INSTRUCTIONAL AND RESEARCH COMPUTING, PRIORITIES FOR

(Adopted by the Oregon State Board of Higher Education, Meeting #509, February 24, 1984, pp. 51-52.)

The Board approved guidelines to the staff and the institutions in preparing an institutional and then a System plan for implementation of the Board's objectives for instructional and research computing.

1. The System shall develop a plan that is designed to place it at a competitive level of computing support to instruction.

2. Each department, school, or college at each institution in the System should develop and maintain a definition of functional computer literacy specifically tailored to its program needs and an implementation plan for integrating the necessary resources and instruction into its coursework.

3. Until entering students have achieved basic computer literacy, institutions should provide such instruction as their priorities dictate, but only from existing or reallocated resources.

4. Institutions should carefully consider computing support needs, both acquisition and ongoing costs such as maintenance when reviewing their research programs.

5. Baccalaureate computer science programs should be maintained at every System multipurpose institution at a sufficient "critical mass" of students to maintain the quality of the programs. Graduate and research programs should be enhanced at selected institutions as approved by the Board.

6. A minor program in computer science should be available at every System multipurpose institution.

7. The development of basic computer literacy on the part of the faculty should be considered an aspect of keeping professionally current and is thus a faculty responsibility.

8. Institutions should encourage, to the extent possible, faculty development of functional computer literacy by including equipment acquisition for faculty use in institutional plans and encouraging faculty to use traditional development paths, such as conferences and sabbaticals, to acquire computer expertise.

9. Institutions should actively examine the use of existing faculty from other fields to teach computer science and should encourage individuals from high technology industries to become adjunct faculty.

8. Institutional computing plans should include a program for the improvement of classroom teaching using new technology.