courses – and a minor field of 15 hours in science, history, or related field. The M.A. requires demonstration of reading knowledge of a foreign language. A thesis is required for either degree.

Doctoral Degree. The equivalent of three years of graduate work beyond the baccalaureate is required for the Ph.D., including a thesis. This work should include the equivalent of the requirements for the master's degree and additional work in the major and the minor. Two foreign languages are required.

3. Evidence of Need

OSU's request for this program is based on need as well as capacity. The need for historians of science exists on an intellectual level; scientists, science educators, and policy makers realize that many of the problems they face cannot be understood without taking into account the past. This field of study traces the history of scientific problems and issues and provides understanding of the social and cultural contexts in which such problems arise and are defined. In terms of employment, historians of science find homes in academic institutions, archives (government and private), museums, and government agencies and private organizations dealing with science policy and/or technology assessment. Advertisements recruiting historians of science appear regularly in journals, and the study of the history of science is becoming an integral part of science education, both for majors and non-majors. Employment prospects for OSU history of science graduates are promising. In a study of their graduates in the last ten years (80 percent of whom have been tracked), all have found employment. There are no other history of science programs in the state. OSU also possesses a particularly unique capacity to offer degrees in this area, and this capability is addressed in the sections below.
4. Quality of the Proposed Program

OSU has long been recognized as a national leader in the history of science. Paul Farber, professor and chair of the History Department, received his Ph.D. from Indiana University and has been at OSU since 1970. He is an internationally renowned history of science scholar and an OSU Distinguished Professor. In 1994, through the gift of a generous benefactor, OSU was able to greatly enhance its stature in this field with the establishment of the two endowed Thomas Hart and Mary Jones Horning Chairs in the Humanities; Mary Jo Nye and Robert Nye, both Professors of History, have held these chairs since that time. Mary Jo Nye received the Ph.D. from the University of Wisconsin (1970), served on the faculty at the University of Oklahoma (1970-1994), and has been the recipient of numerous awards, fellowships, and grants. Her scholarship interest areas include the history of chemistry, the history of the physical sciences, and scientific elites. Robert Nye received the Ph.D. from the University of Wisconsin (1969), was a faculty member at the University of Oklahoma (1969-1994), and has likewise been the recipient of numerous fellowships and grant awards. His areas of scholarship include history of the social sciences, European intellectual and cultural history, and the history of professional ethics. Farber and the Nyes comprise part of a long list of distinguished faculty members – including scholars in the College of Liberal Arts, College of Science, and visitors in residence at the Center for the Humanities – who contribute to offerings in the OSU History of Science program at the present time. Graduate education of the highest possible quality is anticipated with the establishment of this program.

5. Adequacy of Resources to Offer the Program

All requisite resources to successfully offer this program are now in place. The Horning bequest specifically provides 100 percent support for the two core faculty in this area and also stipulates funds for at least three graduate students, the enhancement of library holdings, and resources for invited lecturers. The Departments of History and Zoology will sponsor the time of two additional faculty as well as staff support. The College of Liberal Arts and College of Science
will fund one additional graduate student as well as provide material and supplies. To complement the high-quality faculty, the library holdings in the history of science have been collected for over 25 years; included are the Linus Pauling Papers and the Atomic Energy Collection, works of national and international importance. No new state resources are needed to establish or maintain this program.

Program Review

The proposed program has been reviewed positively by all appropriate institutional committees, the Academic Council, and by an on-site external review team. The external review team consisted of Hamilton Cravens (Iowa State University), Frederick Gregory (University of Florida), and Robin Rider (Stanford University), who visited the OSU campus on November 1-3, 1995. The positive report produced during the external review stated, in part, that the program "has been clearly and carefully defined to meet a national as well as regional need," and that it "represents a significant concentration of talent and accomplishments in research, teaching, and innovative program-building at Oregon State University."

Staff Recommendation to the Board

Staff recommended that the Board authorize Oregon State University to establish a program leading to the M.A., M.S., and Ph.D. in History of Science effective fall term 1996, 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 June Board meeting.

Board Discussion and Action (May 17, 1996)

Vice Chancellor Clark reviewed the proposal and introduced Provost Roy Arnold and Professors Paul Farber, Robert Nye, and Mary Jo Nye. Mr. Bailey inquired about job opportunities for graduates of this program. Dr. Farber responded that graduates work in areas such as science policy for government or museums. Dr. Mary Jo Nye added that there are also employment opportunities in industry, archival work, public relations, historical material, and in tribal work.
Ms. Puentes moved and Ms. Waddy seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, McAllister, Miller, Puentes, Rhinard, Waddy, and Swanson. Those voting no: none.

**Board Discussion and Action (June 21, 1996)**

Mr. Willis approved and Mr. Bailey seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none. Mr. Rhinard was out of the room at the time of the vote.

**A.A.S. in Emergency Medical Technology & B.S. in Emergency Medical Services, OHSU**

**Introduction**

Oregon Health Sciences University (OHSU) requests authorization to offer new instructional programs leading to an Associate of Applied Science (A.A.S.) degree in Emergency Medical Technology and a Bachelor of Science (B.S.) degree in Emergency Medical Services. Emergency medicine is a specialized field involving the initial recognition, evaluation, care, and disposition of patients in response to acute illness and injury. The objectives of the proposed program are to educate competent, compassionate, and customer-oriented care providers and enhance the delivery of health care outside the hospital and clinical settings.

**Staff Analysis**

1. **Relationship to Mission**

   The proposed allied health degree programs in emergency medicine are directly related to the mission and academic plan of OHSU, that is, the education of physicians, nurses, and allied health personnel.

   The A.A.S. degree program will foster increased joint interinstitutional collaboration, particularly with the community colleges in Oregon. The B.S. degree program will offer an easily articulated and vertical progression with the A.A.S. degree program and a smooth transition for students who have received their A.A.S. degree. Area Health Education Center (AHEC) staff are major players in the Emergency Medical
Technology Consortium. With the A.A.S. degree program and AHEC staff participation, OHSU's "bridges" to the community college system are fortified.

The baccalaureate program has the potential to add to the outreach mission of OHSU as articulated/implemented through the AHECs. Some of the core baccalaureate coursework will need to be presented through the use of electronic bulletin boards, ED-NET, and short-term, intense institutes in order to serve the needs of students who wish to pursue the degree from outlying areas.

2. Evidence of Need

Advances in emergency medical therapeutics, the effects of managed care, and the evolution of complex systems to deliver prehospital care have redefined the provider of emergency care. Emergency Medical Services (EMS) agencies are now seeking individuals who can deal with ambiguity, display effective interpersonal skills, can work in teams, be positive contributors to an organization, be able to coach and educate fellow employees, and are computer capable.

These growing complexities of the jobs and system requirements are well-known to OHSU's Department of Emergency Medicine faculty physicians who supervise the activity of 90 percent of the paramedics in the Portland Metropolitan area and interact with administrators, supervisors, and line personnel on a daily basis. As such, the daily/weekly networking of faculty and program staff in street-level EMS operations validate the need for the development of both degree programs.

The OHSU baccalaureate degree program will be the only public program of its kind in Oregon.

3. Quality of Proposed Program

The A.A.S. degree, with a minimum core of general education requirements, has become the entry-level educational requirement in Oregon. The core curriculum of the baccalaureate program is intended to provide students with exposure to
courses that have been identified by health care training and development professionals as desirable for health care workers and supervisors, such as customer service and quality improvement, teamwork, coaching, leadership and management, risk management, and organizational theory. Industry specific coursework in health economics, medical-legal issues, public health education and injury prevention, biostatistics, epidemiology, and evaluating medical literature would round out the core, providing students with a wider perspective with which to enhance their performance as front-line service workers. Preapproved elective courses would be taken in two focus areas, management and education, allowing graduates in those areas to qualify as management trainees and entry-level educators.

For Oregon students, the general education coursework of the freshman year will be completed at an EMT Consortium member community college. The Consortium community colleges who have agreed to the concept of a standardized EMT-Paramedic degree program include Chemeketa, Rogue, Treasure Valley, Central Oregon, Umpqua, and Portland. Portland Community College and Chemeketa have agreed to join with OHSU in conferring A.A.S. degrees; community colleges are presently investigating transfer and accreditation issues.

The majority of the core baccalaureate courses will be taken at OHSU. However, during the junior and senior years, preapproved elective coursework will be taken at PSU and within other programs at OHSU. Enrollment in the other elective courses will have to be preapproved by EMS program faculty to ensure consistency with the student's focus of study.

The OHSU Paramedic Education Program is currently accredited by the Joint Review Commission on Educational Programs for the EMT-Paramedic (JRC EMT-P), based in Euless, Texas. THE JRC EMT-P is recognized as the national accrediting body for paramedic programs by the U.S. Department of Education, American Medical Association, and National Registry of Emergency Medical Technicians. The Paramedic Program must additionally adhere to the administrative rules of the Oregon Health Division, EMS and Trauma Systems
Section, which establishes and enforces administrative rules relative to paramedic education.

4. Adequacy of Resources to Offer the Program

The Paramedic Program is currently staffed by 1.5 FTE faculty, and 1.0 FTE administrative assistant. Portions of baccalaureate core courses will be presented by full-time faculty and affiliate faculty of the Department of Emergency Medicine. The Department of Emergency Medicine will provide an additional 1.0 FTE with "seed" money for a period of one year to implement the baccalaureate degree program. The baccalaureate degree program will be phased in incrementally within two years with the goal of making revenues generated through tuition as the primary financial basis for the program. Volunteer affiliate faculty have also offered their services gratis during the first year of implementation.

Program Review

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

Staff Recommendation to the Board

Staff recommended the Board authorize Oregon Health Sciences University to establish programs leading to an Associate of Applied Science degree in Emergency Medical Technology and Bachelor of Science degree in Emergency Medical Services effective fall term 1996, 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 June Board meeting.

Board Discussion and Action (May 17, 1996)

Vice Chancellor Clark, Provost Hallick, and representatives from OHSU summarized and highlighted aspects of the proposed program. Mr. Bailey referred to a letter from the Oregon Nurses Association which questioned the need for such a program. Mr. Bailey asked how this program would impact the nursing program at OHSU. Provost
Hallick responded that there are significant student and employer demands to provide this training. She noted that, in the baccalaureate segment, approximately 12 people would be trained the first year. Although the need is far in excess of that number, the intention is to build the program slowly. Dr. Connell added that the associate deans of the School of Nursing have not expressed concern about this program.

Ms. Waddy commended OHSU for its partnership with the community college sector.

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

Board Discussion and Action (June 21, 1996)

Mr. Willis moved and Mr. Bailey seconded the motion to approve the staff recommendation. The following voted in favor: Directors Bailey, Christopher, McAllister, Miller, Puentes, Waddy, Willis, and Swanson. Those voting no: none. Mr. Rhinard was out of the room at the time of the vote.

THE DIVERSE EDUCATIONAL ENVIRONMENT

Executive Summary: An Update on Systemwide Student and Faculty Diversity Data and Program Initiatives

Creating an ethnically diverse academic/social climate at the campus level will benefit the recruitment and retention of all faculty and students. A critical mass of both minority students and faculty is needed to maintain an ethnically diverse campus environment, which promotes a positive academic and social climate. This report provides an update on race/ethnicity in student enrollment and in faculty employment for 1995-96 within the State System. The Faculty Diversity Initiative (FDI) will be highlighted in terms of campus efforts to implement plans to achieve greater faculty diversity with the use of supplemental FDI funds.

Student Enrollment

Of the total System enrollment, minority group students represented 11.5 percent in 1995, compared to 12.0 percent in 1994.
Underrepresented minority group student enrollment was 6.2 percent of the total undergraduate enrollment in 1994 compared to 6.4 percent in 1995.

Hispanic/Latino student enrollment has experienced the fastest growth at 189 percent (173 percent in 1994) for undergraduates and 179 percent (159 percent in 1994) for all Hispanic/Latino students when comparing fall 1981 to fall 1995. (The pattern holds true when comparing 1986, the year prior to implementation of the Underrepresented Minority Achievement Scholarship Program (UMASP), and fall 1994, with 128 percent for undergraduates and 126 percent for all Hispanic/Latino students.) Asian Americans experienced a 2 percent decline in graduate enrollment between 1981 and 1995. However, undergraduates increased by 58 percent (2 percent higher than 1994). Asian American undergraduates for the same period increased by 56 percent. European Americans were the only group to have an enrollment decline at a negative 15 percent.

First-time resident freshman enrollment by racial/ethnic group, when comparing fall 1995 to fall 1981, shows an increasing emphasis on enrolling resident minority group students. First-time resident minority student enrollment has increased 104 percent compared to a 48 percent increase for nonresident minority group students between 1981 and 1995. The nonresident enrollment increase was largely due to the high percentage increase in Hispanic/Latino nonresident first-time enrollment at 242 percent (the headcount increase was 19 in 1981 to 56 in 1995). European Americans decreased in resident first-time enrollment by 15 percent but showed a nonresident enrollment increase of 24 percent.

Finally, as noted in the November report, Board policies and programs to encourage campus initiatives to increase or maintain student diversity must undergo further review in light of shifts in student participation rates (e.g., degree of increase for Hispanic students and degree of decline for European Americans) that define underrepresentation, the pending Office of Civil Rights review of the UMA SP, and the need for reliable and valid assessment of campus progress in achieving diversity. Staff has indicated in its report to the Board a need for establishing Systemwide procedures for assessing the impact of recruitment and retention at the campus level. To this end, staff has been working with campus representatives to refine a campus climate survey that assesses student perceptions of
academic and social experiences in diverse campus environments. In addition to the campus climate survey, the Interinstitutional UMASP Review Committee has agreed on an evaluation instrument for UMASP recipients to assess the program and their campus experience.

As results come in from the recommended assessment activities, consideration will be given by the UMASP Review Committee to a campus-by-campus external review of the status of diversity and campus climate. An external review would tie educational opportunities to actual student outcome measures for better planning and monitoring at campus and System levels.

Faculty Diversity in the State System: 1995-96

Currently, 182 out of 2,366 (7.6 percent) full-time faculty members are from racial/ethnic minority groups. The greatest percentage of minority group faculty are from Asian American backgrounds (4.2 percent) followed by faculty from Hispanic/Latino backgrounds (2.2 percent). African American faculty (0.8 percent) and American Indian faculty (0.5 percent) continue to have less than 1 percent representation from their respective groups. Comparing within ranks, the highest minority group faculty representation is in the assistant professor rank at 13.6 percent; the lowest minority group representation is in the professor rank at 4.4 percent.

Faculty Diversity Initiative (FDI) Campus Progress Report

On February 17, 1995, the Board of Higher Education approved the proposed Faculty Diversity Initiatives in principle and asked staff to identify resources to enable implementation effective 1995-96. At the July 21, 1995, meeting, the Board approved the staff recommendation that $500,000 be allocated in each year of the 1995-1997 biennium to start the new initiatives. A summary of campus plans and financial commitments illustrates proposed and actual initiatives taking place throughout the State System. These initiatives are intended to supplement and extend campus efforts to increase diversity that are already in place. They must not replace those efforts. The outcome of this set of initiatives is improvement of campus capacities to prepare, recruit, hire, develop, and promote faculty and professional/administrative staff from underrepresented ethnic minority groups.

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Most of the increases in minority group faculty representation over the past couple of years can be attributed to heightened efforts by campuses to hire a more diverse faculty. Key to much of this success is Board direction that faculty diversity is a priority. The FDI funds will increasingly play a critical catalytic role in support of campus strategies. An area for further consideration is how to better assist the regional campuses to attract faculty and to incorporate "pipeline" strategies at the pre-doctoral stages.

**Board Discussion**

Associate Vice Chancellor Thomas Coley summarized the report. Chancellor Cox added that the American Council of Education reported an up-turn, nationally, in the percentage of Ph.D.s being earned by people of color, which should make Oregon's recruiting efforts more successful.

Ms. Puentes indicated that secondary schools are becoming increasingly diverse and asked what steps were being taken to encourage these students to enroll in OSSHE institutions. Dr. Coley noted that, while there has been a one-year loss in diverse student population, this is not necessarily indicative of a trend. He cited numerous programs, both campus and system, that reach out to middle and high school students. Some examples include the Sciences and Math Investigative Learning Experience (SMILE) program at OSU; Mathematics, Engineering, and Science Achievement Programs (MESA) at PSU; and the Underrepresented Minority Achievement Scholarship Programs (UMASP). In her final comments, Ms. Puentes noted that it's "excellent to get input from students who are attending our institutions, but it's a minor part of what we're talking about. We're talking about institutionalized issues that are very complex. We need to look at all the critical elements that need to be analyzed."

Ms. Waddy suggested that an outside professional consultant be hired to examine diversity in the System. "We have the data, surveys, and so forth, but we are not getting to the heart of what's happening at our campuses. Why do students of color not want to go to our schools? Why do some of our schools have a bad reputation? We need to assess how we're doing in recruitment and retention of our faculty and students." Ms. Christopher and Mr. Willis supported Ms. Waddy's suggestion. Mr. Swanson commented that he was certain
that professionals could be located to perform such a task. However, he advised that the next step would be to ask staff to return to the next Board meeting with approximate costs and recommendations of who might conduct such a study, and then the Board could discuss next steps. Chancellor Cox indicated to the Board that, at the September meeting, staff would provide consulting options, including backgrounds on several consultants, approaches, and costs.

(No Board action required)

American Indian Student Data

The American Indian communities in Oregon make up approximately 1.6 percent of the total state population (1990), 1.9 percent of K-12 enrollment (1994-95), and 1.5 percent of high school graduates (1994-95). With these figures as a basis for comparison, American Indian students comprised 1.4 percent of the State System’s total enrollment (fall 1995), 1.6 percent of those who applied, and 1.9 percent of those who entered as freshmen in fall 1995. Full-time American Indian faculty for 1995-96 is 0.5 percent (Table 1*). Additional highlights include:

- The graduation rate for American Indian students is significantly below the rates for all students at either four years (5 percent for American Indian compared to 18 percent for all students) or six years (29 percent for American Indian compared to 51 percent for all students). Table 2 presents related differences that influence academic progress, SAT scores, entering high school grade point average, and freshman year grade point average.

- Comparing American Indians to other groups of students, they have the lowest graduation rate (at 5 percent) of other groups of students after four years, followed by African Americans and Hispanic/Latino students (at 8 percent each). American Indian students have the lowest graduation rate at 29 percent after six years.

- American Indian students receive grants (20 percent) and scholarships and fee remissions (26 percent) in a higher percentage than for all students (18 percent use grants and 11 percent use scholarships and fee remissions). In contrast,
American Indian students use loans less (52 percent) than is the case for all students (68 percent). Only 2 percent of American Indians use work study support, which is comparable to the percentage for all students, at 3 percent (Table 4).

Overall comparisons (Table 5) show that American Indian representation has improved over the past ten years in terms of enrollment (44.9 percent change compared to 0.4 percent for total enrollment); degrees awarded (14.6 percent compared to 10.2 percent total); SAT scores (6.2 percent compared to 3.2 percent total); high school GPA (8.9 percent compared to 3.9 percent total); freshman year GPA (21.9 percent compared to 8.5 percent total); and total faculty (133.3 percent compared to 64.3 percent).

All tribes have students participating in postsecondary education in Oregon and out of state. In September 1995, Chancellor Joseph Cox met with tribal educational representatives to discuss areas of interest and concern between tribal communities and OSSHE. Some of the issues related to support for these students, particularly for those who attend an OSSHE institution and include:

- Tribal scholarships for students, including funds for endowments from casino and related gaming activities, that are either established or in development. The Indian population is concerned that the use of gaming funds to support education will lead federal representatives to abandon their agency support to tribes for educational purposes as an entitlement based on treaty agreements. Nevertheless, there is a commitment to provide funds to support Indian students interested in a postsecondary education.

- The Indian community is interested in greater access to OSSHE’s student outreach/school relations services. This interest includes the desire of the tribal Indian education specialist to participate in the development of activities targeted to increase Indian student representation on campuses and to become better informed about outreach activities, such as school or community recruitment visits, and professional development, (e.g., conferences for counselors, college/university information sharing).
Increased access to educational and professional development opportunities on the reservations or in tribal communities is a major priority. Access ranges from delivering customized courses on a reservation such as the Grand Ronde tribe partnership with Chemeketa Community College to delivery of the Extended Degree program by Eastern Oregon State College to the Umatilla and Warm Spring tribes. Similar types of arrangements are desired throughout the state.

Access to technology and technological infrastructure is needed. The creation of telecommunication sites to receive courses and other educational information over ED-NET and the Internet are needed, especially in rural areas.

The Oregon tribes are interested in opportunities to bring back members who are out of state — residency-based tuition waivers or scholarships are two approaches to attracting those members who would come back to Oregon to pursue a baccalaureate or graduate degree. Chancellor Cox noted that more information is needed on the likely student demand for residency tuition support for nonresident students who are members of tribes indigenous to Oregon. There are preliminary indications of demand from students living in Washington, Idaho, and Northern California. Staff has received preliminary information from the State of Washington that actual demand for a similar program initiated a year ago has had less than ten requests from indigenous tribal students living outside of the state. More information will be collected to determine the financial impact of such a policy, particularly in times of tight financial resources.

A closer working relationship with the Chancellor and staff is valued. Chancellor Cox offered to meet with the tribal educational representatives on a regular basis. Also, the Indian representatives would like periodic meetings with Chancellor’s Office staff to share ideas and to receive orientation on OSSHE’s recruitment and retention activities, data availability and accuracy related to Indian students, and degree completion support.

Chancellor Cox requested that the tribal representatives provide feedback in the following areas:

- indicate three things where OSSHE should change to better serve the Indian community;
identify those programs that are considered to be not working;

provide more information that would clarify the type of technology needed in the Indian community and for what purpose; and

indicate the type of programs that do not exist in OSSHE, but should be developed for implementation at either System or campus level.

Mr. Dean Azule, director of Education Programs for the Confederated Tribes of Grand Ronde and chair of the Oregon Tribal Education Contractors Association, and Mr. Bob Tom, a member and employee of the Confederated Tribes of Siletz Indians, were present at the Board meeting to provide additional background information and feedback they have received from the Oregon tribal communities.

*Note: All tables referenced in this executive summary can be found in the full report accompanying this docket or available upon request from the Office of Academic Affairs.

Board Discussion

Associate Vice Chancellor Coley indicated that the Chancellor had met with representatives from the American Indian community. Presenting at the Board meeting were Mr. Dean Azule, director of Education Programs for the Confederated Tribes of Grand Ronde and chair of the Oregon Tribal Education Contractors Association; Mr. Bob Tom, member and employee of the Confederated Tribes of Siletz Indians; Ms. Lou Farrow, director of employment assistance/higher education for the Confederated Tribes of the Umatilla Indian Reservation; Ms. Yvonne Du Mont, education director for the Cow Creek Band of Umpqua Tribe of Indians; Mr. Joe Kirk, director of employment assistance and higher education of the Klamath Tribes; and Dr. Judith Vergun, director of the Native Americans in Marine Sciences Programs at OSU.

Mr. Azule indicated that, at their meeting last September, Chancellor Cox asked for data about tribal enrollment in OSSHE schools. As a result of that conversation, a survey of the nine tribes in Oregon was conducted and areas were identified for institutions to work with the
tribes toward the goals of increasing enrollment, retention, and graduation rates. Mr. Azule noted that the gaming industry will enable a lot of tribes to expand their education programs. "We would like to have increased interaction with the Board and increased recruitment in the Native American and tribal community." He indicated that tribes are upgrading technology and networks, and he encouraged distance learning partnerships.

Another area of targeted interest is a suggested Native American tuition waiver. Such a waiver would be for those Native Americans who reside outside of Oregon but who are members of one of the nine Oregon tribes. His recommendation would be that they be considered residents for the purposes of figuring tuition at an OSSHE institution.

Ms. Farrow stated that the Umatilla tribe has 12 students in OSSHE institutions, 18 students out of state, and 20 students in community colleges who intend to transfer to four-year institutions. "Our major concern is our students are being recruited out of state. They are concerned about the higher cost of education in Oregon."

Ms. Du Mont indicated that, from the tribe in Canyonville, the majority of students attend institutions out of state. She knows of three students who would relocate except for the high tuition.

Chancellor Cox clarified that the recommended waiver would be the difference between resident and nonresident tuition for those students whose origins are with an established tribe in Oregon, but who happen to live currently outside of Oregon. The University of Oregon is seeking to move forward on something similar to this as a pilot project, assuming that there is Attorney General and Board approval. President Frohnmayer added that the work stems from the concept of Native American sovereignty. The proposal would be to find a method to waive out-of-state tuition charges for someone who can show tribal identity in Oregon and who would then be charged resident tuition. President Reno expressed enthusiasm about this idea and encouraged movement for all campuses to participate in such a program as soon as possible.

Ms. Puentes asked how many students this would impact. While no hard numbers were offered, Dr. Cox stated that it would be a small number. Mr. Azule said that 70 percent of the members from the Tribes of Grand Ronde were attending Oregon schools. Ms. Farrow
indicated that Umatilla had 12 students in OSSHE schools. Dr. Vergun supported the tuition waiver idea and added her encouragement for continued cooperation to support Native American students.

(No Board action required)

THE STATUS OF WOMEN FACULTY IN OSSHE

Board Discussion

Vice Chancellor Clark indicated that the full report was distributed as a supplement to the docket materials and were available from the State System Office of Academic Affairs.

Dr. Clark noted that this status report has been provided to the Board annually for the past four years. Progress has been made in the proportion of women faculty members. She explained that, while the proportion of women to men has improved, there are still different areas of interest and speciality between men and women. This, in turn, has an impact on salaries, with men having better representation in the higher-paying disciplines.

Mr. Bailey inquired about the rate of advancement of women. Dr. Clark responded that the rate of advancement is comparable when measured by entry into rank and time in rank.

(No Board action required)

PROGRAM DISCONTINUATIONS, 1995-96 ACADEMIC YEAR

From time to time, when new academic programs are proposed, questions are raised about program discontinuations. Longer-term Board members may recall that, in response to Governor Roberts' directive to cut programs in the aftermath of approval of Measure 5, 70 programs (associate, certificate, bachelor's, master's, teacher endorsement, and doctoral) were eliminated or suspended in the 1991-1993 biennium and 30 programs were similarly affected in the 1993-1995 biennium. In the present biennium, program discontinuation has reduced and follows regular campus planning processes.

In the past year, campuses have brought the following programs to the Academic Council with recommendations to discontinue:

<table>
<thead>
<tr>
<th>OSU</th>
<th>Certificate in Science, Technology, and Society</th>
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<tbody>
<tr>
<td>PSU</td>
<td>Certificate in Urban Studies</td>
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SOSC  Three specializations within the B.A./B.S. in Business Administration: Small Business Administration, Purchasing/Materials Management, and Human Resource Management

SOSC  Associate degree in Merchandising

UO  Three primary areas of concentration in the Ph.D. program in Management: Corporate Strategy and Policy, Human Resources and Management, and Organizational Studies

WOSC  B.S. in English

In addition, three degree programs at separate institutions were brought forward for minor name changes.

Board Discussion

Vice Chancellor Clark stated that the above report was in response to Ms. Christopher's recent request for information about program discontinuations. She indicated that the State System Office of Academic Affairs has a complete document of all discontinuations since Measure 5.

Mr. Miller asked about discontinuations versus new programs, and how programs relate to larger System and campus strategies. Dr. Clark responded that there are approximately 50 more programs now than before Measure 5. However, those have been added over approximately six years. The programs are specifically aligned with directions in which the workforce is moving. Vice Chancellor Clark reminded the Board that, in the new program preproposal process, the program's relationship to strategy directions of the campus and System must be made clear. An example of that is the earlier B.S. in Biological Engineering program just approved for OSU. That program is very well aligned with OSU's mission and direction.

(No Board action required)

Vice Chancellor Griffin indicated that Chancellor Cox, Vice Chancellor Clark, Mr. Kerans, and he made presentations to the education...
committee of the House and the Senate Education Committee about the planning process.

In addition, over 50 legislators from both the House and the Senate have met with staff on two occasions to provide input to the planning process.

COMMITTEES
Nominating Committee

Mr. Bailey, chair of the nominating committee, submitted the recommendations of the committee: Dr. Aschkenasy as president and Mr. Imeson as vice president for 1996-97. The committee further recommended Dr. Aschkenasy, Mr. Imeson, Ms. Christopher, Ms. McAllister, and Mr. Swanson as members of the Executive Committee.

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

Joint Boards Working Group

Mr. Swanson reported that the Teacher Standards and Practices Commission (TSPC) has invited him and Board of Education Chair Susan Massey to their July 10 meeting to discuss the continuing education requirements for licensed teachers.

OHSU Board

Mr. Bailey indicated that OHSU is continuing to amend their administrative rules. They have established an alternative to the PERS program. Hospital staff is undergoing downsizing, with a reduction of approximately 85 staff as of July 1.

OREGON BUSINESS COUNCIL

Mr. Swanson introduced Ms. Jill Kirk from the Oregon Business Council (OBC). Ms. Kirk noted that the OBC, Associated Oregon Industries (AOI), and the Electronics Association have been meeting to establish a composite business community perspective regarding higher education. She indicated that, while they have tried to avoid being prescriptive, they have sought to speak with one voice to describe what the business community in general requires of higher education. Following are some of the results.

- Businesses hire almost no one directly from high school, and they have reservations about hiring directly from postsecondary schools. On-site work experience and internships are critical.
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- Community colleges do a better job of providing the type of continuing education that businesses require.
- Education needs to have better customer focus regarding the needs of businesses. Continuing education is critical, but it needs to be better aligned with business needs, more adaptable to changing market needs.
- OSSHE needs to assure that all graduates meet high, definable standards of knowledge and skills.
- Customized education — "just in time" and delivered on site through technology — continues to be a pressing need.
- Technician training, not just in high-technology areas, is needed across all industries.

Ms. Kirk indicated that Oregon business and industry is very appreciative of the work of higher education and trusts that both groups will continue to work together in the future to meet the needs of the state.

Mr. Bailey commented that many of the issues Ms. Kirk presented required investment and noted that was difficult given the state disinvestment in the last several biennia. Ms. Kirk responded that resources are always the first issue raised. However, she expressed hope that the Governor and legislature are particularly attuned to the need for supporting education. Additionally, she suggested that some decisions need to be made about how to expend funds already in place.

President Frohnmayer noted that the gap between student preparedness and job requirements is a national problem as well as a state problem. Ms. Kirk concurred.

Mr. Miller cautioned that we continue to view these issues as statewide, and not just a Portland metro discussion. He indicated that this is an opportunity to shape the future of the whole state.

Chancellor Cox thanked Ms. Kirk and congratulated her on being elected vice chair of the Board of Education.

ITEMS FROM BOARD MEMBERS

Ms. Christopher indicated that she had represented the Board at two commencements — UO and OSU — each with a graduating Board member. She congratulated Mr. Rhinard and Ms. Waddy on their accomplishments.
The Board adjourned at 10:20 a.m. to the Renewal Work Session. Chancellor Cox opened the Renewal Work Session with introductory stage-setting remarks. He observed that the present set of goals and objectives is "set against a backdrop of work that has gone before: Oregon Shines, 2010 Education Unbounded, the work of the task forces and caucus groups, and the work of private sector groups such as the Oregon Business Council (OBC) and Associated Oregon Industries (AOI). We also have to consider, relate to, and synchronize with Governor Kitzhaber's planning and specifically the two policy work groups he appointed this past week on access and affordability and the linkage between higher education and the economy."

Continuing, the Chancellor noted that, "Fewer public higher education systems have been more introspective, more open, and more candid. Across the country, organizations like the OBC and AOI are raising questions about higher education in the way Oregon has. Few are as prepared to be responsive to the challenges of the 21st century. What we are about is nothing less than positioning our university system to be where we will need to be if we are to serve Oregonians in the new century. We must have a dream for Oregon."

The Chancellor outlined some of the elements of the dream for Oregon:

- An Oregon where no talented young person who is willing to work hard enough in high school, and whose family helps as it is able, is turned away from our public university system.

- An Oregon where any Oregonian regardless of age or place has access to the higher education he/she must have.

- An Oregon where the lines between educational sectors, and between education, work, and life, are just that – lines to cross, not barriers to progress and growth.

- An Oregon where our best and brightest stay home for their education in increasing numbers.

- An Oregon where partnership in building the state's economic future stability, for all of Oregon, unites higher education with our colleagues in the business sector and government at all levels.
Dr. Cox challenged the Board, "Do we have any other choice except to actively respond? My hope for today is that you will closely examine the strategic objectives and goals and give approval of them and the indication that work should begin immediately to move the planning forward."

Chancellor Cox indicated that between now and the September Board meeting he will review the most current campus mission statements and would submit these to the Board as a whole for approval. President Frohnmayer reminded the Board that, "We talk about differentiation of institution missions. But the mission of undergraduate education is absolutely key to everything that all of us do. We will all have specific assignments, but we are all united in having a first-rate quality undergraduate education, no matter at which institution."

The Board worked through a set of strategic objectives, high-level goals, and strategies and agreed to changes and reached consensus on some short- and long-term targets. (The revised strategic objectives and targets are provided in Attachment #1.)

Solution teams were identified (see Attachment #2).

At approximately 2:00 p.m., Governor John Kitzhaber joined the Board via videoconference. He commended the Board for the work accomplished on the strategic plan, saying it was a "daunting undertaking. The work has been characterized by a remarkable degree of openness and has been very responsive and non-defensive. You are dealing with issues and strategies that line up with the agenda I'm putting together."

The Governor reminded the Board that he would soon name two task forces, one on the linkage between post-secondary education and the economy to be chaired by John Lee. The second is on access, focusing on the capacity of post-secondary institutions to accommodate increased demand and diminish geographic and financial barriers to access, to be chaired by Bob Bailey.

The Governor pointed out that there would be good cross-fertilization between the work of the Board of Higher Education and his task forces because Mr. Bailey, Mr. Imeson, Ms. McAllister, and Ms. Waddy will be appointed to them.
Adjourning from the Work Session and convening in a Board meeting, the following resolution was presented:

WHEREAS, the Oregon State Board of Higher Education (the "Board") recognizes the work accomplished during Phase I of the Board's strategic planning process by the four Task Forces: Undergraduate Education, Research and Graduate Education, Lifelong Learning, and Community and Economic Development; and

WHEREAS, the Board has heard the input of the focus groups conducted with individuals throughout the state, both directly and indirectly affected by higher education's services; and

WHEREAS, the Board appreciates the interaction it has had with the four caucuses recently held throughout the state that provided valuable information toward more narrowly defining those deliverables needed by Oregonians from higher education; and

WHEREAS, the Board looks forward to actively addressing those identified needs to enable Oregonians to achieve their higher education goals; and

WHEREAS, the Board invites response and suggestions from Oregonians;

NOW, THEREFORE, be it resolved by the Oregon State Board of Higher Education that the Board adopt the strategic objectives, goals, and strategies developed during today's Renewal Work Session and requests that the Chancellor begin working with the campus presidents to develop plans to implement the initiatives and return to the Board with campus and Systemwide implementation plans for review and approval starting at the Board's September 1996 meeting.

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

The meeting was adjourned at 2:45 p.m.
Attachment #1

OSSHE Strategic Objectives and Targets
### OSSHE Strategic Plan

**Goal:**

- Become a more customer-driven enterprise by anticipating and responding to continuously changing educational needs
- Build on liberal arts education as the foundation for preparing graduates for productive, adaptable lives both in and out of the workplace
- Set measurable performance-based educational standards
- Demonstrate skills performance on certifying exams
- Ability of graduates to compete and succeed
- Attract and retain the highest quality faculty and staff
- Attract top Oregon high school scholars to OSSHE institutions

<table>
<thead>
<tr>
<th>Short-Term Targets</th>
<th>Long-Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by right programs that identify and measure satisfaction of students, graduates, and employers</td>
<td>Reduce time-to-market for new programs responsive to Oregon’s economic and social needs by 50%</td>
</tr>
<tr>
<td>Determine common higher order intellectual skills expected for baccalaureates to be competent in and out of the workplace (e.g., critical thinking, communication)</td>
<td>Increase employee satisfaction by 10%</td>
</tr>
<tr>
<td>% of graduates completing core curriculum based on measurable outcomes for general education requirements of baccalaureate programs</td>
<td>% of baccalaureate programs with no core curriculum requirements and at least half of core curriculum requirements defined in terms of measurable competencies instead of specific required courses</td>
</tr>
<tr>
<td>Improve market competitiveness of faculty compensation up to 2% per year above national average among peer institutions</td>
<td>Increase overall satisfaction of faculty and staff (supportiveness of the environment)</td>
</tr>
<tr>
<td>Increase % of entering freshmen who are in the top 25% of Oregon high school graduating classes</td>
<td>Increase % of entering freshmen who are in the top 15% of their Oregon high school graduating class</td>
</tr>
</tbody>
</table>

**June 21, 1996**
### OSSHE Strategic Plan

#### Short-Term Targets

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Intervention</th>
<th>Measure</th>
<th>Target</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assure Access to Lifelong Higher Education Opportunities Statewide</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Make it affordable</td>
<td>Make it geographically available</td>
<td>Eliminate cultural barriers</td>
<td>Retain students who have entered the system</td>
<td>Effectively link educational sectors</td>
</tr>
<tr>
<td><strong>Stabilize US tuition with annual increases at 2-3% per year under initiative</strong></td>
<td>Employee/employer satisfaction with technical training/availability</td>
<td>Composition of enrollment sufficient to ensure that all Oregonians will have access to higher education</td>
<td>Increase % who are retainers from freshman to sophomore year</td>
<td>Increase % of students completing Associate of Arts/Science degrees at community colleges enrolled in associate baccalaureate programs</td>
</tr>
<tr>
<td>Increase % students completing their program goals within planned time frame</td>
<td>% of citizens able to access complete 2-year degree programs within 30 miles from their primary residence</td>
<td>Complete campus climate survey by Jan 1993</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Long-Term Targets

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Intervention</th>
<th>Measure</th>
<th>Target</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase student satisfaction with all campus opportunities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve better the diverse populations of students admitted (e.g., age, gender, ethnicity, disabilities, part-time vs. full-time status, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase % completing educational goals</td>
<td>Fully implement PASRR+12 articulation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase customer satisfaction with information about courses and programs</td>
<td></td>
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</tbody>
</table>

### Notes
- Students to contribute no more than 1/3 of the total.
### Support Oregon's Emerging Position as a Social and Economic Leader

**Meeting #653**

**June 24, 1996**

<table>
<thead>
<tr>
<th>Long-Term Targets</th>
<th>Short-Term Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increase economic development and quality of life in Oregon</td>
<td>- Partner in building a strong, diverse economy</td>
</tr>
<tr>
<td>- Increase education and training opportunities</td>
<td>- Achieve a model for diversity in our students and faculty</td>
</tr>
<tr>
<td>- Strengthen community and economic partnerships</td>
<td>- Gain public support for research base</td>
</tr>
<tr>
<td>- Increase diversity and inclusion in all programs and activities</td>
<td>- Build on research base strength to provide economic benefits</td>
</tr>
</tbody>
</table>

**OSSHE Strategic Plan**
## OSSHE Strategic Plan

### Ensure Efficient and Adaptive System and Institutional Operations

<table>
<thead>
<tr>
<th>Area</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharpen Institutional Focus</td>
<td>Ensure inter-institutional cooperation and reduce duplication</td>
</tr>
<tr>
<td>Enhance inter-institutional collaboration and consolidation and investment</td>
<td>Implement July 5th 2021</td>
</tr>
<tr>
<td>Increase institutional entrepreneurship</td>
<td>Increase by 5% students completing programs on time</td>
</tr>
<tr>
<td>Continuously improve operating efficiencies</td>
<td>Increase number of students attending classes at times (4:00pm, Saturday, weekend)</td>
</tr>
<tr>
<td>Improve technology and information systems</td>
<td>Increase % of students using technology and information systems</td>
</tr>
</tbody>
</table>

### Short-term Targets

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of accredited programs that are accredited</td>
<td>Reduce by n/k duplicated programs</td>
</tr>
<tr>
<td>Baseline # of administered initiatives</td>
<td>% students using/fulfilled with specific support services</td>
</tr>
<tr>
<td>Increase institutional regulation ratings</td>
<td>Bring on line all admissions, registration, course scheduling by % date</td>
</tr>
<tr>
<td>by n/k</td>
<td></td>
</tr>
</tbody>
</table>

### Long-term Targets

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td># of and ranking improvement in mission critical objectives</td>
<td>Increase # of administrative initiatives</td>
</tr>
<tr>
<td></td>
<td>Increase opportunities for students to accelerated completion of associate degree</td>
</tr>
<tr>
<td></td>
<td>Increase % of alternative formats available to students</td>
</tr>
</tbody>
</table>

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Meeting #653

June 21, 1996

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240
Attachment #2

Solution Teams
# ACCESS & AFFORDABILITY

## ACCESS & AFFORDABILITY (Governor's Team)

| Work with the Governor and legislature to develop the funding required to meet the growing demand at predictable and affordable levels |
| Develop a barrier-free admission and transfer process to enable students to achieve their academic goals |
| Partner with the community colleges to provide baccalaureate capacity and access |
| Implement the Proficiency-based Admissions Standards System (PASS) |
| Establish accelerated three- and four-year baccalaureate programs |
| Create a virtual university initiative — expanding technology capabilities system-wide to share Oregon's academic wealth throughout the state |
| Develop academic schedule and calendar flexibility to provide greater access and efficiency for system students and other constituents |

## Timeframe

<table>
<thead>
<tr>
<th>Immediate</th>
<th>Co-Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cox</td>
</tr>
<tr>
<td>Dow</td>
<td></td>
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<tr>
<td>Dow</td>
<td></td>
</tr>
<tr>
<td>Dow</td>
<td>*Conley</td>
</tr>
<tr>
<td>Pilot Programs</td>
<td>Reno/Wolf</td>
</tr>
<tr>
<td>Immediate /Parallel</td>
<td>Gilbert</td>
</tr>
<tr>
<td></td>
<td>Clark</td>
</tr>
<tr>
<td></td>
<td>*Provosts</td>
</tr>
</tbody>
</table>

**IMMEDIATE** = Solution Teams begin now. Some will draft plans requiring further Board approval while others will create plans and proceed with implementation.

**PARALLEL** = We will work in conjunction with the Governor's Task Force and proceed immediately creating a plan to implement the strategy.

* Provost(s), et al, assigned by the Chancellor to solution team.

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**Oregon**

*STATE SYSTEM OF HIGHER EDUCATION*

---

**WORLD CLASS MANAGEMENT, INC.**
# ECONOMIC LINKAGES

<table>
<thead>
<tr>
<th>ECONOMIC LINKAGES (Governor's Team)</th>
<th>Timeframe</th>
<th>Co-Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build greater critical mass in strategically needed graduate education and research programs key to Oregon's future through investment and consolidation</td>
<td>Immediate</td>
<td>Frohmayer *Byrne</td>
</tr>
<tr>
<td>Develop greater graduate/research capability in the Portland/metro area</td>
<td>Immediate</td>
<td>Ramaley *Byrne</td>
</tr>
<tr>
<td>Build greater critical mass in engineering education and research, and raise programs to national ranking through investment and consolidation</td>
<td>Immediate</td>
<td>Risser *Reardon</td>
</tr>
<tr>
<td>Expand availability/accessibility to technology/technician education to better serve Oregon's high technology industry</td>
<td>Immediate</td>
<td>Wolf</td>
</tr>
<tr>
<td>Create and fund a professional development, life-long learning center — a visible, accessible single point of contact for Oregonians</td>
<td>Immediate</td>
<td>Ramaley *Shepard</td>
</tr>
<tr>
<td>Increase the number of experientially based programs, practica, and internships offered across the system</td>
<td>Immediate</td>
<td>Petersen *Hurt</td>
</tr>
</tbody>
</table>

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**Oregon**

STATE SYSTEM OF HIGHER EDUCATION

WORLD CLASS MANAGEMENT, INC.

June 21, 1996
### OTHER IMMEDIATE INITIATIVES

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Co-Chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate</td>
<td>Joe Cox</td>
</tr>
<tr>
<td></td>
<td>Joe Cox</td>
</tr>
<tr>
<td>Immediate</td>
<td>Youngblood*Hopkins-Powell</td>
</tr>
<tr>
<td>Immediate</td>
<td>Reno*Moseley</td>
</tr>
</tbody>
</table>

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Meeting #653

June 21, 1996

Virginia L. Thompson
Secretary of the Board

Les Swanson, Jr.
President of the Board