3. That, on the basis of data being collected cooperatively by the Board's Office and the institutions concerning the total professional employment picture for graduates in teaching and non-teaching options in health and physical education fields, the institutions examine their programs in health and physical education and develop plans, for the Board's review, to take whatever corrective steps are necessary to bring production and employment into reasonable balance.

Discussion and Recommendation by the Committee

Mrs. Carpenter said the education courses required to enable students to have another employment option were relatively few in secondary education. In her opinion, she said the Board should not go too far in attempting to control production of teachers, thus denying students that additional employment option.

There was some discussion of the ratio of graduates to new beginning teachers employed, and it was indicated that more recent data would be available shortly.

The Committee recommended that the Board approve the staff recommendations as presented.

Board Discussion and Action

The available supply of elementary teachers may have reached the point where an insufficient number is being prepared, Dr. Romney said. It was indicated that teachers trained in other states seek employment in Oregon, but this is offset by Oregon teachers obtaining positions in other states.

Mrs. Carpenter mentioned that individuals certified to teach may find employment related to their teaching field. In some instances, teacher education was acquired as a second employment option, or the teaching field may be one which has numerous employment outlets. In those instances students may select an option other than teaching.

Dr. Romney pointed out that a person who elects teacher education is only required to have 30-38 credit hours of professional work, including 15 hours of student teaching. Consequently, a major portion of the baccalaureate degree requirements are available for courses outside of the professional work. In fact, a study several years ago comparing programs of teacher education graduates and those from liberal arts areas, showed that students in teacher education were getting a good general education and also depth in specific fields.

The Board approved the Committee recommendation as presented, with the following voting in favor: Directors Anderson, Ater, Batiate, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Committee

Last October (1978) the Board's Office reported on a study of teacher supply and demand in Oregon based on a sample of 62% of the 1976-77 teacher education graduates of the state's public and private colleges and universities.

The report noted that employment of Oregon teacher education graduates was generally very good. Briefly:

80% of those individuals completing student teaching in 1976-77 had applied for a teaching certificate as of May 31, 1978.
Meeting #155

Of those certificated teachers:
- 68% of the elementary teachers and 60% of the secondary teachers were employed as regular teachers in the public or private elementary and secondary schools.
- 23% were employed in a school or college assignment other than as a regular elementary or secondary teacher, e.g., substitute teaching, pre-school or day-care teaching, serving as a teacher aide, community college teaching.
- 8% had other full-time employment.
- 3% were continuing full-time studies.
- less than 1% were homemakers.
- 2% were unemployed.
- 28% were seeking a teaching position (25% of the elementary graduates, 30% of the secondary graduates).

Approximately 86% of the certificated 1976-77 graduates in elementary and secondary education were employed either as regular elementary or secondary teachers or in some other school or college assignment.

One-fifth (20%) of the certificated graduates secured regular employment as teachers after the opening of school (between September 30, 1977, and May 31, 1978).

In summary, the October 20, 1978, report indicated that Oregon's six-year effort to bring supply and demand in teacher education into reasonable balance has been largely successful.

However, the relationship between secondary school teachers produced and the number of teaching positions in Oregon varies from subject matter field to subject matter field. In some instances, the number of secondary school teachers produced is significantly less than the number of teaching positions in Oregon; in others, the number produced exceeds the number of positions significantly.

Production of Beginning Teachers
1970-71 to 1977-78

In Table I (p.203), data are presented showing the total production of new beginning teachers (basic norm) in the State System colleges and universities, in 1970-71, and 1974-75 through 1977-78. Column 5 shows production for 1976-77, the graduates whose placement experience was reported in the October 1978 report to the Board entitled Teacher Supply and Demand. Production for 1977-78 is shown in column 6. Column 7 shows the percent of change in production 1976-77 to 1977-78. Column 8 shows the percent of change in production from 1970-71 to 1977-78.

The data can be briefly summarized as follows:

From 1970-71 to 1977-78:
- Production of elementary teachers decreased by 46.0%; production of secondary teachers decreased by 36.5% for the same period.
Production of beginning teachers decreased in all of the secondary teaching fields, except one, ranging from a decrease of 2.3% in health and physical education to 63.0% in language arts. In industrial education there was an increase of production of 47.8%.

In three teaching fields the decrease in production was more than 50%—63.0% in language arts, 62.8% in business education, and 54.5% in mathematics.

From 1976-77 to 1977-78:

There was only a small decrease (-3.7%) in production of elementary teachers.

While no decrease was experienced in overall production of secondary teachers, progress was made in achieving better balance in several fields:

- Art, an overproduction field, decreased from 81 graduates in 1976-77 to 69 in 1977-78 (-14.8%).
- Home economics, an underproduction field, increased graduates from 37 in 1976-77 to 52 in 1977-78 (+40.5%).
- Social science continued a reduction in graduates, from 174 in 1976-77 to 157 in 1977-78 (-9.8%).
- Little change occurred in language arts (-3.0%), music (+3.3%), and industrial education (-2.9%).
- Agriculture and business education, both areas of underproduction, experienced further decreases in numbers of graduates.
- Mathematics decreased from 58 to 46 (-20.7%); science graduates increased from 88 to 99 (+12.5%), a shift which may put production in science in less balance with demand than in 1976-77.
- Foreign languages (+15.6%) and health and physical education (+9.4%) experienced increases which will probably accentuate problems of placement in these fields 1978-79.

Relationship of Teacher Supply to Demand

The ratio of the number of beginning teachers produced in Oregon public and independent colleges and universities in any year to the number of beginning teachers employed in Oregon public schools the following September has improved significantly in the six-year period from 1971-72 to 1977-78, as indicated below:

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>Sept. Year</th>
<th>Ratio No. of Oregon Graduates/New Beginning Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td>1970-71</td>
<td>1971-72</td>
<td>1.83</td>
</tr>
<tr>
<td>1971-72</td>
<td>1972-73</td>
<td>1.96</td>
</tr>
<tr>
<td>1972-73</td>
<td>1973-74</td>
<td>1.72</td>
</tr>
<tr>
<td>1973-74</td>
<td>1974-75</td>
<td>1.44</td>
</tr>
<tr>
<td>1974-75</td>
<td>1975-76</td>
<td>1.38</td>
</tr>
<tr>
<td>1975-76</td>
<td>1976-77</td>
<td>1.25</td>
</tr>
<tr>
<td>1976-77</td>
<td>1977-78</td>
<td>1.04</td>
</tr>
</tbody>
</table>
The number of beginning elementary teachers produced in 1976-77 was almost in balance with the number of beginning teachers employed in Oregon public schools as of September 30, 1977-78 (ratio of 1.04). At the secondary level there was still an imbalance, but the ratio has dropped from 2.79 in 1971-72 to 1.81 in 1977-78. However, the ratio varies widely among the various subject fields.

We show below the ratios of numbers of graduates in 1976-77 to new beginning teachers employed fall 1977 by teaching field.

<table>
<thead>
<tr>
<th>Field</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Education</td>
<td>0.67</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0.73</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0.77</td>
</tr>
<tr>
<td>Business Education</td>
<td>0.88</td>
</tr>
<tr>
<td>Music</td>
<td>0.85</td>
</tr>
<tr>
<td>Language Arts</td>
<td>1.01</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.23</td>
</tr>
<tr>
<td>Science</td>
<td>1.42</td>
</tr>
<tr>
<td>Health and Physical</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>2.21</td>
</tr>
<tr>
<td>Art</td>
<td>2.68</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2.78</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.85</td>
</tr>
</tbody>
</table>

The secondary fields, then, in which there appears to be the highest production of teachers when compared to job openings in Oregon for new teachers as of September following graduation are health and physical education, art, foreign languages, and social studies. In all of these fields Oregon colleges and universities produced more than two teachers for every new teacher hired in Oregon public schools fall 1977.

(It should be noted that the supply/demand ratios reported above present a conservative view of the teacher employment picture. Supply in these ratios is the number of teacher education students completing programs qualifying for certification and demand is the number of beginning teachers employed by Oregon public schools as of September 30. The follow-up of 1976-77 graduates revealed that 20% of the graduates did not apply for Oregon certification, and that of those who did apply for certification, 20% found teaching positions after September 30.)

Rationale for Determining Which Programs, If Any, Should Be Eliminated or To Which Access Should Be Restricted

Some people in the State of Oregon feel that the best solution to the problem of possible excess production of teachers is the elimination of selected teacher education programs from one or more State System institutions in order to bring production of teachers more into line with the teacher employment market demands.

In considering this issue, several facts must be borne in mind:

1. Over many years, teacher education programs have been demonstrated to be useful preparation for entry into and progress in many lines of work other than elementary and secondary teacher education. This is so because: (a) teacher education programs are essentially liberal arts programs, providing students with an opportunity to secure a sound general education and competence in some specific fields of knowledge, and (b) the limited amount of professional work required in the teacher education program provides insights into many of the basic problems encountered in establishing effective interpersonal relationships essential to success in many lines of endeavor.

2. There has already been a considerable reduction in the production of teachers in State System institutions, as cited above (i.e., from 1970-71 to 1977-78, a reduction of 45.0% in production of elementary teachers, and of 56.6% in production of secondary teachers).
3. Production of elementary school teachers has now been reduced to the point where the question arises as to whether the State System institutions are producing enough elementary school teachers. Data relating to the production and employment of elementary school teachers in Oregon public schools (see pg. 197) indicates how close is the relationship of production to demand.

4. As to production of secondary school teachers, it may be said that in most subject matter fields, production of teachers in State System institutions is somewhat under or reasonably in balance with the teacher employment market. In a few subject matter fields production appears to exceed the demand for new beginning teachers in that field in Oregon annually by a considerable number (e.g., social studies, health and physical education).

In those subject matter fields in which production of teachers is reasonably in line with the employment market, the elimination of a teacher education program from one or more institutions would seem to have several adverse consequences:

a. Access of Oregon residents to the program would be reduced, and for some students the cost of securing access will be increased, since they would no longer have access to the program while living at home or commuting.

(If the program can continue to be offered in diverse locations throughout the state at a reasonable cost, it would seem to serve Oregon's interests to give Oregon students wide access to the program.)

b. Local school district access to teacher education faculty with expertise in these fields would be reduced, to the disadvantage of the local school districts.

c. The credit hour cost of some liberal arts courses might be increased. This stems from the fact that teacher education basic norm programs are generally in fields of study in the liberal arts which are serving several categories of students, namely, (1) teacher education students, (2) students working toward a departmental major baccalaureate degree in the field, and (3) students taking the courses as general education or elective courses, and for whom the courses are "service" courses. Particularly in the smaller institutions, the loss of the teacher education students from the courses, resulting from the elimination of the teacher education program, would reduce the number of students in the class and would, thereby, increase the credit hour cost of instruction.

This leads us then, to the four secondary teacher education programs in which significantly more teachers are being produced each year than the Oregon teacher employment market can absorb.

Examination of Fields in Which There is Possible Excess Production of New Beginning Teachers

Art

Total production of teachers in art decreased from 110 in 1970-71 to 81 in 1976-77, a decrease of 27.3%, and a further decrease to 69 in 1977-78, 14.8% (Table 1).
The University of Oregon produced the largest number of beginning teachers in art for the period 1974-75 to 1977-78 with an average of 29.0; followed by Oregon College of Education with an average of 19.0; Oregon State University, 13.2; Portland State University, 8.5; Southern Oregon State College, 7.5; and Eastern Oregon State College, 1.8.

The production/demand ratio in art for 1976-77 graduates, reported on p.197, was 2.68, that is, 2.68 teachers were produced for every new beginning teacher hired in Oregon public schools as of September 30, 1978. This, of course, as noted on pp. 196-198, does not represent the total employment of these graduates.

It should be noted that all six institutions preparing art teachers offer liberal arts majors and grant baccalaureate degrees in art as well as providing the option of qualifying for the basic teaching certificate in this field. The certificate programs require course work drawn from the art major, 3-12 hours of specialized courses in art education, student teaching, and the general professional education requirements for certification. Termination of one of these six certificate programs would eliminate the 3-12 credit hours of specialized courses in art education at the institution in which the program was terminated.

The Board’s Office is reluctant to recommend elimination of any of these programs and thereby eliminate the teaching option for students majoring in art at any of the institutions. The relatively modest demand for art teachers, however, would indicate that some further reduction in the numbers of graduates in this field beyond the reduction achieved in 1977-78 would be desirable. This reduction is occurring and, with more specific placement data becoming available through the cooperative data collection program, is likely to continue to occur.

Foreign Languages

Although production of foreign language teachers dropped from 87 to 42 (51.7%) in the four-year period from 1970-71 to 1974-75, it increased from 42 to 52 (23.8%) for the three-year period from 1974-75 to 1977-78 (Table I).

Portland State University produced the largest number of beginning teachers in foreign languages (1974-75 to 1977-78) with an average of 12.2, followed by the University of Oregon with an average of 12.2, Oregon State University with 8.2, Southern Oregon State College with 5.2, Oregon College of Education with 4.5, and Eastern Oregon State College with 1.2.

All six colleges and universities offer the basic norm for the teaching of French, German, and Spanish; Oregon State University, Portland State University, and the University of Oregon offer basic norm programs in Russian; and the University of Oregon offers the basic norm in Latin and Italian.

The University of Oregon, Oregon State University, and Portland State University offer baccalaureate liberal arts programs in French, German, and Spanish. In addition, the University of Oregon and Portland State University offer baccalaureate liberal arts programs in Russian; Southern Oregon State College offers a degree in Spanish; and the University of Oregon offers degrees in Chinese, Classics, Italian, Japanese, and Romance Languages.

Although Oregon College of Education, Southern Oregon State College, and Eastern Oregon State College do not grant the baccalaureate degree in French, German, and Spanish (except for the BA in Spanish offered by SOSC), all offer courses in these languages to enable students to meet general education requirements and to provide opportunity for limited specialization.
Since the institutions will continue their foreign language programs as a vital component of their liberal arts curriculum, little would be gained by eliminating the teaching option from any one or more of the programs.

The total number of beginning teachers being prepared in French, German, and Spanish (52 in 1977-78) is relatively small. Portland State University prepares the largest number with 13-15 each year. With such a small number divided among three or more languages, and not more than 15 being prepared at any one institution, it does not seem realistic to set production quotas.

The Board's Office proposes that the institutions assure in a systematic, orderly way that students entering teacher preparation programs in foreign languages understand (1) the limited employment market for foreign language teachers and (2) the advisability of completing a second teaching norm in an area in which employment is more readily available.

Health and Physical Education

From Table I it can be seen that whereas production of graduates in health and physical education qualifying to teach decreased markedly from 1970-71 to 1974-75 (from 310 to 238 or a decrease of 23.2%), production since 1974-75 increased so that in 1977-78 the number prepared had almost reached the 1970-71 level (303 as compared with 310).

The production of graduates qualified to teach health and physical education, 1974-75 to 1977-78, was highest at Oregon State University with an average yearly production of 62.8, followed by the University of Oregon with 61.8, Oregon College of Education with 53.5, Portland State University with 46.5, Southern Oregon State College with 30.8, and Eastern Oregon State College with 18.2.

Health and physical education programs differ from most teacher education programs in that the programs prepare for professional employment in both teaching and non-teaching positions. The University of Oregon, Oregon State University, and Portland State University baccalaureate degree programs in health education and physical education offer both teaching and non-teaching options.

Oregon College of Education and Southern Oregon State College offer programs for preparation of teachers in health education, physical education K-12 or 5-12, and in health and physical education combined. The degree is in education with a major in either health education or physical education. Eastern Oregon State College offers a major in physical education with the degree in education for the preparation of teachers in physical education K-12.

Although health and physical education constitute the largest employment area for beginning teachers among the secondary teaching fields (145 employed in 1977-78), the production/demand ratio in 1977-78 was 2.21. This high production/demand ratio, and the continued interest in this field, reflect, in part, increasing employment opportunities in non-teaching positions.

The problem of possible overproduction of graduates in health and physical education cannot be adequately addressed until more complete information is available concerning placement of health and physical education graduates in non-teaching professional employment. The schools and departments of health and physical education, in cooperation with the Board's Office, have undertaken a systematic collection of placement information and data which will provide information on the placement of 1977-78 graduates. The study will be completed in May 1979.
When this data collection is completed, it is proposed that the institutions thoughtfully examine their programs in health and physical education and develop plans for the Board's review to bring total production and employment into reasonable balance.

Social Studies

There has been a steady decline in the production of new beginning social studies teachers, from 277 in 1970-71 to 157 in 1977-78, or a decrease of 43.3% (Table I). The University of Oregon produced the largest number of teachers in social studies for the period from 1974-75 to 1977-78 with a yearly average of 54.0, followed by Oregon College of Education with an average of 36.8, Portland State University with 31.8, Oregon State University with 31.2, Southern Oregon State College with 19.5, and Eastern Oregon State College with 12.2.

All six institutions offer baccalaureate degrees in the social sciences. The involvement of multiple academic departments in the preparation of social studies teachers makes it more difficult to assure that individuals have complete and accurate information concerning employment prospects than when prospective teacher education students are advised through a single department. Despite this problem, good progress has been made at most of the institutions in cutting the production of social studies teachers.

The Board's Office proposes that each institution continue to exercise careful surveillance of its production and placement of social studies teachers so that the ratio of supply and demand in this area will continue to improve.
# TABLE I


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1,508</td>
<td>960</td>
<td>909</td>
<td>845</td>
<td>814</td>
<td>-3.7%</td>
<td>-46.0%</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>19</td>
<td>26</td>
<td>15</td>
<td>18</td>
<td>15</td>
<td>-16.7%</td>
<td>-21.1%</td>
</tr>
<tr>
<td>Art</td>
<td>110</td>
<td>75</td>
<td>91</td>
<td>81</td>
<td>69</td>
<td>-14.8%</td>
<td>-37.3%</td>
</tr>
<tr>
<td>Business Education</td>
<td>86</td>
<td>58</td>
<td>56</td>
<td>44</td>
<td>32</td>
<td>-18.2%</td>
<td>-62.8%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>349</td>
<td>169</td>
<td>144</td>
<td>133</td>
<td>129</td>
<td>-3.0%</td>
<td>-63.0%</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>87</td>
<td>42</td>
<td>44</td>
<td>45</td>
<td>52</td>
<td>+15.6%</td>
<td>-40.2%</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>310</td>
<td>238</td>
<td>276</td>
<td>277</td>
<td>303</td>
<td>+9.4%</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Home Economics</td>
<td>70</td>
<td>46</td>
<td>43</td>
<td>37</td>
<td>52</td>
<td>+40.2%</td>
<td>-29.7%</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>23</td>
<td>47</td>
<td>35</td>
<td>35</td>
<td>34</td>
<td>-2.9%</td>
<td>+47.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>101</td>
<td>48</td>
<td>45</td>
<td>58</td>
<td>46</td>
<td>-20.7%</td>
<td>-54.5%</td>
</tr>
<tr>
<td>Music</td>
<td>91</td>
<td>69</td>
<td>77</td>
<td>61</td>
<td>63</td>
<td>+3.3%</td>
<td>-30.8%</td>
</tr>
<tr>
<td>Science</td>
<td>140</td>
<td>145</td>
<td>140</td>
<td>88</td>
<td>99</td>
<td>+12.5%</td>
<td>-29.3%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>277</td>
<td>218</td>
<td>193</td>
<td>174</td>
<td>157</td>
<td>-9.8%</td>
<td>-43.3%</td>
</tr>
<tr>
<td>Total, Secondary</td>
<td>1,663</td>
<td>1,181</td>
<td>1,159</td>
<td>1,051</td>
<td>1,051</td>
<td>0.0%</td>
<td>-36.8%</td>
</tr>
<tr>
<td>TOTAL, Elementary &amp; Secondary</td>
<td>3,171</td>
<td>2,141</td>
<td>2,068</td>
<td>1,896</td>
<td>1,865</td>
<td>-1.6%</td>
<td>-41.2%</td>
</tr>
</tbody>
</table>
(Considered by Committee on Instruction, Research, and Public Service Programs, February 23, 1979; present--Carpenter, Feves, Thorp, and Wyss.)

The Committee reviewed a preliminary draft of guidelines for Portland State University, preceded by a brief enumeration of selected Board policies relevant to curricular planning in all State System institutions.

Staff Recommendation to the Committee

The Board's Office recommended that the Board's Committee review the draft guidelines and signify the nature of the modifications they desire be made; that at the April meeting of the Board's Committee the redraft be considered and approved by the Committee for presentation to the Board.

Discussion and Recommendation by the Committee

The Committee recommends that the Board approve the Guidelines for Portland State University as modified by the Committee February 23, 1979. The modified guidelines appear at the conclusion of the discussion and recommendation by the Committee.

Dr. Romney expressed appreciation to Portland State University President Joe Blumel and the Portland State faculty for their assistance in developing the revised guidelines before the Committee. He observed that the guidelines for 1973 have served Portland State University well in its development the past several years and it is hoped the guidelines now under consideration will be equally useful.

Mrs. Carpenter noted that this was the fourth session the Board or the Board's Committee had spent working on the guidelines. She asked Dr. Blumel how he felt about the statement as it is now written.

President Blumel said that, although he had been concerned about the tone and some of the language used in the earlier version of the guidelines, he felt the present statement was appropriate for Portland State University and would receive the enthusiastic support of the Portland State community.

The Committee discussed the document page by page as summarized below, and agreed upon revisions and modifications of wording:

Mrs. Carpenter said she felt the Board had always had a strong commitment to Portland State University and to all the institutions and she wondered if this needed to be iterated on the first page of the document. President Blumel said he would agree that Board support for its institutions is implicit, however this is not always so apparent to the faculties of the various institutions and an explicit statement to this effect would have a very salutary effect on the morale of the faculty. He urged that the statement remain as written. Mrs. Carpenter agreed.

Mr. Wyss observed that phrases appearing in the earlier version of the guidelines "assigned by the Board" or "mission assigned to Portland State University" have been omitted. He said this created a feeling of independence from the System as a whole and, while some of this is healthy, perhaps the present guidelines are a little misleading in this respect.

President Blumel responded that he did not believe the guidelines implied any desire on the part of Portland State University to secede from the System. He said he felt that it was implicit that basic research and other activities would be related to the instructional mission assigned the institution.
Mrs. Carpenter said she felt the words "who too often have insufficient knowledge of all that is being done by the universities in the way of public service" on p. 2 were gratuitous and should be deleted. It was agreed this would be done.

Mr. Wyss noted that the words "to the urban community" had been left out following the capitalized word "SERVICE" on page 4, but said he would not ask they be put back in.

Mr. Wyss said he noted that the wording "primary responsibility" which had appeared in the first version of the guidelines had been changed in this version to "special responsibility." He asked if this had any significance. President Blumel said he felt there was a distinction to be made, that the university's primary responsibility was to continue to develop the quality of the institution as a university; the special responsibility concerned its responsibilities as an urban institution.

Mr. Wyss then asked whether the phrase referring to programs of national importance might be interpreted as encouraging development of all kinds of programs of national importance at Portland State University. President Blumel said he thought not, that what is being said was that the institution had been assigned special areas of emphasis in what is generally called urban education, and that the institution ought to strive to be of national significance in these areas. He observed that if urban problems have anything in common, then the contributions an institution makes have broader significance than just within the immediate locality or region. Mr. Wyss said he did not see that the wording "instruction, research, planning, and public service programs" tied Portland State's programs of national importance very directly to urban service.

Mrs. Carpenter said she felt some additional language describing Portland State's role as a university community of scholars would be desirable. Her suggested wording is incorporated in the guidelines as modified by the Committee.

Chancellor Lieuallen said the language quoted by Mr. Wyss seemed to add a fourth function to the three functions usually ascribed to the State System institutions, namely, instruction, research, and public service. President Blumel said it was not the intent of the wording to redefine the generally accepted role of the colleges and universities, but rather to identify planning as a kind of public service. Mrs. Carpenter noted that any urban response inevitably includes planning.

President Blumel said this was the emphasis that was intended, but that the wording was confusing. It was agreed to delete the word "planning."

Mr. Wyss said he thought the Committee should recognize that the words "even as it broadens its efforts in state, regional and national service" had been added at the end of the second paragraph under Special Responsibilities, although he did not wish to object to this addition. In the next paragraph, he said, two phrases have been added which seem to imply past prejudice, "that as is the case for all State System institutions" and "consistent with Board policies for the Oregon State System of Higher Education."

Mrs. Carpenter said she felt that the statement was important in view of the kinds of resources available in the state. She said all institutions are facing the need to limit program development and it is important that this be kept in mind. Mr. Wyss said he would accept this interpretation.
Mr. Wyss then inquired as to the phrase in Item 2, on the same page, in respect to housing. President Blumel said Portland State had not been attractive to a number of students from outside the metropolitan area because of the lack of student housing. He said the improved availability of student housing, being proposed as a part of the institution's long-range building plan, would make the institution more attractive to students from outside the immediate area and this would be expected to change the composition of the student body somewhat.

Mr. Wyss then said that a paragraph appearing in the previous document had been omitted from Item 6. He said the paragraph, which read as follows, was useful and should be added, perhaps with some revision of wording if the present wording was considered "too preachy":

There was a time in the immediate past when increasing enrollments and faculty mobility enabled universities and colleges to maintain or increase their vitality and to build and change instructional research programs by adding faculty. That period is largely past. Enrollments have stabilized and the rate of faculty turnover is greatly reduced. The institutional renewal which formerly resulted from faculty additions, must now be provided for largely through faculty self-renewal on the job.

President Blumel said he felt this paragraph was intended to be covered in point 7 of the statement of "Selected Board Policies Relevant to Curricular Planning in all State System Institutions" which accompanied the statement of Portland State University Guidelines in the document prepared for the Committee.

Mrs. Feves said she felt developing quality within limitations of faculty hiring was an administrative problem which did not have to be spoken to in the guidelines. Mr. Wyss said that his point was that the matter was not covered in the guidelines or in point 7 of the Selected Board Policies. Mrs. Carpenter said faculty renewal was a matter that should be mentioned in some way, perhaps as something that needs to be handled with a great deal of care.

Dr. Romney and President Blumel agreed that they would incorporate suitable language covering this matter in one of the documents.

Mr. Wyss referred the Committee to Item 9. He said the problem-centered research phraseology of the previous draft which read "Given Portland State University's urban setting, it is expected that the University will necessarily be involved in problem-centered research relating to the resolution of urban problems and issues,..." had been omitted. Mr. Wyss said he had rather liked this language.

President Blumel said this would be an example of research in which Portland State University would be interested and he would not object to having this particular language included in Item 9. Dr. Romney said he would work out suitable language.

The Committee noted that Item 11 had been added since the previous draft. It was agreed that the wording should be changed to include visual arts.

Mrs. Carpenter said she felt wording should be added expressing a commitment to aesthetic excellence in the University's development. It was agreed that Dr. Romney should develop wording to this effect.
In further discussion, the Committee agreed to modify Item 14 to delete the words "as required by Board policy" and to add "in order that students may enhance their opportunity for academic success."

The Committee then approved a motion by Mr. Wyss to accept the guidelines as modified during Committee discussion and to forward them to the Board for approval at its next meeting.

GUIDELINES FOR PORTLAND STATE UNIVERSITY
(February 9, 1979, Draft as modified by the Committee on Instruction, Research, and Public Service Programs, February 23, 1979.)

Portland State University is a public urban university situated in the heart of Oregon's largest metropolitan area. The University serves the Portland metropolitan area and the State, and to a lesser extent the region and nation in academic disciplines appropriate to its mission, through programs of undergraduate and graduate instruction, research, and public service, based upon curricula in the arts, letters, and sciences, and in selected professional fields, as authorized by the State Board of Higher Education.

During the next decade, Portland State University's ability to fulfill the mission assigned it by the Board will depend on the continued strong commitment of the Board, and the University's ability to use its resources effectively in pursuit of well-defined goals and objectives. It is to guide the development of these goals and objectives, that these guidelines are set forth by the Board.

GOALS AND OBJECTIVES FOR PORTLAND STATE UNIVERSITY

The Pursuit of Excellence

Portland State University's primary objective is the achievement of excellence in the three fundamental areas which characterize institutions of higher learning: instruction, research, and public service.

The University's commitment to excellence in the area of INSTRUCTION recognizes the need to provide students with general education in the arts, letters, and sciences; with the tools for economic self-sufficiency; with a sound foundation for their roles as citizens in a democracy; with a respect for knowledge that will encourage them to continue learning throughout their lifetimes; with social skills that contribute to effective interpersonal relationships, with an understanding of value systems and value formation; and thereby to enhance their opportunity to enjoy healthy, emotionally stable, and satisfying lives. This implies an ability to communicate with precision, cogency, and force; skill in the techniques needed for investigating the workings and development of modern society; knowledge about other cultures and times; and the ability to defend their views effectively and rationally.

In its pursuit of excellence, Portland State University will consider RESEARCH as an integral part of its mission, serving as research does, as an important base for teaching, and for service to the urban community and society generally.

Research and scholarly work carried on at the University may result in knowledge for knowledge's sake, or it may result in the discovery of visible, practical, and immediately applicable new knowledge related to problems and issues identified locally or universally. Given Portland State University's urban setting, it is expected that the University will necessarily be involved in problem-centered research relating to the resolution of urban problems and issues, but not to the exclusion of an energetic interest in basic research. Research and scholarly work encompasses the creative activities of the artist and the humanist, as well as those of the scientist.
Portland State University's expressed commitment to teaching based upon a solid research base is aimed at fostering student inquiry which challenges established ideas and methods and which is directed toward a solution of current or foreseeable problems. This commitment is reflected in the characteristics of the faculty, the recognition in salary and promotion decisions of the importance the University places on faculty achievements in research, and the protection afforded faculty from outside pressure groups that would seek either to divert faculty from their legitimate research pursuits or from the dissemination of research results.

Portland State University has, within the context of its advanced graduate programs, made genuine progress in attracting outside funding for research and is prepared to expand significantly its efforts in that respect.

As befits a public urban university, SERVICE is, by definition, a significant responsibility of Portland State University.

Beyond the social merit of applying the University's expertise to the solution of important societal problems, the public service function adds value to the educational process itself. Teaching, learning, and research can be improved as a result of the testing of knowledge through its application to the practical problems of society. Students and faculty are enabled to work with successful professionals in their chosen fields. Whatever form these activities take, they must be evaluated in terms of their consistency with, and the contributions they make toward, the accomplishment of the educational objectives of Portland State University. Insofar as its services to the public increase and improve, Portland State University will have the responsibility to make known these services that are available to the general public and the public decision-makers who too often have insufficient knowledge of all that is being done by the universities in the way of public service.

Special Responsibilities

In its pursuit of excellence in instruction, research, and public service, Portland State University has a special responsibility to serve the citizens of Multnomah, Washington, and Clackamas Counties from which it draws the preponderance of its students. In 1977, the tri-county area contained approximately 970,000 people. One-fourth of this population is between the ages of 17 and 29, the age group traditionally most interested in taking college and university courses. A significant fraction of the student body at Portland State University is over 35 years of age, a fact that underscores the growing interest of non-traditional students in obtaining college or university training. In designing its programs, Portland State University has a special responsibility to insure access both to traditional and non-traditional students with special attention to the needs of place-bound students, many of whom are working in the metropolitan area. Portland State University also has a special responsibility to serve the needs of part-time students and the special needs of the increasing proportion of women and minorities in its student body.

In addition to serving the citizens of the Portland metropolitan area, Portland State University also has a special responsibility to function as a leader in urban education for the State, the region and the nation. The basic problems of major urban centers and the fundamental concerns of urban dwellers are similar for all such urban areas; hence, what Portland State University achieves in extending understanding of these problems and concerns will be significant to inhabitants of urban environments elsewhere. The University presently participates in instruction, research, planning and public service programs having statewide, regional and with increasing frequency, national importance. Its role in these areas may be expected to expand in the future.
Without diminishing its urban commitment and vital service role, it is essential that Portland State University carry out its mission as a university community of scholars, with a common value system, committed to a plurality of points of view, and somewhat set apart from the metropolitan area it occupies. Although the University needs the flexibility to make early and sometimes expeditious response to the requirements of the urban community, it also has the obligation to be a repository of intellectual resources and social and scientific objectivity.

MEANS OF IMPLEMENTATION

Portland State University's academic growth over the past decade, and its location in the heart of Oregon's only major metropolitan area, provide the thrust for its future, giving it strengths and opportunities upon which it will capitalize in the decade of the 1980's. In the past, the development of Portland State University has been heavily influenced by the needs of the metropolitan area it serves. The changing needs of the metropolis will likely continue to be a dominant factor in shaping the University's role in the future, even as it broadens its efforts in state, regional and national service.

In planning the full attainment of the foregoing objectives, the following assumptions will govern:

1. That as is the case for all State System institutions, program development at Portland State University must be seen as a continuous process which balances existing or foreseeable resources against emerging needs consistent with Board policies for the Oregon State System of Higher Education.

2. That Portland State University's clientele will continue to be drawn predominantly from the Portland metropolitan area and will continue to be broadly similar to its present clientele, although in the future a somewhat larger percentage of the University's student body will come from outside the Portland area as more students (especially graduate students) are attracted to programs at Portland State which have special distinction, or are not offered by other State System institutions, and if they improve availability of student housing.

3. That as a public urban university, Portland State University must offer a diversity of curricular programs to serve the needs and interests of a diverse student body.

4. That the instructional programs presently authorized Portland State University by the Board offer a sound curricular foundation for an institution located in the major population center of the state, to which may be added by Board authorization, as needs and resources will permit, selected additional instructional programs.

Programs presently authorized Portland State University by the Board (February 1979) consist of:

- A wide array of baccalaureate and master's degree programs in the arts and sciences (1) serving the general education needs of Portland State University's students, (2) undergirding the professional programs offered at Portland State University, and (3) providing major programs of study in the arts and sciences leading to baccalaureate and master's degrees.

- Baccalaureate and/or master's degree programs in a variety of high-student-interest, high-enrollment professional fields (e.g., business administration, teacher education, social work, criminal justice, engineering and applied science, urban planning and public administration).
5. That a key characteristic of future academic program development at Portland State University will be the augmentation and combination of existing educational resources in a creative manner producing programs of maximum academic value and social utility.

6. That expertise needed to provide greater service in proposed new areas or programs may already exist at the University. Creative academic program development on an on-going basis will be essential. An effective plan for faculty development will be a key element of the process.

7. That new instructional areas of greatest interest are likely to be in fields (a) in which the resources of the University and the Portland area are uniquely appropriate to the program (social work is an illustration of a current program of that kind), or (b) that serve:
   
   (1) employed business, professional and governmental practitioners desiring to upgrade their skills and their education through work leading to an advanced degree (illustrative are the master's programs in public administration and taxation recently authorized at PSU), and others who for employment, financial or personal reasons wish to earn a degree at Portland State University.

   (2) persons living in the Portland metropolitan area who, for career or personal, cultural, or self-fulfillment reasons, desire access to graduate and postbaccalaureate courses without reference to graduate degrees.

8. That at the doctoral level, Portland State University will offer a number of carefully selected programs which are not unnecessarily duplicative, which are relevant to the needs of the Portland metropolitan area, or by which Portland State University may realistically be expected to meet a state, regional or national need.

9. That Portland State University will continue the development of basic and applied research capabilities, vigorously pursuing needed resources from national and regional sources, including Federal agencies and private foundations. Given Portland State University's urban setting and mission, it is expected that Portland State University will necessarily be involved in problem-centered research relating to the resolution of urban problems and issues.

10. That public services will be emphasized particularly as they meet the needs of the Portland metropolitan area.

   It is in its public service role that the urban university, like the land-grant university, seeks to apply knowledge of which it has custody to the practical needs and problems of the society the university seeks to serve. Thus the needs of Portland State University's special clientele (e.g., business and professional organizations, city, county, state, and federal governmental agencies, labor organizations, cultural and public service groups of various kinds) will receive special attention through appropriate formal and informal relationships.

11. That, accepting its responsibility to contribute to the quality of life of the communities it serves, Portland State University is committed to aesthetic excellence in its development and to the provision of cultural and recreational events, especially in the areas of the performing and visual arts, based upon its instructional programs in these areas.
12. That Portland State University will continue to expand its present offerings of educational programs in formats, at locations and at times convenient to the non-traditional student.

This involves:

a. Scheduling on-campus courses and programs at times (e.g., late afternoons, evenings; weekends) and in formats (e.g., independent study, internships, block schedules of concentrated periods of instruction interspersed with extended periods of freedom from classes) which take into account the fact that significant numbers of Portland State University students are employed full- or part-time.

b. Offering outreach (off-campus) courses and programs at locations, times and in formats convenient to students. In these efforts, Portland State University should seek the cooperation of employers, who are often willing to make adjustments in work schedules of employees to accommodate employees' career and educational interests.

Continuing education programs should be expanded with regard for professional development, career enhancement, self enrichment, and liberal studies for mature adults.

13. That modestly selective admissions requirements will be maintained for undergraduates in order that the University may serve the educational needs of the wide range of urban students who look to it for access to higher education. But for students admitted to its graduate programs, Portland State University will maintain highly selective admissions requirements.

14. That given Portland State University's commitment to making educational opportunities broadly available, the University will continue to be responsive to the need for effective programs of student advisement and counseling, including financial aid counseling, and for supplementary assistance to some students, [as-required-by-board-policies] in order that students may enhance their opportunity for academic success. Supplementary assistance may consist of skill development activities to improve reading, writing, and study skills and, where appropriate, tutorial programs.

15. That Portland State University will continue its efforts to discover the causes for undesirable student attrition, and to reduce the causes of such attrition, without, however, sacrificing academic standards.

16. That, as the only comprehensive public university in Portland and the largest comprehensive four-year postsecondary institution in the Portland metropolitan area, Portland State University will continue its efforts to fill the role of innovative leadership in encouraging cooperation among colleges and universities and other educational agencies in serving Portland metropolitan area postsecondary instructional, research, and service needs.

In fulfilling its urban function, Portland State University will coordinate its planning and programming with agencies and institutions offering services to the Portland metropolitan area similar or related to those offered by Portland State University (e.g., the University of Oregon Health Sciences Center, the independent colleges and universities, Oregon Graduate Center, community colleges, educational service districts, public schools, and other governmental and private agencies). Models for such cooperative efforts can be found in the PSU/UO and OSU/UO/PSU joint programs in public school administration and community college education, respectively, the PSU/Lewis and Clark cooperative program in public administration, Project Advance with public high schools, joint research projects with the City and the counties, the Public History option with the Oregon Historical Society, the Library Metro Loan program, and other similar joint ventures.
17. That continuing special attention will be given to involving representatives of the public in Portland State University’s academic planning in an effort to articulate institutional mission with educational need, and to assure broader public understanding of the University’s instructional, research, and service contributions to the Portland metropolitan community as well as to the State and region.

18. That the University’s enrollment ceiling will be periodically reviewed by the Board for its relevance to Portland State’s mission and the educational needs of the state and the Portland metropolitan area.

Staff Report to the Committee

The February 9, 1979, version of the proposed Portland State University Guidelines, presented above, as modified by the Committee, represented a reorganization of an earlier draft (dated January 23) developed by the Board’s Office. Both of these drafts, with page and paragraph numbers to permit ready comparison of the two documents, are included in the document entitled Portland State University Guidelines, February 23, 1979, which formed the basis for the Committee’s discussion. This document is on file in the Board’s Office.

The material prepared for the Committee also included a statement of selected Board policies relevant to curricular planning in all state system institutions, which is reproduced below, as modified by the Committee.

SELECTED BOARD POLICIES RELEVANT TO CURRICULAR PLANNING
IN ALL STATE SYSTEM INSTITUTIONS

1. The State Board of Higher Education is sensitive to and aware of the educational needs of the state which the State System of Higher Education should serve within its general mission.

2. The Board welcomes the efforts of its institutions to plan for meeting the changing needs for public higher education in Oregon consistent with the varied missions assigned by the Board to its institutions. The Board must assess institutional requests for new programs in light of whether the program is in the best interests of the state as a whole and within the economic capacity of the institution and the state.

3. In considering new program proposals from its institutions, the Board of Higher Education weighs the three closely interrelated issues of accessibility, cost, and quality. The Board’s aim is to assure adequate availability of educational programs consistent with cost and quality considerations.

4. Given the fiscal constraints under which the public postsecondary educational institutions in Oregon must operate, unnecessary program duplication, particularly at the advanced graduate level, must be avoided. The Board does not foresee the possibility of a full range of advanced graduate degree programs on the campuses of each of its universities. In considering new program proposals, the Board will seek to minimize the need for future duplication.

5. In the future, in reviewing proposals from any of its institutions for authorization of new programs, the Board expects that due attention will be given in the planning process to the possible alternative of meeting identified educational needs through joint interinstitutional programs or through a regional (interstate) program. In particular, in examining potential new areas of future service at the advanced graduate level, it is important to consider whether the service can be provided more effectively and with less cost through a regional (interstate) program or through joint and cooperative efforts of Oregon public and independent colleges and universities.
6. With the purpose of using resources most effectively, all institutions must be responsive to the need for effective programs of student advisement and counseling and for supplementary assistance to some students in order to insure optimum opportunity for academic success.

7. Similarly, in view of the stabilization of enrollments in higher education and the reduced mobility of faculty members, all institutions are expected to continue their efforts to develop and maintain effective programs of staff development in order to provide for institutional renewal consistent with the Board's Internal Management Directives (IMD 4.001).

There was a time in the immediate past when increasing enrollments and faculty mobility enabled universities and colleges to maintain or increase their vitality and to build and change instructional and research programs by adding faculty. That period is largely past. The institutional renewal which formerly resulted from faculty additions must now be provided largely through faculty self-renewal on the job.

Board Discussion and Action

Reference was made to the commitment of Portland State University to the broader community and the facilitation of joint programs for institutions of higher education in the Portland area. President Blumel said there is no formal structure now for facilitating these arrangements. With respect to innovative leadership in coordination of joint relationships, President Blumel expressed the view that the best opportunities for close cooperative relationships result from good communication among the faculties of the various programs and departments in those institutions. He said it was his belief that these faculty relationships had improved.

The Board approved the Committee recommendation as presented, with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Mr. Ater commended the Committee for its efforts in the preparation of the document, and upon motion by Mr. Batiste, the Board voted to commend the Committee for its excellent work. Those voting in favor were: Directors Anderson, Ater, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Mr. Wyss said it was understood by all who participated that the document itself is not as important as the way that document is perceived by the institution and is used as a point of departure. He said it was his hope that it was understood that the statement was an attempt to be responsive to the needs of the institution as they were understood, within the Board's overall responsibilities as a Board. If they prove to be insufficient or inappropriate in the future, the institution should come to the Board again with proposed changes. He said the document should not be viewed as the Board's document but as the institution's document and asked that this be conveyed to the faculty.

President Blumel said a report had been made to the Faculty Senate on the action of the Board's Committee and the status of the guidelines following Committee action in February. Similar information has been distributed in the Faculty Bulletin. The same procedure will be followed now that the guidelines have been approved. The guidelines will be used also as a basis for instituting a more formalized planning mechanism with the institution.
Each year, the Board’s Office presents to the Board’s Committee on Instruction, Research, and Public Service Programs, the annual report of the State Advisory Council for Career and Vocational Education, which usually contains a number of recommendations specifically addressed to the State System of Higher Education.

The 1978 Annual Report of the Council, which concerns inservice education for vocational education personnel in Oregon, is on file in the Board’s Office.

Staff Recommendation to the Committee

The Board’s Office recommended that the Board instruct the Board’s Office and the institutions of the State System, as appropriate, to cooperate with other agencies such as the State Department of Education and the Teacher Standards and Practices Commission, as provided for in the recommendations of the State Advisory Council on Career and Vocational Education, to the extent indicated in the staff report to the Committee.

Discussion and Recommendation by the Committee

Dr. Romney introduced Dr. Gene McIntyre, executive secretary of the State Advisory Council on Career and Vocational Education; Council chairperson and coordinator of the study, Ms. Louise Lothspeich; and Mr. Don Staudenmier, executive secretary of the Portland District Council of Carpenters.

Dr. McIntyre observed that it is a requirement by Congress that any state receiving federal moneys for vocational education have a state-wide advisory council. Among the responsibilities of the Council are to advise the Board of Education on activities, programs, and services which are part of the vocational education delivery system. In addition, the Council is asked to report its findings and recommendations each year to appropriate agencies and institutions. This past year, 1978, Dr. McIntyre continued, the Council studied inservice education for vocational education personnel, and it is a report on the Council’s findings and recommendations in respect to this study that are being transmitted to the Board of Higher Education.

Dr. McIntyre described the methodology used in the study. He said questionnaires were sent to 1,200 secondary vocational education teachers and 800 community college instructors. Response rate was 30%. The Council also conducted in-depth interviews with 140 vocational education personnel and 120 students in 21 high schools and 4 community colleges, and with 40 representatives of agencies or organizations providing inservice education for vocational education personnel.

Dr. McIntyre referred to recommendations of the Council [reported as (2) in the staff report to the Committee], saying the conclusions and recommendations of the Council are the essence of its message.

Ms. Lothspeich said she wished to assure the members of the Committee that members of the Council took their responsibilities toward vocational education seriously. She said she felt the message of the Council’s report was that vocational education teachers and instructors are asking that there be more cooperation and coordination among the various schools (four-year colleges and universities, community colleges, and public school districts) in provision of inservice education.
Mr. Staudenmier noted that it was very difficult for persons employed in the trades and labor to participate in education because most of them work a physical eight hours a day on the job. Classes must be offered evenings, weekends. Vocational instructors are usually persons who know the trade, but who, in many cases, do not know how to teach. Many of these people are superintendents or foremen and do not have a great deal of time. Inservice and preservice education is needed to help these persons become better teachers. In contrast, Mr. Staudenmier continued, there are full-time vocational teachers in the high schools and community colleges who need on-the-job experience. He said it was hoped that persons who go out in the summer and work at a job that will help them do a better teaching job could receive some credit for this experience.

Mrs. Feves asked if the persons who would be served by inservice education already have certification and degrees.

Dr. McIntyre said not all of the vocational education instructors have degrees. Many in the community colleges have been hired directly from industry. Mr. Staudenmier observed that this was particularly true in respect to part-time instructors. The high school instructors have degrees and certification.

Mrs. Feves said it would be possible for the community colleges to play an expanded role in inservice programs because these programs do not necessarily involve degree credit. She said involvement of the community colleges in credit programs would be a problem because the community colleges can only offer lower-division work.

Dr. McIntyre said it was not the intent of the recommendation that responsibility for inservice education would be turned over to the community colleges, but that the State System and the community colleges would cooperate to utilize resources at the community colleges in an expanded role. Quality control and recording of credits would remain a function of the State System institutions.

Mrs. Carpenter noted that a state-wide study of inservice education has been completed within the past year. Dr. McIntyre said he felt the Council's report reinforced the general recommendations of the state-wide study, but then moved on to address the particular needs of the vocational education community.

One of the special problems of vocational education, he continued, is that there is an undersupply of vocational education teachers. One of the ways to encourage people to become vocational teachers, and to keep those already teaching, he said, is to make it easier for vocational teachers to obtain the instruction they need to continue in their employment.

Dr. Romney noted that there is a definitional problem when talking about inservice education to distinguish between (1) education offered in and at the behest of local school districts without reference to certification or degree requirements and (2) education offering credit toward meeting requirements of certification or a degree. The state-wide study group referred to by Mrs. Carpenter resolved this problem by referring to the latter education as continued professional development.

He said one of the conclusions coming out of the Council's study is that the users of inservice education would like to have some input into determination of the kinds of inservice education programs would offer them, and he continued, it would be presumed that they would want the same kind of input into continued professional development opportunities afforded them through the institutions of higher education. This is not inconsistent with what teacher education institutions are currently doing. Higher education is in agreement with this recommendation of the Council.
With respect to the second recommendation, that credit be granted for skill upgrading in on-the-job experience, Dr. Romney said Dean Sylvia Tucker of the school of education at Oregon State University, Monty Multenan of the State Department of Education, and the Board’s Office have agreed to discuss what further can be done to respond to this recommendation. Dr. Romney observed that Oregon State University has an arrangement for granting credit by examination for demonstration of skills and knowledge skills in the trade-industrial area acquired through experience in business and industry. He noted that the Personnel Development Center, sponsored by Oregon State University and the State Department of Education, is broadly engaged in providing inservice educational opportunities for instructional and administrative vocational and career education personnel throughout the state. He said the Council’s recommendation that the Personnel Development Center ought to have primary responsibility in this area was one the Board’s Office would support. In respect to needs of the part-time instructors, another concern of the Council, Dr. Romney said a study of these needs is now underway by the Personnel Development Center with a report requested by the end of spring quarter.

Dr. McIntyre said the kind of skill upgrading and retraining through experience in business and industry being considered by the Council might be compared with practice teaching or practicum kinds of experience which have been a part of teacher education for many years. He said the Council is encouraged to know that the State System representatives are going to sit down with representatives from the State Department of Education to see what can be done to implement Council suggestions.

Dr. Romney continued that in response to the Council recommendation that there be some enlargement of the policy board which governs the Personnel Development Center, it is thought this representation might be more appropriately located in the advisory council or the regional advisory committees than on the policy board, which is made up of representatives of Oregon State University and the State Department of Education. Dr. McIntyre said the Council felt a field-based representative on the policy board would be a vital resource to decisions of the board and in this capacity much more effective than if he served on an advisory committee.

Mr. Wyss said he felt that lay councils or boards often feel that recommendations are not specific enough. Each year the Board of Higher Education receives recommendations from the Advisory Council, he said, and each year there is the feeling that if the recommendations were a little more specific, the Board might be able to do more than simply offer encouragement.

Ms. Lothspeich said the Council does try to be specific in its recommendations. She said it was most encouraging to her that people in Higher Education and the State Department were going to sit down and consider these recommendations. She said the Council has the easy task in that it deals with people in the field. Now the Council is bringing the needs of the people in the field to those who can respond to these needs. This, she said, is the more difficult task.

Mr. Wyss said he did not want to lose the impact of what the Council is saying in the context of implementation because it is very hard to translate back again. What is being said, he continued, is first that vocational educators need people to help them develop skills to teach students; second, that they need people who can continue to work with them on the local level; and third there are several more points about business and industry. If these kinds of things could be spelled out in future reports, then the Board could determine whether progress was being made. He said the members of the Board of Higher Education were citizens just like the members of the Advisory Council, with the same kind of interest in seeing that our educational system serves people, and the kind of communications provided in the morning’s discussion was the most important means of accomplishing the common goal. He thanked the representatives of the Council for meeting with the Committee.
Mrs. Carpenter said the Board strongly supports the idea of user participation in decisions concerning his future.

The Committee unanimously approved the staff recommendations to the Committee, as amplified by the foregoing discussion.

Board Discussion and Action

Dr. Romney outlined the recommendations and comments as set forth in the staff report, describing the implications involved in some of the recommendations.

In response to a question concerning the availability of graduate in-service training both for vocational education and non-vocational education teachers, Dr. Romney said the same mechanism would apply in that the institutions providing the training would determine what courses merited academic credit and which would count toward certification.

The Board approved the Committee recommendation to accept the report as presented, with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Peves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Committee

Conclusions and Recommendations of the Council's 1978 Annual Report

Presented herewith are conclusions and recommendations of the Council, particularly those relating to the State System of Higher Education.

The format in which these conclusions and recommendations are presented for review by the Board's Committee on Instruction, Research, and Public Service Programs consists of (1) a listing of the Council's conclusions, (2) a listing of the Council's recommendations, and (3) Board's Office comments.

Council Conclusions and Recommendations

Drawn from the "Users" Observations

1. Conclusions Drawn by the Council from "Users" Responses.

   Full-time secondary vocational teachers and community college instructors ("Users") prefer inservice experiences that:
   a. Help them relate to and motivate their students.
   b. Give them specific technical knowledge in their fields.
   c. Are available locally, and include activities in the business and industrial community.
   d. Rely on the cooperation of local teachers and administrators in identifying the content and methods to be used, with instruction given by persons knowledgeable in the occupational areas being served.
   e. Are held on released time during the school year.
   f. Use a workshop format involving: (1) lectures, (2) demonstrations, (3) hands-on experience, and (4) "question and answer procedures."
2. Recommendations of the Council

The State Advisory Council for Career and Vocational Education recommends to the State Board of Education, the State Board of Higher Education, the Educational Coordinating Commission, and the Teacher Standards and Practices Commission that they collectively and, where appropriate, separately:

a. Encourage and assist boards and administrators in local educational agencies in encouraging and supporting the establishment and operation of inservice programs to serve the inservice needs of vocational education teachers and administrators.

b. Advise boards and administrators in local educational agencies that the frequency and kinds of inservice educational activities undertaken should be (1) decided as a cooperative endeavor of boards, administrators, and teachers, with due consideration for the preferences of the "users" as set forth above, (2) offered on released time, and (3) characterized by "continuity and comprehensiveness."

3. Board's Office Comment

Oregon State University, the Board's institution having the primary responsibility in the preparation of vocational teachers and for working with the public schools in the field of vocational teacher education, is prepared both independently and in consort with the State Board of Education, the Teacher Standards and Practices Commission, and the Oregon Educational Coordinating Commission to fulfill the functions set forth above.

This is an area of activity in which Oregon State University has had long experience.

Council Conclusions and Recommendations

Drawn from "Providers" Observations

1. Conclusions drawn by the Council from observations of "providers" of inservice education for vocational teachers.

"Providers" of inservice education prefer that the following roles be assigned for providing inservice education for vocational teachers and administrators:

a. That the community colleges provide inservice educational programs to meet the "unique needs of the staff of the institution," and that they "fill the gap for local districts when inservice [education] needed is not available otherwise."

b. That the local school districts provide inservice education "unique to the needs of the staff of the district."

c. That the State Department of Education provide coordination, technical assistance, and funding for inservice vocational educational programs.

d. That educational service districts coordinate and provide regional inservice educational programs.

e. That state associations conduct assessments of inservice educational needs of their constituents and serve as advocates of those needs.
That four-year colleges and universities provide consultants on an individual basis on request and make degree programs available that are compatible with certification requirements.

That business, industry, unions, and the professions "provide places and personnel to help vocational teachers learn more about occupations in practice."

That the Oregon State University Personnel Development Center assume primary responsibility for off-campus, field-centered inservice education in pedagogy and technical skills.

2. Recommendations of the Council
   a. The State Advisory Council for Career and Vocational Education recommends to the State Board of Education, the State Board of Higher Education, the Educational Coordinating Commission, and the Teacher Standards and Practices Commission that they collectively, and where appropriate, separately, "design and empower a conversion formula so that the hours accumulated by vocational education teachers and administrators in skill upgrading, updating and retraining will apply as acceptable credit toward local educational agency inservice requirements and/or state certification."

   In addition, the Council recommends that they:

   (1) Designate and appoint community colleges to perform a major role in provision of inservice education for their own and for secondary school vocational education teachers and administrators and authorize college credit for inservice programs through the community colleges to be applied toward local educational agency requirements and/or state certification.

   (2) Endorse and support representation from and involvement of business, industry, and labor in inservice education for vocational education teachers and administrators, and endorse and support the continuous participation of vocational education teachers and administrators in work experience in skill upgrading, updating and retraining through business, industry, and labor.

b. The State Advisory Council for Career and Vocational Education recommends to the State Board of Education, the State Board of Higher Education, the Educational Coordinating Commission, and the Teacher Standards and Practices Commission that they collectively, and where appropriate, separately:

   (1) Assist and aid vocational education teachers and administrators in local educational agencies to plan, implement, and sustain model inservice educational programs and activities recognized and accepted by vocational education personnel as practical and applicable.

   (2) Appoint and promote the Oregon State University Personnel Development Center as the primary resource for statewide inservice needs assessment and as the provider and coordinator of inservice education in pedagogical and technical skills for vocational education teachers and administrators.

3. Board's Office Comments

In responding to the foregoing conclusions and recommendations of the Council, the Board's Office would like to speak to the following:
Council conclusion "f," to the effect that "the four-year institutions should provide consultants on an individual basis on request and make degree programs available that are compatible with certification requirements."

To the extent that funds are made available for State System institutions to provide such consultant service, the institutions will be pleased to accommodate those needing the services. Oregon State University has the major allocation in vocational teacher education and has worked cooperatively with the State Department of Education and has assisted the Educational Service Districts in their vocational educational programs when asked and when appropriate.

As we note in greater detail elsewhere, Oregon State University, the State Department of Education, the community colleges, and the Educational Service Districts have had close working relationships in the vocational teacher education field, with the State Department of Education providing from federal funds limited financial support for Oregon State University's pre-service program in vocational teacher education (approximately $90,000 a year) and more substantial support for in-service programs for vocational teacher education provided by the OSU Personnel Development Center (approximately $217,000 per year).

Council conclusion "h," to the effect that the Oregon State University Personnel Development Center should assume primary responsibility for off-campus, field-centered in-service education in pedagogy and technical skills.

The Board's Office believes that it is appropriate for the Personnel Development Center to coordinate in-service education in pedagogical and technical skills for vocational teachers and administrators, but that cooperation and active participation of the OSU Vocational Technical Education staff is essential. The Board's Office believes that both pre-service and in-service staff benefit from planning cooperatively.

The collaboration of Oregon State University and the State Department of Education in the development and continuing maintenance of the Center is an outstanding example of collaboration, unexcelled by any other of which the Board's Office is aware.

The Board's Office has the following comments relative to the recommendation that (a) the hours accumulated by vocational education teachers and administrators in skill upgrading, updating and retraining be counted toward state vocational teacher certification, and (b) that the community colleges be designated to perform a major role in providing in-service education for secondary school vocational education teachers and administrators, with the work to be counted toward state certification requirements.

The fundamental issue is as to who shall evaluate the quality of the upgrading and retraining accomplished, and who will be responsible for maintaining a record of the extent and the nature of the retraining accomplished which is to apply toward state certification.

These responsibilities have long devolved upon the colleges and universities of the state, which have had the expertise to make judgments as to the quality of educational programs, and which have, through their registrars' offices, the mechanisms through which to record and to maintain permanently a record of the courses and other activities completed by the individual.
As the Board is aware, under Oregon's teacher certification regulations, the Teacher Standards and Practices Commission is responsible for the certification of public school teachers, specialists, and administrators. For assurance as to the competence of the applicants for teaching certificates, the Teacher Standards and Practices Commission relies upon "approved teacher education institutions" to recommend for certification only those graduates who have completed "an approved teacher education program," namely, one which has been approved by an "approved teacher education institution."

In the judgment of the Board's Office, the confidence thus reposed in the "approved teacher education institutions" as arbiters as to what constitutes an effective teacher education program and what courses or other activities merit being included as a part of the approved program is well placed.

We believe that if, in the future, as has been suggested in some quarters in Oregon, teacher education candidates are to be certified on some basis other than the recommendation of an approved teacher education institution, the burden of proof must be laid upon those urging this change, to demonstrate (a) that some qualified agency other than the colleges and universities exists for certifying as to the quality of work completed in inservice educational courses or activities offered by the public schools, business and industry, labor unions or other such agencies, and (b) that some agency other than the colleges and universities has the mechanism for maintaining a permanent record of approved work completed by candidates for state certification.

Oregon State University has completed extensive reorganization of its graduate programs in industrial education with the view of better meeting the needs of the increasing numbers of secondary and community college trade and industrial teachers who are seeking advanced degrees. Oregon State University observes that only about 35% of the 550 trade and industrial teachers in Oregon's schools and colleges hold the master's degree. Yet the 211 programs presently operating in the state's secondary schools and the expanding community college and other postsecondary technical education programs would benefit from teachers who had advanced leadership, curriculum, supervision, and program management skills. The revised Oregon State University master's degree programs seek to meet the emerging educational needs of already employed trade and industrial teachers.

With reference to the role of the community colleges in vocational teacher education programs leading to state certification, it is well to note that Oregon State University has transfer agreements with the majority of the Oregon community colleges under which specific vocational-technical course credits earned at the community colleges will be accepted toward basic teacher certification requirements in such fields as industrial education and agricultural education, as well as toward baccalaureate degrees in a number of non-vocational teacher education fields (e.g., technical journalism, health and physical education).

It may be expected that Oregon State University will continue its assiduous efforts to make the fullest justifiable use of community college resources in providing educational programs for prospective and current vocational education teachers.
Oregon State University's role in developing the written agreements under which selected community college vocational-technical courses are counted toward selected baccalaureate degree programs illustrates the point made earlier in this discussion concerning the necessity for the colleges and universities to be charged with making the decision as to what may be counted toward academic credit. In this present instance, Oregon State University has borne the responsibility for assuring that all elements of its vocational teacher education programs, whether completed at a community college under the Oregon State University-community college agreement, or at Oregon State University, are of suitable quality and that they mesh effectively, constituting a teacher education program whose graduates can be recommended by Oregon State University to the Teacher Standards and Practices Commission for appropriate certification as teachers or educational specialists in Oregon public schools.

The appropriate involvement of business, industry, and labor in selected aspects of inservice education for vocational teachers for the purpose of giving them needed work experience in upgrading or updating of their skills is entirely reasonable and desirable.

However, if academic credit is desired for these activities, the colleges and universities must continue to be responsible for determining what activities may be granted academic credit.

It goes without saying that vocational teachers and administrators in the local educational agencies will wish to, and should, have a hand in the cooperative planning and provision of inservice vocational education courses and activities. However, it must again be emphasized that where academic credit is desired, the colleges and universities must insist upon their right to determine whether academic credit is to be granted, and if so, how much.

Council Conclusions and Recommendations
Re Coordination of Inservice Education for Vocational Education Teachers

1. Council's Conclusions

Inservice education for vocational teachers should be coordinated statewide by the Oregon Department of Education, preserving flexibility at the local level.

2. Council Recommendations

The State Advisory Council for Career and Vocational Education recommends to the State Board of Education, the State Board of Higher Education, the Educational Coordinating Commission, and the Teacher Standards and Practices Commission that they collectively and, where appropriate, separately:

Stimulate and establish overall coordination and cooperation among all institutions and agencies involved in inservice education for vocational education teachers and administrators with special attention to the following details:

a. Continue to support the partnership between Oregon State University and the State Department of Education for overall planning and coordination of inservice education for vocational education teachers and administrators.
b. Advocate the enlargement of the membership of the policy board established pursuant to the partnership between Oregon State University and the State Department of Education to include at least one vocational education teacher and one vocational education administrator from the public schools, and one vocational education teacher and one vocational administrator from the community colleges.

c. Create and maintain a communications network, including a common calendar of vocational education inservice activities, that will directly serve the information needs of vocational education teachers and administrators in local educational agencies.

3. Board's Office Comments

The allocation to Oregon State University and the State Department of Education of responsibility for planning and coordination of inservice education for vocational education teachers recognizes the preeminent role of these two agencies in the field of vocational teacher education.

The membership of the policy board which governs the Oregon State University Personnel Development Center (two representatives each from Oregon State University and the State Department of Education) reflects that fact.

With reference to the Council's recommendation in paragraph 2a above, that the membership of the policy board be increased, the Board's Office would like to suggest, rather, that the persons suggested by the Council as additions to the policy board be added instead, to the Advisory Council for the Personnel Development Center.

The creation and maintenance of a communications network and the establishment of a calendar of vocational educational inservice activities is a matter that seems legitimately to fall within the purview of the State Department of Education and the OSU Personnel Development Center.

Council Conclusions and Recommendations
Concerning Inservice Education for Part-Time Community College Instructors

1. Council's Conclusions

The data collected in the Council's study with respect to inservice education for part-time community college vocational instructors are limited and incomplete.

2. Council's Recommendations

The State Advisory Council for Career and Vocational Education recommends:

a. That the State Department of Education and Oregon State University examine the literature for current studies of inservice education for part-time community college vocational instructors.

b. That if none are available, the State Department of Education and Oregon State University conduct such a study.

3. Board's Office Comments

The Oregon State University Personnel Development Center is currently examining the inservice educational needs of part-time community college vocational instructors and will render a report of its findings when the study is completed.
Council Commendations

In addition to the recommendations earlier listed, the Advisory Council on Career and Vocational Education included in their report a number of commendations among which were three relating to activities in which the State System is involved, as follows:

... the Council salutes the following activities among those in the Oregon system as exemplary:

1. Oregon State University Personnel Development Center - A field-based system for staff development was initiated in 1972. The objective of the center is to decentralize teacher and administrator inservice training to meet needs at the local level. Over 2,000 secondary and community college personnel are served every year by the center.

2. Oregon State University Extern Program - This program is designed to train 15-20 key educators each year to be leaders in career education and vocational education. Participants increase skills in specific areas. Since 1970, 159 persons have completed the program.

3. ICCE - The Interinstitutional Consortium for Career Education, funded by the Oregon Department of Education, was formed in 1974 to serve as a planning/coordinating body for the infusion of career education into teacher preparation programs in Oregon. All private and public colleges and universities in the State with teacher preparation programs are members of the Consortium.

Staff Report to the Board

Following the completion of the construction documents phase of planning for the proposed Veterinary Medical Teaching Hospital-Clinic Facilities at Oregon State University by Architects Payne/Settecase/Smith/Doss, and the acceptance thereof by the Board's Office upon the recommendation of institutional officials, and with the concurrence of the federal granting agency, arrangements were made to solicit bids for the project. The final drawings and specifications conformed substantially to the design development phase of planning reported to the Board on November 17, 1978.

The bids received in Corvallis at 8 p.m. on February 13, 1979 may be summarized as follows:

<table>
<thead>
<tr>
<th>Class of Work</th>
<th>No. of Bids</th>
<th>Low Bid</th>
<th>High Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Work</td>
<td>6</td>
<td>$3,921,800</td>
<td>$4,487,000</td>
</tr>
<tr>
<td>Mechanical Work</td>
<td>5</td>
<td>1,844,150</td>
<td>2,326,620</td>
</tr>
<tr>
<td>Electrical Work</td>
<td>7</td>
<td>380,000</td>
<td>562,000</td>
</tr>
</tbody>
</table>

Immediately following the bid opening, the contractor who submitted the lowest quotation for the electrical work contract determined that a significant error had been made and requested release from the bid and bond without penalty. An examination of the working papers for this bid verified that the error had occurred, so the request was granted following consultation with the Board's attorney.

-224-
A recommendation was forwarded to the Seattle regional office of the Department of Health, Education, and Welfare that authorization be granted for contract awards to the contractors who submitted the lowest acceptable bids and that the following tentative budget for the project be approved:

Direct construction costs:

<table>
<thead>
<tr>
<th>Work Type</th>
<th>Contractor/Location</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General work</td>
<td>Marion Construction Company, Salem</td>
<td>$5,921,800</td>
</tr>
<tr>
<td>Mechanical work</td>
<td>Pipe-Tech, Inc., Salem</td>
<td>$1,844,150</td>
</tr>
<tr>
<td>Electrical work</td>
<td>Ross Electric, Inc., Corvallis</td>
<td>$447,579</td>
</tr>
</tbody>
</table>

Total direct construction costs: $6,213,529

- Professional services fees: $518,230
- Furnishings and equipment: $800,000
- Construction supervision: $57,300
- Works of Art (1% of direct construction costs): $62,133
- Permits, plan examination charges, advertising, moving expenses and other miscellaneous costs: $132,155
- Contingencies: $156,863

Total: $8,000,000

The amounts indicated for each of the contracts reflected the base bid without adjustment for any deductive alternates. The recommended total of $8,000,000 for the post-bid budget was well within the expenditure limitation of $8,551,000 previously authorized by the Board, the State Emergency Board and the federal granting agency. It may be necessary, however, to utilize a portion of the "savings" to meet more stringent waste disposal requirements now being proposed by the Environmental Protection Agency, notice of which was published in the Federal Register on December 18, 1978.

Upon receipt of the concurrence of the Department of Health, Education, and Welfare, the contract awards were made and formal notice was provided to the contractors to proceed with the construction of the facilities. The tentative financing plan includes (a) $5,351,000 from the grant of $10,000,000 which the federal government made to the States of Washington, Oregon and Idaho for the regional program in Veterinary Medicine; (b) $1,949,000 from the appropriation of $2,500,000 which the 1977 Legislature made to the Emergency Board for this purpose; and (c) the sum of $700,000 made available in equal shares from the General Fund appropriation and Article XI-G bonds authorized by Chapter 580, Oregon Laws 1977.

RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARDS

Project - OSU Veterinary Medical Teaching Hospital-Clinic Facilities
Architects - Payne/Settcase/Smith/Doss, Salem
Board's priority - No. 6 in 1977-1979 (Educational and General Plant)  
(Planning only in the amount of $700,000)
Legislative authorization - Chapter 580, Oregon Laws 1977
Estimated total project cost: $8,000,000
Estimated total gross area: 75,263 square feet
Estimated direct construction costs:

- Total, including utility connections and sitework: $6,213,329
- Building and fixed equipment only - Total: $5,954,739
- Average (per square foot) - $79.12

Tentative schedule:
- Contract awards - March 1979
- Completion - August 1980

Tentative financing plan:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund appropriation</td>
<td>$350,000</td>
</tr>
<tr>
<td>Article XI-G bond borrowings</td>
<td>$700,000</td>
</tr>
<tr>
<td>General Fund appropriation to State Emergency Board</td>
<td>$1,949,000</td>
</tr>
<tr>
<td>Subtotal (State funds)</td>
<td>$2,649,000</td>
</tr>
<tr>
<td>Federal grant (Department of Health, Education, and Welfare)</td>
<td>$5,351,000</td>
</tr>
<tr>
<td>Total</td>
<td>$8,600,000</td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of officials of Oregon State University, the agreement with Zimmer/Gunsul/Frasca Partnership, Architects, for professional services relating to the Gilbert Hall Addition and Renovation has been supplemented to provide for the additional services of the architects and their consultants in revising the schematic design phase of planning for the proposed remodeling of the existing building. This phase of construction work was not authorized by the 1977 Legislature when funds were appropriated for the new addition, and some modifications of the earlier planning are required. Funds for the remodeling work, including the correction of safety deficiencies within Gilbert Hall, are being requested in high priority within the capital construction program for 1979-1981 now being reviewed by the Ways and Means Committee.
The arrangements with the architects contemplate payment on a time and materials basis not to exceed $10,600 for the revisions without prior authorization of the Vice Chancellor for Facilities Planning. Pending the appropriation of funds for the project, the planning costs are being financed from the Board’s reserve for architectural/engineering planning.

Board Discussion and Action

The Board received the report as presented.

(Considered by Committee on Finance, Administration, and Physical Plant, February 23, 1979; present—Ingalls, Ater, Batiste, and Moore.)

Mr. Ingalls indicated that a delegation from Oregon State University had requested an opportunity to make a presentation with respect to salaries at that institution. He introduced Dr. Bill Wilkins, President of the Oregon State University Faculty Senate. Dr. Wilkins indicated that he would be assisted by Dr. Leo Parks, President-elect of the Faculty Senate; Dr. Fred Obermiller, Chairman of the Faculty Economic Welfare Committee; and Dr. Pat Wells, a member of that committee.

Dr. Wilkins explained that under the bylaws of the Faculty Senate, the President of the Faculty Senate is designated to represent the Senate and the faculty of Oregon State University in discussions with the Chancellor, the Board, the Legislature, the media, and other organized groups outside of the University. He said it was in that capacity that he was appearing before the Board. He said that at the December meeting of the Faculty Senate, the Faculty Economic Welfare Committee had been instructed to recommend to the Senate at its February meeting a position of faculty salaries. The report of that committee was presented to the Senate and adopted with instructions to make the report known to appropriate authorities. Copies of the report containing the background information were distributed and are on file in the Board’s Office.

Dr. Obermiller said an effort had been made to develop a position with the following characteristics:

1. It should be specific and not subject to too much interpretation.
2. It should be possible to document the statements in the report because they are based on generally-accepted data.
3. It should be consistent with the recognized goal of the Oregon State Board of Higher Education with respect to faculty salaries.
4. It should be conservative in that any errors would be on the low side rather than on the high side.

The report included the following recommendation:

“The Faculty Economic Welfare Committee recommends that the Faculty Senate support the standing goal of the Oregon State Board of Higher Education with respect to faculty salary levels: Parity relative to the 19-institution average faculty salary level as documented in the Higher Education General Information Survey (HEGIS) reports on "Faculty Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty." It is further recommended that parity be achieved by the last year of the 1979/81 biennium.

In order to achieve this goal, the Faculty Economic Welfare Committee recommends that the position of the Faculty Senate with respect to 1979/81 biennium Oregon State University average faculty salary adjustments be as follows:
Salary levels for Oregon State University faculty should be increased on July 1, 1979, at an average rate of 9.4 percent relative to present, all ranks, faculty salary levels as submitted for the 1978/79 HEGIS report. An additional 9.4 percent salary increase relative to 1979/80 faculty salary levels should occur on July 1, 1980. These salary adjustments would result in a compounded rate of increase of 19.7 percent over the 1979/81 biennium. The magnitude and timing of these increases in average faculty salary levels is expected to result in parity vis-a-vis the 'other 19' by the last year of the 1979/81 biennium.

Dr. Obermiller then reviewed the statistical data in the report and stated that in several categories, the salary levels at Oregon State University were lower than those normally used for comparative purposes.

Mr. Ater asked whether the "all ranks" category was affected by the mix of appointments at a particular school and it was indicated that it was.

Dr. Obermiller then presented a comparison of the salary levels at Oregon State University and the University of Oregon and indicated there was a fairly consistent margin of difference between the two institutions and that Oregon State University was generally somewhat lower.

Dr. Wells concluded the presentation by summarizing the goals and recommendations contained in the report.

Vice Chancellor Lemman explained that variations in the proportion of 9- and 12-months' staff and in the staffing patterns for graduate assistants and ranked faculty result in differences between the salary levels at the institutions. Each institution has the opportunity to allocate its resources and the salary levels may vary on the basis of the staffing decisions made by the institutions.

Dr. Obermiller said he recognized that internal management did explain a substantial amount of the difference, but questioned whether the use of graduate assistants is responsible.

Board Discussion and Action

The Board received the report as presented.

Report of Inspection and Acceptance of Safety Deficiency Corrections, Phase II (Susan Campbell and Hendricks Halls), UO

Staff Report to the Board

Upon the recommendation of institutional officials and Mention/Hanns/Lindburg, Eugene, project architects, the work of the prime contractor for the corrections of safety deficiencies within Susan Campbell Hall and Hendricks Hall on the campus at the University of Oregon was accepted on behalf of the Board as of March 1, 1979. Various portions of the work in Susan Campbell Hall had been accepted on prior dates of January 22 and February 6, 1979 in order to facilitate use of areas within the building. The work was inspected on behalf of the Board by the Vice Chancellor for Facilities Planning.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on September 29, 1978:

-228-
Meeting #455
March 30, 1979

Revised Budget 3/1/79
Original Budget 9/29/78
Increase or (Decrease)

Direct construction costs:
John T. Moody & Sons Construction Company, Junction City

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget</th>
<th>Original Budget</th>
<th>Increase or (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional services fees</td>
<td>$418,729</td>
<td>$392,280</td>
<td>$26,449 (1)</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>45,873</td>
<td>43,228</td>
<td>2,645</td>
</tr>
<tr>
<td>Works of art</td>
<td>27,581</td>
<td>23,955</td>
<td>3,626</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>19,614</td>
<td>(19,614)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$497,000</strong></td>
<td><strong>$483,000</strong></td>
<td><strong>$14,000</strong> (2)</td>
</tr>
</tbody>
</table>

1. Includes in Susan Campbell Hall: removing an existing wall and relocating a doorway to clear electrical equipment; removing ceramic tile flooring, base and setting bed in three rooms; adjusting moldings and modifying plaster conditions in all stairways; raising of height of guardrail at landings at all stairways; providing an OSHA-approved ladder for attic access; changing direction of door swing in selected openings; adjusting selected sprinkler head locations; and adding structural (wood) framing, new window and relocating existing drinking fountain in stairway Nos. 02 and 03. Includes in Hendricks Hall: providing backing for telephone terminal; adding an OSHA-approved ladder for attic access; relocating a drinking fountain; adding plaster veneer at one wall of selected rooms; removing and reinstalling existing shelving in selected areas; adjusting sprinkler head heights and locations; changing selected exit lights to battery-powered units; removing and replacing all wood wainscot rail and base; and rerouting plumbing in Room No. 145. All of the above listed work was included within nine approved change orders.

2. Additional funds were transferred from other University of Oregon safety deficiency correction projects where the costs were less than anticipated.

The work of the contract included improvements to exitways and the upgrading of the electrical systems in both buildings, including emergency lighting improvements and new distribution panels. New transformers in a new vault were included for Susan Campbell Hall.

The expenditure requirements for this project were charged against the total expenditure limitation provided within Chapter 560, Oregon Laws 1977, for Phase II of the Safety Deficiency Correction Program throughout the State System of Higher Education.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UO Safety Deficiency Corrections, Phase II (Susan Campbell and Hendricks Halls)

Architects - Minton/Hoens/Lindburg, Eugene

Board's priority - Part of No. 1 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977
Estimated total project costs (this portion only) $497,000
Estimated total direct construction costs (this portion only) $418,729

Tentative financing plan:
General Fund appropriation $248,500
Article XI-G bond proceeds 248,500
Total $497,000

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials and UMA Engineers, Inc., Portland, project engineers, the work of the prime contractor for installation of a sanitary sewer system at the University of Oregon's Institute of Marine Biology at Charleston was accepted on behalf of the Board as of January 26, 1979.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on November 17, 1978:

\[
\begin{array}{ccc}
\text{Direct construction costs:} & \text{Revised} & \text{Original} \\
Umpqua Sand & gravel, & \$52,000 & \$52,000 \\
Inc., Roseburg & 12,000 & 12,000 \\
Professional services fees & 16,000 & 11,840 & 4,160 \\
Construction supervision and miscellaneous costs (including connection fee) & - & 4,160 \\
Contingencies & - & - \\
\text{Total} & \$80,000 & \$80,000 & (4,160)
\end{array}
\]

(1) Only one approved change order was issued. It related exclusively to an extension of the final completion date.

The work of the contract provided for the construction of approximately 2,840 lineal feet of 8", 6" and 4" sewer lines, twelve manholes and related items necessary to make the connections at each of the several locations where stubs were provided by the contractor for the municipal system of waste disposal lines. House connections to the various buildings and facilities at the Institute were also included.

Expenditures for this work were financed from the several sources previously authorized by the Board and summarized below in the recapitulation.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UO Safety Deficiency Corrections, Phase II (Institute of Marine Biology, Charleston, Sanitary Sewer Improvements), UO

Engineers - UMA Engineers, Inc., Portland

Board's priority - Part of No. 1 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977 and State Emergency Board Action on October 13, 1978
Meeting #455

March 30, 1979

Estimated total project costs: $80,000
Estimated total direct construction costs: $52,000

Tentative financing plan:

Board's reserve for physical plant rehabilitation and minor capital outlay in 1976-77 (for initial planning) $5,000
General Fund appropriation 17,500
Article XI-G bond proceeds 17,500
Subtotal $40,000

General obligation bond borrowings under Article XI-F(1) of the Oregon Constitution and/or balances available from housing operations at the University of Oregon 40,000

Total $80,000

Board Discussion and Action

The Board received the report as presented.

Report of Bids and Contract Award for College of Education Addition and Alterations, UO

Staff Report to the Board

As reported to the Board previously, the final drawings and specifications which had been prepared with the assistance of Martin/Soderstrom/Matteson, project architects, Portland, for the addition and alterations to the College of Education on the campus at the University of Oregon were accepted on behalf of the Board and authorization to proceed with the bidding of the project after January 1, 1979, was obtained from the State Emergency Board. Five bids were received for the work on January 23, 1979, ranging from a low of $1,443,357 to a high of $1,689,190. Inasmuch as the low bid was close to the estimate and the resources were available for the work, a contract award was made and the following tentative budget was approved for the project:

Direct construction costs:
John T. Moody & Sons Construction Co., Junction City $1,443,357*
Professional services fees 181,725*
Construction supervision and miscellaneous costs 137,350*
Furnishings and equipment 120,000*
Artwork (1% of direct construction costs, excluding safety deficiency corrections) 13,183
Contingencies 79,385*

Total $1,975,000

*See comments in final paragraph below.

The work within the contract awarded remains essentially the same as the new construction and alterations described to the Board in the minutes of the September 29, 1978, and January 26, 1979, meetings, including sitework and the correction of safety deficiency items.

The total project budget of $1,975,000, previously approved by the Board, was authorized by the Legislature within Chapter 560, Oregon Laws 1977. This amount reflects the sum of the expenditure limitation of $1,810,000 for the College of Education Addition and Alterations project and $165,000 from the larger authorization for the correction of safety deficiencies on the various campuses.
Subsequent to the award of the construction contract for this work, when it became apparent to institutional officials that the present lease of the Phi Delta Theta House would not be extended beyond September 8, 1979, and the staff of the College of Education currently accommodated in these facilities would require relocation, consideration was given to altering other portions of the College of Education complex to provide additional office space for them. Tentatively, it is expected that this remodeling would occur in the attic of the main building, and plans therefor are now being prepared by the project architects in anticipation of a separate bid invitation. The estimated expenditure requirements of approximately $250,000 would be financed within the approved total of $1,975,000 for the project by exercising one or more of the deductive bid alternates for the work contracted with John T. Moody & Sons Construction Co., by reducing the contingency reserve and miscellaneous project costs to the maximum practical extent, and by omitting most or all of the amount previously budgeted for furnishings and equipment. The institution would arrange for the acquisition of necessary items of furnishings and equipment from operating funds, such as the regular equipment budget and rental savings to be realized from the termination of the lease of the fraternity house.

RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARD

Project - UO College of Education Addition and Alterations

Architects - Martin/Soderstrom/Matteson, A.I.A., Portland

Board's priority - No. 4 and Part of No. 1 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs $1,975,000

Estimated areas:

<table>
<thead>
<tr>
<th>Description</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>New additions:</td>
<td></td>
</tr>
<tr>
<td>Connector</td>
<td>1,650</td>
</tr>
<tr>
<td>Basic Unit - enclosed space</td>
<td>13,283</td>
</tr>
<tr>
<td>- covered exterior space</td>
<td>3,590</td>
</tr>
<tr>
<td>Total</td>
<td>18,523</td>
</tr>
<tr>
<td>Assumed equivalent gross sq. ft.</td>
<td></td>
</tr>
<tr>
<td>(using 50% of covered exterior space, including connector)</td>
<td>15,903</td>
</tr>
<tr>
<td>Remodeling of offices and toilet rooms</td>
<td>1,455 sq. ft.</td>
</tr>
</tbody>
</table>

Estimated total direct construction costs, including $125,000 for correction of safety deficiencies $1,443,357

Tentative final completion date - April 1980

Tentative financing plan:

General Fund appropriation - $987,500
Article XI-G bond proceeds - $987,500
Total $1,975,000 (1)

(1) Distribution based upon expenditure limitations, as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education Addition and Alterations</td>
<td>$1,310,000</td>
</tr>
<tr>
<td>Safety Deficiency Corrections, Phase II</td>
<td>$165,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,975,000</td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board received the report as presented.
Report of Appointment of Architects for Accessibility for Handicapped, UOHSR.

Staff Report to the Board

Upon the recommendation of officials of the University of Oregon Health Sciences Center, and in accordance with the provisions of AR 580-50-020, arrangements have been made with Cook and Hagerman, Architects and Planners, Portland, for professional services relating to the design and contract administration of proposed facility modifications on the campus to improve accessibility for handicapped persons. This work is included in high priority within the 1979-1981 capital construction requests for the educational and general plant and for auxiliary enterprises.

Compensation to the architects for their services and expenses is to be based upon time and materials, but the maximum charge is limited to 10% of the direct construction costs (tentatively estimated to be approximately $855,000).

Funds required for the schematic design phase of planning are being provided from a combination of the General Fund appropriation in 1977 for accessibility for handicapped, from the Board’s reserve for architectural/engineering planning, and from excess sinking fund reserves from commingled student building fees.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of officials of Portland State University, the agreement with W. E. Group, P.C., Architects, for professional services relating to Lincoln Hall Alterations has been supplemented to provide for the additional services of the architects in the design, preparation of working drawings, specifications and cost estimates, as well as contract administration of the proposed Phase II program for the correction of safety deficiencies within that building. This work is estimated to cost approximately $61,900 and is expected to include, but not necessarily be limited to, the installation of fire sprinkler heads and required piping in stair towers and corridors, the installation of a fire alarm system connected to the City of Portland Fire Bureau alarm service, and the necessary replacement or refurbishing of door hardware and appurtenances.

For their services, the architects are being compensated on a time and materials basis not to exceed $7,250 without prior written authorization from the Vice Chancellor for Facilities Planning. Funds required for this work were appropriated by the 1977 Legislature.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

In response to the recommendation of officials of Portland State University, the professional services agreement with Zaik/Miller, AIA, Architects, for Parking Structure III has been supplemented to provide for the services of the architects and their consultants in the design, preparation of working drawings, specifications and cost estimates, as well as contract administration for the proposed addition to the facilities now under construction. Legislative authorization for this project is being requested as part of the Board’s capital construction program for the auxiliary enterprises during 1979-1981.
Within specified maxima for the various phases of design and contract administration, the total charges for these services are not to exceed a total of $76,890 without prior written authorization from the Vice Chancellor for Facilities Planning. Tentatively, it is estimated that the total project costs will be $2,225,000, including direct construction costs of approximately $1,731,085.

The preliminary planning costs of the proposed addition are being financed from balances available to the institution from its parking operations.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials and Marquess & Associates, Inc., Medford, project engineers, the work of the three prime contractors for the construction of the heating plant interconnection and the metering of electrical energy used in the various buildings at Southern Oregon State College was accepted on behalf of the Board as of December 29, 1978. The work was inspected on behalf of the Board by the Vice Chancellor for Facilities Planning.

A revised semifinal budget is shown below in comparison with the budget reported to the Board on March 24, 1978:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget 12/29/78</th>
<th>Original Budget 3/24/78</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Jack Mathis General Contractor, Inc., Roseburg</td>
<td>$554,510</td>
<td>$550,350</td>
<td>$4,160 (1)</td>
</tr>
<tr>
<td>(b) Sims Electric of Medford, Inc., Medford</td>
<td>73,426</td>
<td>69,974</td>
<td>3,452 (2)</td>
</tr>
<tr>
<td>(c) Patterson Plumbing Co., Inc., Medford</td>
<td>24,497</td>
<td>-</td>
<td>24,497</td>
</tr>
<tr>
<td>Total direct construction costs</td>
<td>$652,433</td>
<td>$620,324</td>
<td>$32,109</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>43,713</td>
<td>41,562</td>
<td>2,151</td>
</tr>
<tr>
<td>Construction supervision, miscellaneous costs, and landscaping</td>
<td>63,854</td>
<td>57,098</td>
<td>6,756</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>31,016</td>
<td>(31,016)</td>
</tr>
<tr>
<td>Total</td>
<td>$760,000 (3)</td>
<td>$750,000</td>
<td>$10,000 (3)</td>
</tr>
</tbody>
</table>

(a) Basic Bid "A" for Heating Plant Interconnection
(b) Basic Bid "B" for Metering Various Buildings
(c) Separate bid for replacement of steam main at Churchill Hall; reported to the Board on January 25, 1979.

(1) Includes modifying backfill material; changing the storm drainage routing and pipe sizes; adding approximately 275 lineal feet of six-inch drain line; regrading of tunnel to clear existing waterline; adding thrust blocks and bracing at existing water main; deleting removal of traffic island in Siskiyou Blvd.; relocating a portion of eighteen-inch storm sewer at Indiana Street; deleting allowance for rock excavation; and modifying interlock relays and indicating lines to the condensate balancing system, all within seven approved change orders.
(2) Includes adding Pine Hall to data collection system, including data points at Churchill Hall and the Physical Plant Building, and installing additional test switch assembly in rainproof enclosure as required by the City of Ashland, all within three approved change orders.

(3) As reported to the Board on January 25, 1979, an adjustment of $10,000 was authorized in the total project budget, utilizing some of the "savings" realized from the original bid under-run reported to the Board on March 24, 1978.

The work of the contract for Basic Bid "A" included the construction of a below-grade utility tunnel connecting Churchill Hall and Siskiyou Commons with the existing utility tunnel at Greensprings Residence Hall. With the exception of a seven-foot diameter corrugated steel-lined tunnel beneath Siskiyou Boulevard, the tunnel is constructed of reinforced concrete having an interior cross section six feet wide and seven feet high. The tunnel is equipped for utility services, including steam, condensate return, chilled water service and interior lighting. The work also included the installation of additional storm drainage lines under Siskiyou Boulevard.

The work of the contract for Basic Bid "B" included the installation of meters at various campus buildings and their connection with the existing central data processing system at the Physical Plant offices. Included are data gathering point modifications and cards including terminating resistors, transducers, modifications to the existing Honeywell Delta 2000 computer to print out the new data and to reset the Kwh devices, and the calibration of all remote readouts of Kwh and Kwh and building identification.

The work of the third separate contract was for that portion of the interconnecting steam main located within Churchill Hall which replaced an existing six-inch pipe with a new ten-inch pipe to be compatible with the design requirements of the system. This portion was also re-insulated.

Of the total estimated expenditure requirements, $532,000 was financed in equal shares from the General Fund appropriation within Chapter 560, Oregon Laws 1977, and from bond borrowings under the provisions of Article XI-G of the Oregon Constitution, and the remaining $228,000 was provided from proceeds from the sale of self-liquidating bonds issued under the provisions of Article XI-F(1) of the Constitution and/or from balances available for auxiliary enterprises.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - SOSC Utility and Energy Conservation Improvements (Heating Plant Interconnection and Metering)

Engineers - Marquess & Associates, Inc., Medford

Board's priority - No. 9 in 1977-1979 (Educational and General Plant) and No. 2 in 1977-1979 (Auxiliary Enterprises)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs  
$760,000

Estimated total direct construction costs  
$652,433
Meeting #455
March 30, 1979

Tentative financing plan:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund appropriation</td>
<td>$266,000</td>
</tr>
<tr>
<td>Article XI-G bond proceeds</td>
<td>$266,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$532,000</td>
</tr>
<tr>
<td>Article XI-F(1) bonding and/or auxiliary enterprises balances</td>
<td>$288,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 760,000</strong></td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of officials of Eastern Oregon State College, and in accordance with the provisions of AR 550-50-020, arrangements have been made with Wayne Card & Associates, Architects, Planners and Interior Designers, Portland, for professional services relating to the design and contract administration of proposed facility modifications on the campus in LaGrande to improve accessibility for handicapped persons. This work is included in high priority within the 1979-1981 capital construction requests for the educational and general plant and for auxiliary enterprises.

Compensation to the architects for their services and expenses is to be based upon time and materials, but the maximum charge is limited to 10% of the direct construction costs (tentatively estimated to be approximately $474,000).

Funds required for the schematic design phase of planning are being provided from a combination of the General Fund appropriation in 1977 for accessibility for handicapped, from the Board's reserve for architectural/engineering planning, and from excess sinking fund reserves from mingled student building fees.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of officials of the Oregon Educational and Public Broadcasting Service, the final drawings and specifications which had been prepared with the assistance of Dielschneider Associates, Inc., project managers and engineers, Portland, for the remodeling within the KOAP-FM and KOAP-TV Building in Portland were accepted on behalf of the Board. Bids had been received earlier on November 2, 1978, but were rejected as being substantially in excess of the available funds. Modifications and reductions were made to the bid documents, such as eliminating the elevator, and the project was rebid on February 1, 1979.

Bids received on that date for each of the four separate categories of work may be summarized as follows:

- **General work** - Only one bid was received. It was in the amount of $81,800, including an additive alternate which was exercised.

- **Roofing work** - Two bids were received, one in the amount of $25,500 and the other for $50,535, including an additive alternate which was exercised. One additional quotation was received but it did not comply with the bid specifications, so it could not be considered.
Mechanical work - Three bids were received ranging from a low of $12,468 to a high of $29,848, as adjusted to include two additive alternates which were exercised.

Electrical work - Two bids were received, one in the amount of $17,147 and one for $19,607. No additive alternates were exercised.

Inasmuch as the sum of the low bids and selected additive alternates were within the resources available for the work, contract awards were made and the following tentative budget was approved for the project:

Direct construction costs:
- General - Gene H. Settergren, Portland - $81,800
- Mechanical - Sunset Fuel Co., Portland - $12,468
- Electrical - McCoy Electrical Co., Inc., Portland - $17,147
- Roofing - Easter & Nichols, Forest Grove - $20,500

Total $131,915

Professional services fees 36,000
Miscellaneous costs 500
Artwork (1% of direct construction) 1,319
Contingencies 10,266

Total $180,000

*Excluding $5,000 for Alternate B-1 which was exercised and funded separately from the OEPBS operating budget in order to provide a mineral surface cap sheet, associated sheet metal work and wood roof walkways on the existing flat built-up roof areas.

The general work contract includes the renovation of the existing facilities to reduce the architectural barriers for the physically handicapped, corrections of violations of building codes, and improvements to the building's general condition for energy conservation. The roofing work includes the application of new asphalt shingles, hot-mopped mineral surface cap sheet, sheet metal flashing, and a roof-walk over existing surfaces. The mechanical work contemplates the correction of code violations and changes to mechanical systems, both plumbing and heating, improving energy conservation capabilities of the building. The electrical work relates to the corrections of code violations, improvements to the general electrical system (with particular attention to grounding and emergency lighting), and the addition of a fire alarm system.

The total project budget of $180,000 is part of the 1977 legislative authorization for the acquisition and remodeling of the building, as amended by the State Emergency Board on June 16, 1978. Of the total authorization of $580,000, all but $180,000 was required for the purchase of the property at 2828 S. W. Front Avenue, Portland, Oregon.

RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARDS

Project - OEPBS KOAP-FM and KOAP-TV Building Remodel

Engineers - Dielschneider Associates, Inc., Portland

Board's priority - No. 7 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977 and State Emergency Board action of June 16, 1978
Estimated total project costs $180,000

Estimated total direct construction costs (four contracts, excluding $5,000 for roofing repairs funded separately) $131,915

Estimated final completion - August 1979

Tentative financing plan (remodeling portion only):
- General fund appropriation $90,000
- Article XI-G bond proceeds 50,000

Total $180,000

Board Discussion and Action

The Board received the report as presented.

(Considered by Committee on Finance, Administration, and Physical Plant, February 23, 1979; present--Ingalls, Ater, Batiste, and Moore.)

Staff Report to the Committee

Before the Committee acts with respect to tuition and fees for 1979-80, it seems important to consider several facts about the present charges to students.

In this context, the facts that seem relevant are the following:

1. Resident undergraduates at Oregon College of Education, Southern Oregon State College, and Oregon Institute of Technology pay almost the same annual compulsory instruction and other fees ($757.50, $777, and $778.50) as do those at the three universities ($780, $786, $789).

2. Students occupying multiple occupancy rooms in residence halls at the colleges and Oregon Institute of Technology pay $1,470, $1,490, and $1,490 per year, while those at the two older universities pay $1,425 and $1,484.

3. Tuition and residence hall charges have been held to closely comparable levels. Exceptions have been made for resident students at Eastern Oregon State College and in lower nonresident instruction fees at the colleges. The modifications have not been large enough to result in major shifts of enrollment.

4. The policy of comparability of charges rests on the premise that the educational and residence hall and other services are comparable. In fact, the larger institutions have the resources to provide a wider range of services and, because of economies of scale, to offer qualitative advantages as well.

The practice for many years past has been to assess debt service for residence halls on the basis of the replacement value of the halls at each institution. Were the assessment based on number of occupants, the institutions with full occupancy could relieve slightly those with occupancy problems. (The universities could help the colleges.) Rates at the universities would be increased when compared with rates at the colleges. The politics of such a proposal is obvious. There are many more students in university housing than in college and Oregon Institute of Technology housing.

Nonetheless, the current residence hall rate structures encourage high enrollment in already-large institutions and discourage enrollment in the colleges and Oregon Institute of Technology.
The same is true of tuition. A higher rate at the universities affects many more students than would benefit from a lower rate at the colleges. Note, however, that because there are four times as many students at the universities as at the colleges, a $10 per term surcharge at the universities would permit a $40 reduction at the colleges.

If the Committee is willing to consider a reversal of the long tradition of comparability of student charges, the staff can present specific proposals for differentials totalling $150, $210, and $270 per year (counting both residence hall and tuition charges). Before undertaking detailed discussion of so significant an issue, it seemed appropriate to introduce the subject in this generic way.

Discussion and Recommendation by the Committee

Mr. Ingalls recognized representatives of the Oregon Student Lobby for the purpose of testifying in regard to tuition matters. Miss Molly Smith, Legislative Coordinator of the Oregon Student Lobby, said that the organization had not taken a position yet on the college-university tuition differential, but had indicated it supported low tuition for all students. Background information concerning student costs was distributed to the Committee and is on file in the Board’s Office.

Miss Smith said the Board should be considering the impact of the tuition levels proposed for the next biennium on the enrollment at all of the institutions rather than discussing the management of enrollment in terms of the current fees. The proposed increases for nonresident graduate students are particularly significant and may cause shifts in enrollment, perhaps to other states.

Miss Cindy Willhite, State Affairs Director, Associated Students of Oregon State University, questioned the evidence which supported the premise that changes in tuition or residence charges would result in the desired shifts in enrollment. She noted that the universities, as well as the colleges, serve regional needs. The ultimate outcome of a differential encouraging a shift from the universities to the other institutions would be exclusion from post-secondary educational opportunities of those who cannot pay the higher tuition or relocate.

Mr. Ater said low tuition for all students and easy access to education are important fundamental issues but are not related directly to the use of tuition differences as a management tool to direct enrollment. He said the revenue requirement from tuition is established by the Legislature and the goal is to have that amount as low as possible. There is a second problem of the distribution of that revenue requirement among the different classes of students at the different institutions. This latter question might be worth pursuing, in cooperation with student groups, to determine the implications of various decisions. The effect of the differential, if it does not encourage the students to relocate to the smaller colleges, will be an increase in tuition, Miss Willhite said. Miss Smith said low tuition may not be directly related to the matter under consideration, but there is a definite possibility that the Board would be facing declining enrollments at all of the institutions, given the intended tuition increases.

This is a continuing subject that needs consideration over a period of time, Mr. Ater said. Mr. Battiste mentioned the use of a unified budget as a management tool in other aspects of the operations of the State System, such as variations in faculty salaries.

Mr. Holmer responded that there has been a strong tradition in the Department of Higher Education that residence halls and salary administration are a responsibility of the institution. Tuition has been regarded as a System-wide decision reflecting uniformity. It has also been expected that dormitory rates and debt service requirements would be comparable at all institutions.
The recommended board and room rates for next fall will be presented to the Board in the near future, Mr. Holmer said, and an enrollment shift might have a beneficial effect in improving the financial situation for residence halls at institutions which are having difficulty.

President Briggs said he would encourage the Board to authorize the Chancellor's Office to explore the variation of tuition rates in terms of a management tool to alleviate enrollment problems and concerns of the State System. The institutions of the State System look to other institutions for expertise and assistance in meeting the postsecondary needs of the state. The Chancellor's Office and the Board are responsible for identifying and providing post-secondary education. To do so, there must be constant review of ways in which to do a more effective job in the operation of the very different and very diverse institutions.

Dr. Briggs said the institutions serve different missions but all provide a segment of higher education in Oregon. He urged the Board to explore existing rules as possible helpful management tools for the System.

Mr. Ingalls said he did not understand the rationale for an individual attending one institution subsidizing a person attending another institution.

President Briggs said the question is how to provide opportunities for citizens wherever they are in the state. There will be variations in costs for students when they must move from one location to another and either live in a residence hall or in the community. The means for providing the opportunity must be viewed in terms of the relationships of the community colleges and other access locations for higher education. In a System approach to higher education, Dr. Briggs said, the Board is dealing with the individual student, with program and program access, with the cost of the program, and with the needs of the state.

President Leinwand said that at a conceptual level there should be a reconsideration of the roles of the universities and the colleges. It is a question of whether the colleges can remain viable, efficient, and cost-effective institutions. From a System-wide standpoint, there are three management tools which could be used, alone or in combination, Dr. Leinwand said. One is the allocation and admission of students. Consideration could be given to a single admissions system in which some elements of free choice are lost in exchange for distributing students more equitably among the State System institutions. A second would be differentiations in tuition and in residence hall charges. A third, the allocation of programs, is a very important management device which Dr. Leinwand said had not been examined sufficiently. He said the enrollment and related concerns at Oregon College of Education were explained in part by the lack of a sufficient variety of programs and program alternatives. He said he was not certain that tuition differentials or differences in residence hall rates, by themselves, would make a difference, but he was sure that alternative programs would alter the situation, as would some combination of alternative programs, some review of the admissions system, and some examination of tuition policies.

President Leinwand said how the resources of the state are utilized, how capital construction can be distributed more effectively among the various colleges and universities, and how the faculty are allocated and what they teach makes a great deal of difference.

Vice President Hawk questioned whether the proposed financial modifications would change where students enrolled unless there was a very substantial difference in costs. However, admission of students from Idaho to Eastern Oregon State College at lower rates probably has had a significant impact on enrollment problems at that institution.
Dr. Hawk pointed out that institutions have no control over management decisions at other institutions. If these are not good decisions, students at the other schools will be paying for the poor management at those schools. He said fundamental errors were made in overbuilding during an earlier period and said he doubted if the necessary additional students will be enrolled at most of the institutions. Bringing in a program from another agency to use extra facilities on a rental or loan basis is a possible solution.

Mr. Batiste mentioned the possibility of utilizing program not only as a management mechanism to stabilize enrollments but to stimulate economic benefits and attract people to different parts of the state.

Dr. Hawk responded that more diverse programs would attract more students but proposals should be studied carefully because duplication can be very expensive. There is also an obligation not to overproduce graduates in some fields. It was suggested that the aspect of program improvement should be explored further with Vice Chancellor Romney.

The Committee concurred in the development of further information on the topics discussed.

Board Discussion and Action

The Board received the report as presented.

<table>
<thead>
<tr>
<th>Condition of Board's Special and Plant Rehabilitation Reserves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>CONDITI ON OF BOARD'S SPECIAL AND</td>
</tr>
<tr>
<td>PLANT REHABILITATION RESERVES</td>
</tr>
<tr>
<td>As of March 30, 1979, for Fiscal Year Ending June 30, 1979</td>
</tr>
</tbody>
</table>

Staff Report to the Board

I. Board's Reserve for Plant Rehabilitation

<table>
<thead>
<tr>
<th>Balance as of January 26, 1979</th>
<th>$ 188,270</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change</td>
<td></td>
</tr>
<tr>
<td>Balance as of March 30, 1979</td>
<td>$ 188,270</td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board received the report as presented.

PRESIDENT'S REPORT

President Perry reported that earlier in the meeting Miss Sally James had requested an opportunity to be heard with respect to the Portland State University long-range development plan, specifically the portion relating to the playing floor. However, she had left the meeting during the time the item was considered and returned only briefly after action had been taken. She wished to express opposition to any sports facility in the area, much less a domed stadium.

Opposition to Sports Facility, PSU

Next Meeting Dates

President Perry announced that the April 27, 1979, meetings of the Board's Committees would be held at Portland State University instead of the University of Oregon as previously scheduled.

Commencement Representatives

Mr. Perry announced that the following assignments had been made for Board representatives to the various commencement exercises:
COMMUNICATIONS, PETITIONS & MEMORIALS

The Secretary reported that a letter, dated March 3, 1979, had been received from Robert D. Hostetter, Beaverton, Oregon. Mr. Hostetter expressed objections to the required financial support of the Oregon Student Public Interest Research Group (OSPIRG) in the fees paid during the time his children attended Oregon State University.

ADJOURNMENT

The Board meeting was adjourned at 2:40 P.M.

Louis B. Perry, President

Wilma L. Foster, Secretary
Oregon State Board of Higher Education

Wilma L. Foster, Secretary
SUPPLEMENT A

Oregon Department of Higher Education

1979 Summer Session Fee Book

Office of Administration
Budget and Fiscal Policies Division
March 30, 1979

-243-
Tuition and Fees
1979 Summer Session

On January 21, 1975, the State Board adopted statements of policy relating to summer session instruction fees and other compulsory charges which are applied in producing fee schedules for the 1979 Summer Session.

1. No residence determination will be made for the purposes of tuition assessment for either undergraduate or graduate students.

2. The instruction fee is assessed based on student classification as a graduate or undergraduate student. A graduate student is defined for tuition assessment as a student with a baccalaureate degree.

3. The instruction fee for undergraduate students is 15% (to the nearest dollar) greater than the resident undergraduate instruction fee in the previous academic term.

4. For graduate students, the instruction fee is 10% (to the nearest dollar) greater than the graduate instruction fee in the previous academic term.

5. The incidental fee for full- and part-time is based upon services provided, and does not exceed the amount of the incidental fee for full-time students in the previous academic term. The fee for part-time students is prorated according to the number of credit hours carried by the student.

6. The health service fee is based upon services provided, and does not exceed the amount of the health service fee in the previous academic term.

7. The building fee for full-time students is $8.00. The fee for part-time students is prorated according to the number of credit hours carried by the student.

8. Undergraduate students carrying 12-21 credit hours will pay full-time tuition.

9. Graduate students carrying 9-16 credit hours will pay full-time tuition.

10. Part-time students carrying 1-6 credit hours will be assessed tuition based upon the level of the course taken. Courses numbered 001 to 499 taken for undergraduate credit will be assessed at the undergraduate rate, and courses numbered above 4000/g taken for graduate credit will be assessed at the graduate rate. The adoption of the part-time policy is optional to the institutions.

11. The semester based fees for University of Oregon law students are adapted to accommodate the summer quarter, and include the law study resources fee of $100.00 for full-time enrollment, with prorated amounts for part-time enrollment.
12. Graduate teaching and research assistants are assessed the graduate assistant fees for enrollment when the appointment period includes the summer term.

13. Staff fee privileges are continued under the guidelines applicable in the 1978-79 Academic Year Fee Book whereby staff members may register for a limited amount of work for credit upon approval of the institution executive. The staff fee rate is $6.00 per credit hour.

14. Institutions offering continuing education credit instruction courses on a self-support basis are authorized to assess course fees not to exceed $60.00 per undergraduate or graduate credit hour.

15. Tuition assessments at the Health Sciences Center will be continued in the 1979 summer term at rates applicable to the respective student classifications in the 1978-79 Academic Year Fee Book.

16. Fees not specifically described in the 1979 Summer Session Fee Book shall be administered in the summer term under policies and at rates applicable in the 1978-79 Academic Year Fee Book.

The fees as detailed in this supplement will be in effect for the 1979 Summer Session (see following pages for institution detail).

Board and Room Charges
1979 Summer Session

The board and room charges as detailed in this supplement will be in effect for the 1979 Summer Session (see following pages for institution detail).

KLJ:j1
3/30/79
Meeting #455

Summer Session 1979

Tuition and Required Fees

University of Oregon

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Required Fees</th>
<th>Total Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Resident and Non-Resident</td>
<td>Building Fee</td>
</tr>
<tr>
<td>12-21 Credit Hours</td>
<td>$223.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>19.00</td>
<td>4.00</td>
</tr>
<tr>
<td>2 Credit Hours</td>
<td>37.00</td>
<td>4.00</td>
</tr>
<tr>
<td>3 Credit Hours</td>
<td>56.00</td>
<td>4.00</td>
</tr>
<tr>
<td>4 Credit Hours</td>
<td>75.00</td>
<td>4.00</td>
</tr>
<tr>
<td>5 Credit Hours</td>
<td>94.00</td>
<td>4.00</td>
</tr>
<tr>
<td>6 Credit Hours</td>
<td>112.00</td>
<td>4.00</td>
</tr>
<tr>
<td>7 Credit Hours</td>
<td>131.00</td>
<td>5.00</td>
</tr>
<tr>
<td>8 Credit Hours</td>
<td>150.00</td>
<td>5.00</td>
</tr>
<tr>
<td>9 Credit Hours</td>
<td>168.00</td>
<td>6.00</td>
</tr>
<tr>
<td>10 Credit Hours</td>
<td>186.00</td>
<td>6.00</td>
</tr>
<tr>
<td>11 Credit Hours</td>
<td>205.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Over-Time</td>
<td>Each Additional Hour</td>
<td>19.00</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-16 Credit Hours</td>
<td>366.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>41.00</td>
<td>4.00</td>
</tr>
<tr>
<td>2 Credit Hours</td>
<td>81.00</td>
<td>4.00</td>
</tr>
<tr>
<td>3 Credit Hours</td>
<td>122.00</td>
<td>4.00</td>
</tr>
<tr>
<td>4 Credit Hours</td>
<td>163.00</td>
<td>4.00</td>
</tr>
<tr>
<td>5 Credit Hours</td>
<td>203.00</td>
<td>4.00</td>
</tr>
<tr>
<td>6 Credit Hours</td>
<td>244.00</td>
<td>4.00</td>
</tr>
<tr>
<td>7 Credit Hours</td>
<td>285.00</td>
<td>6.00</td>
</tr>
<tr>
<td>8 Credit Hours</td>
<td>325.00</td>
<td>7.00</td>
</tr>
<tr>
<td>Over-Time</td>
<td>Each Additional Hour</td>
<td>41.00</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>.15 FTE = 9-12 Cr. Hrs.</td>
<td>.30 FTE = 9-15 Cr. Hrs.</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Over-Time</td>
<td>13 Credit Hours</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>14 Credit Hours</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>15 Credit Hours</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>16 Credit Hours</td>
<td>41.00</td>
</tr>
<tr>
<td></td>
<td>17 Credit Hours</td>
<td>81.00</td>
</tr>
<tr>
<td></td>
<td>Each Additional Hour</td>
<td>41.00</td>
</tr>
<tr>
<td>Resident and Non-Resident</td>
<td>Required Fees</td>
<td>Total Charge</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Law Study Resource Fee</td>
<td>Building Fee</td>
<td>Incidental Fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Student Tuition Policy (Continuing Non-matriculant)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Undergraduate Credit Courses

<table>
<thead>
<tr>
<th>Level 000-499</th>
<th>1 Credit Hour</th>
<th>2 Credit Hours</th>
<th>3 Credit Hours</th>
<th>4 Credit Hours</th>
<th>5 Credit Hours</th>
<th>6 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$19.00</td>
<td>$37.00</td>
<td>$56.00</td>
<td>$75.00</td>
<td>$94.00</td>
<td>$112.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Credit Courses

<table>
<thead>
<tr>
<th>Level 400G/6 Plus</th>
<th>1 Credit Hour</th>
<th>2 Credit Hours</th>
<th>3 Credit Hours</th>
<th>4 Credit Hours</th>
<th>5 Credit Hours</th>
<th>6 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$41.00</td>
<td>$81.00</td>
<td>$122.00</td>
<td>$163.00</td>
<td>$203.00</td>
<td>$244.00</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Law School (Semester)

| 6-8 Credit Hours | 366.00     | 100.00 | 8.00 | 20.50 | 14.50 | 509.00 |

### Part-Time

| 1 Credit Hour | 16.00 | 4.00 | 12.00 | 14.50 | 107.50 |
| 2 Credit Hours| 32.00 | 4.00 | 12.00 | 14.50 | 184.50 |
| 3 Credit Hours| 48.00 | 4.00 | 12.00 | 14.50 | 261.50 |
| 4 Credit Hours| 64.00 | 4.00 | 12.00 | 14.50 | 338.50 |
| 5 Credit Hours| 80.00 | 4.00 | 13.00 | 14.50 | 416.50 |

### Over-Time

Each Additional Hour 61.00

### Graduate Assistants (Semester)

<table>
<thead>
<tr>
<th>Full-Time</th>
<th>.15 FTE</th>
<th>.30 FTE</th>
<th>.30 FTE 6-8 Cr.Hr.</th>
<th>.15 FTE 6-10 Cr.Hr.</th>
<th>Each Additional Hr.</th>
<th>61.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100.00</td>
<td>100.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.00</td>
<td>8.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Over-Time

Each Additional Hr. 61.00
### University of Oregon

#### Required Fees

**Summer 1979 Part-Time Student Tuition**

<table>
<thead>
<tr>
<th>Course Level 100-499</th>
<th>Course Level 400G/g Plus</th>
<th>Total Instruction Fee</th>
<th>Building Fee</th>
<th>Incidental Fee</th>
<th>Health Service Fee</th>
<th>Total Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>Instruction Fee</td>
<td>Credit Hours</td>
<td>Instruction Fee</td>
<td>Credit Hours</td>
<td>Instruction Fee</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>1 Credit Hour</td>
<td>1</td>
<td>$19.00</td>
<td>0</td>
<td>1</td>
<td>41.00</td>
<td>1</td>
</tr>
<tr>
<td>2 Credit Hours</td>
<td>2</td>
<td>37.00</td>
<td>0</td>
<td>2</td>
<td>81.00</td>
<td>1</td>
</tr>
<tr>
<td>3 Credit Hours</td>
<td>3</td>
<td>56.00</td>
<td>0</td>
<td>3</td>
<td>122.00</td>
<td>1</td>
</tr>
<tr>
<td>4 Credit Hours</td>
<td>4</td>
<td>75.00</td>
<td>0</td>
<td>4</td>
<td>163.00</td>
<td>2</td>
</tr>
<tr>
<td>5 Credit Hours</td>
<td>5</td>
<td>94.00</td>
<td>0</td>
<td>5</td>
<td>203.00</td>
<td>3</td>
</tr>
<tr>
<td>6 Credit Hours</td>
<td>6</td>
<td>112.00</td>
<td>0</td>
<td>6</td>
<td>224.00</td>
<td>4</td>
</tr>
</tbody>
</table>
University of Oregon
Part-Time Student Tuition Matrix
1979 Summer Session

Course Level 400 G/g Plus

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$52</td>
<td>$92</td>
<td>$133</td>
<td>$174</td>
<td>$214</td>
<td>$255</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>$30</td>
<td>71</td>
<td>111</td>
<td>152</td>
<td>193</td>
<td>233</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>89</td>
<td>129</td>
<td>170</td>
<td>211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>67</td>
<td>108</td>
<td>148</td>
<td>189</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>127</td>
<td>167</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>105</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>123</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amounts include a $4 building fee and $7 incidental fee.