Amendment of Board Bylaws, Article III, Section 1--Regular Meetings

Staff Recommendation to the Board

Article III, Section 1, of the Board's Bylaws designates the regular meetings of the Board. In order to conform to statutory requirements and the revised meeting schedule discussed with the Board, it was recommended that Article III, Section 1--Regular Meetings, be amended as follows:

**Section 1--Regular Meetings**

The Board shall hold at least four (six) regular meetings each year, with meetings to be scheduled at least once every three months. (Meetings are to be held in January, March, May, July, September, and November.)

**Board Discussion and Action (June 22, 1979)**

The Board requested that the proposed change be placed on the agenda for the July Board meeting in order to allow time for further consideration of the meeting schedule and additional information on the energy situation and travel schedules.

**Board Discussion and Action**

Mr. Harms said Board members had considered some of the expressed reservations concerning the revised schedule discussed previously. He indicated that he would move for the adoption of the amendment to the bylaws, which has no effect except to eliminate the specific months in which regular Board meetings will take place. It also changes the provision of the bylaws to say that there will be at least four, instead of at least six, meetings, Mr. Harms said. He emphasized that it stated "at least," and he indicated that it was his intention, upon adoption of the amendment to the Board's bylaws, to move that regular monthly meetings of the Board and its Committees would be held after the meetings scheduled through January 1980.

The Board then approved a motion by Mr. Harms to adopt the amendments to the Board bylaws as recommended. The following voted in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None.

Mr. Harms then moved that the Board approve the schedule proposed by the staff through the January 25, 1980, meeting; that the staff be instructed that meetings after that date generally be scheduled on a monthly basis; that for the time being, other than for visitations, the meetings be scheduled for Eugene; and that the staff be informed that it is the intention of the Board to carry out a regular visitation program.

Mrs. Carpenter said it should not be assumed that the meetings would be scheduled in Eugene and there should be the same discussion of meeting locations as had occurred in the past.

Mr. Ingalls also expressed concern that a formal schedule limited flexibility or would be altered as occasion required.

The Board approved the motion by Mr. Harms, with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, Moore, Wyss, and Perry. Those voting no: Directors Carpenter and Ingalls.

**Staff Report to the Board**

Article III, Section 1 of the Board's Bylaws presently specifies the number of regular meetings and the months in which they are to be held and reflects the schedule of meetings which has been followed for the past several years.
With the adoption of the amendments proposed in the staff recommendation, Article III, Section 1, would conform to statutory meeting requirements and would be consistent with the revised meeting schedule discussed with Board members as an energy conservation measure. Flexibility would be provided for future modifications to the meeting schedule.

Staff Recommendation to the Board

It was recommended that Article XI-F(1) bond proceeds and/or excess sinking fund reserves from commingled student building fees be advanced to meet a larger portion of the expenditure requirements than had been contemplated initially for the planning and constructing of the proposed new Field House at Oregon College of Education. The increased amount from this source would be repaid, without interest, over a period of approximately three years as cash is received from donors who have made pledges for contributions to the project.

Board Discussion and Action

Mr. Hunderup indicated that $188,000 had been raised in pledges to finance the project. Only an additional $12,000 is needed to meet the objective of $200,000.

Mr. Ingalls commended President Leinwand and his staff for an excellent campaign in such a short amount of time.

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

Staff Report the the Board

When the 1979-1981 capital construction program requests were approved by the Board last year, it was projected that the replacement of the stadium on the campus in Monmouth would be financed from a combination of several sources of funds:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restoration Fund proceeds (net after deducting expenses relating to clearing the site following the fire on June 6, 1978)</td>
<td>$82,000</td>
</tr>
<tr>
<td>Gifts from private donors</td>
<td>200,000</td>
</tr>
<tr>
<td>Article XI-F(1) bond borrowings and/or balances available for auxiliary enterprises</td>
<td>628,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$910,000</strong></td>
</tr>
</tbody>
</table>

Authorization for the expenditure of these funds, within the total limitation of $910,000, was granted by the 1979 Oregon Legislature.

Through the assistance of its Foundation, the College obtained cash and pledges totaling approximately $160,000 from donors prior to July 5, 1979. Institutional officials are confident that the full amount of $200,000 anticipated from gifts will be realized within the very near future, perhaps even by the time of the Board meeting on July 27. A considerable portion of the contributions is in the form of pledges which will be paid within a three-year period ending on or about June 30, 1982.

Inasmuch as the project architects, Payne Settecase Smith Doss, are now completing the working drawings and specifications, it is proposed that bids be solicited and a contract award be made for the construction of the facilities this summer, thus avoiding probable further cost escalation and making it possible to complete the stadium for earlier use.
To proceed with such a plan, interim financing would be necessary. This could be accomplished by authorizing the use of self-liquidating Article XI-F(1) bond proceeds and/or excess sinking fund reserves from commingled student building fees with the commitment that such resources would be repaid within a period of about three years so that not more than $628,000, as contemplated originally, would be provided from them. Whatever sums are received from the pledges and other gifts would be applied to reduce the requirements from bond borrowings and excess sinking fund reserves.

Staff Recommendation to the Board

It was recommended that the Board approve the staff recommendation for allocations to the institutions of the funds appropriated by the 1979 Legislature for the improvement of academic computing. The recommended distribution is set forth in the staff report below.

Board Discussion and Action

Mr. Wyss asked where the reductions from the original request for $1.4 million had been achieved in order to stay within the $900,000 allocation.

Dr. Krueger indicated that there had been some savings once the decision had been made at Portland State University relative to their computer and further reductions were accomplished through an across-the-board cut.

Dr. Krueger indicated that the computer system changes available as a result of this allocation would improve capacity considerably. He indicated that he had appreciated greatly the support of the Board and the institutions in the process of requesting program improvements.

The Chancellor said the distribution of resources, which is consistent with the presentation of the request to the Legislature, would have the effect of building into the base budget a higher level than $900,000 in the biennium. It is proposed to spend $260,000 in 1979-80 and $640,000 in 1980-81. The Chancellor indicated the request was presented this way to the Legislature and he had discussed it extensively with Senator Fadeley and also with the Executive Department and the Legislative Fiscal Office. Nevertheless, this may be a controversial item two years from now, and the view may be expressed that by establishing a higher rate of expenditure in 1980-81, this distribution of resources creates a higher "base budget" in calculating 1981-1983 costs. This is true but it is the only way in which it is possible to proceed with the acquisition of equipment because the details involved in the processing of major equipment acquisitions would delay the evaluation and installation of equipment until late in the first year of the biennium.

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

Staff Report to the Board

The Legislature has authorized $900,000 for improvement of academic computing. The original Board request for this purpose was $1,443,000. The Governor's recommendation was $1,000,000.

The recommended institutional allocations of $900,000 provide:

- Increase in available computer capacity through replacement and to increase operational support—Replacement computers are funded at Oregon State University, Portland State University, and the University of Oregon. Southern Oregon State College is funded to upgrade its computer. Increased funding for access to computing resources through networking is provided to Eastern Oregon State College, the University of Oregon Health Sciences Center, Oregon College of Education, and Oregon State University.
Increase in staff support to help students and faculty to better utilize the computer resources available--Oregon State University and Portland State University will provide additional personnel services for user support using academic personnel and student time. New permanent staffing will provide these functions at Eastern Oregon State College, Oregon Institute of Technology, and Southern Oregon State College.

Improved institutional and network access equipment--New terminals and replacements for worn-out terminals will be acquired at Eastern Oregon State College, the University of Oregon Health Sciences Center, Oregon College of Education, Oregon Institute of Technology, Portland State University, and Southern Oregon State College. Centralized Activities is funded to provide replacement communications equipment on the ONLINE Network. This will improve the quality of existing network service provided to the institutions and provide for the addition of the University of Oregon as a source of network services.

1979-1981 Program Improvement Budget Summary

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Personnel Service</td>
<td>$42,888</td>
<td>$78,846</td>
<td>$121,734</td>
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<tr>
<td>Services and Supplies</td>
<td>58,969</td>
<td>100,937</td>
<td>159,906</td>
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<tr>
<td>Capital Outlay</td>
<td>158,143</td>
<td>460,217</td>
<td>618,360</td>
</tr>
<tr>
<td>Total</td>
<td>$260,000</td>
<td>$640,000</td>
<td>$900,000</td>
</tr>
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</table>

Totals by institutions are as follows:

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<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>UO</td>
<td>$51,251</td>
<td>$190,000</td>
<td>$241,251</td>
</tr>
<tr>
<td>OSU</td>
<td>74,329</td>
<td>147,663</td>
<td>221,992</td>
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<tr>
<td>PSU</td>
<td>45,568</td>
<td>154,851</td>
<td>200,419</td>
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<tr>
<td>UOHSC</td>
<td>28,200</td>
<td>31,800</td>
<td>60,000</td>
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<tr>
<td>OCE</td>
<td>8,125</td>
<td>14,125</td>
<td>22,250</td>
</tr>
<tr>
<td>EOSC</td>
<td>14,000</td>
<td>17,000</td>
<td>31,000</td>
</tr>
<tr>
<td>SOSC</td>
<td>13,974</td>
<td>43,968</td>
<td>57,942</td>
</tr>
<tr>
<td>OIT</td>
<td>15,553</td>
<td>19,593</td>
<td>35,146</td>
</tr>
<tr>
<td>CA</td>
<td>9,000</td>
<td>21,000</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$260,000</strong></td>
<td><strong>$640,000</strong></td>
<td><strong>$900,000</strong></td>
</tr>
</tbody>
</table>

A summary of program improvement based network changes for the biennium is appended. Other planned changes are described in the Department data processing and computing six-year plan which will be presented to the Board this fall.
<table>
<thead>
<tr>
<th>COMPUTERS</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
<th>SOSC</th>
<th>EDSC</th>
<th>OIT</th>
<th>HSC</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of June 30, 1979</td>
<td>1-IBM 360/50</td>
<td>1-CDC 3300</td>
<td>1-Honeywell 66/20 *</td>
<td>--</td>
<td>1-Harris 210</td>
<td>--</td>
<td>1-Harris 210 (32K words memory added 2/79)</td>
<td>1-NCR 201</td>
<td>1-Honeywell 166/40</td>
</tr>
<tr>
<td>2-DEC PDP 1050</td>
<td>2-CYBER 73</td>
<td>1-Campus network implementation (partial)</td>
<td>--</td>
<td>1-Add 32K words memory</td>
<td>1-Add 2 communications ports</td>
<td>2-Clinlab CYBERMED 7/32</td>
<td>2-3 network host modes</td>
<td>2-3 network user modes</td>
<td></td>
</tr>
<tr>
<td>Modifications as of June 30, 1980</td>
<td>1-Replace IBM 360/50 *</td>
<td>1-CDC 3300 replacement</td>
<td>1-Campus network implementation (partial)</td>
<td>--</td>
<td>1-Add 32K words memory</td>
<td>1-Add 2 communications ports</td>
<td>2-3 network host modes</td>
<td>2-3 network user modes</td>
<td></td>
</tr>
<tr>
<td>Estimated additional changes as of June 30, 1981</td>
<td>2-Add PDP 1050 *</td>
<td>2-Replace DEC PDP 1050</td>
<td>1-Add 16 communications ports equal to 2-Campus network implementation (partial)</td>
<td>--</td>
<td>1-Add disk drive and channel</td>
<td>1-Add 2 communications ports</td>
<td>2-Increase network bandwidth</td>
<td>1-Add 1 network host node</td>
<td></td>
</tr>
<tr>
<td>TERMINALS</td>
<td></td>
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</tr>
<tr>
<td>As of June 30, 1979</td>
<td>175</td>
<td>325</td>
<td>48</td>
<td>11</td>
<td>33</td>
<td>12</td>
<td>15</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Modifications as of June 30, 1980</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>30</td>
<td>Replace 2</td>
<td>--</td>
<td>Replace 2</td>
<td>Replace 3</td>
<td>Data entry RJE (partial)</td>
</tr>
<tr>
<td>Estimated additional changes as of June 30, 1981</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14</td>
<td>Replace 2</td>
<td>Replace 3</td>
<td>Replace 2</td>
<td>Replace 3</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>280</td>
<td>385</td>
<td>92</td>
<td>11</td>
<td>39</td>
<td>12</td>
<td>.19</td>
<td>63</td>
<td>--</td>
</tr>
<tr>
<td>MINICOMPUTERS</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>As of June 30, 1979</td>
<td>40</td>
<td>50</td>
<td>7</td>
<td>6 micros</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14</td>
<td>--</td>
</tr>
<tr>
<td>Modifications as of June 30, 1980</td>
<td>--</td>
<td>--</td>
<td>1**</td>
<td>--</td>
<td>--</td>
<td>1</td>
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<td>--</td>
</tr>
<tr>
<td>Estimated additional changes as of June 30, 1981</td>
<td>--</td>
<td>--</td>
<td>1**</td>
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<td>--</td>
<td>--</td>
<td>--</td>
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<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
<td>63</td>
<td>11</td>
<td>8 micros</td>
<td>--</td>
<td>1</td>
<td>18</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

* Partial funding.
** This equipment is part of the total campus network implementation.
Mr. Holmer reported that a letter from Mr. Gary Powell, Director of the Internal Audit Division, had been distributed to Board members. The enclosure with the letter indicated the status of responses to the 1975-1977 Audit Report and identified each of the action items from that report, together with the completion dates or an indication that review was still in progress. Mr. Holmer said the next report would indicate progress through November. It is anticipated that every item will be satisfactorily accommodated at that time or specific steps identified to complete the necessary action. It was stated that extensive responses had been received from the institutions on the specific items addressed to them.

Mr. Powell said he would be reviewing additional items in the next report. He asked the Committee for direction with respect to the adequacy of the responses and the report.

Mr. Batiste expressed concern that the report was summary in nature and did not describe either the problems or the proposed solutions in adequate detail.

He noted that the comments of the Health Sciences Center to the Ways and Means Committee relating to certain items in the Audit Report were far more comprehensive and explicit than those included in the summary provided to the Board.

Mr. Holmer conceded the accuracy of Mr. Batiste's observations, indicating the willingness of the staff to provide a far more detailed review of each audit comment, institutional responses thereto, and supplementary actions that may be required.

At the suggestion of Chairman Ingalls, the members of the Board are requested to consider the extent of the reports it wishes to receive concerning the correction of conditions noted in the audit report. A corollary issue has to do with the status of the Internal Audit Division and the relationship to the Board.

Supplemental Staff Report

Five years ago, when Mr. Powell was first appointed, the internal audit function was established as a unit in the Controller's Division. As the internal audit staff function became better understood, it was established as a separate division, reporting directly to the Vice Chancellor for Administration.

Even this arrangement has the Internal Audit Division reporting to the officer who is also supervisor of the Controller. In order to provide an added independence to the Internal Audit Division, a hybrid committee convened two years ago to give the Division a more independent sounding board. The committee consists of the Vice President of the Board and the Chairman of the Finance Committee (chosen in part for geographical convenience), and the Vice Chancellors of Personnel, Educational Systems, and Administration. The committee's actions provide guidance for administration of the Division but its actions are not official directives, per se.

The Board as a whole has been consulted neither about the creation of the audit committee nor about the committee's decisions. As was noted at the Finance Committee session on June 22, the audit committee adopted last summer a statement of Internal Audit Division responsibilities, including that of follow-up to assure correction or other appropriate response to the biennial Audit Report.
The Board may wish to act to confirm or modify the existence and responsibility of the present hybrid audit committee or it may desire to take no action. In its present quasi-official status, meetings of the committee are not subject to the Administrative Procedures Act but a Committee of the Board or one consisting of a majority of one of its standing committees would be subject to the act. Because of Mr. Batiste's interest in the audit and his membership on the Finance Committee, it is suggested that he be asked to serve on the present informal committee.

A case can be made for establishment of a Board audit committee, to which the Internal Audit Division would report. However, since the official audit of the Department of Higher Education is made by the Secretary of State and is reported directly to the Board (and to the public), the internal audit function within the Department can be viewed as an administrative control function. This is the present view of the Board's staff.

With respect to the review of the progress of the Department in responding to the Secretary of State's Audit Report, there is extensive documentation. It is the desire of the staff to inform any or all of the members of the Board about that progress as fully as any member desires and to receive the advice of the members as to their perception of the adequacy of the responses.

Unless advised to the contrary, it is the staff's impression that most members are content with summaries of the sort previously provided. The staff will provide comprehensive and detailed progress reports to each Board member who wishes to be so informed.

Board Discussion and Action

Mr. Batiste said he had spent several hours with Mr. Holmer and Mr. Powell and that he had learned a great deal about the audit and the audit process. He said it had been agreed that the November report would be more detailed and would list specific steps and actions taken. He said it was his understanding the internal audit staff would actually go to the institutions to make an audit and determine the status of the "in-progress" items.

It was indicated that when the Secretary of State's office is ready to begin the audit review process for 1977-1979, there would be an entrance conference. At that time, a more formal body of Board members would be needed to talk with the auditors. This would be a different function than that performed by the ad hoc audit committee as a supervisory body for the internal audit division.

The Board received the report as presented.

(Considered by Committee on Instruction, Research, and Public Service Programs, June 22, 1979; present--Carpenter, Feves, Anderson, Harms, Thorp, and Wyss.)

The annual report of the Marine Sciences Commission for 1978-79 was presented. The complete report is on file in the Board's Office.

Staff Recommendation to the Committee

The Board's Office recommended that the Board accept the report of the Marine Sciences Commission, and that it express its appreciation to the members of the Commission for their continuing efforts to assist the Board in the effective development and management of State System of Higher Education coastal marine science resources.

The recommendation of the Commission concerning the urgent need for the erection of a new shop building and the renovation of the current shop building into a study area and library at the Oregon Institute of Marine
Biology at Charleston is a matter which is in the hands of the University of Oregon. The University has plans drawn for the necessary construction and renovation and it has in hand some $39,000 of an estimated total of $80,000 to accomplish the project. The University is currently exploring means of securing the remaining funds and will proceed with the work as early as possible.

Discussion and Recommendation by the Committee

Dr. Robert Newburgh, Dean of the Graduate School at Oregon State University and Chairman of the Commission on Marine Sciences, was invited to present the report of the Commission. Dr. Newburgh indicated that the Commission had spent a day at both of the stations and examined them in depth with respect to the instructional programs and research at each station. At Charleston, the members of the Commission had an opportunity to talk at length with students. From these conversations, and others, came the recommendation to construct a new shop building so that the existing shop could be renovated and converted to urgently needed library space.

Mr. Wyss requested further elaboration from Dr. Newburgh with respect to statements concerning duplication in marine biology programs. Dr. Newburgh explained that the program at Newport is for marine biology majors at Oregon State University. The program offered at Charleston in the spring quarter offers courses in marine biology for any major. This program includes other courses and represents a marine environmental program.

In response to a question concerning research and development in connection with the south estuary, it was indicated that this program is under state administration. There is close cooperation between the state and the programs of the institutions.

Dr. Newburgh also mentioned that the Newport station is very research-oriented; the Charleston station is oriented more toward instruction.

In discussing potential savings from merger of the two stations, it was stated that savings would only occur if the Charleston station were closed. The marine organisms are quite different in the two locations. The Charleston area has been preserved in its natural state to a greater extent than has the Newport area. Newport probably is oriented more toward oceanography and Charleston is closer to a marine biology station.

Dr. Karl Dittmer, Dean of the College of Science at Portland State University, said that closure of the Charleston station would result in the loss of a facility used by students not only in Oregon but from other parts of the nation as well. He said it is a natural, low-cost space for studying geological formations as well as marine biology.

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

Board Discussion and Action

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

Staff Report to the Committee

The Marine Sciences Commission was established in 1972 under authority of the State Board of Higher Education which, at its July 24, 1972, meeting, provided formally for the creation of the Commission and stipulated the constituency, the method of appointment, and the responsibilities of the Commission.
Current membership of the Commission is as follows:

Mr. J. W. Forrester, Jr., Astoria
Mr. Nils Hult, Eugene
Mr. William B. Webber, Beaverton
Dean Karl Dittmer, College of Science, PSU
Dean Aaron Novick, Graduate School, UO
Dean Robert Newburgh, Graduate School, OSU, Chairman of the Commission

The Commission is charged by the Board with the following responsibilities:

- To report periodically to the Board through the Board's Office, as provided hereinafter.
- To visit the coastal marine facilities at least once annually to examine programs and facilities and to meet with faculty and staff at these locations.
- To develop, in cooperation with institutional representatives, long-range plans for program developments requiring the use of coastal marine facilities in accordance with a system of program allocations designed (a) to minimize the possibility of unnecessary and unwise duplication of programs in the State System, (b) to promote effective coordination of teaching and research efforts of the several institutions, and (c) to consider and provide for, insofar as resources will permit, the needs of Oregon two- and four-year public and private colleges and universities for access to coastal marine resources.
- To develop, in cooperation with the institutions administering coastal marine facilities, and recommend to the Board through the Board's Office, a long-range, integrated plan for the development of the physical facilities.
- To report annually through the Board's Committee on Instruction, Research, and Public Service Programs as to the status of the Commission's work and any recommended action.

(Considered by Committee on Instruction, Research, and Public Service Programs, June 22, 1979; present--Carpenter, Feves, Anderson, Harms, Thorp, and Wyss.)

Staff Recommendation to the Committee

It was recommended that:

1. The University of Oregon be authorized a baccalaureate program and a certificate program in gerontology, but that it not be authorized a master's program.

2. Portland State University be authorized to offer a graduate certificate program in gerontology.

Discussion and Recommendation by the Committee

Dr. Romney presented the staff report, culminating with the Board's Office recommendation.

Dr. Romney pointed out that the materials generated by the Board's Office analysis of gerontology, as contained in the staff report, indicate quite clearly that there is a division of views among persons in higher education concerning how most effectively to prepare persons for working effectively with the problems of the elderly and the aging. He noted that some view
gerontology as a sub-disciplinary focus in traditional academic or professional disciplines and feel that it should be incorporated within the theory and methodology of existing disciplines. Others believe it to be a field which has reached the stage of development at which it can be considered a discipline in its own right; that the study of gerontology can be organized into major programs of study leading to degrees in gerontology, both to prepare practitioners and to facilitate meaningful social research.

Dr. Romney noted that recent studies by professional organizations in gerontology are seeking to develop standards and guidelines for gerontological curricula leading to undergraduate and graduate degrees and certificates.

Since 1977 the Western Gerontological Society has been developing a general framework and standards for various types of educational programs and for resolution of problems of articulation between two-year, four-year, and graduate programs, in recognition of the fact that institutions are beginning to offer such programs. A draft document, "Standards, Guidelines, and Articulation of Gerontology Education Programs," is now being reviewed by institutions throughout the West.

During 1978-79, The Gerontological Society and the Association for Gerontology in Higher Education are conducting a collaborative project to develop a detailed list of things gerontology students at different levels should know and should be able to do. Results will shortly be available.

Dr. Romney also noted that the University of Oregon's experiences in the development of successful baccalaureate programs in such areas as recreation and community service and public affairs have been such as to warrant authorizing the University a baccalaureate program in gerontology, despite the view held by many in higher education that gerontology education ought more properly to be offered as an adjunct to established disciplinary or professional fields.

The University has been engaged in offering gerontology instruction for more than a decade; the faculty and administration of the University are strongly of the view that a baccalaureate degree program in gerontology can be a sound and effective program; that its graduates can be placed in appropriate employment opportunities; that the University is doubtless in the forefront of the movement which is only now gathering its forces and which will, in the decade to come, fully demonstrate that in this rapidly expanding field there is need both for specialists and for generalists.

The College of Health, Physical Education, and Recreation, in which the University of Oregon Center for Gerontology now is lodged and in which the Department of Gerontology would be situated, has demonstrated its capacity for leading out in the development of effective new programs serving society's needs, Dr. Romney observed. A score of years ago the same school pioneered in the development of what has become a highly successful baccalaureate program in recreation in the face of doubts voiced by skeptics at the time. If imitation can be said to be the sincerest form of flattery, the College of Health, Physical Education, and Recreation has been much flattered by other institutions for its work in the development of the field of recreation management.

Finally, Dr. Romney noted, in support of the baccalaureate and certificate programs in gerontology, the University expects to add from its going-level budget, one new faculty member, four additional courses, and to continue the buildup of its library. He said that the Board's Office feels that the University should be allowed to offer the baccalaureate program to demonstrate what can be accomplished through it.
If future events demonstrate that the University of Oregon is one of several universities leading the way at the growing edge of a new field, as it was proven to be in recreation management 20 years ago, the Board will be pleased that it did not stand in the way of the University's development.

On the other hand, if it should develop that the University's expectations vis-a-vis the baccalaureate program are wide of the mark, the baccalaureate program can be discontinued without serious problem or loss to the institution. The University is at the stage in the development of its resources in gerontology that it could offer the baccalaureate program with only the slight addition of one faculty member and two undergraduate courses. The Board's Office believes that it should be permitted to do so.

The Board's Office does not feel the same way about the University of Oregon's proposed master's program in gerontology and recommends against its authorization.

Responding to questions asked by Mrs. Carpenter and Mrs. Feves, Dr. Romney asserted that the certificate program proposed for Portland State University would be for graduate (post-baccalaureate) students; while the certificate program at the University of Oregon would be available in two forms, one available to persons without a baccalaureate degree, the other to master's degree aspirants.

Asked concerning the future of the University of Oregon Center for Gerontology if the baccalaureate program were authorized, Vice Provost Albrecht said that the Center would become the Department of Gerontology. Mrs. Carpenter asked whether it is as easy for a department to offer a multidisciplinary program as for a center to. Dr. Albrecht said that the same multidisciplinary faculty who now offer gerontology courses would continue to do so and to cooperate with the department in the same way they've cooperated with the center.

Mrs. Carpenter commented that she had wondered at the extent to which the Center for Gerontology is inbred, with a number of those assigned to the Center full-time being products of the Center. She wondered what provisions there were for providing for and encouraging the ferment and the challenge of new ideas in the Center or proposed department.

Dr. Albrecht explained that the University was planning on adding one additional faculty member in support of the program, and that gerontology courses are being offered by a wide range of faculty in the several disciplines (e.g., sociology, political science, recreation management, speech).

Mr. Wyss commented that the staff report seemed to indicate that generally, across the country, the evidence appears to be against the development of departmental and degree program status in gerontology. The opportunities for employment as gerontologists seem not to be very broad, he said, and that such positions as are available appear to be filled by persons not carrying a degree in gerontology. He asked Dr. Albrecht whether the staff report seemed to be a legitimate presentation of how the thinking and the literature in gerontology is running.

Dr. Albrecht commented that the University has wrestled for years with the issue as to whether gerontology ought to be a department. He said that after lengthy and mature consideration the University of Oregon faculty and administration are convinced that in moving to departmental status and in offering a baccalaureate program in gerontology, the University of Oregon is leading the field as will be recognized during the coming decade. He said that, as Dr. Romney had indicated, the University felt the situation is not dissimilar from that which obtained in the field of recreation management 20 years ago. The recreation program has proven to be a leader, with students coming from other nations (e.g., Canada and Australia) to gain access to the University of Oregon's program in recreation management. Relative to placement of graduates of the proposed baccalaureate program in gerontology, Dr. Albrecht said the University is convinced that it can place them advantageously.
Mrs. Carpenter asked Dr. Albrecht if the University is comfortable with the Board's Office recommendation that the Board not authorize a master's program in gerontology. He replied that the University is accepting of the Board's Office recommendation; that it would continue to permit students to take gerontology as one of the fields of study in the multidisciplinary master's degree program.

Dr. Scott, responding to Mrs. Carpenter's question as to why a course or courses relating to biology and the elderly and aging was not included in the proposed University of Oregon program, said that the biology faculty member who had taught courses relating to gerontology for six or eight years had recently departed the University and there had not been a replacement yet. She said that in the interim, the faculty in the health department are providing instruction in the health aspects of aging.

Mr. Anderson asked whether the budget submitted by the University of Oregon in support of the proposed programs in gerontology would in any way be modified by the fact that the Board's Office had recommended against authorization of a master's program. Dr. Scott said that it would not; that the University would need the addition of the one faculty member it currently plans to add in gerontology, and the four courses that it had intended to add to its current offerings, as well as the funding for the continuing development of the library.

Mr. Wyss asked about the fiscal impact of the Center's becoming a department and the nature of the financial and psychological commitment the University was being asked to make in changing from center to departmental status in gerontology. How would the department serve the institution differently than the center is able to? Could not a center grant a certificate?

Dr. Scott said that she foresaw little difference in institutional commitment whether gerontology is handled through a center or through a department. She pointed out that the University has substantial hard money wrapped up in the Center for Gerontology as evidence of the University's commitment to the field. The gerontology service being rendered the University will require the addition of one faculty member and of four courses whether the service is rendered through a center or through a department. She said that her acquaintance with the field persuades her to believe that the University, in going to departmental and degree status in gerontology, is in the forefront in the field.

Dr. Albrecht noted that over the past four or five years, the increasing load of instruction carried on in the Center for Gerontology has led to the University's allocating increasing amounts of institutional funds to the Center; that as the Center has increased its instructional service to the University the proportion of the Center's budget being met from institutional hard money has increased. He said that within the College of Health, Physical Education, and Recreation, gerontology was becoming a more significant factor every year and that this fact has to be contended with by the College in the allocation of College funds among the departments within the College. He said that the College has indicated that it is willing to face up to the financial implications of this growing interest in gerontology. Because of the growth in gerontology instruction and the increase in hard money support that has occurred in recent years under the administrative aegis of the Center, the transition from center to department does not represent a significant change in status for gerontology.

Dr. Scott said that the institutional decision to provide more institutional hard money support for gerontology was made four or five years ago and that in the intervening period, an increasing percentage of the Center's support has been provided by hard money supplied by the institution.
Mr. Harms asked what the additional cost will be if the Board authorizes the baccalaureate program. Dr. Romney responded that the University will add one faculty member and four courses (two undergraduate and two graduate) in service to the baccalaureate and the certificate programs. In addition, the University will continue to add strength to its library holdings. The University is planning on expending some $3,400 to $4,000 annually on library additions.

Professors Bolton and Schulz then spoke for Portland State University. Dr. Bolton said that he believes Portland State University is a natural setting for a major gerontology program in at least two senses: (1) Portland State University serves the largest metropolitan area in the state having the largest concentration of elderly people, and (2) Portland State University has a particularly desirable context for a gerontology program. The program would be housed administratively in the School of Urban Affairs, together with the Ph.D. program in Urban Studies, and the Master of Urban Studies, Master of Urban Planning programs, all of which are multidisciplinary programs drawing on the basic social science disciplines, but with an issue orientation in these fields of specialization. He noted that Portland State University has a good bit of emphasis on housing, which is a very relevant problem of the elderly. Among the other factors that Dr. Bolton felt are important in understanding Portland State University's stature in gerontology were the following:

- Portland State University's master's degrees in relevant social sciences, as well as in fields such as social work and public administration.
- Proximity of Portland State University to the University of Oregon Health Sciences Center.
- The strength of the Institute on Aging to which has been awarded research and training grants growing from $106,600 in 1973-74 to $723,556 in 1977-78, and an estimated $696,000 in 1978-79.
- The designation of the Institute on Aging as a multidisciplinary center of gerontology by the Administration on Aging.
- Portland State University's substantial core of faculty with Ph.D.'s and national reputations in gerontology.
- Portland State University's impressive record of training in gerontology with some four Ph.D. graduates in urban studies who did dissertations in areas of gerontology, with seven others in process and a number of master's theses in gerontology.
- Recognition accorded Portland State University in 1978-79 when three PSU graduate students received Administration on Aging dissertation awards when a total of only 25 were awarded nationally.
- The adherence of Portland State University's proposed program to the guidelines proposed by the Administration on Aging.
- The cooperation of some 10 different departments which contribute instruction to the field of gerontology.

Mr. Wyss asked how a certificate program might change Portland State University's current activities in the field of gerontology. Would the certificate attract more people? Dr. Bolton said he felt it might. Perhaps departments would get more master's students if the students were able to secure a certificate in gerontology.

Dr. Schulz said that he envisioned the certificate program being attractive to many persons already employed in fields in which knowledge of gerontology would be useful, and in which certification of work completed in gerontology would be useful to the individual.
Mrs. Carpenter asked about the interchange of courses between Portland State University and the University of Oregon Health Sciences Center. Dr. Schulz said that there are informal arrangements now for exchange. Portland State University is currently talking with nursing school representatives concerning coordination of course offerings so as to avoid unnecessary duplication.

Mrs. Carpenter asked about whether an emphasis in gerontology could be included as a component in an interdisciplinary master's degree program at Portland State University. Dr. Bolton replied that it could in such programs as the general social science degree or the master of urban studies degree program.

Dr. Schulz, responding to a specific question from Mr. Wyss concerning the present and future state of gerontology as a field of study, asserted that he was familiar with the issues as to the nature of gerontology education being debated at present. He said that it was his personal view that gerontology is an interest that draws upon the resources of a multitude of disciplines. It is his further opinion, he said, that Portland State University's certificate approach to gerontology education is the most defensible because it provides opportunity for the individual with expertise in a given academic or professional discipline to consider how his/her discipline relates to the problems of the elderly and the aging. He questioned whether an individual taking a degree in gerontology could get sufficient breadth in any one field to be effective. He also said that it is important, in his judgment, that an individual who is trained as a gerontologist, even if trained in a specific discipline, be aware of at least a surface level of other related perspectives in his particular area. Such exposure is typically provided, he said, in nondisciplinary-oriented programs by creating a core set of courses in which the individual gets a little bit of everything, but the emphasis is on getting this broad perspective in combination with depth in one area.

Mrs. Carpenter expressed the hope that the several institutions in the State System offering work in gerontology would provide for interchange of information and sharing of knowledge and resources. She said that Oregon State University, with its extension service programs which carry out into the state knowledge generated in the University, ought to have access to knowledge and understanding generated in the other State System institutions in gerontology education. She said she had a feeling that the institutions are not as closely related in their gerontology activities as might be desirable.

There was brief mention of the consortium in gerontology which had existed in the State System from the late 1960's to 1973 and the contributing causes for its discontinuation. There appeared to be general agreement that greater sharing of information among the gerontology programs would be desirable.

Dr. Clara Pratt, director of the program in gerontology at Oregon State University, then spoke concerning the history of the OSU program. It had its origin in the early 1970's, she said, as a part of a consortium involving the University of Oregon and several other units of the State System. She was, at the time, a graduate student at the University of Oregon, working with Dr. Scott, she said. She said Oregon State University's program has developed principally without federal funds and largely within the disciplines unique to Oregon State University (e.g., home economics, pharmacy, adult education). Her first professional job after leaving the University of Oregon was as an extension specialist in Oregon State University's extension program.

Oregon State University was one of the first institutions in the country to have such a specialist. She headed up the program for 2-1/2 years. Since then she has been director of the program in gerontology on the Oregon State University campus. There continues to be a gerontology component in the extension service, she said. She also said that the Oregon State University program is predominantly multidisciplinary in character. Courses
are offered in a wide variety of disciplines across the campus, she said. Concurrent enrollments are encouraged when the University of Oregon and Portland State University offer courses that Oregon State University does not. She said that she felt that the three university programs in gerontology education have some similarities but that they also reflect important differences. There are presently several hundred students associated with the programs, she said. Some 30 are trainees. She said that when federal funds for traineeships were not available, Oregon State University had elected to continue the program through their own resources. The traineeships have been the means, she said, of maintaining both the visibility of gerontology on campus and a sense of cohesiveness and identification with gerontology. The traineeships make possible regular meetings of students interested in gerontology, special seminars, guest lecturers, field practicums. In 1978-79, Oregon State University does have a federal grant, she said, which provides stipends for 13 trainees.

At the graduate level, Dr. Pratt said, Oregon State University offers an integrated minor. Oregon State University plans on formalizing that minor and listing it in the catalog.

She said that an important component of the gerontology program at Oregon State University is the program in health care administration, a multidisciplinary baccalaureate degree program offered by the Schools of Business, Home Economics, Health and Physical Education. One option in that field is long-term care, which prepares undergraduate students to work in administrative positions in nursing homes, homes for the aged, retirement complexes. Dr. Pratt said that Mrs. Carpenter's suggestion that the people in gerontology education in the several institutions share knowledge and resources is very sound; that as a matter of practice she (Dr. Pratt) had drawn upon resources at the University of Oregon--particularly library resources in gerontology--in her work in the extension program at Oregon State University. Such interchanges she said will continue.

Mr. Anderson asked President Boyd to comment on the issue as to departmental status for gerontology at the University of Oregon. President Boyd opined that the issue is largely academic. He said that he agreed that gerontology is not a discipline in a tight sense, but that the University has many departments that are not disciplines in the tight sense. Biology is one, he said. Some institutions choose to organize their work in biology through multiple departments (microbiology, molecular biology, botany, zoology) while other institutions organize whatever biology is taught under the single department of biology. He cited speech and chemistry as two other fields illustrating the varied organizational characteristics noted in biology. The term "department" is used variously, he said--sometimes to define a tight band of study intellectually held together, other times as a convenient rubric for a category of related but not tightly intellectually-bound subjects. Hence, he said, the organization makes little difference. To illustrate, he cited early childhood education which came into prominence in the universities 20 years ago when the numbers of babies being born focused attention on the needs and problems of early childhood. Some universities developed early childhood education in departments. In the University of Oregon's case, the School of Education has no departments, only divisions. Other colleges of education in Oregon have departments, but they don't think that one is intrinsically superior to the other.

There are advantages the faculty frequently feel in being organized into a department. It's a convenience factor. Matters of support services, promotion, tenure, etc., tend to be handled in departments, and if one gets outside the departmental structure, there is a tendency to feel threatened that when the resources are distributed, one might be overlooked. That's why faculty feel more secure in a departmental structure than in a multidisciplinary program.
As for students, departments have a sort of truth in advertising appeal. If the student has spent time and effort in preparing to work with the aged, regardless of whether the work was taken in one or twelve departments, the student wants a degree to reflect that effort and that achievement because he or she feels prospective employers will be impressed by the degree, or by the certificate. The students want certificates, yet, in the best of worlds, we wouldn't proliferate certificates because to do so adds to the credentialing of our society and credentialing throws up new barriers to social progress. So, he said, he could make the argument relating to departmental structure, on either side.

President Blumel then asked to speak. He noted that there is before the Board an unresolved issue (as to the nature of gerontology education). Portland State University has taken the position that gerontology is not yet sufficiently definable as a field that it would warrant offering a major program therein. On the other hand, he said, he was not disposed to oppose a baccalaureate major program at the University of Oregon. But, he said, if, in several years, Portland State University should decide that the field of gerontology has developed to the point that it is a definable discipline, he would not like the existence of a baccalaureate program in gerontology at the University of Oregon to result in Portland State University's being denied the opportunity to offer such a program. He hoped, he said, that if the Board authorizes the University of Oregon a baccalaureate program in gerontology it would not be regarded as a principal curricular allocation to the University of Oregon in the sense that would require Portland State University to fight the battle of "unnecessary duplication" before it can qualify for a baccalaureate program, too.

Mr. Wyss commented that unless gerontology ages pretty fast, Portland State University will be dealing with a different Board and different staff, should it subsequently determine that it, too, would wish authorization of a baccalaureate program in gerontology.

Mr. Anderson moved the adoption of the staff recommendation:

1. That the University of Oregon be authorized a baccalaureate program and a certificate program in gerontology, but that it not be authorized a master's degree program in gerontology.

2. That Portland State University be authorized to offer a graduate certificate program in gerontology.

Mr. Thorp asserted that he was not convinced that the University of Oregon ought to offer a baccalaureate degree program.

Mr. Harms, asked by President Blumel whether he concurred in President Blumel's request that a baccalaureate program in gerontology at the University of Oregon not be counted a principal allocation, said that he did concur insofar as this present Board can bind a future one. He would have no aversion to considering a baccalaureate program in gerontology for Portland State University if at some future time Portland State University should request authorization of such a program.

Mr. Wyss said he would feel impelled to vote against the baccalaureate program for the University of Oregon.

Mrs. Carpenter called on Dr. Romney for a comment. He briefly summed up the Board's Office justification for recommending authorization to the University of Oregon of a baccalaureate program in gerontology.
Mr. Wyss expressed concern that in condoning the creation of a department and in authorizing a baccalaureate program at the University of Oregon, the Board would be setting in motion a development which, though not now having large costs, may develop into a more expensive operation down the road a few years. He said, further, that he felt that in being asked to authorize the University of Oregon a baccalaureate program, the Board was being asked to speculate on the future development of a new discipline that is far from maturity.

The Committee voted 4 to 2 in support of the staff recommendation, Mr. Anderson, Mrs. Carpenter, Mrs. Feves, and Mr. Harms voting yes; Mr. Thorp and Mr. Wyss voting no.

Board Discussion and Action

Mr. Wyss said he and Mr. Thorp had a different view from that represented by the Committee recommendation and pointed out what he considered to be statements that were the most convincing that the gerontology program at this time should remain a multidisciplinary program with centers and interdepartmental cooperation on the subject of gerontology. He cited the statistics from the University of Nebraska study which argued that only 8% of the institutions presently offer programs in departments of gerontology. Only 10 of the 139 institutions surveyed offer baccalaureate programs in gerontology. Mr. Wyss said this led him to believe the Board would be premature in approving the recommendations.

The staff report also referred to employment and societal needs. It is indicated that graduates of baccalaureate and graduate multidisciplinary programs are having difficulty in finding positions in aging, but at the same time broader training within professional disciplines, such as social work or various health professions, is encouraged. Mr. Wyss said that this indicates that it is more important to have some other training along with gerontology. Further, qualificants for aging positions are not specifically to the field of aging, with the result that graduates from aging training programs may be handicapped in their competition for jobs, or the position is underclassified in that the qualifications are not of a sufficiently professional nature to command a salary level that attracts persons with aging training. It was also stated that the supply of persons for direct services is generally adequate and may be abundant in urban areas. Mr. Wyss noted that seven states indicated there was no employment demand for gerontologists, and two indicated there was.

Mr. Wyss said he and Mr. Thorp considered these statements as powerful arguments against creating any department of gerontology at any State System institution, and that it would be preferable to continue with the study of gerontology in centers at both the University of Oregon and Portland State University. He said they would support certificate programs had they been a separate recommendation.

Dr. Romney said he would like to comment on the thinking of the Board's Office in making its recommendations. He said an effort was made to secure significant information from a variety of sources relating to the differing view on the whole question of gerontology. Gerontology is a relatively new field and there has been extensive governmental interest in it. Further, the aging population is increasing rapidly. These facts seemed to indicate that there would be a growing need and demand for gerontology in the United States.

Dr. Romney said the Board's Office staff was well aware of the material cited by Mr. Wyss. However, a letter from Dr. David A. Peterson, Director of the Leonard Davis School of Gerontology at the University of Southern California, said it is difficult to summarize contemporary developments or to identify any current trend in course and curriculum work. He indicated the more recent programs appear to be moving toward the establishment of undergraduate and master's degrees in gerontology rather than remaining
with the traditional approach of the certificate or minor in connection with another degree program. Dr. Peterson said it remained to be seen whether either or both of these trends would become permanent. Dr. Peterson said he would speculate that there would continue to be a development of gerontology degree programs and the training of individuals who will call themselves gerontologists, in addition to the expansion of certificate programs for those people who consider themselves members of another profession which can serve some older people.

Dr. Peterson said he was strongly convinced there was a place for gerontology degree programs and he was pleased that other universities on the West Coast were moving in that direction.

Dr. Romney said it had thus appeared wise to authorize certificate programs in both institutions. The baccalaureate programs was recommended for the University of Oregon since there is still uncertainty about the future developments in gerontology. A similar situation occurred 15 years ago in law enforcement programs when certificate programs soon became baccalaureate programs. At the University of Oregon there has been a long interest in gerontology and there is a staff that is now in the position, with the addition of one more person, to provide a program leading to a baccalaureate degree in gerontology. Indicative of this state of uncertainty is President Blumel's request that Portland State University not be foreclosed from being authorized a baccalaureate program in the future because of the fact that the University of Oregon already has a program.

Dr. Romney said that since the University of Oregon is in a position to offer a baccalaureate program, the Board would be well advised to authorize the program so that the institution could demonstrate what could be done with the program. This may be the direction in which gerontology programs will move nationally, as was true in recreation and law enforcement.

Mr. Perry said he would be inclined to continue a certificate program until there is a demonstrated, stronger need for the baccalaureate program. He said even though the investment was small, he was reluctant, in view of today's circumstances and projected student enrollment, to vote in favor of the additional expense until the need was more pressing.

Mr. Batiste suggested that this was a target of opportunity since the trends were uncertain, to offer a baccalaureate program at a modest cost.

Mrs. Carpenter said it was her understanding that the additional staff member would be needed in any event and that the funds were in the budget of the School of Health, Physical Education, and Recreation.

Mr. Ater said he did not understand the difference in substance of the offerings under a certificate program or a baccalaureate program.

President Boyd explained that at the present time, a student can get a degree in health education with an emphasis or specialization in gerontology, but in order to meet the requirements for the degree in health education, the student is forced to take some required courses less related to the needs of the person who is really going to work in the field of gerontology. The proposed degree would be of better quality and the student would be better served if the courses related to the understanding of the process of aging, or the care of the aged, were substituted for present health education requirements. President Boyd said the discussion of whether gerontology was a science was puzzling. Gerontology is not a science. It is a humanistic study. It may or may not be a discipline. It is a multidisciplinary field, but there is emerging a body of knowledge and a set of skills that bear on the process of aging and society's problems in dealing with the aged, as well as problems of the aging individual. That field is worthy of a degree, regardless of its designation as a science or discipline, or whether it is offered as a department or center.
In response to a question, President Boyd said it was not necessary to have a department to offer a degree and said he was not concerned with the approval of the department. There is a growing body of knowledge that bears on the problems of an aging society, and many students are interested in this field of study. The institution is finding it necessary to change its curriculum and move from traditional areas that no longer attract students and supply faculty in those areas for which there is student demand. Gerontology is one of those fields.

Mr. Wyss expressed concern that there would be a greater emphasis on procedural knowledge than on the serving of the aged as people.

Mrs. Green commented that she favored the interdisciplinary approach because the problems of the elderly can never be defined as a single isolated problem. There are often many difficulties, and a person who is a specialist in one may not be able to help the elderly at all in the solution of the situation. Secondly, Mrs. Green said it was her understanding that there are only two universities in the country that really do anything in gerontology—the University of Southern California and Duke University. The program at the University of Oregon has been in existence for 10 years and it has been recognized as being a place where there is excellence in training in gerontology. She said she would argue that Oregon should be in the lead in terms of a field that is going to become greater and greater over the years. The aging population will be increasing, and with increased urbanization there will be more problems with a larger population of elderly. She said she would like to have Oregon take leadership in the field and eventually reach the level of Duke University and the University of Southern California in offering programs that are desperately needed.

Mr. Wyss commented that Dr. Schulz, who is head of the gerontology program at Portland State University and who received his training at Duke University, believes the center is the proper approach.

President Boyd emphasized that the University of Oregon was not concerned with whether the program was part of a department or a center, but he was asking for the degree authority.

Mr. Wyss said he was concerned that the students educated within the state were educated in a way in which there was the greatest demand and greatest need, and in which they would be of greatest service to the elderly. If they are educated as gerontologists, they may not have the additional knowledge, at least with the bachelor’s degree, to allow them to be of direct service.

President Boyd said the only certain thing is that more attention—academic, social, and political—will be required for the aged. The best approach has not been determined, but it will not be decided until experiments proceed.

Mr. Harms said these questions had been considered by the staff and were factors in the recommendation that the master’s degree not be offered at this time. The preponderance of evidence is on the side of the staff recommendation, he said. The Board would not be authorizing the expenditure of great sums of money for a duplicatory program. Two institutions would be authorized to upgrade the credit which they give to their graduates in this field.

Mr. Batiste said he presumed the recommendation for a department would still be part of the authorization.

Mr. Moore commented that the proposal appeared to be strictly an academic matter and said he found it difficult to understand why it had generated such extensive discussion.
Mr. Ater said it was more than an academic question because higher education is under a great deal of criticism for creating new degree programs and expanding rapidly. He asked that President Boyd examine whether the program needed to be in a department because, in his opinion, it is the creation of departments as much as offerings of new course work and degrees which creates adverse reaction.

Mr. Ater said he had found it to be a difficult presentation but he was now satisfied that primarily the degree is started because it allows people to focus on gerontology and not to take material that may not be directly related to their interests.

Mr. Harms indicated that he, too, had had great difficulty with this proposal. He referred to the closing of the library program for lack of funds. An important factor in viewing the program favorably is the expenditure of a comparatively small sum which would probably be needed in any event to continue the program at the present level without offering the degree.

The Board approved the Committee recommendation as presented, with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, and Moore. Those voting no: Directors Ingalls and Wyss. Director Perry abstained from voting.

Staff Report to the Committee

The staff report to the Committee, together with presentations from the three universities, is contained in a document entitled, Gerontology Education in Oregon, June 22, 1979. The document is on file in the Board’s Office, and summarized below.

Gerontology education as a field of instruction in American higher education has experienced rapid growth over the past dozen years in Oregon and in the nation.

This expanding activity is a response to demographic evidence that an increasing proportion of the population is elderly and political evidence of a greater societal interest in and sensitivity to the needs of this population.

Organization of Gerontological Instruction and Curricula

Gerontological instruction. There is by no means agreement among educators in this field as to how gerontological instruction should be organized or for that matter its proper objectives.

A science. Some educators see gerontology as a science: the study of aging. Thus, we find "gerontologists" who are biologists, psychologists, sociologists, medical scientists, biochemists, anthropologists, to name some of the more obvious disciplines; who are members of the faculties of their respective disciplines; whose work is carried out within the discipline base or as a member of a multidisciplinary unit such as a center or institute. Gerontology or geriatrics is seen as a subgroup or specialty within more than one discipline. This view of gerontology as a science is the traditional way of looking at the generation and dissemination of knowledge by major research universities.

The first view described above is exemplified by The Gerontological Society, a national organization for researchers, educators, and professionals in the field of aging, founded in 1945 to serve the following purposes:

- To promote the scientific study of aging from multidisciplinary perspectives.
Meeting #457  
July 27, 1979

- To stimulate communications among scientists, researchers, teachers, professionals, and others.
- To strengthen education in aging.
- To enhance interrelationships between research and practice.
- To advance the utilization of research in the development of public policy.
- To develop the qualifications of gerontologists by setting high standards of professional ethics, conduct, and achievement.

A profession or occupation. Other educators, more often found in land-grant and urban colleges and universities, state colleges, and community colleges, view gerontology as a professional or occupational field, the objective of which is to turn out practitioners competent to plan, deliver, administer, and evaluate a myriad of services responsive to needs of the elderly.

The second view described above has been encouraged by massive federal support channeled through the Administration on Aging, directed toward pre-service and continuing education of practitioners and professional personnel working with the aging. The National Directory of Educational Programs in Gerontology: First Edition (1976) listed 1,270 educational institutions reporting some form of activity related to gerontology instruction and/or services, 607 of which offered at least one course of instruction.

Gerontological curricula. There is also disagreement among educators as to the proper organization of the gerontological curriculum.

Gerontology as a sub-disciplinary focus in traditional disciplines. Some educators insist that advanced training in aging is and must remain, if it is to be effectively carried on, incorporated within the theory and methodology of existing disciplines (e.g., sociology, nursing, counseling, health education).

Institutions with this viewpoint usually offer, as their primary credential, a certificate of specialization for completion of a multidisciplinary series of courses in the biological, sociological, psychological, and service aspects of aging. The graduate of this kind of program usually expects to utilize aging-related knowledge and skills in connection with a professional area of interest, e.g., social work, nursing, recreation, public administration, nursing home administration, either in administration or research or in direct services to clients.

Administration of instruction and research as a sub-unit of a discipline is within the academic department of the discipline while administration of the multidisciplinary certificate and multidisciplinary research and service activities in the field of aging is provided by a "center" or "institute." The center relies on academic departments for much of the course work leading to the certificate, but may have some instructional staff of its own.

Those who believe preparation for employment should be in a basic discipline or professional area, with gerontology education acquired as a sub-field in the discipline or in a multidisciplinary minor or certificate program, explain as does Dr. Alice Kethley, Associate Director of the Institute on Aging at the University of Washington, "I want my mother taken care of by a nurse with some knowledge of gerontology, not a gerontologist with some knowledge of nursing."
Gerontology as a discipline. Other educators believe gerontology has reached a stage of development where it can be considered a discipline in its own right and that the study of gerontology can be organized into major programs of study leading to degrees in gerontology both to prepare practitioners and to facilitate meaningful social research.

These educators believe a great many of the jobs involving services to the elderly would be better filled with generalists who have a genuine commitment to serving needs of the elderly than with professional or disciplinary specialists whose commitment to the elderly is based primarily on the fact that that is where a job is.

One of the leading proponents of professional gerontology education is the University of Southern California's new, endowed Leonard Davis School of Gerontology, located in the USC's Ethel Percy Andrus Center, an organization which has a distinguished history in the scientific study of aging. The Davis School of Gerontology is presently engaged in writing instructional outcomes for professional gerontology education, which it describes as the application of knowledge to existing societal concerns to produce graduates "who look, act, and think like professional gerontologists." The educational program described in these outcomes is comprised of three major components designed to give the graduate "(1) an understanding of the life span developmental processes, (2) a familiarity with the physical and social environment in which older people must function, and (3) ... skills and values needed to carry out the roles of a professional gerontologist in contemporary and future America." These are, according to Dr. David A. Peterson, school director, "the major aspects of professional degree programs in gerontology." As for employment, Dr. Peterson states, "by basing professional decisions on an understanding of the individual and the environment, ... the professional gerontologist is able to carry roles which have previously been held by other professionals and to carve out new roles which are unique to the needs of older people."

USC's bachelor of science in gerontology program is intended to prepare graduates for entry level social service positions or to prepare students to enter a graduate professional school to become specialists with a concentration in gerontology. The master of science program offers specialization in health care services, social relationship services, educational services, and administration and planning. Dual master's degrees in aging plus public administration, social work, or planning, and Ph.D. degrees in aging plus biology, psychology, social work, or sociology are also available. The School is very new (1975) and still exploring how it might best carry out its educational mission.

Surveys of the organization of gerontology education. To provide the Board with information concerning how institutions have organized their gerontology education programs in the United States, we turn to three sources of information:

A report of a comprehensive study of Gerontology Education in the United States, issued February, 1978 by the University of Nebraska at Omaha, funded under the Older Americans Act.

A survey of the program listings of institutions in the Association for Gerontology in Higher Education (1978).

A survey of gerontology programs in the 13 WICHE states undertaken at the instance of the Board's Office.
The results of the foregoing surveys were as follows:

**The University of Nebraska survey found that:**

- Some 20 different disciplines are identified as offering gerontology courses. The disciplines offering the largest percentages of the total gerontology courses offered in the participating institutions were:
  
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Percentage of Total Gerontology Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>22.3%</td>
</tr>
<tr>
<td>Gerontology</td>
<td>15.3%</td>
</tr>
<tr>
<td>Health fields</td>
<td>12.8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>10.1%</td>
</tr>
<tr>
<td>Education</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

- The most common organizational structures reported by study respondents were:
  
<table>
<thead>
<tr>
<th>Structure Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-units of departments</td>
<td>29.4%</td>
</tr>
<tr>
<td>Multidisciplinary units (no faculty assigned unit)</td>
<td>29.4%</td>
</tr>
<tr>
<td>Institute or center</td>
<td>13.0%</td>
</tr>
<tr>
<td>Multidisciplinary units (faculty assigned unit)</td>
<td>5.5%</td>
</tr>
<tr>
<td>Department of gerontology</td>
<td>8.2%</td>
</tr>
<tr>
<td>School of gerontology</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

- On the average, staff time in the gerontology education programs was distributed as follows:
  
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>55.0%</td>
</tr>
<tr>
<td>Research</td>
<td>19.5%</td>
</tr>
<tr>
<td>Community service</td>
<td>16.6%</td>
</tr>
<tr>
<td>Other</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

- Funds allocated to gerontology were distributed as follows:
  
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>58.7%</td>
</tr>
<tr>
<td>Research</td>
<td>22.9%</td>
</tr>
<tr>
<td>Community service</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

- Academic credentials most commonly awarded were reported to be:
  
<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree</td>
<td>31.7%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>26.2%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

- Gerontology programs new in the field tend to have professional formal degree orientation while established programs appear more often to think of gerontology education as a sub-specialty of established disciplines.

- The numerous disciplines and professional fields represented among the faculty teaching gerontology courses, combined with the varied organizational arrangements for course delivery provide a vast array of alternative structures and expected student outcomes.

- There appears to be a growing trend among emerging programs to establish a unit with structural qualities necessary for institutionalization within a college or university. "Faculty hope that such a move will serve as a buffer against future exigencies relative to the potentials of 'steady state' and zero base budgeting. This may suggest that, despite a lack of evidence to promote gerontology to a profession or discipline, the need for academic legitimacy in higher education will have created a profession which in practice does not exist - a notion which is difficult to reconcile."
A survey of program listings of 139 institutions of the Association for Gerontology in Higher Education (1978) reveals the following:

<table>
<thead>
<tr>
<th>Degrees granted</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree programs with gerontological content in variety of fields (e.g., MS in social administration with specialization in aging, MA in human development with concentration in aging, master's of social work, nursing or public administration with specialization in aging).</td>
<td>61</td>
</tr>
<tr>
<td>Undergraduate and/or graduate certificate</td>
<td>49</td>
</tr>
<tr>
<td>Baccalaureate degree program with gerontology major</td>
<td>10</td>
</tr>
<tr>
<td>Master's degree programs</td>
<td>8</td>
</tr>
<tr>
<td>Baccalaureate and master's degree in gerontology</td>
<td>4</td>
</tr>
<tr>
<td>No planned program in gerontology or minor in gerontology or sub-discipline area</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
</tr>
</tbody>
</table>

The four institutions offering baccalaureate and master's degrees in gerontology are University of Arkansas at Little Rock, University of Northern Colorado, University of Southern California, and Wichita State University.

Of the 10 institutions offering the baccalaureate degree in gerontology only, six are small church-affiliated, liberal arts colleges.

The WICHE survey of gerontology programs and planning in the 13 WICHE states. In 1979, at the request of the Board's Office, WICHE surveyed the 12 other WICHE states concerning the gerontology programs being offered in these states, the plans for such programs, and the views of the states concerning the kind of gerontology programs that would best serve the needs as the several states saw them. The respondents were given a description of a BA/BS and an MA/MS in gerontology and were then asked to respond to specific questions, two of which are particularly relevant to this present discussion.

One question asked was "Is such a program [BA/BS and/or MA/MS in gerontology] offered in one or more institutions in your state?"

Nine of the 12 states responded. Of these 12 states, only one reported the offering of BA/BS or MA/MS degree program(s) in gerontology. That state was Colorado, where the University of Northern Colorado (Greeley) offers both a BA/BS and an MA/MS degree program in gerontology.

The other question was: "Which, in your opinion, is the better program design (a) a major program in gerontology resulting in a degree in gerontology, or (b) a major in a degree program other than gerontology with designated credit hour requirements in gerontology resulting in a graduate degree in a program area such as nursing, psychology, social work, etc., with a certificate in gerontology? Why?"

Respondents from 9 of the 12 states responded to this question. All expressed a preference for the second of the two program designs identified.
Development of Standards and Guidelines for Gerontological Curricula. Two recent studies have dealt with the development of standards and guidelines for gerontological curricula.

In 1977 the Western Gerontological Society's education committee began work on development of a general framework and standards for various types of educational programs and resolution of problems of articulation between two-year, four-year, and graduate programs. The result of this effort was a draft document, "Standards, Guidelines, and Articulation of Gerontology Education Programs," which is now being reviewed by Western educational institutions.

During 1978-79, The Gerontological Society and the Association for Gerontology in Higher Education are conducting a collaborative project to develop a detailed list of things gerontology students at different levels should know and should be able to do.

Employment Needs

Elderly population increasing. The growth of employment opportunities for persons prepared to work with the aged is predicated on population forecasts. Persons 65 or older now constitute about 10% of the total population (about 22 million persons). Estimates are that this number will increase by at least 8 million persons by the year 2000. About one-third of the older population is very old, 75 years of age or above. If mortality rates remain at their present level, there will be about 12 million very old persons by the year 2000. If mortality rates decline, there may well be as many as 16-18 million very old people by then.

In the late 1960's, Congress recognized that as the population of older Americans increased, there would be an increasing need for persons prepared for careers working with the aged, and for research on problems of aging, serving the aging, and social problems resulting from America's aging population. Congress passed the Older Americans Act in 1965, setting up the Administration on Aging in the Department of Health, Education, and Welfare. Between 1966 and 1973, some $28,693,000 was made available through the Administration on Aging in the form of training grants to colleges and universities to begin to meet the estimated manpower needs in this field. By 1972 and 1973, $8,000,000 per year was being expended for this purpose. Emphasis was placed on graduate education, with 1,596 individuals enrolled over the period 1966-1973 in long-term degree programs and 21,285 in short-term nondegree programs.

Writers in a 1978 publication of the Association for Gerontology in Higher Education note that the federal government, working with limited resources, had, until 1976, tended to favor short-term training for people in the field. Since then, it was observed, the focus has been shifting to development of pre-service programs of a wide variety, through regular curriculum procedures of the institutions, funded with "hard" money.

Most recent national manpower study. In 1968, at the request of Congress, a survey of projected need for personnel and training in aging was conducted and published.

It will be noted that this study projected that persons employed in the field of aging would increase from 202,075 in 1973 to 261,250 in 1978, an increase of 29.2%. Over half this increase (69.9%) was projected to come from new positions, the remainder (30.1%) from attrition. This amounts to 123,825 newly trained persons required over the five-year period 1973-1978, or 24,765 a year. The majority of positions for which new persons must be
trained, 97,125 of the 123,825 total (78.4%), are in positions for which there is a requirement for specific professional preparation unrelated or in addition to a commitment to and preparation in working with an elderly clientele:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition Project Directors</td>
<td>3,225</td>
</tr>
<tr>
<td>Licensed Practical Nurses</td>
<td>50,000</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>16,000</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>3,900</td>
</tr>
<tr>
<td>Recreation Leaders</td>
<td>24,000</td>
</tr>
<tr>
<td></td>
<td>97,125</td>
</tr>
</tbody>
</table>

The foregoing study is the most extensive comprehensive study completed endeavoring to project personnel needs in the field of aging, and it is clearly dated.

Administration on Aging findings. Surveying the limited information and data available relating to manpower needs in the field of aging, a top official in the Administration on Aging (Richard Schloss) commented in late 1977 as follows, in reporting to the Association for Gerontology in Higher Education:

... when I look into the crystal ball to project manpower needs in aging for the 1980's, it looks very cloudy. I'm referring to a cloudiness of vision, rather than to a negative prediction of employment opportunities in the field. The fact is that there are relatively little data available on which to make quantitative projections for the various occupations and industries that can and do serve the needs of older persons.

So far as the Board's Office has been able to ascertain, Mr. Schloss' comment would be equally appropriate today. We would, however, like to report a number of observations by Mr. Schloss which we think relevant to this present discussion.

Faculty and deans alike are becoming increasingly aware that an educational institution, in considering the introduction of development of gerontology capability, must assess the marketplace implications of such an action.

Four marketplace characteristics are of particular concern: turnover, barriers to entry and advancement in the field, problems associated with attracting persons to the field of aging, and training and educational needs. In a series of forums, conferences, and related research, the Administration on Aging found:

1. Many of the positions in the field of aging, both service-related and administrative, are relatively lower paying and have fewer benefits than do comparable positions in other fields. However, the supply of persons for direct service jobs is generally adequate and in urban areas may be abundant. Professional and administrative jobs in state and area agencies also attract more highly qualified persons than are needed. Many applicants are recent college graduates, with unrelated degrees, who qualify according to position classification standards. Inservice training is seen as one way of meeting knowledge gaps of otherwise qualified persons. Applicants are attracted by the desire to help the elderly, the status of acceptability the field is earning, security resulting from pending growth in services to the elderly, and newness of the field.
2. Turnover in employment in aging-related employment is high. Reasons are dislike of the work, low wages or benefits, inability to cope with depressed or difficult clients, lack of opportunity for advancement. This creates opportunities for employment for new persons, but from the standpoint of the agency is inefficient and costly in both money and quality of service.

3. Qualifications for many aging positions are not specific to the field of aging, with the result that graduates from aging training programs may be handicapped in their competition for jobs. Or the position is underclassified in that qualifications are not of sufficient professional nature to command a salary level that attracts persons with aging training and experience.

4. Many newly hired and currently employed paraprofessionals, professionals, and administrators have little knowledge of the aging process or of the skills needed to work with the elderly. Inservice programs are needed for these employees.

5. There is some concern that graduates of baccalaureate and graduate multi-disciplinary programs are having difficulty finding jobs in aging. At the same time, increased gerontology training within professional disciplines such as social work, law, and the various health professions is encouraged.

6. An increase in the number of professional and para-professional service delivery jobs is likely, with the corresponding need to train persons to assume supervisory roles.

7. Employment requirements of state and area agencies on aging are limited and rapid employment growth of the past several years will not continue.

8. As agencies mature, the nature of the jobs change. Future requirements may call for agencies with fewer persons giving basic technical assistance for service development and increased requirements for persons trained in planning social service systems and in public finance.

9. There will be an increased demand for social and health services for the elderly with corresponding need for increased gerontology training within the established disciplines and professions, e.g., law, medicine, nursing, social work, public administration.

10. There must be a significant increase in numbers of minority persons available for training, planning, administrative, and direct service jobs in aging.

The 12 WICHE states survey. In the WICHE survey, earlier referred to, representatives of the 12 WICHE states were asked several questions, the responses to which are relevant to this particular aspect of our discussion.

From your state's viewpoint, is there demand or need for additional programs, either at the baccalaureate or master's level, of this nature in the region?

Eleven respondents replied, five said yes (Hawaii, Idaho, Nevada, New Mexico, Wyoming); six said no (Arizona, California, Colorado, Montana, Utah, Washington).
Asked if in their state's view, there is an excess of such programs or an oversupply of graduates in the field, seven respondents answered in the negative (Arizona, California, Idaho, Montana, Utah, Washington, Wyoming); one (Hawaii) answered in the affirmative; three were uncertain.

Asked whether in their state there was an employment demand for graduates as "generalists" in gerontology, respondents from seven states (Arizona, California, Idaho, Montana, Utah, Washington, Wyoming) responded in the negative, two (Nevada, New Mexico) in the affirmative, and one indicated that it would appear that there is a "modest number of openings nationally."

Research Needs in Aging

Dr. Robert N. Butler, director of the National Institute on Aging has summarized (1978) the principal issues and recommendations for research on aging developed by the National Advisory Council on Aging. This summary signals probable training needs for researchers in aging. The major areas of research encompassed in the summary are:

1. Biomedical Research.
   a. Basic biological aspects of aging.
   b. Interaction of aging and disease.
   c. Interaction of aging and external influences, including nutrition, drug metabolism, physical and chemical factors.

Specific training needs identified:

   biology of aging (pre- and post-doctoral training)
   clinical gerontology (post-graduate or post-MD)

2. Behavioral and Social Sciences Research.

   Systematic studies are needed of the behavioral and social aspects of aging as a set of complex scientific problems.

   Specific training needs identified:

   increase the number of competent researchers in these fields by 50% over the next ten years through:

   post-doctoral and other training opportunities for persons already trained in basic disciplines.

   pre-doctoral students in disciplines where aging can form an area of specialization and in interdisciplinary graduate programs focused directly on aging.


   a. Magnitude of service needs in populations, corresponding needs for and availability of manpower and facility resources to meet these needs, manner and extent of use of those resources, the ways in which service systems are organized and function, the kinds and content of services received, their quality and cost, and their outcomes in terms of people's well-being.
b. Options for providing continuity and coordination of services, including preventive and rehabilitative care and methods for organizing and financing services and service delivery systems.

c. Historical and culturally determined factors leading to program failure.

Specific training needs:

none identified.

Gerontology Education in Oregon

University of Oregon

Historical Development

Prior to 1967, there was no formal gerontology training in any institution of the State System, although individual faculty at each of the three universities had research interests in the aged and occasionally offered courses on aging-related topics. The only organized program of instruction in the state was a small baccalaureate degree program at Mt. Angel College funded by the National Institute of Mental Health.

Early in 1967, Professor Dorwin K. Gillespie, of the University of Oregon's department of health education, filed a planning grant proposal with the new United States Administration on Aging to develop a "training" program in gerontology. The program funded under this grant was inaugurated fall term 1968 with 16 trainees: 10 undergraduate and 6 graduate students.

During 1969-70, the University of Oregon Dental School and Portland State University joined the University of Oregon in a gerontology training consortium, the Dental School participating students consisting of two undergraduate trainees in dental hygiene, and the Portland State University student participants consisting of six undergraduate and six graduate trainees. In 1972-73, Oregon State University joined the consortium.

In 1973 Portland State University received a separately identified training grant from the Administration on Aging and withdrew from the consortium.

By 1975 instruction in gerontology was being incorporated into the regular instructional offerings of participating institutions and the consortium, which had served primarily as a mechanism for distribution of federal training funds, was dissolved, effective July 1, 1976.

Present Status

Administrative Organization. July 1, 1976, the Oregon Center for Gerontology, which had been operating as a multidisciplinary activity located administratively in the College of Education but controlled by a planning and policy-making Executive Committee on Gerontology composed of 13 faculty members representing 13 different departments in the University's ten schools and colleges, was transferred to the School of Health, Physical Education, and Recreation. Since this transfer, the Center has been operating very much like a department, with its own budget; undergraduate, graduate, and nonmatriculated students; and a state-funded core staff of 2.0 FTE faculty and 1.0 FTE support personnel.
Instructional Program. The Center is authorized to offer the following named courses:

- Gero 480. Perspectives in Aging. (g) 3 hours credit.
- Gero 482. Psychological Aspects of Aging. (g) 3 hours credit.
- Gero 483. Sociological Aspects of Aging. (g) 3 hours credit.
- Gero 484. Pre-retirement Education. (g) 3 hours credit.
- Gero 485. Contemporary Problems in Death Education. (g) 3 hours credit.
- Gero 486. Philosophical Aspects of Aging. (g) 3 hours credit.
- Gero 580. Personality and Aging. 3 hours credit.
- Gero 581. Confrontations of Death. 3 hours credit.

The Center also offers opportunities for Research, Reading and Conference, Seminar, Workshop, and Practicum credit.

Regularly offered courses in the area of aging offered by participating departments include:

- CSPA 437. Volunteerism. 3 hours credit.
- RhCm 433. Communication Media and Aging. (G) 3 hours credit.
- RPM 467. Social Dimensions of Aging and Retirement. (G) 3 hours credit.
- RPM 468. Organization of Senior Leisure Services. (G) 3 hours credit.

In addition, departments participating in the gerontology program have developed several courses in the area of aging under seminar and experimental course numbers, including:

- EPsy 407. Seminar: Developmental Psychology of Adulthood and Middle Age. 3 hours credit.
- HE 407. Seminar: Health Related Aspects of Aging. (G) 3 hours credit.
- HE 407. Seminar: Mental Health and Aging. (G) 3 hours credit.
- PS 407. Seminar: Politics of Aging. (G) 3 hours credit.
- RPM 407. Seminar: Senior Camp Programs. (G) 3 hours credit.
- Tc 407. Seminar: Media Laboratory in Gerontology. (G) 3 hours credit.

Students. During the first seven years of the Center's operation, 1968-1975, 2,018 students completed one or more courses in gerontology. Some of these were stipend students under successive Administration on Aging training grants and some non-stipend students. Approximately 40% of the stipend students were local residents who would today be classified as non-matriculants.

Faculty. Faculty presently assigned to gerontology instruction in the College of Health, Physical Education, and Recreation include six persons, 2.0 FTE on state support, 4.5 FTE supported by grant funds. They are:

- Frances G. Scott, Ph.D., Professor of Health Education Gerontology (administration, research, adult development). BA, 1952, MA, 1954, Texas; Ph.D., UCLA, 1960; at Oregon since 1962. Long-time interest in gerontology, both her master's and doctoral theses were in the field of aging. Director of UO Center for Gerontology since its establishment in 1968. Instructional offerings include Sociological Aspects of Aging, Confrontations of Death, Contemporary Problems in Death Education. (State-supported position.)

- John Ewing, MS, MDiv, Assistant Professor of Health Education Gerontology (gerontology, counseling of students, community service organization). BA, 1953, George Peabody; MDiv, 1956, McCormack Theological Seminary; MS, 1972, Oregon; at Oregon since 1972. Mr. Ewing's MS in Human Development included a strong concentration in gerontology. Primary responsibility for field supervision of practicum students, job
placement, and selection of stipend students. Instructional offerings include: Perspectives in Aging, Confrontations of Death, Philosophical Aspects of Aging, Gerontology for the Clergy and Church-Related Professionals. (State-supported position.)

Donna M. McKenzie, BS, Instructor in Health Education Gerontology (gerontology, adult education). BS, 1969. Oregon; at Oregon since 1969. Coordinator of continuing education and summer session programs. Undergraduate AoA stipend student. Assists in teaching several of the gerontology program courses. (Grant-funded position.)

Catherine Porter, Ph.D., Assistant Professor of Health Education Gerontology (gerontology, human development). BS, 1962, Texas; MA, 1966, Houston; Ph.D., 1972, Oregon; at Oregon since 1974. Program coordinator for Center, with major responsibility for annual preparation of AoA training grant proposal. Instructional responsibilities include: Minority Aged in the U.S.A., Personality and Aging, Developmental Psychology of Adulthood and Middle Age, Confrontations of Death. Also supervises student research, problems, and college teaching. (Grant-funded position.)

Ruth M. Brewer, MS, Instructor in Health Education Gerontology (gerontology, librarianship). BS, 1941, Washington; MS, 1968, Oregon; at Oregon since 1968. Center librarian. (Grant-funded position.)

James H. Lynch, Ph.D., Assistant Professor of Health Education Gerontology (gerontology, pre-retirement education, counseling). BA, 1960, Portland State; MS, 1964, Ph.D., 1976, Oregon; at Oregon since 1976. Dr. Lynch is currently (1979) serving as principal investigator on a five-year National Institute of Mental Health grant project titled "Research Study of Retirement Preparation Programs," now in its fifth and final year. Instructional responsibilities include: Training for Pre-Retirement Educators. Dr. Lynch was an AoA stipend student while completing his doctorate at the University of Oregon. (Grant-funded position.)

Hazel M. Foss, MA, Assistant Professor of Health Education Gerontology (counseling, community service). BA, 1972, MA, 1974, Oregon; at Oregon since 1975. Director of Displaced Homemakers/Widowed Services program. Instructional responsibilities include: Planning a Displaced Homemaker/Widowed Services Center workshop and Grief and Widowhood. (Legislatively-funded position through appropriation to the Oregon State Human Resources Division.)

Faculty from other colleges, schools, and departments of the University of Oregon who offer instruction related to aging number approximately 15-17 during any one year. They include:

Geral Dene Burdman, Ph.D., Assistant Professor of Health Education (community health, aging).

Carl W. Carmichael, Ph.D., Associate Professor of Rhetoric and Communication (communication theory).

Arthur M. Hanhardt, Jr., Ph.D., Professor of Political Science (comparative politics, Europe).

Robert E. Kime, Ph.D., Professor of Health Education (sex education, consumer health).

William Kleinsasser, MFA, Professor of Architecture (design, experiential design considerations, design process, built demonstrations of design theory, work of Henry Mercer).
Meeting #457 July 27, 1979

Lloyd L. Lovell, Ph.D., Professor of Education (human development, giftedness, philosophy of science, perception).

Myra Miller, SW Diploma, Associate Professor of Community Service (field instruction, volunteerism).

Ronald E. Sherriffs, Ph.D., Associate Professor of Telecommunication (production, criticism).

Paul Swadener, DBA, Associate Professor of Finance (insurance, finance management).

Saul Toobert, Ph.D., Associate Professor of Education, Acting Director University Counseling Center (group and individual counseling).

Lorraine Davis, Ph.D., Associate Professor of Health Education (community health, aging).

Walter T. Martin, Ph.D., Professor of Sociology (population deviance, ecology, urban sociology).

Norman D. Sundberg, Ph.D., Professor of Psychology (clinical, personality, community).

Mytice E. Butler, Ph.D., Assistant Professor of Education (speech pathology, audiology).

Edna P. Wooten, Ph.D., Professor of Physical Education (anatomy).

The University of Oregon Center for Gerontology estimates that instruction in gerontology conducted in other departments of the University approximates 3.0 faculty FTE time.

Research. The Center for Gerontology has had two research interests, pre-retirement counseling and death education. In pre-retirement counseling, the Center has been recipient of a fairly substantial five-year grant from the National Institute of Mental Health in the field of education for the retirement years and pre-retirement counseling. The Center is in the fifth and final year of the grant project, which is funded for 1978-79 at $133,728. The Center's interest in death education has been furthered by several small grants for research and development of a program preparing people qualified to counsel with dying patients and their families, and offer bereavement counseling of the elderly. This is an area of continuing interest and further grant support is being sought.

Budget. The University of Oregon support for the Center, administered through the department of health education, for 1978-79 totals $88,111. The Center estimates that an additional $54,039 in state-supported instruction will be provided by other University departments as a part of the departmental instructional programs.

Grants and contracts for 1978-79:

Research grants.

<table>
<thead>
<tr>
<th>Grant Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMH Grant for Research Study of Retirement Preparation Programs (Lynch). Fifth year of five-year grant.</td>
<td>$133,728</td>
</tr>
<tr>
<td>Administration on Aging Research Grant for Small Faculty Research Projects. Second year of two-year grant.</td>
<td>$ 56,000</td>
</tr>
<tr>
<td>UO Graduate School Seed Money Grant.</td>
<td>$ 5,739</td>
</tr>
</tbody>
</table>
AoA training grant. $125,206

Displaced Homemakers/Widowed Services program (funded by a two-year appropriation of the 1977 Legislature through the Human Resources Division). Second year. $53,917

Total, 1978-79 Grants and Contracts $374,590

Request of the University of Oregon for Authorization to Offer BA/BS, MA/MS, and Certificate Programs in Gerontology

The University of Oregon Center for Gerontology staff and faculty advisory committee have, for some time, felt that the Center's instructional activities could best be developed and carried out through an academic department offering BA/BS, MA/MS, and Certificate programs. The proposed new department of gerontology would remain in the College of Health, Physical Education, and Recreation, as a separate department paralleling the College's departments of health, physical education, recreation and park management, and dance.

Definition of Gerontology

The University of Oregon presentation defines gerontology as "the scientific study of the processes of aging and of the problems of the aged person." The gerontology faculty feel comfortable in the College of Health, Physical Education, and Recreation because they feel their proposed programs will assure that students receive "a broad multidisciplinary theoretical grounding (the scientific aspects of gerontology) as well as supervised field study in service delivery facilities of the community (the practitioner aspect of gerontology)." Science-based applied education is a characteristic of the College's programs.

The faculty states that graduates of the University's proposed BA/BS and MA/MS degrees in gerontology will be generalists, i.e., they will be broadly prepared in the area of aging rather than directed toward a specialized area of interest.

If the proposed baccalaureate and master's degree programs in gerontology are authorized, students at the University of Oregon interested in aging or working with elderly clientele will have two options:

- Complete a major program of study in an academic discipline (e.g., political science, psychology, sociology) or professional field (e.g., counseling, public administration, recreation, health education) and a specialization or minor in aging or working with the aged.

- Complete a major program of study in gerontology either with or without a minor or second major in an academic or professional field.

Nature of Proposed Programs

Baccalaureate Degree. The baccalaureate degree major proposed by the University of Oregon would have the following requirements:
Completion of 45 credit hours of gerontology to include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gero 351</td>
<td>Perspectives in Aging</td>
<td>3</td>
</tr>
<tr>
<td>Gero 352</td>
<td>Principles and Practices of Services for the Aging</td>
<td>3</td>
</tr>
<tr>
<td>Gero 353</td>
<td>Introduction to Evaluation of Programs for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>Gero 482</td>
<td>Psychological Aspects of Aging (G)</td>
<td>3</td>
</tr>
<tr>
<td>Gero 483</td>
<td>Sociological Aspects of Aging (G)</td>
<td>3</td>
</tr>
<tr>
<td>HE 407</td>
<td>Seminar: Health Related Aspects of Aging</td>
<td>3</td>
</tr>
<tr>
<td>Gero 409</td>
<td>Practicum (G)</td>
<td>12</td>
</tr>
<tr>
<td>Gero 411/412</td>
<td>Field/Theory Integration Seminar (G)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Core Program</td>
<td>35</td>
</tr>
</tbody>
</table>

Approved electives selected from courses offered or approved by the department of gerontology
Total hours required for major

Master's Degree. Requirements for the MA/MS degree in gerontology, as proposed by the University, are:

Major in gerontology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gero 551</td>
<td>Issues in Gerontological Practice</td>
<td>3</td>
</tr>
<tr>
<td>Gero 552</td>
<td>Evaluative Research in Gerontological Settings</td>
<td>3</td>
</tr>
<tr>
<td>Gero 501</td>
<td>Research</td>
<td>6</td>
</tr>
<tr>
<td>Gero 509</td>
<td>Practicum</td>
<td>6</td>
</tr>
<tr>
<td>Gero 503</td>
<td>Thesis or 506, Master's Project</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Core Program</td>
<td>27</td>
</tr>
</tbody>
</table>

Two courses selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gero 580</td>
<td>Personality and Aging</td>
<td>3 hours</td>
</tr>
<tr>
<td>Gero 581</td>
<td>Confrontations of Death</td>
<td>3 hours</td>
</tr>
<tr>
<td>EPsy 507</td>
<td>Seminar: Research Methods in Human Development</td>
<td>3 hours</td>
</tr>
<tr>
<td>SPA 574</td>
<td>Adult Aphasia</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Demonstrated competence in research and statistics by completion of the following courses or equivalents:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 521</td>
<td>Research in Methods in Health</td>
<td>3 hours</td>
</tr>
<tr>
<td>HE 531</td>
<td>Fundamentals of Statistics in Health</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Approved Electives
Total hours in gerontology 45

Minor or cognate field:
Total Hours Required for Degree 60

Master's degree candidates who did not complete an undergraduate program in gerontology would be required to complete the following courses prior to or during their graduate study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gero 351</td>
<td>Perspectives in Aging</td>
<td>3</td>
</tr>
<tr>
<td>Gero 482</td>
<td>Psychological Aspects of Aging (G)</td>
<td>3</td>
</tr>
<tr>
<td>Gero 483</td>
<td>Sociological Aspects of Aging (G)</td>
<td>3</td>
</tr>
<tr>
<td>HE 407</td>
<td>Seminar: Health Related Aspects of Aging (G)</td>
<td>3</td>
</tr>
</tbody>
</table>
At least 29 of the 45 credit hours in gerontology required for the major must be in courses outside the Department of Gerontology.

Certificate in Gerontology. The University of Oregon also proposes to offer a certificate program in gerontology designed primarily for persons in the community who are not enrolled in the University in a degree program but who wish to attain competency in the field of aging. However, regularly enrolled students could qualify for the certification in conjunction with a major in another field.

Proposed requirements for the certificate in gerontology are:

Completion of 24 credit hours in gerontology to include:

18 credit hour core curriculum

Gero 351. Perspectives in Aging. 3
Gero 352. Principles and Practices of Services for the Aging. 3
Gero 353. Introduction to Evaluation of Programs for the Elderly. 3
Gero 482. Psychological Aspects of Aging. (G) 3
Gero 483. Sociological Aspects of Aging. (G) 3
HE 407. Seminar: Health Related Aspects of Aging. (G) 3

6 credit hours in one of the following options

1. Supervised Field Study in Gerontology
2. Recreation and the Elderly
3. Pre-Retirement Education
4. The Media and the Elderly
5. Community Planning and Programming
6. Death Education
7. Research in Gerontology

The certificate may be completed by either undergraduate or graduate students. Graduate credit is offered for all courses in the certificate program except the first three courses of the core curriculum. However, graduate students may substitute Gero 551, Issues in Gerontological Practice, for Gero 352 and Gero 552, Evaluative Research in Gerontological Settings, for Gero 353.

Resources to Offer Proposed Programs

Faculty. Faculty resources to offer the proposed programs have been described earlier in this document. The University would propose to employ one additional faculty member at the associate professor level capable of developing the new courses required for the program. The department would seek a person with the Ph.D. degree in sociology, social psychology, or human development and experience at the federal, state, or local level in planning and/or implementing programs for the elderly. The position would be funded from the College of Health, Physical Education, and Recreation's going-level budget.
Library. Grant funds have enabled the Center to develop a specialized library which it feels has been adequate to the present program, and to employ a librarian to oversee the collection and to operate the Center’s information center. The University agrees that if it is to offer degree programs, the library collection will need to be increased. At present some $2,500 in state and grant funds are expended yearly on library materials. The University proposes to increase this amount to $3,375-$4,023 per year. The University hopes to be able to supplement state support with federal grant funds, but if these are not available, the entire amount will be allocated from the University’s budget. The University agrees that this is probably a minimal effort in view of the rapid increase in library materials available in the area of aging. If federal funds are not continued for the librarian position, it will be discontinued.

Physical Facilities. No special classrooms or other facilities are needed for gerontology instruction. The Center is adequately housed.

Courses. The University states that it presently offers all courses needed to offer the proposed programs except two undergraduate and two graduate courses in planning and development of programs for the elderly and gerontological practice. However it should be noted that a large number of the courses required in the programs have been or are proposed to be offered as seminars, workshops, or experimental courses. These courses will need to be added to the University’s instructional curriculum as regularly-authorized courses, if the programs are approved.

Students. The University estimates that it will enroll 100-150 undergraduate major students, 40 master’s degree students, and 60 certificate students when the programs are fully operative. Because of staff limitations, enrollments will be restricted to approximately these levels. Numbers of students completing the programs annually are expected to be:

- 50-75 baccalaureate graduates
- 15-18 master’s degree graduates
- 35-40 certificate graduates

It is expected that some of these students will be students presently attending the University who are majoring in other areas and completing course work in gerontology who would prefer to graduate with a degree in gerontology, and some will be students who would not otherwise come to the University who are seeking programs such as are being proposed. The University expects that initially, at least, there will be a transfer of students from recreation, health education, and possibly some other fields to gerontology. The University will encourage students to complete double majors in order to enhance their employment opportunities.

Budgetary Impact. Proposed budgets for the first four years of the program’s operation are shown on pp. 82a-84a of the University’s presentation, filed in the Board’s Office. The major additional obligation being undertaken by the University in support of the proposed programs is the addition of 1.0 FTE staff person at the associate professor level and additional library support. The University believes the Center will continue to attract non-state funds in support of research, instruction, and service activities, but that the instructional program of the Center will not be in jeopardy if it does not receive these funds.

Estimated budgetary impact of the proposed program is summarized below:

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (1.00 FTE)</td>
<td>$22,000</td>
<td>$23,320</td>
<td>$24,720</td>
<td>$26,205</td>
</tr>
<tr>
<td>OPE (17.5%)</td>
<td>3,850</td>
<td>4,081</td>
<td>4,326</td>
<td>4,486</td>
</tr>
<tr>
<td>Library</td>
<td>875</td>
<td>1,078</td>
<td>1,293</td>
<td>1,523</td>
</tr>
<tr>
<td></td>
<td>$26,725</td>
<td>$28,479</td>
<td>$30,339</td>
<td>$32,214</td>
</tr>
</tbody>
</table>
Portland State University

The Institute on Aging was established at Portland State University in 1969 to implement the University's long-standing commitment to meeting the needs of the urban community. The Institute is located in the School of Urban Affairs. Officers and faculty associated with the Institute hold academic or research appointments with the School of Urban Affairs and/or academic departments or other professional schools of the University.

As a unit in Portland State University's interdisciplinary School of Urban Affairs, the Institute is responsible for coordinating the research, training, and service functions of the University which bear on the broad issues of adult development and human aging. Of particular concern have been problems associated with the quality of life of adults and the elderly. Generally, the Institute has focused its resources on understanding ways in which industrialization, technological development, and urbanization relate to and affect this condition. Approximately 15 faculty members, some two dozen research and support staff, up to 50 student AoA trainees, and several volunteers are associated with the Institute.

In addition to the foregoing, other faculty and students are affiliated with the Institute from time to time, for shorter or longer periods, in connection with research they are carrying on in any one of many departments in the University.

Instruction

The Institute on Aging does not offer courses. However, for the past 10 years, through its AoA training grants, the Institute has encouraged and assisted in the development of departmental courses related to aging, and has administered the grant-supported trainee program. The University has reported approximately 500 headcount course enrollments in courses related to aging each year for the past two years (1977-1979). Among the courses currently (1978-79) offered students of aging are:

**Biology**

BI 410. Biology of Aging. (G)

**Public Affairs**

PA 540. Administrative Theory and Behavior.
PA 582. Public Budgeting.

**Psychology**

Psy 407. Seminar: Psychology of Death and Dying. (G)
Psy 462. Psychology of Adult Development and Aging. (G)
Psy 480, 481, 482. Community Psychology. (G)

**Sociology**

Soc 460. Sociology of Adult Development and Old Age. (G)
Soc 459. Medical Sociology. (G)

**Social Work**

SW 531. Human Psychosocial Organizations.
SW 561. Introduction to Social Planning.
SW 565. Social Service Delivery Systems.
SW 570. Introduction to Community Organizations.

-491-
Urban Studies and Planning
USP 540. Planning Theory.
USP 541. Planning Principles and Practice.

Departmental Methods courses.

Courses funded by federal training grants which have been offered in the past include:

Ec 507. Seminar: Economics of Aging.
USP 407/PA 407. Seminar: Long-Term Care Administration and the Elderly. (G)

Core faculty in aging include:

Richard Schulz, Ph.D., Associate Professor of Urban Studies and Psychology (psychology of death, environmental psychology, research methods, psychology of stress and control as it relates to aging). Dr. Schulz earned his doctorate at Duke University in 1974. He has published more than 20 articles and a book entitled, The Psychology of Death, Dying and Bereavement. He has pursued research funded by the National Science Foundation, the National Kidney Foundation, and the National Institute of Health. He has taught at Carnegie Mellon University and Northwestern University and presented many papers and addresses to gerontological and psychology communities. Instructional responsibilities in gerontology: Psychology of Adult Development and Aging, Death and Dying.

Douglas G. Montgomery, Ph.D., Associate Professor of Urban Studies (urban administration, intergovernmental relations, older worker employment, productivity and retirement). Recipient of two Gerontology Society awards, 1976 and 1978. Has provided assistance to a number of aging programs and services in Oregon and has pursued research funded by the Administration on Aging and the Office of Education. Instructional responsibilities in gerontology: Political and Administrative Issues in Aging and supervision of field practica.

Leonard D. Cain, Ph.D., Professor of Sociology and Urban Studies (sociology of age status, urban community and ethnic relations). Dr. Cain has published numerous articles and chapters of books throughout his career. He has served as consultant to the Federal Council on Aging, National Council on Aging, and as reviewer for the National Institute of Health. He has taught at the University of California, Berkeley and Davis; University of North Carolina-Greensboro; University of Wisconsin-Madison; State University of New York-Buffalo; and San Francisco Theological Seminary. He serves on the editorial board of two journals: Sociological Quarterly and Aging and Work. Instructional responsibilities in gerontology: Perspective on Aging, Sociology of Adult Development and Old Age.

John E. O'Brien, Ph.D., Associate Professor of Sociology and Urban Studies (special impact evaluation research, adult development and adult socialization, the scientific method as a frame of mind). Dr. O'Brien directed the PSU Institute on Aging 1970-77. During this time he completed studies in organizational analysis funded by the
National Science Foundation, Social Security Administration, and Administration on Aging. He serves as book review co-editor for The Gerontologist and has been a member of the research review panel for the Administration on Aging. He has taught at the University of Minnesota, and has presented numerous papers at annual meetings of the Gerontological Society and various sociology meetings. Instructional responsibilities in gerontology: Sociology of Adult Development and Old Age and courses in organizational analysis.

Terrie T. Wetle, Ph.D., Assistant Professor of Urban Studies (social service planning). Dr. Wetle is on leave of absence 1978-79 to participate in an Intergovernmental Personnel Act exchange program with the Administration on Aging. She has pursued research in organizational analysis funded by AoA, has directed an area agency on aging, and has served as technical advisor to community agencies in health, social, and educational services. Instructional responsibilities in gerontology: Human Services Planning Workshop, Urban Support Systems and the Elderly, Evaluation Research, and Psychology of Adult Development and Aging.

Michael DeShane, Ph.D., Research Associate (program evaluation, urbanization and the elderly). Dr. DeShane has pursued funded research on service provider attitudes toward the aged; served as community liaison for the Institute's multidisciplinary center of gerontology program; worked in the State of Washington's Department of Social and Health Services where he directed a $5.7 million model project designed to evaluate services for older citizens; and pursued other research activities in criminal justice, health planning, and urban/rural migration patterns of the elderly. Instructional responsibilities in gerontology: Sociology of Age Status.

Barbara J. Stewart, Ph.D., Associate Professor of Psychology (applied statistics, measurement and psychology). Dr. Stewart currently serves as head of research operations for the Institute. She has published 10 articles and presented seven papers to psychology and gerontology communities. At PSU she has served on nearly 50 graduate student committees and chaired two doctoral dissertation and four theses committees. She has been the recipient of the Gerontology Society award as Research Fellow at the University of Chicago Institute on Research Priorities in Aging: Behavioral and Social Science, 1977. Instructional responsibilities: Quantitative Methods, Research and Publications.

Lois F. Copperman, Ph.D., Research Associate (policy analysis). Dr. Copperman has participated in research (supported by grants from the Department of Labor and the Administration on Aging) on employment, retirement and personnel programs, and coordination of services by community agencies. She has worked as a registered occupational therapist and developed and administered a research study evaluating stroke patients. Instructional responsibility: Community Theory.

Support staff offering course work related to aging are listed below. Asterisked persons are also members of the Institute's research faculty.

*Nancy Chapman, Ph.D., Associate Professor of Urban Studies (social and environmental psychology).

*David T. Clark, Ph.D., Professor of Biology (immunology).

*Gerald Frey, Ph.D., Associate Professor of Social Work (social planning, organizational analysis).
*Jan Hajda, Ph.D., Professor of Sociology (sociological theory and complex organization).

William Hamilton, Ph.D., University Professor.

Walter G. Klopf, Ph.D., Professor of Psychology.

James F. Maurer, Ph.D., Professor of Speech Communication.

Darrell Millner, D.Ed., Associate Professor of Black Studies.

Leon J. Richelle, M.D., Ph.D., Professor of Biology.

Daniel J. Scheans, Ph.D., Professor of Anthropology.

Kathleen Willis, M.A., Assistant Professor of Social Work.

Research Activities

The Institute coordinates an extensive program of research, supported by such funding agencies as the National Science Foundation, the Administration on Aging, the Health Services Administration of the U.S. Public Health Service, and the Office of Education. There are some 32 research faculty presently associated with the Institute, including the 15 referred to above.

Service, training, and research projects of the Institute are selected to provide maximum opportunity to involve University students and faculty with community personnel and older adults.

The research coordinated by the Institute is resulting in increasing numbers of aging-related graduate theses and dissertations. Seven Ph.D. candidates in the School of Urban Affairs are presently working on aging-related dissertations; four doctoral students who completed dissertations in the area of aging have been graduated. Seven master's degree graduates in academic fields (one in economics, psychology, speech and hearing, and four in sociology) have completed theses in aging-related topics during the period 1972-1978. All but one of these students were affiliated during their research with the Institute on Aging. In addition, increasing numbers of students enrolled in PSU's graduate School of Social Work are following age-related projects. Three of PSU's graduate students received Administration on Aging dissertation awards for 1972-73. These are competitive awards worth $5,000 each. Approximately 25 awards are made nationally each year.

Service

The Institute on Aging has established formal ties with the Veterans Administration Hospital in Portland, the University of Oregon Health Sciences Center, Providence Medical Center, and other health and social service providers in the metropolitan area. The Institute frequently receives requests from community agencies and groups in Portland and throughout the state to conduct workshops, to lecture, and to discuss community needs for an aging population.

The Institute has been identified by the Administration on Aging as a multidisciplinary center of gerontology, and as such, serves as a clearinghouse with other educational programs. It has assisted the University of Portland and Pacific University in development of geriatric instruction for special programs such as nursing and occupational therapy and currently is assisting the University of Oregon Health Sciences Center in development of geriatric and gerontology programs, and in providing supporting course work for the geriatric curriculum being planned by the School of Nursing.
Report of Consultants 
in the Social Sciences

Winter term, 1978-79, the Board’s Office, as a part of its on-going review of graduate programs in the three universities, brought to Oregon six eminent scholars to review graduate programs in sociology, political science, and economics at the University of Oregon and the interdisciplinary program in urban studies and planning at Portland State University.

The consultants were unanimous in their feeling that the Institute on Aging provides the best opportunity for development of a research base in the social sciences at PSU. Dr. Gideon Sjoberg, Professor of Sociology, University of Texas at Austin, expressed the view of the consultants in the following words:

We are committed to the view that the Institute on Aging plays a pivotal role in advancing the research activities in the social sciences at Portland State University. Through the Institute financial support is garnered from national sources, and the on-going research lends prestige to the University and to the State.

Request of Portland State University for Authorization 
To Offer a Graduate Certificate Program in Gerontology

Portland State University requests authorization to offer a graduate certificate program in gerontology, effective 1979-80.

Rationale for a Graduate Certificate

The experience of its faculty engaged in research and instruction in gerontology, both in the academic settings and in responsible positions in agencies involved in planning and delivery of services to the elderly, has convinced Portland State University that its students and the state will be best served through the offering of a graduate level certificate program such as is proposed. In commenting on the appropriate organization of gerontology instruction, Portland State University states:

While many universities and colleges presently provide training in gerontology, few have created formal degree granting programs and have instead opted for either certificate programs or have incorporated gerontology training within existing degree granting programs. This reflects in part the belief of many professionals in the field that gerontology per se is not a discipline in its own right but rather an area of specialization to be added to existing disciplines such as psychology, sociology, social work, etc. This perspective also is reflected in the current federal funding policies for training in gerontology. The emphasis is on producing specialists within sub-areas in gerontology and not generalists who know a little bit about everything but not enough to make them valuable contributors in aging-related professions. This philosophy is further reinforced by the gerontological job market which solicits individuals with specific skills rather than broadly based generalists.

The certificate program is designed to provide opportunities, through its five areas of specialization, for development of the student as either a scientist or as a practitioner. The certificate may be completed in conjunction with graduate level work in the traditional disciplines and professional programs of Portland State University, or as a free-standing program for post-baccalaureate students and practitioners in aging-related occupations.
Nature of the Program

Requirements for the certificate in gerontology provide for a 12-credit-hour multidisciplinary core in gerontology, and 12 credit hours in one of five subspecialty areas, designed to fit the student's career interests, as indicated below.

1. Human Services Planning and Assessment.
2. Program Administration.
5. Long-Term Care.

Courses required for the program:

<table>
<thead>
<tr>
<th>Multidisciplinary Core</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
</tr>
<tr>
<td>USP 507/Soc 507. Seminar: Perspectives on Aging.</td>
<td>3</td>
</tr>
<tr>
<td>Three courses selected from following:</td>
<td>9</td>
</tr>
<tr>
<td>Soc 460. Sociology of Adult Development and Old Age. (C)</td>
<td></td>
</tr>
<tr>
<td>Psy 462. Psychology of Adult Development and Aging. (G)</td>
<td></td>
</tr>
<tr>
<td>Bi 410. Biology of Aging. (G)</td>
<td></td>
</tr>
<tr>
<td>Ec 507. Seminar: Economics of Aging.</td>
<td></td>
</tr>
<tr>
<td>Anth 410. Selected Topics: Age Roles. (G)</td>
<td></td>
</tr>
</tbody>
</table>

Subspecialty Area (select one of five areas listed)

<table>
<thead>
<tr>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent project in subspecialty area</td>
</tr>
<tr>
<td>Three courses in subspecialty area</td>
</tr>
</tbody>
</table>

Resources To Offer Proposed Program

Faculty. Qualified faculty are available on the PSU staff to teach all courses required by the proposed certificate program. This staff will be supplemented from time to time with part-time faculty drawn from research personnel of the Institute and the pool of expert gerontologists in the community. PSU proposes to allocate $12,000 per year (.75 FTE) to the Institute to be used to release departmental and research faculty from their regular assignments to teach needed courses in gerontology, and to employ part-time faculty when needed.

Library. The library is a problem. While a survey of current library holdings identified some 1,076 volumes and 32 periodicals in the area of aging, additional support is needed to bring the library to adequate level. Portland State proposes to make a one-time allocation of $5,000 to purchase basic gerontological materials and a continuing allocation of $1,000 per year to build and maintain the collection.
Facilities and Equipment. No specialized facilities or equipment are required.

Budgetary Impact. Estimated budgetary impact of the proposed program is summarized below.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (.75 FTE)</td>
<td>$12,000</td>
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<td>Support (.50 FTE)</td>
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<td>Other Resources</td>
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<tr>
<td>Library</td>
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<tr>
<td>Supplies &amp; Services</td>
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<tr>
<td>Totals</td>
<td>$24,000</td>
<td>$19,200</td>
<td>$19,400</td>
<td>$19,600</td>
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</table>

The amounts indicated in the budget summary above will be allocated to the certificate in gerontology program from Portland State University's going level budget, if the program is approved.

Oregon State University

Oregon State University has been offering instruction in gerontology since 1972-73. The program is administered by Dr. Clara Pratt, of the School of Home Economics, with support from various schools and departments throughout the University. Through a series of programs, including an 18-credit-hour integrated graduate minor, AoA undergraduate and graduate funded traineeships, optional areas of specialization within undergraduate majors, and an interdisciplinary undergraduate major program in health care administration, the OSU program provides:

- preparation for work with the elderly as a specialty within a professional area (e.g., pharmacy, adult education, nutrition, counseling);
- preparation for careers in aging programs (e.g., senior centers, area agencies on aging, long term care facilities);
- general education for personal growth and understanding;
- stimulation of faculty and student research in gerontology;
- community field experiences for qualified students;
- community and continuing education in gerontology, including support of programs sponsored by OSU.

Eighteen upper-division and graduate level courses in gerontology are offered at OSU through 11 departments. Several hundred students enroll in these courses each year, including 25 students who are recipients of AoA traineeships. Approximately 45 students are enrolled in the BA/BS degree program in health care administration, a program preparing students for careers in long term care administration, public health service administration, and private health care administration.

The campus program in gerontology is enhanced by the presence of a strong gerontology program in the Oregon State University Extension Service, directed by Dr. Vicki Schmail, a full-time gerontology specialist. Through this program, communities throughout Oregon are provided programs on retirement planning, social and family relationships in aging, health and aging, and other topics.
While research is not the primary purpose of the OSU program in gerontology, stimulation of student and faculty research is an important goal of the program. During 1978-79, student graduate research projects related to aging were conducted in the areas of family life, adult education, pharmacy, physical education, counseling, and family resource management. Faculty research currently underway, both funded and unfunded, is being pursued in the areas of geriatric pharmacology, anthropology of aging, nutrition, minority families and aging, physical education for older adults, and housing for the elderly.

The OSU program has been enhanced through grant funds. Among these are:

- A $104,000 grant from the Administration on Aging for 1978-79 to expand course work, and develop field experience, practicums, and educational materials concerning the minority aging, and to recruit and involve minority students and faculty in the program on aging.

- A $512,000 five-year AoA funded program, now completed, to develop a national training program and resource materials for the national nutrition program for the elderly. OSU served as one of five training centers for project personnel in the nation and coordinated the work of the five centers. Four technical manuals were developed for use in the national program.

Plans for the future include:

- Identification of all gerontology courses as part of regularly numbered course offerings of the sponsoring schools and departments.

- Formalization of the 18-hour integrated graduate minor so it can be listed as a minor area in the OSU graduate catalog.

- Development of gerontological education content in disciplines that impact upon the elderly's capacities for independence, health, and mobility.

- Exploration of the need and usefulness of a certificate in gerontology.

- Seeking of appropriate training and research grants, e.g., grant funds have been requested which would support an expanded curriculum in geriatric pharmacy.

- Continued efforts in community service and education.

Gerontology Education at Other Institutions of the State System, Independent Colleges and Universities, and Community Colleges

It goes without saying that educational institutions cannot ignore the phenomena of aging and the growing dimensions of an aging population. Instruction related to aging is found to a greater or lesser degree at most, if not all, educational institutions in Oregon—generally in the form of elective courses for those interested in such work as an aspect of general education or as an adjunct to their disciplinary or professional majors.

We present below a brief description of the nature of the more extensive gerontology offerings in (1) the State System institutions other than the UO, PSU, OSU, whose programs were earlier described, (2) the independent colleges and universities, and (3) the community colleges.

-498-
University of Oregon Health Sciences Center

The University of Oregon Health Sciences Center has a continuing interest in assuring that appropriate instruction in geriatrics and gerontology is incorporated in its regular curricular programs in medicine, dentistry, nursing, allied health fields, and basic sciences. The School of Nursing is planning a gerontology track for students particularly interested in this area in its master of nursing program in medical-surgical nursing.

Southern Oregon State College

Southern Oregon State College has been offering seminars, practica, and course work related to aging on a regular basis since 1972.

The increasing numbers of retirement communities and nursing homes being developed in the Rogue Valley, and the increasing population of retired persons residing in that area, is, in the view of Southern Oregon State College, creating a significant need for baccalaureate graduates prepared to work in jobs related to the elderly. The College is reviewing how best it can serve the needs it is identifying in the area of gerontology in its region.

University of Portland

The University of Portland has just (1978-79) inaugurated a Gerontology Certificate Program, developed by its department of psychology and the social sciences. The program is open to matriculated students in any of the University's major programs of study and to non-matriculated students from the community who work or wish to work with the aged.

Clackamas Community College

Clackamas Community College offers a 51-credit-hour program leading to the certificate in Human Services--Aging, and a two-year program incorporating the certificate leading to the associate degree. The curriculum is designed for the part-time student who is employed, or is interested in obtaining employment, as an assistant working with the aged in public welfare agencies, community action programs, nursing homes, hospitals, clinics, senior citizen centers, mental health centers, and volunteer agencies.

The program is classified as "occupational preparatory," however students completing the associate degree program earn about 54 credit hours of transfer credit.

Graduates of each of the programs number 5-6 each year.

Allocation of Responsibilities for Gerontology Education

The need for the nature of the allocation of responsibilities for gerontology education in the State System of Higher Education is affected by a number of circumstances, of which the following are illustrative:

The expanding need for gerontology education. The rapid increase in the number of elderly and the increasing percentage of the total population they constitute has raised the level of interest in and concern with the problems of aging. This interest has been shared by those in the basic disciplines as well as by those in the professional fields.
Historically, gerontology instruction grew out of the interest of faculty members in the basic disciplines who introduced into the content of their fields of study and teaching, information concerning the process and outcomes of aging as these related to their disciplines, without respect to any occupational uses to which such knowledge might be put. Gerontology came to be viewed by them as a sub-field of such disciplines as biology, psychology, sociology, and political science.

Meanwhile, the increase in the number and proportion of the elderly and aging led to a corresponding increase in the human service programs designed to ameliorate the problems of the aging and elderly. These age-specific human services drew upon a wide range of professional fields and sensitized these professions to the importance of gerontology education in the preparation of those in the profession likely to be involved wholly or in part in alleviating the problems of the elderly and the aging. Thus gerontology is seen to have relevance to such professional fields of preparation as nursing, medicine, nutrition, counseling, recreation, health education, social work, architecture, speech and communications, administration, and librarianship.

The nature of preservice gerontology education. The duality described above continues to mark gerontology education today at the preservice level (as distinguished from the inservice level) - gerontology education is offered (1) as an aspect of liberal education offering students the means of coming to understand the process of aging and the roles older people play in contemporary society, without respect to the use of the information in any professional or paraprofessional capacity; and (2) as preparation of professionals and paraprofessionals for work in research, education, administration or delivery of services relevant to the elderly and aging.

The diversity of views as to the nature of gerontology. As was earlier described in this present report, gerontology, as a relatively young, developing field, is marked by a diversity of views among its devotees as to whether it should be considered a professional field of its own or ought more properly to be dealt with as an adjunct to one of the existing disciplinary or professional fields.

In the former case, the gerontology program may be presented as an instructional major from which students would be graduated with a degree in gerontology.

In the latter case, the gerontology program would be considered a minor, or an emphasis, but with the student's major being in one of the disciplines (e.g., biology, sociology, political science), or professional fields (e.g., counseling, nursing, social work, recreation).

The view one takes as to which of the above interpretations of gerontology is the most valid affects both the nature of the program requests made by institutions and the nature of the allocations made by the governing board, as is explained below.

The Issue of Curricular Allocations in Gerontological Education

In allocating curricular programs to its institutions, the Board has had as a primary consideration meeting the state's educational needs by making programs of acceptable quality as accessible as cost considerations will permit.

-500-
These considerations are relevant to the Board's present need to respond to the requests of the University of Oregon and Portland State University for authorization to offer structured programs of study leading to degrees and/or a certificate in gerontology.

If one accepts gerontology as a sub-discipline of academic fields (e.g., sociology, biology, political science), or as an adjunct of professional fields (e.g., counseling, social work, recreation), allocation of responsibility for instruction in gerontology in the State System institutions has already been largely accomplished. For the Board has already made allocations to its institutions of disciplinary and professional fields and majors therein. Gerontology offerings would complement these already assigned allocations. For instance:

- Portland State University will continue to prepare social workers, public administrators, planners particularly knowledgeable as to the urban environment, and research and public service personnel from the multidisciplinary social science-based programs of the school of urban affairs.

- Oregon State University will continue to prepare home economists, nutritionists, pharmacists, physical and health educators, and baccalaureate-level health care administrators.

- The University of Oregon will continue to prepare recreation specialists, physical educators, health educators, counselors, psychologists, education personnel, and public administration personnel, some of whom, by the design of their program, will have special expertise for work in service programs for the elderly; and, as faculty interests dictate, research personnel prepared to direct the research skills and techniques of their disciplines to study of problems related to aging.

The above list is intended to be illustrative, not exhaustive. Certificate programs in gerontology, to be completed as an adjunct to the student's major program of study in a disciplinary or professional field, or as free-standing programs for employed persons who have already acquired their basic area of professional expertise, would be approved by the Board, as requested by the institution, to provide structure and recognition to the student's work in gerontology.

Under the above arrangement, which ties responsibility for preparation in gerontology to the academic and professional allocations given the respective institutions, the institutions would be responsible for seeing that students are informed concerning the employment market in their field of preparation.

Oregon educational institutions are presently offering a number of programs preparing persons for employment in the planning and administration of social services. Many of the positions, of course, are filled from within the agency structure, creating a demand for highly specialized in-service educational programs which may be completed on a schedule convenient to the employed student.

Illustrative are the following:

Portland State University, with its School of Social Work, Master of Public Administration degree program, master's and doctoral degree programs in urban studies and planning, coordinative services of the Institute on Aging, and substantial staff expertise, is well qualified to offer in-service and pre-service programs in planning and administration of social services.
The University of Oregon offers baccalaureate degree programs in community services and public affairs and a master's degree program in public affairs which provides advanced instruction in how to commission, execute, and evaluate research in the public sector; structure and process of organizations as they change; public finance and budgeting; public law; public policy analysis; public affairs and social change; public administration, supervision, and management.

The Oregon State University baccalaureate degree program in health care administration provides professional preparation for administrative positions in long-term-care facilities or assistant administrative and middle management careers in private health care organizations and public health service delivery systems.

The University of Oregon Health Sciences Center school of nursing master of nursing degree program offers a major in nursing management and administration which prepares administrators competent to practice effectively in a variety of health settings, who can analyze an organizational setting, implement appropriate change, and evaluate outcomes.

The proposed master's degree program in gerontology at the University of Oregon, the core instructional content of which is two courses titled "Issues in Gerontological Practice" and "Evaluative Research in Gerontological Settings", would be directed specifically to producing planners, administrators, and supervisors of social services to the elderly. The program has no other thrust--any other competency must come from the student's limited electives, previous training, or in the 15-credit-hour cognate field.

As noted earlier in this report, the Board's Office has recommended:

1. That the University of Oregon be authorized a baccalaureate program and a certificate program in gerontology, but that it not be authorized a master's program.

2. That Portland State University be authorized to offer a graduate certificate program in gerontology.

The rationale for this recommendation follows.

Baccalaureate program at University of Oregon. The Board's Office recommendation that the University of Oregon be authorized to offer a baccalaureate degree program in gerontology is made with the following in mind:

1. That graduates of the program will contribute to meeting society's needs for qualified persons in the field of gerontology.

2. That the program will offer to undergraduate students an opportunity for in-depth instruction and study in the field of gerontology which will prepare them for meaningful employment.

3. That the University will advise and assist students interested in this program to include in their baccalaureate programs a strong component from a second major program from among those offered by the University, so as to give these students added strengths useful to them in a career in gerontology. Some students will wish to take double or combined majors and will be helped in planning such programs.

4. That the University will be able to offer graduates of the program effective placement services leading to employment in the field of aging.
5. That the University of Oregon’s experiences in the development of successful baccalaureate programs in such areas as recreation and community services and public affairs are such as to warrant authorizing a baccalaureate program in gerontology, despite the view held by many in the field of gerontology that gerontology education ought more properly to be offered as an adjunct to established disciplinary or professional fields.

When the University launched its baccalaureate program in recreation almost a quarter century ago there were those in Oregon and nationally who felt that there was little warrant for such a program and that students graduating therefrom would be disadvantaged. The University’s success in developing a sound educational program and in placing graduates advantageously has demonstrated the wisdom of the move.

The Board’s Office believes that in the face of these past University experiences and the University’s current enthusiasm for the proposed program, the University should be given an opportunity to demonstrate what it can achieve through a baccalaureate program in gerontology. If it should develop that expectations are wide of the mark, the program can be readily converted into a certificate program which will serve students effectively as an adjunct to their majors.

Certificate program at University of Oregon. The certificate program proposed by the University of Oregon is designed (1) to provide a service to persons in the community who wish to acquire some understanding and expertise in the area of gerontology and (2) to provide a structured minor in gerontology which may be completed in conjunction with a major degree program in a related field. Courses in gerontology now being offered by the University which will be available for the baccalaureate degree will provide the instructional resources needed for a certificate program. The Board’s staff recommends that the University of Oregon be authorized to offer this service.

Master’s degree at the University of Oregon. The Board’s Office believes that in the present state of the field of gerontology education generally, as alluded to in the preceding sections of this present report, and considering the resources of the institutions, the master’s degree program in gerontology proposed by the University of Oregon should not be approved. The University of Oregon should be encouraged to continue to prepare counselors, recreation specialists, health educators, psychologists, public administrators, and other professionally qualified personnel from its already authorized master’s and doctoral degree programs in these areas, with those having particular interest in aging or working with the elderly acquiring understanding and competency in this area as a minor or adjunct field. The certificate program proposed by the University of Oregon could be adapted to this need.

Graduate Certificate at Portland State University. The Board’s Office believes the graduate certificate in gerontology program as proposed by Portland State University is appropriate, given the mission of Portland State University, the instructional and research resources available in Portland State’s academic departments and professional schools, and the needs of the state and the students Portland State wishes to serve. The staff recommends that the program be approved.

Use of Incidental Fees for Proposed Cultural and Conference Center, OSU

Staff Recommendation to the Board

In view of the action of the AOSU Senate in authorizing the allocation of fifty cents ($0.50) per student per term from Incidental Fees over a ten-year period (beginning with the Fall Term 1976 and concluding with the Spring Term 1986) for the support of the proposed Cultural and Conference Center at Oregon State University, it was recommended that the appropriate officials be authorized to remit the amounts designated therefor to the Oregon State University Foundation.
Board Discussion and Action

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

Staff Report to the Board

On January 26, 1979, the Board allowed the Oregon State University Foundation to utilize a site on the campus in Corvallis, east of 26th Street between Western Avenue and Stadium Drive, for the construction of a Cultural and Conference Center with the understanding that title to the improvements, upon completion, would be vested with the State of Oregon acting by and through the State Board of Higher Education on behalf of Oregon State University. It was indicated that the full cost of the project, including payments for the rededication of those portions of the site which had been acquired with auxiliary enterprise funds, would be borne by the Foundation.

On March 30, 1979, it was reported to the Board that preliminary sketches of the facilities had been reviewed with the Committee on Finance, Administration and Physical Plant on February 23 and that the estimated expenditure requirements probably would total about $4,500,000.

Subsequently, it was brought to the attention of the staff that actions had been taken by the student Senate in 1976 and in 1978 to pledge the contribution of fifty cents per student per term over a ten-year period to assist in financing this project (or the earlier proposed Great Hall). Funds in excess of $67,000 have been received to date and have been earmarked for this purpose, and based upon projected enrollments of more than 15,000 students, additional amounts of about $23,000 are expected annually. Thus, these contributions from student incidental fees over the ten-year period would exceed $200,000.

Institutional officials have requested that these contributions through student government be turned over to the Oregon State University Foundation, as they are received, to assist in financing the project.

W. T. Cooney,
Certificate of Recognition

At the request of President Perry, Mr. Ingalls read the following certificate of recognition:

Certificate of Recognition
Honoring
WILBUR T. COONEY
July 27, 1979

The members of the Oregon State Board of Higher Education wish to extend a warm thank you to Wilbur T. Cooney, who retired June 30 as Dean of Agriculture at Oregon State University.

Dean Cooney had a distinguished career of service to the University, the state's agricultural community, and the people of Oregon.

By the time he joined the OSU faculty in 1937, he already had broad work experience helping Oregon's farmers and ranchers, and that commitment was to continue. Mr. Cooney, who received his bachelor's and master's degrees from Oregon State University, progressed through the academic ranks as a respected teacher and researcher in the Department of Poultry Science. In 1965, after a nationwide search, he was named Dean of Agriculture.
Each experience increased Mr. Cooney's devotion to Oregon State University and to the state's well-being. He responded with equal understanding to problems facing students, faculty members, and University administrators, as well as growers, ranchers, and prominent leaders of the community and state. His interest in the community and the University were evidenced by his seven years on the Corvallis City Council and his five years as chairman of the OSU Intercollegiate Athletic Board.

Under Dean Cooney's leadership, Oregon State University's School of Agriculture increased and strengthened its contact with foreign nations through international programs for agricultural development. But the Dean was ever-mindful that the first obligation of the School was to serve the needs of Oregon's agricultural community.

Wilbur Cooney long will be remembered as a man of integrity—hardworking, unselfish, and dedicated. The members of the Board wish to acknowledge publicly his many significant contributions to Oregon State University, the State System of Higher Education, and the State of Oregon. He has earned the rewards of retirement.

The Board adopted the above resolution with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None.

Dr. K. Dittmer, Certificate of Recognition

At the request of President Perry, Mr. Wyss read the following Certificate of Recognition:

Certificate of Recognition

Honoring Dr. Karl Dittmer

July 27, 1979

The members of the Oregon State Board of Higher Education wish to express their appreciation to Dr. Karl Dittmer, who retired June 30 as Professor of Chemistry and Dean of the College of Science of Portland State University.

Karl Dittmer began his professional career at the Cornell University Medical College and subsequently served on the faculties of the University of Colorado and Florida State University, as program administrator of the Petroleum Research Fund, and as Director of the Division of Research Grants and Fellowships of the American Chemical Society. He was Vice President for Academic Affairs at Florida State University when he was invited to become Dean of the College of Science at Portland State University in 1966.

Throughout his career, Karl Dittmer has been a vigorous and productive scholar, authoring more than 70 publications, and an articulate and effective advocate of strong scientific research and instruction. He played a major role in the development of the PSU doctoral program in Environmental Sciences and has served as its program coordinator since 1972. Despite the pressures on his time, he also has been actively involved in professional and learned societies and in community affairs.

The members of the Board wish to acknowledge the contributions of Karl Dittmer to the University, the State System, to the scientific community, and to the people they serve. We wish him a long and satisfying retirement.

The Board adopted the above resolution with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None.
At the request of President Perry, Mr. Ingalls read the following Certificate of Recognition:

Certificate of Recognition

Honoring
Betty Feves
July 27, 1979

The members of the Oregon State Board of Higher Education wish to express their warm appreciation to their associate, Betty Feves, who last month completed her membership on the Board.

During her four years on the Board, Betty kept constant the responsibilities that the meaning of public service had imposed upon her. She gave freely of her time and talent on behalf of the people of Oregon. As a result of this dedication, she played a significant role in helping to improve the quality of public higher education and in helping to build educational opportunity for Oregonians.

In a quiet but effective way, she was a strong defender of the arts. Her special concerns were reflected in her thoughtful contributions to policy issues in this area as a member of key Board committees and as vice chairman of the Board's Committee on Instruction, Research, and Public Service Programs.

Betty's membership on the Board was but one dimension of her strong commitment to public service. This artist of national stature has served her state, and her community, in many ways. She not only has played a major role in promoting the arts in Oregon, but has served the Pendleton area for many years as a member of various school boards.

The members of the Board wish to note the many contributions that Betty has made to the State System, to the arts, and to the state. We thank her for her service and wish her continued success in her endeavors.

The Board adopted the above resolution with the following voting in favor: Directors Anderson, Ater, Batiste, Carpenter, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None.

At the request of President Perry, Mr. Harms read the following Certificate of Recognition:

Certificate of Recognition

Honoring
Gregory Moore
July 27, 1979

The members of the Oregon State Board of Higher Education wish to extend their best wishes to Greg Moore, an associate who completed his term on the Board June 30th.

When Greg was appointed to a two-year term as a student member in 1977, he was a senior at Oregon State University majoring in business administration. It was appropriate that he was assigned to serve on the Board's Committee on Finance, Administration, and Physical Plant.

The match-up was an excellent one. Greg brought to the position an inquisitive mind, a keen interest in this field, and an eagerness to learn. The Board benefited on all counts, Greg accepted the responsibility cheerfully and devoted much time and effort in order to understand the complex issues. He succeeded in high fashion. During his two years of service, he made many valuable contributions to Board and Committee policy discussions and decisions.
His ability to handle ideas fairly and openly reflects favorably on the
talent of students attending State System institutions and on the educa-
tion that is available to them. We are certain that Greg will put his
education to good use in the years to come.

The members of the Board wish to thank Greg publicly for his dedicated
service to the State System, and to the state, and we wish him well in
the exciting days that are ahead for him.

The Board adopted the above resolution with the following voting in favor:
Directors Anderson, Ater, Batiste, Carpenter, Harms, Ingalls, Wyss, and
Perry. Those voting no: None.

President Perry announced that members of the Finance Committee had
received an announcement that the Oregon Investment Council would be
meeting at 8:45 A.M. on Thursday, August 16, in Room 200 of the Terminal
Plaza Building in Portland. There will be a review of the work of Dodge
and Cox, the firm that has been handling the endowment and quasi-endowment
funds. He indicated that other members of the Board were welcome and asked
that they advise the Chancellor’s Office if they would be able to attend.

Mr. Perry requested the newly-appointed Board members to indicate any
preferences they might have with respect to Committee assignments so
that Committee appointments could be made, if possible, at the next meeting.

Mr. Perry indicated that the new schedule would be followed as indicated
in earlier Board action. The Board’s Committees will meet on September 14,
1979, on the campus of the University of Oregon. There will be a short
Board meeting also on the same date.

Mr. Perry also suggested that if it appears to the Committee chairmen that
there will be duplicate discussion and it seems appropriate to do so, items can
be sent through the Committee directly to the Board.

Mr. Perry announced that there would be an adjourned Board meeting, subject
to Board action at the adjournment of the July 27 session, to be held by
conference telephone connection on August 28, 1979, for the purpose of
considering bids received for three bond issues authorized earlier in the meeting.

Upon the recommendation of institutional officials and the SRG Partnership,
P.C., Portland, project architects, the work of the prime contractor for
remodeling within the Campus Services Building for the computer services
center was accepted on behalf of the Board as of June 15, 1979.

A revised semifinal project budget is shown below in comparison with the
post-bid budget reported to the Board on January 26, 1979:

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<tr>
<td>Total</td>
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(1) Includes changing the quantity of two types of lighting fixtures; relocating certain electrical and telephone cable riser runs; modifying raceway and wiring for computer terminals; rerouting electrical conduit to new panels; revising corridor emergency lighting on fourth floor affected by work on upper floors; installing additional computer cable; relocating roof drain downspout; adding structural support to certain openings; adding a moisture alarm to the air-conditioning units; revising carpet locations; adding condensate returns for steam humidifiers in two computer room air-conditioning units and other minor modifications all included within five approved change orders.

The work of the contract included upgrading approximately 3,200 square feet of space on the fifth floor and 510 square feet on the sixth floor of the Campus Services Building to accommodate the hospital computer services center staff and equipment. The details of the remodeling work remain essentially as described in the Board minutes of January 26, 1979. The major demolition work preparatory to this remodeling was completed earlier under a separate contract.

The expenditure requirements for this work will be funded from proceeds of the sale of Article XI-F(1) bonds as authorized previously by the Board and the State Emergency Board. Debt service will be provided from patient fee income. Interim financing was provided from balances available for auxiliary enterprises.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UOHSC Campus Services Building Computer Services Center Remodeling

Architects - SRG Partnership, P.C., Portland

Board's priority - Not applicable

Legislative authorization - State Emergency Board action on September 8, 1978

Estimated total project costs $ 355,000

Estimated total direct construction costs:

Demolition - $ 25,177 (previous separate contract)
Remodeling - $239,189 (current contract acceptance)
Total $ 264,366

Financing plan:

Proceeds from the sale of bonds under Article XI-F(1) of the Oregon Constitution and/or balances available for auxiliary enterprises $ 355,000

Board Discussion and Action

The Board received the report as presented.

Report of Inspection and Acceptance for University Hospital North and University Hospital South Food Service Facilities Alterations, UOHS

Staff Report to the Board

Upon the recommendation of institutional officials and Broome, O'Toole, Rudolf & Associates, Portland, project architects, the work of the prime contractor for alterations to the food service facilities within University Hospital North and University Hospital South on the campus at the University of Oregon Health Sciences Center was accepted on behalf of the Board as of March 15, 1979.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on January 28, 1977:
Meeting #457

July 27, 1979

Direct construction costs:

<table>
<thead>
<tr>
<th></th>
<th>Revised</th>
<th>Original</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/15/79</td>
<td>1/28/77</td>
<td></td>
</tr>
<tr>
<td>Furber Construction Company, Beaverton</td>
<td>$796,054*</td>
<td>$763,559</td>
<td>$32,495 (1)</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>85,000</td>
<td>85,000</td>
<td>-</td>
</tr>
<tr>
<td>Furnishings and equipment</td>
<td>128,740</td>
<td>100,921</td>
<td>27,819</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>7,686</td>
<td>30,000</td>
<td>(22,314)</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>38,000</td>
<td>(38,000)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,017,480</strong></td>
<td><strong>$1,017,480</strong></td>
<td><strong>-$</strong></td>
</tr>
</tbody>
</table>

* Exclusive of $20,836 added by change order for a new floor in the dishwashing room in University Hospital South which was funded separately from accounts for Safety Deficiency Corrections, Phase II.

(1) Includes changes in the specifications to permit the general contractor to install temporary electrical feeder and to raise floor level to match an existing floor; to provide a furred down soffit to cover a four-inch waste pipe; to remove wire glass transom; to change the location of electrical panel; to add latch bolts on doors 35 and 36; to revise refrigeration equipment pad and enclosure; to relocate existing time clock in UHS kitchen; to provide temporary power to relocate one three-section refrigerator; to enlarge door from 3'-0" to 4'-0" to permit installation of Owner's equipment; to install membrane coating in pantry Room 1205A; to add 200-amp. circuit breaker and enclosure; to change electrical rough-in in pantries to match changes in pantry equipment; to revise cashier's stand in UHN; to modify 13 of 19 mobile tray delivery carts; to revise plastic laminate cabinets in UHN to provide storage space below; to add three recessed fluorescent light fixtures in UHN; to change 14 prefabricated pantry cabinets to change prewired panels to accommodate microwave ovens; to remove existing loose quarry tile and patch dishwashing room floor, UHN; to change control wiring and add manual and automatic devices to provide better safety and operating conditions for the blast and storage freezers in UHS kitchen; to make electrical connection for Group II equipment and N-42 Jet Steam Kettle; to provide water and drain connections for steam kettle; to remove an existing concrete base where convection ovens were removed and to provide a level floor for installation of new ovens utilizing roll-in racks; to correct air circulation problems connected with USECO units; and other minor modifications included in 12 approved change orders.

The description of the work of this project remains substantially the same as indicated to the Board on May 25 and July 20, 1976. Generally, all food service operations within the hospital units at the University of Oregon Health Sciences Center were converted to a ready-food concept which will concentrate all cooking and basic food preparation in the kitchen of the University Hospital South. Hot foods will be cooked and frozen during a five-day work week and will be held there pending delivery to cafeteria areas and to pantry-kitchens on each of the patient care floors where trays will be assembled and hot food warmed immediately prior to serving. Remodeling the cafeteria in the University Hospital North and the providing and equipping of pantry-kitchens on several floors of both buildings was included and the work also covered the replacement of a badly deteriorated sewer line at University Hospital North.
Resources for this project were made available from funds authorized by Chapter 48, Oregon Laws 1975, for safety deficiency corrections, in the amount of $384,800 and from an Emergency Fund allocation of $632,680 by the State Emergency Board on June 25, 1976, but in accordance with actions of the Emergency Board and the 1977 Legislature, the project costs are being repaid from dietary and food service revenues.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UOHSC University Hospital North and University Hospital South Food Service Facilities Alterations

Architect - Broome, Oringdulph, O'Toole, Rudolf & Associates, Portland

Legislative authorization - Chapter 48, Oregon Laws 1975 and Emergency Board action of June 25, 1976

Total project costs $1,017,480
Total direct construction costs $796,054

Interim financing plan (to be repaid from dietary and food service revenues):

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund appropriation</td>
<td>$192,400</td>
</tr>
<tr>
<td>Article XI-G bond proceeds</td>
<td>$192,400</td>
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<tr>
<td>Subtotal</td>
<td>$384,800</td>
</tr>
<tr>
<td>Allocation from the State Emergency Fund on June 25, 1976</td>
<td>$632,680</td>
</tr>
<tr>
<td>Total</td>
<td>$1,017,480</td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board received the report as presented.

Sale of Harsh Estate Property, UOHSC

On June 22, 1979, the Board approved the sale of a 106' by 100' lot north of Long Beach, Washington. The minimum cash bid price acceptable to the Board was $7,500.

The highest cash bid of $8,000 submitted by William B. and Yvonne Brewer of Seaview, Washington, was accepted on July 3, 1979. A bargain and sale deed was approved by the Board's legal counsel and executed by the Board's President and Secretary.

Proceeds of the sale will be used in accordance with the will of the late Evelyn Traines Harsh for research in the tumor, eye, ear, nose, and throat clinics at the University of Oregon Health Sciences Center.

Board Discussion and Action

The Board received the report as presented.

Sale of Harsh Estate Property, UOHSC

On May 25, 1979, the Board approved the sale of a lot and residence located at 2548 N. E. 28th Street, Portland. The minimum bid price acceptable to the Board was $55,000. If sold on contract, the minimum acceptable terms were 20 percent down with the balance payable in equal installments over a period not to exceed ten years. The rate of interest was to be comparable to the prime rate in effect at the time the property was advertised for bids.