STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD IN
ROOM 328–329, MICHAEL J. SMITH MEMORIAL CENTER, PORTLAND STATE UNIVERSITY,
PORTLAND, OREGON

February 18, 1969

MEETING #371-1

A regular meeting of the State Board of Higher Education was held
in Room 328–329, Michael J. Smith Memorial Center, Portland State
University, Portland, Oregon. This meeting was a postponement of
the January 27, 1968, Board meeting which was cancelled because
of severe weather conditions.

ROLL CALL

The meeting was called to order at 9:00 A.M. on Tuesday, February 18,
1969, by the President of the Board, Mr. J. W. Forrester, Jr., and
on roll call the following answered present:

    Mr. Chas. R. Holloway, Jr.      Mr. Ancil H. Payne
    Mrs. Elizabeth H. Johnson       Mr. John W. Snider
    Mr. Philip A. Joss             Mr. Ray T. Yasui
    Mr. George H. Layman           Mr. J. W. Forrester, Jr.

Absent: R. E. Purvine, M.D., was absent for business reasons.

OTHERS PRESENT

Centralized Activities—Chancellor R. E. Lieuallen; Secretary R. L.
Collins; Mr. H. A. Bork, Vice Chancellor for Business Affairs;
Dr. Miles C. Romney, Vice Chancellor for Academic Affairs; Dr. J. W.
Sherburne, Vice Chancellor for Continuing Education; Mr. J. L.
Watson, Comptroller; Mr. J. I. Hunderup, Director of Facilities
Planning; Mr. Allen McKenzie, Assistant to Vice Chancellor for
Business Affairs; Dr. George Diehl, Director, Communications
Development; Dr. Carl G. Paetz, Assistant Director of Facilities
Planning; Mr. John W. Osburn, Special Assistant Attorney General;
Mr. R. W. Fritsch, Architectural Consultant, Office of Facilities
Planning; Mr. Kenneth Cushman, Director of Publications; Mr. David T.
Doherty, Research Assistant to the Chancellor; Mr. Joseph Okedara,
Research Assistant to Vice Chancellor for Academic Affairs.

Oregon State University—Mr. M. Popovich, Dean of Administration;
Mr. G. M. Robertson, Director of Business Affairs; Dr. David B.
Nicodemus, Dean of Faculty; Dr. Gordon W. Gilkey, Dean of the
Division of Humanities and Social Sciences; Mr. Fred Shideler,
Director of University Relations; Dr. J. Frank Ligon, Jr., Professor
of English and Curriculum Coordinator; Mr. Fred C. Zwahlen, Chairman
of the Department of Journalism; Dr. William R. Crooks, Chairman of
the Department of Psychology; Dr. E. Wendell Hewson, Professor of
Physics.

University of Oregon—Acting President C. E. Johnson; Dr. Charles T.
Duncan, Dean of Faculties; Dr. John E. Lallas, Director of Planning
and Institutional Research.
University of Oregon Dental School—Dean L. G. Terkla; Mr. Eugene W. Bauer, Assistant Dean for Business Affairs.

University of Oregon Medical School—Dean C. N. Holman; Mr. W. A. Zimmerman, Associate Dean for Business Affairs.

Portland State University—President Gregory B. Wolfe; Mr. W. T. Lemman, Jr., Director of Business Affairs; Dr. Donald Parker, Acting Dean of Administration; Dr. Whitney Bates, Associate Professor of History.

Oregon College of Education—Dr. Ronald L. Chatham, Assistant to the President.

Southern Oregon College—President E. N. Stevenson; Dr. E. C. McGill, Dean of Faculty; Dr. Arthur Kreisman, Dean, Arts and Sciences, and Chairman of the Humanities Division.

Eastern Oregon College—President A. M. Rempel; Dr. R. S. Perry, Dean of Administration; Mr. J. C. Lundy, Business Manager.

Oregon Technical Institute—President W. D. Purvine.

Division of Continuing Education—Mr. Ralph Steetle, Director of Divisional Relations.

Student Representatives—Mr. Russell K. Sadler, Chairman, Inter-institutional Student Committee on Higher Education.

MINUTES APPROVED

The Board voted to dispense with the reading of the minutes of the last regular meeting held on December 9, 1968, and approved them as printed in the preliminary minutes.

President Forrester then directed the attention of the Board members to the items in the docket of business. During the consideration of the docket items, Mr. Forrester asked the chairman of the committee concerned to review briefly the content of each item and the committee recommendation for those items which had previously been considered by the respective Board committees.

Budget Addition, UOMS

Dean Holman, with the concurrence of the Chancellor, recommended a budget addition at the Medical School from the Board’s Unappropriated Fund in the amount of $10,000 to be placed in a reserve for increased enrollment. The Medical School exceeded the budget enrollment estimate for the fall term of the current year by 28 students. Budget additions for the other institutions which overrealized their enrollment estimates were approved by the Board at its meeting of October 22, 1968.

The Board approved the recommendation as presented.
Request for Graduate Program to Prepare Educational Media Specialists; General Studies Major in the Arts: & General Studies Option in Regional Planning OCE

(Considered by Committee on Academic Affairs, Personnel, and Public Affairs, January 6, 1969.)

A regular meeting of the Board's Committee on Academic Affairs, Personnel, and Public Affairs was held January 6, 1969, in the College Center, Portland State College. Minutes of this meeting, titled "Report of the Meeting of the Board's Committee on Academic Affairs, January 6, 1969," are submitted to the Board for designation as an integral part of the minutes of the January 27 Board meeting.

At its January meeting, the Committee considered the request of Oregon College of Education for authorization to offer the following program, effective with the 1969-70 year:

1. A program to prepare educational media specialists, leading to the Master of Science in education degree.

2. A divisional major in the arts leading the Bachelor of Arts in general studies degree.

3. An option in regional planning for the preparation of regional planning specialists, leading to the BA/BS in general studies - social sciences.

The Oregon College of Education requests, together with the analyses and recommendations prepared by the Board's Office, were presented in a document titled "Oregon College of Education Curricular Requests for 1969-70," which is submitted to the Board for designation as an integral part of the minutes of the January 27 Board meeting.

Educational Media Specialist with Options

Oregon College of Education requested authorization to offer a graduate program for the preparation of educational media specialists leading to the Master of Science in Education degree.

The program would consist of:

- a professional education core - 9 credit hours
- a core media specialist program - 24 credit hours
- planned options for preparation of:
Physical resources available to support the new program include the educational media center (located on the ground floor of the library building), the library and curriculum center, a resource materials center, new education building facilities, facilities of the Teaching Research Division located on the Oregon College of Education campus, and the cartography laboratory. Six faculty members, two of whom hold the doctoral degree, would participate in the proposed program. All are experienced in the development and use of teaching aids and research designs for the improvement of instruction. Financing would be from Oregon College of Education's going-level budget. Oregon College of Education would propose to add 15 credit hours of work at the 500-level if the program were authorized.

At the meeting of the Committee, Dr. Romney noted that the written analysis of the proposed program for media specialists which the Board's Office had prepared for the Committee did not include a recommendation for Committee action, but rather stated that such a recommendation would be presented orally at the Committee meeting. The reason for this procedure, he said, was to permit Oregon College of Education and Oregon State University to continue their mutual investigation of possibilities of cooperating in development of joint and/or complementary programs for the preparation of educational media specialists, an area in which both had interest and resources.

Dr. Bert Kersh, Dean of Faculty of Oregon College of Education, reported that he had met with Dean of Faculty David Nicodemus and Dean of Education Keith Goldhammer, of Oregon State University, and that the three had agreed that their two institutions could profitably cooperate in this area of instruction. The suggestion was, he said, that if Oregon College of Education were authorized to prepare educational media specialists at the master's degree level, Oregon State University would not request a similar authorization but would rather turn its attention to the development of an educational technology program at the sixth-year level. This program could become a minor in Oregon State University's doctoral programs in education, or the field could develop into a major area of study on the doctoral level. Oregon College of Education and Oregon State University would each have access to resources on the two campuses, and the two institutions would work closely together in the development of their respective programs so as to avoid duplication.

Board's Office Recommendation. In view of the resources available at Oregon College of Education to offer the proposed program, which meets a recognized need in the public schools not now being served, and arrangements worked out between Oregon State University and Oregon College of Education to develop their interest in this area in a cooperative manner designed to make full use of the resources of both institutions while avoiding duplication of effort, the Board's Office recommended that the Board's Committee on Academic Affairs and the Board authorize Oregon College of Education to offer a program for the preparation of educational media specialists leading to the Master of Science in Education degree, effective with the 1969-70 year.
Discussion and Recommendation of the Committee. Members of the Committee on Academic Affairs commented to the effect that (a) the field of educational media appeared to be ideal for the cooperative effort envisioned by Oregon College of Education and Oregon State University; (b) the area was one of increasing importance in education in which persons with expertise are needed; and (c) the resources of Oregon College of Education in this area shown the Board during visits to that campus appear to be substantial. In respect to the kinds of study that would be encompassed in the hierarchy of programs that may be developed cooperatively by Oregon College of Education and Oregon State University, Dr. Kersh said more was involved than simply developing an acquaintance with various kinds of hardware and their use. While the program proposed by Oregon College of Education has an immediate vocational objective of producing persons qualified to direct media centers, etc., the field encompasses the systematic development of instructional programs, an area in which there is still a great deal to be learned.

The Committee indicated its approval of the cooperative efforts of Oregon College of Education and Oregon State University in the field of educational media, and agreed to recommend that the Board authorize Oregon College of Education to develop a master's degree program for the preparation of educational media specialists, leading to the Master of Science degree in education, details of the program to be worked out between the Oregon College of Education and the Board's Office.

Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Oregon College of Education to offer a program for the preparation of media specialists, leading to the Master of Science in Education degree, effective 1969-70.

General Studies Major in the Arts

Oregon College of Education offers general studies programs leading to the BA/BS degree in the humanities, science—mathematics, and social sciences. The College requested authorization to add a fourth broad area of study, the arts.

The new program would be drawn from already available resources in the departments of art, music, humanities (drama, literature, and creative writing), and health and physical education (dance).

Theoretically, the program should be possible within the already authorized general studies program in the humanities. However, under Oregon College of Education's present departmental organization, this is not readily accomplished. Moreover, the general studies program in the humanities, essentially a program in the language arts, is well established. Oregon College of Education believes a distinctive identification for the proposed new program would not only make the program easier to develop but would also encourage student enrollment by making it visible.
Only one new course is proposed, a nine-hour lower-division coordinating sequence tentatively titled "Correlated History of the Arts." No additional resources are needed to implement the program as proposed.

**Need for the Program.** Oregon College of Education contends that the creative arts constitute a broad area of study within the liberal arts in which no liberal arts program is now available to Oregon College of Education students. Unlike language arts, science-mathematics, or social science, areas in which students coming to Oregon College of Education may choose to complete either a teaching or a liberal arts program, students interested in the arts must complete a program in teaching or go elsewhere for their baccalaureate degree.

**Board's Office Recommendation.** Dr. Romney explained that the development of a general studies program in the area of the fine arts seemed appropriate, in view of the fact that the resources to offer the program were already available in support of Oregon College of Education's teacher education programs. He pointed out that the program was essentially a liberal arts program providing a broad general education, rather than a program directed toward a specific occupational objective. As such, the program would serve the same kind of student as is presently served on the Oregon College of Education campus by general studies programs in humanities, social science, and science-mathematics. In conclusion, he said that it was the recommendation of the Board's Office that the Board's Committee on Academic Affairs and the Board authorize Oregon College of Education to offer a general studies program in the fine arts effective with the 1969-70 year.

**Discussion and Recommendation of the Committee.** Members of the Committee asked if the general studies program in the fine arts had been developed in response to a need among students already enrolled at Oregon College of Education and members of the community. Dr. Kersh responded that enrollment in the general studies programs at Oregon College of Education was increasing very rapidly. Many of these students live within Oregon College of Education's commuting area. At the present time students who wish a broad liberal education can take some concentration of work in all the broad liberal arts areas except the fine arts. Dr. Kersh said Oregon College of Education anticipated that most of the persons who would enroll in general studies programs in the arts would be interested in cultural enrichment, rather than possible vocational aspects, and would terminate their college work with the baccalaureate degree. The program is expected to be of especial interest to some of the adult women in the community, and its development reflects in part Oregon College of Education's growing interest in assuming some responsibility for the continuing education of adults.

The Committee recommended that Oregon College of Education be authorized to offer a general studies program in the fine arts, leading to the BA/BS degree, effective with the 1969-70 year.
Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Oregon College of Education to offer a program leading to the BA/BS in general studies with a major in the arts, effective 1969-70.

Regional Planning Option in BA/BS in General Studies Program

Oregon College of Education requests authorization to offer a regional planning option leading to the BA/BS in general studies social science degree.

The fundamental aim of the proposed option, as explained by Oregon College of Education, is to prepare the individual "that he may, upon graduation, be able to assume his responsibilities as a citizen of a democratic society, and in addition, that he may competently participate at one of the junior levels of professional regional planning practice in governmental agencies in the field of regional planning and resource evaluation and development."

Although the objectives of the proposed program, as they are described by Oregon College of Education, appear broader, Oregon College of Education asserts that the program would serve particularly those social science students who are not interested in preparing for a career in teaching and who desire some other employment outlet. Oregon College of Education suggests that such students could move from the proposed program at Oregon College of Education either into graduate study in regional or city planning, or they could seek employment in some governmental or private planning agency. The proximity of Salem, with its complex of state offices, suggests to Oregon College of Education that graduates of this program might find ready and appropriate employment in nearby state agencies in Salem.

The proposed curriculum would be offered within the context of general studies degree requirements as follows:

- General Education Requirement 63-66 credit hours
- Social Science Major 72 credit hours
  - History 9 credit hours
  - Political Science 15 credit hours
  - Economics 12 credit hours
  - Geography 24 credit hours
  - Sociology 6 credit hours
  - Social Science 3-9 credit hours
- Art Minor 27 credit hours
  - (12 credit hours must be upper division)
. Selected courses from Psychology, Humanities, Music, or Science-Mathematics 18 credit hours
. Approved electives 15 credit hours

In support of its proposal, Oregon College of Education asserts that it has already all of the resources it visualizes as being needed to mount the proposed program at a level satisfactory to Oregon College of Education.

Board's Office Recommendation. Dr. Romney noted that Oregon College of Education could, under its present authorization in general studies-social science, offer to its students the same program it proposes be entitled a regional planning option without identifying it as a formal program with distinct occupational objectives.

Oregon College of Education's request for an option in regional planning leading to the BA/BS in general studies degree is a manifestation of a pervasive feeling that in the final third of the twentieth century we must face up to a national commitment to the work of developing the urban frontier that is quite as compelling as was the national commitment to the development of the western frontier in the nineteenth century. Responsive to this need, institutions of higher education throughout the United States are seeking to organize their resources to serve this need which has such a high national priority.

A multiplicity of programs bearing such titles as: Urban studies, urban affairs, urban planning, regional planning, and the like, have been developed in recent years in colleges and universities across the country. Numerous other such programs are in various stages of planning and development.

Dr. Romney noted that in the State System there is a variety of such programs already in being, including the University of Oregon program in urban planning, leading to the master of urban planning degree, and the Portland State College programs in urban studies, leading at the baccalaureate level to an urban studies certificate. (Portland State College has also been authorized by the Board to offer a program in urban studies leading to the Ph.D. degree, effective 1969-70, contingent upon the legislature's appropriating the funds necessary to the support of such a program.)

Additional programs in the State System are in the planning stage, among them Oregon College of Education's proposed program in regional planning, here under discussion, Southern Oregon College's proposed program in urban studies leading to a BA/BS in general studies degree, and an undergraduate program in urban development being planned by the School of Community Service and Public Affairs at the University of Oregon.

Dr. Romney said it was the opinion of the Board's Office that at this juncture it would be useful to review the objectives to be served in the urban studies-urban affairs-urban planning areas and to relate existing programs and those which are in the planning
stage to these objectives in order that we may more effectively plan the use of the State System's resources in serving these ends.

Such an examination, he said, ought to be carried on with the full participation of institutional representatives who are knowledgeable in these areas. He proposed, therefore, that in the next nine months the Board's Office would:

1. Develop a thoroughgoing report which would (a) define and describe the needs to be served in the urban studies-urban affairs-urban planning areas by colleges and universities; (b) describe existing programs in the State System in relationship to their objectives, noting the nature of the resources they are providing and would hope to provide in the future; (c) identify the hierarchy of subprofessional, preprofessional, and professional positions in the urban studies-urban affairs-urban planning areas for which preparation programs are to be effectively provided in post-high institutions, and the kinds of preparation programs that appear relevant to the various levels of work opportunities within this hierarchy; (d) review the roles each of the institutions would propose to see itself playing in these fields in the immediate future (during the next five years).

2. Hold one or more conferences involving appropriate institutional representatives to discuss institutional objectives in these areas.

He suggested that the Committee defer consideration of institutional requests for new program authorizations in these fields until the foregoing background becomes available to the Committee as a basis for its review of these requests.

Meanwhile, he observed, Oregon College of Education can continue to offer to its students the courses it would propose to offer in its proposed regional planning program, since it has these courses already available and the general studies program is sufficiently flexible to permit it.

The Committee on Academic Affairs concurred with this recommendation and directed Dr. Romney to proceed with the proposed study.

Board Action. The Board approved the recommendation of its Committee on Academic Affairs and deferred action on the Oregon College of Education request for authorization to offer a program in regional planning, pending the completion of a report by the Board's Office on Academic Affairs on the general subject of urban studies, urban affairs, regional planning and related matters as outlined above.
Preliminary Plans for Physical Education Building (Phase I), OCE

(Considered by Building and Finance Committees, January 7, 1969.) Architects Payne & Settecase and officials of Oregon College of Education have filed with the Board's Office the completed preliminary plans for the first phase of the proposed new Physical Education Building. This project has been assigned Priority No. 13 in the Board's requests for capital outlay for the educational and general plant during 1969-1971; and because of certain recreational facilities to be financed from restricted funds, it has also been assigned Priority No. 6 in the listing of auxiliary enterprises for 1969-1971.

Generally, the preliminary plans conform to the basic studies which were reviewed and approved by the Board on October 22, 1968, but several modifications have been included as a result of further review by the architects in collaboration with institutional representatives, members of the Board's staff and physical education specialists at the University of Oregon and Oregon State University:

1. In response to the suggestion by members of the Board, some brick veneer will be used on the exterior of the building in order to relate it to other structures on the campus.

2. The principal entrance to the building has been changed a little, and the potential for increasing the lobby area for special events has been provided by relocating the classrooms to the first floor level opposite the main gymnasium. The corridor wall of one or more of these classrooms would be in the form of a movable partition, making it possible to utilize classroom space as auxiliary lobby or gallery areas, if needed.

3. The offices for faculty members, other than the department chairman, have been planned for the second floor level immediately above the classrooms.

4. Toilet facilities for the general public have been enlarged and separated from those for students enrolled in physical education classes and for the varsity and visiting teams. Shower rooms for both men and women students have been placed adjacent to outside walls and have been arranged to facilitate future expansion when additional teaching stations are constructed.

5. Provision has been made for the extension of the roof at the north end of the building to cover and enclose two tennis courts within a multipurpose area of about 14,400 square feet at an estimated cost of approximately $85,000.

6. The gross area of the building has been calculated to be approximately 42,143 square feet, exclusive of the sheltered tennis courts.
Based upon the price level expected to prevail late in 1969 when bids would be received following legislative authorization and the completion of final plans, it is estimated that the direct construction costs of the proposed Physical Education Building (Phase I) will be approximately $973,822, averaging about $23.11 per square foot. This amount excludes funds budgeted for utility service extensions, landscaping, and other site development costs, including the tennis courts. As noted during the presentation of basic studies, it is expected that the structure would be of reinforced concrete columns and tilt-up concrete walls. The roof would be supported by clear span steel trusses and combination-type joist purlins, leaving the floor area of both the gymnasium and the mezzanine activity area clear and unobstructed by columns. Other construction features conform to those reported earlier as basic studies.

Approximately $145,000 of the project budget of $1,335,000 is to be provided from self-liquidating bond borrowings and/or other restricted funds from auxiliary enterprises operations to cover items intended for recreational use, such as bleacher seating, athletic team rooms, tennis courts, etc. The remaining $1,190,000 would be provided from state funds, either from a General Fund appropriation or bond borrowings authorized under the provisions of Article XI-G of the Oregon Constitution.

With the concurrence of the Chancellor, President Rice recommended that the preliminary plans for the Physical Education Building (Phase I) be approved and that the appropriate Board officials be authorized to advise the Department of Finance and the Legislature of the increase in the estimated project cost from $1,290,000 to $1,335,000. Funds for the preliminary planning have been provided from the Board's reserve for architectural/engineering planning created by a transfer from redirected auxiliary enterprises net income and student building fees.

**RECAPITULATION UPON COMPLETION OF PRELIMINARY PLANS**

**Project** - OCE Physical Education Building (Phase I)

**Architects** - Payne & Settecase, Salem

**Legislative authorization** - Being requested in 1969

**Board's priority** - No. 13 in 1969-1971 (Educational and General Plant)

No. 6 in 1969-1971 (Auxiliary Enterprises)

**Estimated gross area** - 42,143 square feet (excluding enclosed tennis courts and multipurpose area of 14,400 square feet)

**Total project cost** $1,335,000
Estimated direct construction cost:
Total (building only) $973,822
Average (per square foot) = $23.11
Total (enclosed multi-purpose area for tennis, etc.) 76,715
Average (per square foot) = $5.33
Total (building, including enclosed multi-purpose area for tennis, etc.) $1,050,537
Average (per square foot) = $18.58

Tentative schedule:
Bidding - October 1969
Completion - February 1971

Tentative financing plan:
State funds (General Fund appropriation or Article XI-G bonding) $1,190,000
Article XI-F(1) bond borrowings and/or other restricted funds 145,000

$1,335,000

The Building and Finance Committees recommended that the Board approve the recommendations as presented.

The Board approved the recommendations as presented.

Discontinuance of BS in English; BA/BS Degrees in Economics, Political Science, Psychology, and Speech;
Standard Norm Programs in Art Education, Health and Physical Education, Music Education and Physics; and Basic Norm Program in Extreme Learning Problems, SOC

Southern Oregon College requests authorization for the following new programs and program changes for the 1969-70 year.

1. Revision of degree requirements for baccalaureate degree programs in English and Education (Secondary - English) and discontinuance of the Bachelor of Science degree in English.

2. BA/BS degree in Economics, Political Science, Psychology, Speech-Theater.


4. Basic Norm Program in Extreme Learning Problems Exclusive of Mental Retardation.

The document presenting the Southern Oregon College requests, together with the analyses and recommendations of the Board's Office, titled "Southern Oregon College Requests for Curricular Changes for 1969-70, January 6, 1969," is submitted to the Board for designation as an integral part of the minutes of the January 27 meeting.
Revision of Degree Requirements in English and Discontinuance of BS Degree

Southern Oregon College is requesting authorization to strengthen requirements for students majoring in English, either as a liberal arts major leading to the Bachelor of Arts in English or as a teaching major leading to a BA/BS in education. The institution will discontinue its bachelor of science program for liberal arts majors, requiring all graduates in the liberal arts program to meet requirements for a bachelor of arts degree (two years of foreign language or equivalent). The strengthening of the programs will involve not only an increase in hours required for the major (from 54 to 64 for the liberal arts major and from 42 to 63 for the secondary education student) but, more important, will involve a different pattern of course work.

The revised curricula are the result of continuing curricular review by the English faculty at Southern Oregon College based upon three years' experience with Southern Oregon College's present liberal arts degree program.

Board's Office Recommendation. Dr. Romney pointed out that details of the revision of degree requirements would be worked out between Southern Oregon College and the Board's Office and did not need the approval of the Board. However, the dropping of the Bachelor of Science degree should be done with the formal approval of the Board. He said this proposal was consistent with practice at other institutions in the System offering the baccalaureate degree in English and recommended that the discontinuance of the degree be approved by the Board's Committee on Academic Affairs and the Board.

Discussion and Recommendation of the Committee. Mrs. Johnson said she was concerned about continuing criticisms being made about the quality of teaching. She asked how much guidance was given persons preparing to teach English to be sure they were well grounded in the area of writing. Dr. McGill responded that Southern Oregon College was requiring all students to complete a term of work in composition during each of the first three years of the baccalaureate program. Those students majoring in English will complete an additional, advanced course in writing at the senior level. Dr. Romney said the programs for the preparation of English teachers had been materially strengthened during recent years in respect to background in writing, in part, at least, as a result of the work of Dr. Albert R. Kitzhaber, of the University of Oregon. He said the Board's Office would keep Mrs. Johnson's concern in this matter in mind as it worked with Southern Oregon College on details of the proposed program revisions.

The Committee concurred in the recommendation that Southern Oregon College discontinue the Bachelor of Science degree program in English effective with the 1969-70 year, and recommended that the Board so authorize.
Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Southern Oregon College to discontinue offering the Bachelor of Science in English degree.

BA/BS in Economics

The growth of economics at Southern Oregon College has largely paralleled the growth of the major program in business administration, for which it is an important supporting field. Enrollment has more than doubled in the past three years, increasing from 264 individual student enrollments fall term 1965 to 440 fall term 1967. The department now consists of a staff of seven, one of whom is on leave of absence to begin work on his Ph.D. Four of the six staff persons presently (fall term 1968) on duty have full-time assignments in economics; one, Dr. Bornet, is Chairman of the Social Sciences Division; and another, Dr. McGill, is Dean of Faculty. Of the full-time staff, three have the Ph.D. degree in economics, and one is a candidate for the degree.

The student majoring in economics would be required to complete a minimum of 45 hours of economics, 36 of them at the upper-division level, and 15 hours of supporting course work in business administration (accounting and statistics). The proposed upper-division hour requirement in economics is the same as Oregon State University's (36), heavier than Portland State College's (33) or the University of Oregon's (27).

Recommendation of the Board's Office. Dr. Romney reminded the Board's Committee on Academic Affairs that the first departmental baccalaureate degree programs in the liberal arts for the regional colleges were approved in January 1965. At that time the Committee on Academic Affairs approved a "statement of some basic understandings" reflecting the views of the Committee as to the development of departmental major programs at these institutions. This statement:

1. Affirmed the Committee's "conviction" that Eastern Oregon College and Southern Oregon College, as regional institutions serving the eastern and southern regions of the state, should develop, as resources permit, departmental major programs in selected fields of the humanities, social sciences, and sciences.

2. Cautioned that the affirmation of this policy did not commit the Committee to a time table for the authorization of major programs, nor did it imply a commitment to authorize departmental majors in all or almost all the liberal arts fields found in the larger institutions.

3. Affirmed that departmental major programs would be authorized in the regional schools "only when it is possible for the institution to demonstrate that it has available, or can make available if authorized the requested program, the staff, library, and other resources that will permit the offering of a departmental major of some substance."
Dr. Romney noted that Southern Oregon College has moved at a good pace in strengthening its liberal arts departments to the point where they met the criteria established by the Committee for authorization of departmental baccalaureate degree programs. Since 1965, the Board has approved departmental programs in ten areas: biology, chemistry, English, history, and a BFA in theater in 1965; music, applied design, mathematics in 1966; and physics and sociology in 1968.

Dr. Romney said that it was the opinion of the Board's Office that Southern Oregon College had satisfied the criteria established by the Committee in 1965 for the inauguration of new baccalaureate degree programs in the liberal arts. He noted that Southern Oregon College now offers 54 upper-division hours of work in economics, which are quite well supported by students. Upper-division class sizes should improve further with the availability of a major degree program. Southern Oregon College will request the addition of 27 credit hours of work to support the program, but not all of these will be needed the first year. In view of the strengths Southern Oregon College has developed in economics, and the interest of students as evidenced by upper-class enrollments, the Board's Office recommended that the Board's Committee on Academic Affairs and the Board authorize Southern Oregon College to offer the BA/BS in economics effective with the 1969-70 year.

Discussion and Recommendation of the Committee. Mrs. Johnson raised the question as to whether the Committee should look carefully at the approval of new programs for the State System institutions in areas in which the private institutions, some of which are in severe financial trouble, have developed programs of some strength. She said that she was not raising the question particularly in respect to economics, but rather so that the Committee could consider its position in this matter. After some discussion there appeared to be agreement that while the State System could not abandon fields to the independent institutions, in areas of highly specialized, costly instruction, the Board should be aware of programs offered in the independent colleges as it is now aware of State System programs before authorizing inauguration of a new program. Comment was also made by the Committee on the importance of instruction in economics even in the public schools' level.

Dr. McGill said Southern Oregon College encouraged its secondary education majors to take at least a one-term course in economics. He indicated that Southern Oregon College was achieving some success in this effort, as demonstrated by strong enrollment growth in Ec 212, the course used for this purpose, over the past several years.

The Committee recommended that the Board authorize Southern Oregon College to offer a major program in economics leading to the BA/BS degree effective with the 1969-70 year.

Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Southern Oregon College to offer the BA/BS in Economics degree, effective in 1969-70.
BA/BS in Political Science

Southern Oregon College requests authorization to offer a baccalaureate degree major in political science. At present the political science department at Southern Oregon College provides service and general education courses for students majoring in other areas. Political science courses are particularly useful to secondary education majors preparing to teach social studies. Students completing a general studies major in social sciences may select political science as their area of concentration.

Seven staff members, including the chairman of the social science division, teach courses in political science. Four of the staff have Ph.D. degrees, one an Ed.D. degree, and two are candidates for the Ph.D. degree. Three of the staff have primary assignments in political science; two have primary assignments in history with supporting assignments in political science, one serves as professor of political science and director of graduate studies, and one is a professor of social science and chairman of the social science division. Of those staff members with primary assignments in political science, one has the Ph.D. degree and two, both young men, are doctoral candidates.

Preparation of the faculty covers the five basic areas of political science identified by Southern Oregon College - American government and politics; political theory; comparative government; international relations, law, and organization; and public administration. Southern Oregon College states that there is a need to strengthen the faculty in the area of comparative government and anticipates that increased enrollment will soon justify addition of a specialist in this area.

Facilities, Equipment, Library. Facilities, equipment, and library resources, as reported by Southern Oregon College, may be described as adequate to good. Mr. Norman Alexander, Southern Oregon College's library director, has compared Southern Oregon College's library holdings in political science with the California state college and several other reputable lists and reports that Southern Oregon College's collection is representative in all areas of the subject.

Enrollment in political science courses over the past five years has increased from 192 in the year 1963-64 to 454 in 1967-68. Fall term 1968 enrollment totaled 528. During 1963-64 three upper-division courses were offered with enrollments of 10, 11, and 17. During 1967-68 seven upper-division courses were offered with enrollments ranging from 13 to 30. Fall term 1968 five courses are scheduled with enrollments of 14 to 41.

Southern Oregon College is requesting a net addition of 24 hours of credit in support of the proposed baccalaureate degree major. The additional course work would be absorbed by the present faculty, with some rotation of courses continuing until enrollments justify additional staff personnel.
Degree Requirements. The program would require a minimum of 45 hours in political science, 36 of which must be at the upper-division level. As is typical of Southern Oregon College's new baccalaureate degree programs, this is a little heavier major requirement than at the other institutions offering a baccalaureate program (36 at the University of Oregon, 39 at Oregon State University, and 42 at Portland State College), but is not unreasonably heavy.

Recommendation of the Board's Office. Dr. Romney noted that enrollment in political science at Southern Oregon College has increased markedly in recent years, supporting development of a reasonably strong upper-division program. He said Southern Oregon College would plan to add 24 hours of course work in this area, but the courses would be phased in over the next several years. While only one of the seven faculty members teaching in the field holds a doctorate in political science, several have the Doctor of Philosophy degree in history with teaching experience and minors in political science. In all, he said, the Board's Office feels that the staff's experience and educational background do provide fair coverage in the various areas of political science making up a baccalaureate degree program. The Board's Office recommended that Southern Oregon College be authorized to offer major programs in political science leading to the BA/BS degree effective with the 1969-70 year.

Discussion and Recommendation of the Committee. The Committee discussed the opportunities for baccalaureate-level graduates in political science, noting that increased numbers of students are selecting this area as a major field of study. It was observed that some graduates go into graduate school to prepare further for service in teaching, government, or politics; others use it as a preprofessional program for admission to a school of law; others enter government service or business in positions open to liberal arts graduates. Dean Duncan observed that major requirements for the baccalaureate degree programs considered so far by the Committee had been somewhat higher than in similar programs at the University of Oregon. Dr. Romney remarked that even though the Southern Oregon College programs were somewhat heavier than programs in the same field in other institutions of the State System, the Southern Oregon College student would still have a substantial number of elective hours. He said it was often true that an institution newly moving into major work in a field would tend to draw up a more structured program than would be felt necessary by an institution long experienced in the field.

The Committee on Academic Affairs recommended that the Board authorize Southern Oregon College to offer a major program in political science leading to the BA/BS degree effective with the 1969-70 year.

Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Southern Oregon College to offer the BA/BS in Political Science degree, effective in 1969-70.
BA/BS in Psychology

Southern Oregon College is requesting that the Board’s Committee on Academic Affairs reconsider the College's request for authorization to offer the BA/BS in psychology, last considered by the Committee in January 1968. Southern Oregon College is further requesting that, if action of the Board is favorable, Southern Oregon College be authorized to offer some of the new courses during the remainder of the 1968-69 year in order that senior students in the general studies program with major emphasis in psychology might be graduated with a degree in psychology in June 1969.

The Office of Academic Affairs had not recommended favorable Committee action on the Southern Oregon College request in January 1968 because it felt the College did not meet criteria for the establishment of baccalaureate major programs in three respects, namely, (a) facilities and equipment, (b) library resources, and (c) staff.

Southern Oregon College since has moved to correct the deficiencies, as identified by the Board's Office and the Committee, as follows:

1. **Facilities.** While the department will still be housed in temporary facilities pending construction of the new classroom-education building during either the 1969-1971 or 1971-1973 biennium, it has acquired additional laboratory space in the renovated old library building and a small house, to house experimental animals. The department feels that this additional space overcomes the most serious physical handicaps to Southern Oregon College's offering a respectable undergraduate major program.

2. **Equipment.** In January 1968, the department indicated it was seeking grant funds to provide some $1,100 worth of laboratory equipment needed for a major program. The department now reports that since that time it has been able to purchase $2,200 worth of equipment. An additional allocation of $3,300 has been made for purchase of equipment during 1968-69 (making a total of $5,500 expended for equipment). The department now considers that it has basic equipment with which to offer the proposed program.

3. **Library.** The department states:

   Within the past year there has been significant improvement in those library holdings necessary to support an undergraduate major in Psychology. Using the Harvard and the American Library Association lists of critical books in Psychology, our previous holdings were checked and all relevant books we did not possess were ordered. Further, ten subscriptions to professional journals in Psychology were added to our previously existent subscriptions to psychological journals, bringing to 26 the total number
of psychological journals regularly received. Back ordering of critical journals in psychology has pro-
ordering of critical journals in psychology has pro-
gressed, with all back issues of Psychological Abstracts now on file. Additional back orders of journals for the remainder of this fiscal year will probably account for $500-$600 of our library budget.

4. Staff. Southern Oregon College has employed a doctorate-
level general-experimental psychologist effective winter term 1969. The new staff member, Mr. Philip White, will receive his Doctor of Philosophy degree in general-experimental psychology from Washington State University in January 1969. His specialization has been in physiological psychology. He has had teaching experience at Washington State University and has done research in physiological psychology at American Lake and Palo Alto Veterans Administration hospitals.

Southern Oregon College now has 93 students enrolled in the general studies program with a concentration in psychology, most of whom would transfer into the major program.

Board's Office Recommendation. Dr. Romney said in the opinion of the Board's Office, Southern Oregon College now had minimal but adequate resources with which to offer a satisfactory baccalaureate program in psychology. The acquisition of quarters for experimental animals took care of one of the Board's Office concerns. In view of the resources Southern Oregon College now has, the Board's Office recommended that the Committee and the Board authorize Southern Oregon College to offer a major program in psychology leading to the BA/BS degree effective with the 1969-70 year.

Discussion and Recommendation of the Committee. Mrs. Johnson inquired as to the source of the money used for shoring up resources in psychology. Dr. McGill responded that some of the money came from federal Title VI funds, some was "C" budget money provided by the 1967 Legislature for the purchase of equipment, and some came from the going-level of the institution. It was brought out in the discussion that the added resources in psychology were needed to carry out its service and general education responsibilities whether or not a major program was authorized. No new courses would be required to offer the major program. It was also noted that the program, calling for 45 hours of work in psychology is not a heavy program, thus leaving the student ample opportunity to broaden his educational background during his undergraduate years. Dr. Romney reviewed the history of general studies programs in the State System of Higher Education, particularly the experience of Oregon State University, pointing out that while the broad general education provided by the general studies or divisional program is attractive to many students, the departmental major appears to have some practical advantages for those wishing to continue their education in graduate school, even when the programs which may be completed under the two identifications may be essentially the same. In respect to a question as to whether Southern Oregon College's
laboratory facilities were satisfactory for work in experimental psychology, Dr. McGill said Southern Oregon College's new staff member in this area, Dr. White, was acquainted with Southern Oregon College's laboratory equipment and considered it adequate for an undergraduate program. Graduates of the program could go directly into sub-professional positions in hospitals and social service agencies or into business and industry, or could go on to graduate school.

The Board's Committee on Academic Affairs recommended that the Board authorize Southern Oregon College to offer a major program in psychology leading to the BA/BS degree effective with the 1969-70 year. The Committee said it did not feel it was wise to authorize the program for earlier implementation.

Board Action. The Board approved the recommendation of its Committee on Academic Affairs and authorized Southern Oregon College to offer the BA/BS in Psychology, effective in 1969-70.

BA/BS in Speech-Theater

Southern Oregon College requests authorization to offer a major program in speech-theater leading to the BA/BS degree effective with the 1969-70 year.

The major program would require a minimum of 48 hours of work in speech or theater arts, 27 of them at the upper-division level. All majors would be required to complete nine hours in fundamentals of speech, three hours in oral interpretation, three hours in fundamentals of acting, and six hours of speech activities, for a lower-division core of 21 hours. This would be followed by 27 hours of upper-division work selected in either speech or theater arts.

Speech-theater and speech correction are areas of importance in the public schools, and the speech-theater programs at Southern Oregon College have been developed to serve this need as well as to provide service and general education courses. Southern Oregon College is authorized to offer a basic (four-year) norm program in speech and drama for the preparation of secondary teachers. The College has twice (1965 and 1968) requested authorization to offer the basic norm in speech correction. Consideration of the most recent request has been delayed pending a study by the Board's Office of the desirability of extending authorization in the educational specialist areas to new institutions.

Taking advantage of its long-time association with the Shakespearean Festival, Southern Oregon College offers a Bachelor of Fine Arts program in theater, with emphasis on classical theater. This program, approved in January 1965, has started somewhat slowly, as was anticipated. Enrollments fall term 1968, freshman through senior standing, total only 30. However, according to Dr. Leo Mulling, Chairman of the Speech-Theater Arts Department, "Even with impoverished facilities for theater, the Bachelor of Fine Arts program is already beginning to achieve results."
that "for the first time since the Oregon Shakespearean Festival has become a successful enterprise, two students from Southern Oregon College have had important roles in the company. Three others also appeared in minor roles during last summer's season. Such acceptance by directors from other institutions testifies as to the effectiveness of the (SOC's BFA) program."

Southern Oregon College's facilities for speech and theater are housed temporarily in the old Ashland General Hospital Building. When the building is demolished to make way for the new student union building, the department will move into space designed for it in the remodeled library building. Perhaps the most serious deficiency is in theater facilities. The department continues to use the auditorium in Churchill Hall for most public performances. A small, "intimate," instructional theater has been completed in the remodeled library, which will be available for class use beginning winter term 1969. While these facilities (with the exception of the "intimate" theater) are not especially designed for the various activities of a modern drama department, the department considers them adequate for the time being for the major program as proposed. The new indoor Shakespearean theater, now under construction, is expected to be available to the department for some of the winter months for at least a few years.

Permanent facilities for the speech and hearing clinic are expected to be provided in the new education-psychology building, priority number 20 in the 1969-1971 biennium. If authorized by the 1969 Legislature, building construction would begin about July 1970 with completion scheduled for December 1971. Permanent housing for the department as a whole, however, will have to await construction of the proposed classroom-speech and drama building, tentatively scheduled as a part of the 1973-1975 biennium.

Recommendation of the Board's Office. Dr. Romney pointed out that baccalaureate programs in speech often permit specialization at the upper-division level in four areas - rhetoric and public address, radio and television broadcasting, speech correction, and theater. This is the pattern of the programs at the University of Oregon and Oregon State University and the pattern that appears to be developing at Portland State College. Southern Oregon College does not now have the resources to offer full options in radio-television and speech correction. The Board's Office was reluctant to recommend approval of a program for Southern Oregon College that would imply a commitment to develop upper-division options in four different areas of specialization.

A second concern was the problem of housing the speech-theater department at Southern Oregon College, particularly the problem of suitable theater facilities (which are somewhat slower in materializing than was anticipated in 1965 when the Board authorized the Bachelor of Fine Arts degree program in theater).
The Board's Office discussed its reservations as to approval of the
speech-theater program with Southern Oregon College, suggesting
that it appeared that the only program Southern Oregon College was
qualified to offer at this time was one in rhetoric and public
address. The Board's Office observed that each program authorized
with inadequate course offerings or in substandard, inadequate, or
temporary facilities simply increased the burden on the College to
demonstrate to prospective students and to accreditation associ-
ations that it was doing a competent job.

Southern Oregon College officials responded that the department did
not anticipate that it would be able to offer specialized upper-
division programs in the areas of radio-television and speech cor-
rection during the beginning years of the new major program, but
had asked for a program permitting opportunity for specialization
so that these concentrations could be developed in future years as
enrollments and departmental interest appeared to warrant. Further-
more, Southern Oregon College officials said, the department feels
that the Bachelor of Fine Arts in theater is the preferred degree
program for students interested in theater and would not object if
a liberal arts degree option in this area were delayed until more
adequate facilities were available. In short, Southern Oregon
College stated that needs of the department for at least the next
several years would be met with the authorization of a baccalaureate
departmental degree program with primary emphasis on rhetoric and
public address.

Dr. Romney pointed out that it could be argued that the numbers of
persons interested in major programs in speech, even in large
institutions, are comparatively small. However, he said, the major
program in speech with emphasis on rhetoric and public address could
be offered without any addition of courses and, in fact, would be
very similar to the curricula now offered in speech for students
preparing to teach speech in the public schools and for general
studies majors with a concentration in speech. Major students
would be enrolled in classes which are already regularly offered
by Southern Oregon College, and their numbers, however small they
might be, would simply make these classes a little larger. It is
not anticipated that special class sections will be set up to
accommodate major students, and classes would be divided into addi-
tional sections only when this step was dictated by enrollment.
For this reason, Dr. Romney said, it might fairly be argued
that implementation of a major program in speech, limited to
rhetoric and public address, would make the upper-division course
offerings in this area more economical.

He said that with these considerations in mind, the Board's Office
recommended that the Committee and the Board authorize Southern
Oregon College to offer a major program in speech with emphasis on
rhetoric and public address, leading to the BA/BS degree, effective
with the 1969-70 year, with the understanding that this authoriza-
tion was in no sense to be considered a commitment by the Board to
authorize the development of major options in other aspects of speech. Details of degree requirements to implement this authorization would be worked out by Southern Oregon College and the Board's Office.

Discussion and Recommendation of the Committee. The Committee expressed its reluctance to recommend approval of a major program restricted to only one of the four areas of specialization usually available to majors in speech when the course work to be included in the program could be completed by Southern Oregon College students under other program arrangements (teacher education and general studies). It was pointed out that authorization of the program would naturally encourage the Southern Oregon College staff, interested as it is in development of programs of good quality, to want to expand its work in all areas normally thought of as a part of a speech program, thus bringing further pressures for diversion of resources to an area serving a relatively few students. The Committee emphasized that all of the courses constituting the program are currently available to Southern Oregon College students, and major programs are offered in three of the state's six multipurpose institutions.

Dr. McGill responded that authorization to offer the major programs was very important to the morale of the faculty. He said it would be a difficult decision to explain to the faculty in view of the fact that all the courses required for the major were already offered by Southern Oregon College, with class sizes that could accommodate additional students. He said Southern Oregon College was interested in offering a program in general speech and did not intend to develop specialization in areas such as radio and television. The program in speech correction, he said, was considered by Southern Oregon College to be a basic norm program for teachers and as such would be requested at some later time.

The Committee recognized the fact that the proposed program in rhetoric and public address would require the offering of no courses not now being offered at Southern Oregon College for the teacher education and general studies programs with major emphasis on speech, but they were concerned that authorization of a degree program in one aspect of speech might lead to undue pressure upon the institution, and subsequently the Board, to develop and authorize major options in other aspects of speech before they could be justified. The Committee concluded that the recommendation of the Board's Office that Southern Oregon College be authorized a major program in speech restricted to rhetoric and public address leading to the BA/BS degree should be referred to the Board without recommendation.

Discussion at Board Meeting. Mrs. Johnson reported that the Committee on Academic Affairs was bringing the Southern Oregon College request for authorization to offer a BA/BS degree in speech-theater to the Board without recommendation. She noted that a mature program in speech-theater usually offers to students options in
(1) rhetoric and public address, (2) radio and television broadcasting, (3) speech correction, and (4) theater. She said that the Board's Office recommendation, concurred in by Southern Oregon College, was that Southern Oregon College be authorized now a BA/BS degree in speech with but a single option; namely, rhetoric and public address. She said that the Committee had been somewhat concerned as to the wisdom of authorizing a truncated program of this character and felt that the matter should be discussed with the entire Board. She called upon Dr. Romney to give further background as to the recommendation of the Board's Office, which he then did.

Mrs. Johnson then stated that in view of the fact that the courses required to offer a program in rhetoric and public address are already being offered at Southern Oregon College in connection with other degree programs, and in view of the possibility that authorization of a BA/BS degree program in speech would perhaps make the program more readily visible, possibly attracting other students into the already existent courses, making them more economical, she was of a mind to recommend approval of the proposed program in rhetorical and public address.

Board Action. The Board supported Mrs. Johnson's motion unanimously and authorized Southern Oregon College to offer a BA/BS in speech (rhetoric and public address), effective in 1969-70.

Standard Norm Programs in Art Education, Music Education, and Health and Physical Education

Dr. Romney explained that three objectives are encompassed within Southern Oregon College's request for authorization of standard norm programs in art, music, and health and physical education, based upon graduate major programs in these fields leading to the MA/MS in education degree. Southern Oregon College's presentation considers these objectives in unity. The Office of Academic Affairs separated them for purposes of analysis, and because present interpretation of Oregon teacher certification regulations suggests that they may be separable. These objectives are:

1. Southern Oregon College desires to be able to offer its students (those who have taken a basic norm program at Southern Oregon College and others who are attracted to Southern Oregon College after earning a basic norm elsewhere) a program leading to the standard certificate, which is considered the professional teaching certificate in Oregon.

2. Southern Oregon College desires to be authorized to offer a master's degree program in education with majors in art and music education and to that end has accompanied its request for standard norm programs with a list of graduate courses it desires to be authorized, leading to the MA/MS in education degree.
3. Southern Oregon College wishes to make available to candidates for the MA/MS in education (elementary) program, who are not seeking a standard norm program, an increased offering of graduate courses in art and music.

In July 1964, the State Board of Higher Education, in anticipation of the new teacher certification regulations to become effective July 1, 1965, adopted new policies governing teacher education programs in the State System. In that section of the policies which is relevant to the present discussion, the Board stated that it would entertain proposals from its institutions for authorization of standard norm (five-year) programs when the institutions felt their requests could be justified in terms of need, and when they could demonstrate that they had or could make available the resources for mounting a program of reasonable quality.

The Board further stated that, as a general policy, the Board ought not to authorize institutions to establish standard norm programs of full stature until the Board is willing, at the same time, to authorize the institution a graduate major program in the subject area in question, leading to an appropriate master's degree (this could be a master's degree in education or general studies or a master's program in the subject field in question).

Under Oregon certification regulations, however, the standard norm program in a subject field is not necessarily tied to the fifth-year program. If the institution's program permits the student to complete the standard subject norm requirements during his baccalaureate years, his fifth year may be given over to completing general norm requirements plus one of the following options: (1) additional advanced work at the upper-division and graduate levels in his major teaching field, leading either to a master's degree or to the completion of 45 credit hours of work in a non-degree-oriented program, or (2) work in some field other than his major teaching field, permitting him thus to earn a basic norm in a second field, perhaps.

At least two of the State System institutions do certify to the State Department that the student has completed requirements for the standard norm at the end of the baccalaureate degree program in some of the subject fields in which the institution is authorized to offer both basic and standard norm programs. In every instance, the student may return to the institution and complete a master's degree program in the field in which he has completed the standard norm, but as explained above he is not required to do so.

This fact suggests to some in teacher education in Oregon that it is unnecessary for the Board to withhold from institutions authority to certify their students for the standard norm until the Board is able or willing also to authorize the institution sufficient graduate courses that it may offer a fifth-year program leading to the master's degree. According to this view, the Board could, with reason, authorize an institution to certify its students as having completed the standard subject norm in those instances in which the
institution offered the requisite number of hours of credit as defined in the Oregon rules for certification of teachers, without at the same time authorizing the institution sufficient graduate courses so that it could offer a program in the field leading to an appropriate master's degree, as defined above.

Southern Oregon College takes the position that a sound standard norm program in any given subject matter area must rest upon depth in the field which can only be provided if the fifth-year planned program, which is required for certification at the standard norm level, is given over primarily to advanced level work (upper-division and graduate) in the subject area in which the standard norm is being offered. Consequently, Southern Oregon College accompanies its request for standard norm programs in art, music, and health and physical education with a concurrent request for authorization of the necessary graduate course work in these fields to support graduate major programs in these fields leading to the MA/MS in education degree.

The Southern Oregon College position is consistent with the policy under which the Board has operated up to this time.

Southern Oregon College presents as evidence of its readiness to move into a graduate major program in these fields the following information

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<thead>
<tr>
<th>Art</th>
<th>Music</th>
<th>Health and Physical Education</th>
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<tbody>
<tr>
<td>Number on Staff . . . .</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Number Holding Terminal Degree . . . .</td>
<td></td>
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<tr>
<td></td>
<td>2 MFA</td>
<td>1 MMus</td>
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<td>2 EdD</td>
<td>3 EdD</td>
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<td></td>
<td>1 PhD</td>
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<tr>
<td>Equipment . . . . . .</td>
<td>Reportedly minimally adequate</td>
<td>Reportedly minimally adequate</td>
</tr>
<tr>
<td>Library . . . . . .</td>
<td>Reportedly adequate</td>
<td>Reportedly adequate</td>
</tr>
<tr>
<td>Undergraduate Enrollment</td>
<td>40 - art education</td>
<td>90 - music education</td>
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<tr>
<td></td>
<td>25 elementary</td>
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</tr>
<tr>
<td>New Courses Required</td>
<td>27 credit hours</td>
<td>16 credit hours</td>
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Southern Oregon College's felt need for additional graduate course support for the MA/MS in Education (Elementary) is discussed in connection with the Southern Oregon College request for authorization of standard norm programs in art and music, because it has been Southern Oregon College's expectation that if the standard norms in the foregoing fields were authorized Southern Oregon College, the courses to support these standard norm programs for specialists in art and music could serve equally well to strengthen the programs of candidates for the MA/MS in Education (Elementary) degree.

Southern Oregon College considers this need crucial. For it believes that the strengthening of the graduate work in support of the MA/MS in Education (Elementary) degree is closely tied to Southern Oregon College's receiving full accreditation by the National Council on Accreditation for Teacher Education (NCATE) which is the official accrediting agency for teacher education in the United States. Southern Oregon College reports that when the visiting team from NCATE visited Southern Oregon College in 1967, "the College had sufficient offerings to give reasonable election on the part of students in one area only (Social Studies)." Comments made by the members of the NCATE visiting team to Southern Oregon College officials led the latter to believe that one of the factors leading to the recommendation that Southern Oregon College be given provisional accreditation was that the visiting team felt that there was insufficient course work available in support of the MA/MS in Education (Elementary) degree program.

Recommendation of the Board's Office. The Board's Office recommended to the Committee that it not recommend Board approval of the authorization to Southern Oregon College to offer standard norm programs in Art, Music, and Health and Physical Education. The Board's Office believes the Board's policy concerning authorization of the standard norm program only when the Board is willing to authorize graduate course work requisite to a master's degree program is sound. The Southern Oregon College request, then, should be considered in light of (1) the resources available to offer the program and (2) need. In most respects (an obvious exception is the state of present facilities for music) Southern Oregon College makes a strong presentation that it has resources to offer at least a minimally adequate program in these fields at the master's degree level. However, it has not been demonstrated that there is any urgent need for additional master's degree programs in these fields. The basic norm programs in art and music at Southern Oregon College are not large, and the programs in health and physical education, while growing rapidly, still cannot be considered an adequate basic supply from which to draw standard norm candidates. The Board's Office believes
that at some time Southern Oregon College will be authorized fifth-year, master's degree programs in these fields. But all three programs would require the addition of substantial blocks of graduate courses, and the Board's Office does not believe potential enrollment justifies moving into a graduate program at this time. Meanwhile, Southern Oregon College can continue to develop its basic norm programs obtaining the assistance of accrediting agencies, where these exist as in music (National Association of Schools of Music), in reviewing its programs against nationally held standards.

The question of shoring up the master's degree program for elementary teachers is a different matter. These teachers, for the most part, will have completed a maximum of 36 hours of work in the subject field at the undergraduate level. This is far short of the 63-72 hours of work completed by the baccalaureate-degree secondary education major. The Board's Office believes suitable graduate credit can be authorized to support the 15-hour subject requirement in the elementary education graduate degree program without a substantial addition of new courses, and suggests that it work with Southern Oregon College in identifying those courses which would provide suitable course support for this already-authorized degree program.

Discussion and Recommendation of the Committee. There was a rather full discussion of the interpretation being given by the State Department of Education to the teacher certification regulations. Dr. Romney stated that the Board's Office of Academic Affairs was planning to meet with the deans of schools of education, directors of teacher education, and representatives of the State Department of Education in late January for the purpose of discussing certification regulations and the dilemmas in which the State System finds itself as it wrestles with questions as to what teacher preparation programs it should recommend that the Board authorize the various institutions in the State System. He said that the Board's Office felt, as it did in 1964 when it recommended Board adoption of the policy, that the Board's policy of not authorizing standard norm programs to institutions until the Board is willing also to authorize sufficient graduate courses in the field to lead to an appropriate master's degree (i.e. masters in education, general studies, or in the subject matter itself) is a sound one. He said that Southern Oregon College's request for standard norm programs in art, music, and health and physical education is in accord with that policy. Southern Oregon College is requesting authorization of a standard norm program in art, music, health and physical education, and authorization of sufficient graduate courses in these fields to lead to a graduate major in the MA/MS in Education degree.

The Board's Committee concurred in affirming its belief that the present policies of the Board in respect to authorization of the standard norm are based on sound educational practice.
The Board's Committee recommended that the Board not approve standard
norm programs in art, music, and health and physical education for
Southern Oregon College at this time in view of the small production
of graduates in the basic norm programs in these fields at Southern
Oregon College and the lack of evidence of any urgent need for
additional graduate-level programs. The matter of providing suit-
able course work in support of the Master of Science in Education
degree program for elementary teachers can be taken care of through
action of the Board's Office in consultation with Southern Oregon
College without further approval of the Board.

Discussion at Board Meeting. Board members then asked several
incisive questions seeking to explore the means whereby, if the Board
did not approve Southern Oregon College's request for standard norm
authorizations in art, music, and health and physical education, the
needs of the teachers which Southern Oregon College would have served
with these programs could be met by other means within the State
System of Higher Education. They asked what recourse these teachers
would have for meeting standard norm requirements if Southern Oregon
College were not authorized such programs. How would these teachers
meet standard norm requirements? Isn't it an anomaly that the
Southern Oregon College students complete in their baccalaureate
degree programs more credit hours of work in art, or music, or
health and physical education than the state requires for a standard
subject norm in these fields, yet the Southern Oregon College students
cannot be certified by Southern Oregon College as having completed a
standard subject matter norm.

Dr. Romney responded that the Southern Oregon College student who
wishes to meet standard subject norms in art, music, or health and
physical education must, under the present situation go to an insti-
tution that is authorized such programs. It is an anomaly that the
Southern Oregon College student completes in his baccalaureate pro-
gram more credit hours of work than are required for a standard
subject norm. Yet, to authorize Southern Oregon College to offer
a standard subject norm program (which includes a planned fifth year
of work), would require, under present Board policy, that we author-
ize Southern Oregon College sufficient additional graduate work in
these fields so that a student may in his planned fifth year of
work meet requirements for an MA/MS in Education degree. This the
Board's Office thinks is not essential at this time, given the
relatively few students being graduated at Southern Oregon College
with a basic norm in these fields. The time will come very probably,
when numbers will warrant the authorization of a standard norm in
these fields at Southern Oregon College.

Board Action. The Board then approved the recommendation of its
Committee on Academic Affairs, and voted not to authorize Southern
Oregon College to offer standard norm programs in art, music, health
and physical education at this time. The matter of providing suit-
able course work in support of the master's degree program for
elementary teachers will be taken care of through action of the
Board's Office in consultation with Southern Oregon College.
Standard Norm Program in Physics

Southern Oregon College requests authorization to offer a standard norm program in physics leading to the master's degree in education or general studies.

In respect to its capabilities to offer the proposed program, Southern Oregon College cites its new $2,000,000 Science Building, progress made in development of an up-to-date equipment inventory and adequate library resources, the record of recent graduates in advanced studies in physics, the new departmental baccalaureate degree program which will graduate its first class this coming (1969) spring, the experience and academic preparation of its staff (four faculty members - two the Doctor of Philosophy degrees and two with Doctor of Education degrees). Southern Oregon College does not contend that the department is qualified to offer a regular departmental research-oriented master's degree program in physics. It requests, rather, that it be authorized to offer a fifth-year teacher preparation program, using essentially those courses authorized for the departmental baccalaureate degree major.

Southern Oregon College's basic norm program in physics consists of 39 credit hours of physics plus a minimum of 30 credit hours in supporting science and mathematics. Southern Oregon College's physics hour requirements are 3 credit hours in excess of the basic norm requirement (36 credit hours) established by the State Department of Education in the Oregon teacher certification regulations.

The proposed standard norm program in physics would consist of 81-100 credit hours of science and mathematics (including the science and mathematics taken as part of the basic norm program defined above), of which a minimum of 54 credit hours must be in science. Upper-division and graduate physics courses must constitute not less than 36 credit hours of this minimum of 54 credit hours and may constitute as much as 45 credit hours.

The number of State System programs for the preparation of physics teachers (five) would lead one to anticipate a larger production of physics teachers than has characterized these programs. According to the State Department of Education, the state as a whole produced eight physics teachers in 1965-66, two in 1966-67, and five in 1967-68. Of the eight prepared in 1965-66, six found employment within the state and two were not teaching in the fall of 1966.

Board's Office Recommendation. There is a tendency in large, well established physics departments in universities generally to give major emphasis to the needs and interests of the professional physicist - the physicist whose interest is advanced graduate study at the doctoral and post-doctoral level and in research which is an integral part of such programs. Often, slight interest is manifest in preparation programs for those whose interest is in secondary school teaching.
What is true on the baccalaureate level is even more true on the master's degree level. If the standard norm program were approved, Southern Oregon College would be the only small, teacher-oriented State System institution offering a standard norm program in this subject. Such a program might very well be attractive to teachers outside Southern Oregon College's geographic region of service, and its existence might encourage teachers teaching on a general science-physical science basic norm to complete a more specialized program on the master's degree level, or teachers with a basic norm in physics to complete the standard norm in physics rather than a general science-physical science program.

Southern Oregon College has expressed an interest in emphasizing teacher preparation in its physics program. The advanced courses in physics authorized Southern Oregon College as a part of its departmental major program in physics will provide substantial support to the proposed standard norm program. With the authorization of the two new sequence courses in physics requested by Southern Oregon College and the authorization of graduate credit for several advanced-level courses presently authorized Southern Oregon College as a part of its baccalaureate departmental major program in physics, it would be possible to develop at Southern Oregon College a standard norm program having requirements in excess of the minimum requirements established by the State Department of Education.

The numbers of physics teachers turned out by Southern Oregon College would not be large—at least in the beginning. But with two staff members with Doctor of Philosophy degrees recently completed, and two with Doctor of Education degrees in science and with very extensive teacher education experience, it seems likely that Southern Oregon College's interest in teacher education would insure that those individuals with an interest in secondary school teaching of physics would find at Southern Oregon College the kind of support and interest that would encourage their continuing in secondary education.

After pointing out that the Board's Office recognizes the anomaly of recommending approval of a standard norm program in a field of low production at the basic norm level, Dr. Romney said the Board's Office does so recommend that the Board's Committee and the Board authorize the standard norm program in physics for Southern Oregon College effective with the 1969-70 year in view (a) of the fact that the program can be offered without substantial increase in graduate courses, and (b) the interest of the physics department in teacher education.

The Board's Committee on Academic Affairs recommended that the Board authorize Southern Oregon College to offer a standard norm program in physics effective with the 1969-70 year.

Board Action. The Board then approved the recommendation of its Committee on Academic Affairs and authorized Southern Oregon College to offer a standard norm program in physics leading either to an MA/MS in Education or an MA/MS in General Studies, effective in 1969-70.
Basic Norm Program in Extreme Learning Problems Exclusive of Mental Retardation

Southern Oregon College now offers all the course work needed to meet the stated requirements of the State Department of Education for certification at the basic norm level in the area of extreme learning problems exclusive of mental retardation. These courses have been authorized and are currently offered, as electives, for the purpose of acquainting elementary teachers with some of the problems they may encounter in their classrooms. Interest at Southern Oregon College in the work has been good, especially in view of the fact that Southern Oregon College is not authorized to recommend its students to the State Department for certification in the field of extreme learning problems. While present physical facilities are temporary, more suitable quarters will be provided in the new education building, priority number 20 in the Board's capital construction program for 1969-1971. The College feels that it should be permitted to recommend for certification students completing a prescribed pattern of these already available courses. Such an authorization to Southern Oregon College would, Southern Oregon College urges, permit them to provide for the southern Oregon region the qualified persons in this field which the region needs and would enhance Southern Oregon College's service capacity in this field. Southern Oregon College feels it has an experienced and well qualified staff - numbering 12 persons - interested and active in this field. The College requests authorization to offer basic norm preparation in extreme learning problems exclusive of mental retardation.

The program would consist of a 30-hour block of courses which could be completed as a part of, or in addition to, a baccalaureate degree program in elementary education, or as a part of a master's degree program in education. The program would require six hours more than the minimum basic norm requirements of 24 hours established by the State Department of Education.

Recommendation of the Board's Office. Extreme learning problems exclusive of mental retardation are complex problems growing out of deep-seated impairments which may and usually do have one or more physiological, neurological, emotional, or psychological bases and which are susceptible of remediation only through the services of skillful specialists at home in those areas in which the impairment lies. It is estimated that two to two and a half percent of the population suffers from these extreme learning disabilities.

In the judgment of some, Oregon basic norm requirements (24 credit hours) do not now sufficiently reflect the character of the expertise that preparation programs need to develop in their students if they are to turn out persons qualified to work effectively with the hard-core learning disabilities which the extreme learning problems program is intended to serve. One can only presume that if Oregon's basic norm requirements in the field of extreme learning problems were raised - and there is some indication that this is likely - the State System institutions that have been authorized
programs in the field would presumably seek to provide the additional resources required by the more elevated basic norm requirements.

Southern Oregon College suggests that the individuals prepared in its program would serve between 10 and 15 percent of the school population with learning disabilities not connected with mental retardation. This fact suggests that Southern Oregon College has in mind preparing persons to work with children with less severe learning handicaps than those we understood were contemplated when the extreme learning problems program was established in Oregon.

Southern Oregon College's request is a reflection of the same kinds of interests and pressures that other institutions have felt in seeking authorization to offer a program in this field. (1) Southern Oregon College now offers all of the courses required for the basic norm in the field of extreme learning problems exclusive of mental retardation, (2) there are teachers or prospective teachers who for one reason or another would prefer to attend Southern Oregon College and who would like to qualify for certification in this field through work taken there, (3) there are some public school districts who tend to look to Southern Oregon College for faculty members and who would employ Southern Oregon College-produced persons in this field were they available, rather than from other institutions, (4) some Southern Oregon College faculty members aspire to the same curricular authorization in this field that four other State System institutions are currently enjoying.

Dr. Romney said the Board's Office was sensitive to the pressures, as identified above, under which Southern Oregon College labors in seeking authorization for the program in extreme learning problems exclusive of mental retardation. He said in view of the fact that Southern Oregon College offers all of the courses required for certification, the decision is a very difficult one. However, the Board's Office was not persuaded that the demands for trained specialists in extreme learning problems exclusive of mental retardation is such as to require Southern Oregon College, as a fifth institution, to offer a program in this field - not in the light of the present and projected production of specialists in this field by other State System institutions presently authorized programs.

Considering all factors, he concluded, the Board's Office recommended that, for the present at least, the Board's Committee and the Board not authorize Southern Oregon College a basic norm program in extreme learning problems exclusive of mental retardation.

Discussion and Recommendation to the Board. In the discussion with the Committee which ensued, Dr. Romney pointed out that prior to 1965, Oregon teacher certification regulations made provision for certification of teachers of remedial reading. With the new certification regulations which became effective in July 1965, certification of teachers of remedial reading was dropped by the state and provision made for certification of those qualified to work with children having extreme learning problems exclusive of mental
retardation. Institutions which had been authorized to prepare teachers for certification in remedial reading now were desirous of being authorized to offer programs in the extreme learning problems area, using the existing remedial reading resources they possessed. The problem is that, as was earlier indicated, extreme learning problems encompasses much more than remedial reading. If there were still certification of remedial reading teachers it is altogether likely, indeed probable, that Southern Oregon College and some of the other State System institutions would not be requesting authorization to prepare teachers in the extreme learning problems area.

A related problem, Dr. Romney pointed out, is the fact that the basic norm requirements established by the state do not adequately reflect the complexity of the problems that are encompassed within the extreme learning area. With the basic norm requirements at a minimal level, an institution which means to offer prospective regular classroom teachers, as a sensitizing experience, an orientation to the special kinds of problems that are to be found in children, will find that it (the institution) is likely to have the courses necessary to meet the minimal basic norm requirements established for extreme learning problems exclusive of mental retardation.

Dr. Romney said that later in January he would be taking up with institutional representatives and representatives of the State Department of Education some of the problems the State System encounters growing out of the relatively low basic requirements in the field of extreme learning problems (and other areas of exceptionality) and the fact that institutions have resources in remedial reading they would like to use in a certificated program, the most likely such field being extreme learning problems exclusive of mental retardation. Raising the basic norm requirements in this field would present some complex problems, too, Dr. Romney observed. All of these matters will be considered in the January meeting of institutional and State Department representatives, he said.

In response to questions from members of the Board concerning the extent to which institutions are providing in their teacher preparation programs adequate preparation in the teaching of reading, Dean Goldhammer described Oregon State University's efforts to provide for elementary and secondary teachers alike an ability to handle remedial reading problems encountered in children.

Dr. McGill said Southern Oregon College was interested in providing assistance for the 15 percent of the school population with reading problems, rather than the hard core 2-2.5 percent with extreme learning difficulties, but that the elementary program was so tight most of the work could be completed only in a post-baccalaureate program. Teachers are not usually interested in entering such a program unless it meets some kind of certification requirements. It was brought out that this was the same kind of a difficulty that had led Oregon State University to seek authorization to offer a basic norm program in extreme learning problems.
The Committee suggested that this was an area in which it would like to postpone a recommendation until further exploratory discussions could be carried out with the institutions and the State Department of Education as planned by the Office of Academic Affairs.

**Discussion at Board Meeting.** Dr. Romney reported that Southern Oregon College had withdrawn its request to offer a basic norm program for preparation of teachers of children with extreme learning problems, exclusive of mental retardation.

He said that in a meeting the Office of Academic Affairs had held recently with deans of education, directors of teacher education of the State System, and representatives of the State Department of Education, for purposes of clarifying the intent of the present certification regulations for teachers of children with extreme learning problems exclusive of mental retardation, it had become clear that the certification program is not intended to serve the needs of the 25 to 30 percent of school children who need remedial reading help, but rather, it is intended to relate to preparation of specialists competent to handle the needs of the hard core 2-2.5 percent of school children who have extreme learning problems of a perceptual, conceptual or coordinative nature. Since Southern Oregon College's proposed basic norm program is designed to rest primarily upon preparation in remedial reading, Southern Oregon College has withdrawn its request for authorization of a basic norm program in extreme learning problems exclusive of mental retardation.

(Considered by Building and Finance Committees, January 7, 1969.)

The Board on January 27-28, 1964, as noted in the minutes on pages 8-9, extended the projected campus boundaries both to the north and to the south of Siskiyou Boulevard. For the expansion south of the Boulevard, one of the tracts included "...an area ranging approximately 200 feet to 300 feet in length by 180 feet in width located south of Madrone Street midway between Roca and Leonard Streets." The property thus described involved the easterly portions of several lots with only a minor portion of one of the lots having frontage on Madrone Street. The property did not include westerly portions of said lots, all of which face on Roca Street, although it was so intended and the reported projected campus acreage did include the westerly extensions to said street.

In order to identify completely the property intended to be acquired and to so indicate on the campus maps, along with all of the area previously having been included in the acreage report of the Board, President Stevenson, with the concurrence of the Chancellor, recommended that the projected campus boundaries of Southern Oregon College south of Siskiyou Boulevard be extended so as to include properties on the east side of Roca Street and extending easterly about 160 feet (the additional easterly portion having already been included in the campus boundaries); these additional properties extend from north to south about 450 feet beginning at the northwest corner of Tax Lot 1500 and extending to the southeast corner of Tax Lot 6900, both in the Galey Addition to Ashland.
The Building and Finance Committees recommended that the Board approve the recommendations as presented.

The Board approved the recommendations as presented.

**Land Acquisitions, SOC**

Pursuant to Board policy adopted October 22, 1968, the Vice Chancellor for Business Affairs has accepted options for real property at Southern Oregon College as follows:

<table>
<thead>
<tr>
<th></th>
<th>Sq. Ft.</th>
<th>Option Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redford -- 427 Palm Avenue</td>
<td>16,650</td>
<td>$23,810</td>
</tr>
<tr>
<td>451 Palm Avenue</td>
<td>16,650</td>
<td>$12,080</td>
</tr>
<tr>
<td>475 Palm Avenue</td>
<td>8,275</td>
<td>$7,660</td>
</tr>
<tr>
<td>485 Palm Avenue</td>
<td>8,275</td>
<td>$11,400</td>
</tr>
<tr>
<td>Coldwell -- 364 Stadium Street</td>
<td>18,060</td>
<td>$15,825</td>
</tr>
</tbody>
</table>

All of the properties are located within the approved projected campus boundaries of Southern Oregon College and the option prices were in line with appraisals obtained by the institution. The Redford properties are located in the area designated for the site of the Music Building and Fine Arts Complex, and the Coldwell property is located in the area designated for development of physical education activity areas. Funds to finance these acquisitions were provided from the General Fund appropriation authorized in Chapter 599, Oregon Laws 1965.

The Board accepted the report as presented.

**Revision of Cost Estimate for Classroom Building (Music), SOC**

Based upon the preliminary plans which Architects Hamlin, Martin, Schultz & Oredson prepared early in 1967 for the initial unit of the Fine Arts complex at Southern Oregon College, the capital construction program for 1969-1971 included an estimate of $1,545,000 for the proposed Classroom Building (Music), including land. Of this total, it was expected that the direct construction costs would be approximately $1,000,000, or about $25.63 per square foot for the estimated gross area of 39,010 square feet. In addition, the budget included approximately $133,600 for utility service connections, principally for an extension of the utility tunnel from its present terminal at the Classroom, Laboratory and Office Building to the proposed new facilities for music. This extension would serve other buildings proposed for construction in this area, such as the new College Union, the Classroom Building (Education) and the Nursing Education Building—all included within the capital outlay requests for 1969-1971—as well as future units of the Fine Arts Complex.

Within the past few weeks, Engineers J. Donald Kroeker & Associates have submitted a report to College officials and the Board's staff recommending additions to the South Campus Central Heating and Cooling Plant and defining more precisely the location and distances of
the utility tunnel extensions required to service buildings being planned in the southwest portion of the campus. Based upon these recommendations and related cost estimates, it is apparent that an adjustment is required in the music project budget. At the same time, the architects have made a much more comprehensive and detailed analysis of the building costs and have determined that an increase is necessary in the amount budgeted for direct construction.

As revised, the requirements for outside utilities, including professional services fees and contingencies, are estimated to be $215,671; and the revised direct construction cost estimate for the Classroom Building (Music) is $1,030,000, or about $26.40 per square foot. With these adjustments, which anticipate the price level expected to prevail in January 1970 when bids may be received, and a reduction in the requirements for the remainder of the site, the total project budget would need to be increased to $1,615,000. Of this amount, $1,560,000 would be financed from state funds or offsets and the remaining $55,000 would be financed from restricted funds for auxiliary enterprises, such as self-liquidating bond borrowings, since a portion of the utility tunnel extension costs should be allocated to the new College Union Building.

With the concurrence of the Chancellor, President Stevenson recommended that the appropriate Board officials be authorized to amend the capital outlay requests for 1969-1971 by increasing the budget estimate for the proposed Classroom Building (Music), including land, at Southern Oregon College from $1,545,000 to $1,615,000 with the understanding that approximately $55,000 of the increase of $70,000 would be financed from restricted funds for auxiliary enterprises in recognition of the prorating of utility tunnel extension costs.

**RECAPITULATION UPON REVISION OF PRELIMINARY COST ESTIMATES**

Project - SOC Classroom Building (Music), including land

Architects - Hamlin, Martin, Schultz & Oredson, Eugene and Ashland

Legislative authorization - Being requested in 1969

Board's priority - No. 7 in 1969-1971 (Educational and General Plant)  
- To be added to listing of Auxiliary Enterprises (after Priority No. 5 in 1969-1971)

Approximate gross area - 39,010 square feet

Estimated total project costs: $1,615,000

Estimated direct construction costs (building):  
Total: $1,030,000
Average (per square foot) - $26.40
Meeting #371-38

February 18, 1969

Tentative schedule:
Bidding - January 1970
Completion - Summer 1971

Tentative financing plan:
State funds (General Fund appropriation or Article XI-G bonding) and offsets $1,560,000
Article XI-F(1) bond borrowings or other restricted funds for auxiliary enterprises 55,000
Total $1,615,000

The Board approved the recommendations as presented.

Revision of Cost Estimate for South Campus Heating Plant Addition, Including Central Cooling, Phase II, SOC

When the capital outlay program for 1969-1971 was formulated and approved by the Board in July 1968, it was anticipated that funds in the total amount of $295,000 would be required for the addition of a fourth boiler and a second chiller in the central utility plant on the south campus of Southern Oregon College to serve various buildings proposed for construction within the near future. The portion to be financed from state funds ($150,000) was assigned Priority No. 17 in the listing of projects for the Educational and General Plant, and the remainder ($145,000), which would be financed from restricted funds available for auxiliary enterprises, was assigned Priority No. 12 in the listing of self-liquidating projects. It was acknowledged that additional steam capacity would be required for the proposed College Union Building and the Classroom Building (Education), but that such utility improvements could be placed in a lower priority rank than the proposed Classroom Building (Music). For convenience, and in the absence of more complete information, the proposal to furnish and install equipment for the second phase of the central cooling system was combined with the request for the additional boiler.

As noted in other agenda items relating to revisions in the cost estimates for the Classroom Building (Music) and the College Union Building, institutional officials and the Board's staff recently received the report and recommendations of Engineers J. Donald Kroeker & Associates concerning the heating and cooling requirements for future facilities. This report confirms the need for additional steam capacity for all future buildings other than the music unit, but shows that the initial unit of chilling equipment now being installed will be adequate to meet programmed requirements up to the proposed Nursing Education Building. Since this latter project has been assigned Priority No. 36 in the listing of Educational and General Plant projects for 1969-1971, it appears appropriate to defer the second phase of the central cooling system to that same priority position rather than to seek legislative authorization for it in combination with the new boiler.

As revised to reflect only the requirements for the additional boiler, with a rated capacity of approximately 15,000 pounds of steam per hour, and related items, the budget for the South Campus Heating Plant Addition would total about $75,000, of which approximately
$55,000 would be financed from state funds and approximately $20,000 would be financed from restricted funds available for auxiliary enterprises.

With the concurrence of the Chancellor, President Stevenson recommended that the appropriate Board officials be authorized to amend the capital construction requests for 1969-1971 to limit the scope of the proposed South Campus Heating Plant Addition at Southern Oregon College to the furnishing and installing of a fourth boiler at a total cost of approximately $75,000. It is understood that Engineers J. Donald Kroeker & Associates will be authorized to complete the preliminary plans for the boiler but that further planning for the second phase of the central cooling system will be deferred pending a determination of federal and state support for the Nursing Education Building. The responsibility for the planning of utility tunnel extensions will be assigned to the various project architects but will be coordinated with the central heating and cooling systems designed by the Engineers.

(Pending the completion and acceptance of preliminary plans for the Nursing Education Building, adjustments in the budget for that project to include the second phase of the central cooling system would be deferred.)

RECAPITULATION UPON REVISION OF PRELIMINARY COST ESTIMATES

Project - SOC South Campus Heating Plant Boiler

Engineers - J. Donald Kroeker & Associates, Portland

Legislative authorization - Being requested in 1969

Board's priority - No. 17 in 1969-1971 (Educational and General Plant)
No. 12 in 1969-1971 (Auxiliary Enterprises)

Approximate gross area - Not applicable

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated total project cost</td>
<td>$75,000</td>
</tr>
<tr>
<td>Estimated direct construction costs</td>
<td>$63,600</td>
</tr>
</tbody>
</table>

Tentative schedule:
- Bidding - August 1970
- Completion - March 1971

Tentative financing plan:
- State funds (General Fund appropriation or Article XI-G bonding) and offsets $55,000
- Restricted funds for auxiliary enterprises, such as Article XI-F(1) bonding $20,000
 Total $75,000

The Board approved the recommendations as presented.
On October 22, 1968, when the Board approved the basic studies which Architects Robert J. Keeney and Balzhiser, Rhodes, Smith & Morgan had prepared for the proposed College Union Building at Southern Oregon College, it was reported that the estimated total project cost, including land, would be approximately $3,265,000. Subsequently, Engineers J. Donald Kroeker & Associates completed their report and recommendations concerning additions to the South Campus Central Heating and Cooling Plant and defined more precisely the location and distances of the utility tunnel extensions required to service the various building units being planned in the southwest portion of the campus. As noted in a separate agenda item, an increase is required in the budget for the proposed Classroom Building (Music) since the major portion of such utility tunnel extension needs to be coordinated with the construction of that high priority project in 1969-1971. Recognizing that these services would benefit the College Union, a portion of the adjustment on the Classroom Building (Music) would be financed from restricted funds available for auxiliary enterprises, such as bond borrowings under the provisions of Article XI-F(1) of the Oregon Constitution.

Since it appears likely that the cost of the outside utilities to be constructed with the College Union Building will be approximately $25,000 less than had been anticipated in the original budget, Southern Oregon College officials recommended, with the concurrence of the Chancellor, that the appropriate Board officials be authorized to amend the 1969-1971 capital construction requests to reflect a revised total project cost of $3,240,000 (rather than $3,265,000), all of which would be financed from restricted funds for auxiliary enterprises.

RECAPITULATION UPON REVISION OF PRELIMINARY COST ESTIMATES

Project - SOC College Union Building, including land
Architects - Robert J. Keeney, Medford, and Balzhiser, Rhodes, Smith & Morgan, Eugene, associated architects
Legislative authorization - Being requested in 1969
Board's priority - No. 13 in 1969-1971 (Auxiliary Enterprises)
Approximate gross area - 75,832 square feet
Estimated total project cost $3,240,000
Estimated direct construction costs:
  Total $2,268,000
  Average (per square foot) - $29.91
Tentative schedule:
  Bidding - March 1970
  Completion - September 1971
Tentative financing plan:
  Article XI-F(1) bond borrowings $3,240,000

The Board approved the recommendations as presented.
On December 28, 1968, upon the recommendation of Southern Oregon College officials, Director Snider and the Chancellor inspected and accepted the work performed by the four principal contractors for Units C & D of the Greensprings Dormitory Complex, subject to the completion of a few minor items. A revised semi-final budget for the project is shown below in comparison with the budget reported to the Board on December 12, 1967:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget 12/28/68</th>
<th>Original Budget 12/12/67</th>
<th>Increase or (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct construction costs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General work - Todd Building Company, Roseburg</td>
<td>$ 684,349</td>
<td>$ 594,357</td>
<td>$ 89,992(1)</td>
</tr>
<tr>
<td>Mechanical work - Western Mechanical, Inc., Medford</td>
<td>125,064</td>
<td>114,700</td>
<td>10,364(2)</td>
</tr>
<tr>
<td>Electrical work - Trowbridge Electric Co. of Medford, Medford</td>
<td>57,306</td>
<td>51,200</td>
<td>6,106(3)</td>
</tr>
<tr>
<td>Built-in furniture work - Educators Manufacturing Company, Tacoma</td>
<td>40,872</td>
<td>40,178</td>
<td>694(4)</td>
</tr>
<tr>
<td><strong>Total direct construction costs</strong></td>
<td>$ 907,591</td>
<td>$ 800,435</td>
<td>$107,156</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>73,252</td>
<td>72,365</td>
<td>887</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>12,869</td>
<td>12,869</td>
<td>-</td>
</tr>
<tr>
<td>Landscaping</td>
<td>-</td>
<td>91,492</td>
<td>(91,492)(5)</td>
</tr>
<tr>
<td>Furnishings and equipment</td>
<td>31,288</td>
<td>30,000</td>
<td>1,288</td>
</tr>
<tr>
<td>Site acquisition and clearance</td>
<td>110,000</td>
<td>110,000</td>
<td>-</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>17,839</td>
<td>(17,839)</td>
</tr>
<tr>
<td><strong>Total project costs</strong></td>
<td>$1,135,000</td>
<td>$1,135,000</td>
<td>-</td>
</tr>
</tbody>
</table>

(1) Includes a change in the specifications to permit the general contractor to make arrangements for a construction easement pending the acquisition of the adjoining property; the reinstatement of several deductive alternates to provide landscape development and site work, including a parking area; the modifications of drapery tracks in certain study rooms; the relocation of drains and tile in the west parking lot; and other changes incorporated in five approved change orders.

(2) Includes the provision of an additional lavatory in four service rooms; the provision of thermostats for daytime high and nighttime low limits; the furnishing and installation of a 4-inch standpipe from mains to the fire protection standpipes and other revisions in the fire protection system; the mechanical work associated with the site work; the provision of ventilation to a storage room; and other changes incorporated in four approved change orders.
(3) Includes the provision of additional light fixtures and modifications to other fixtures in certain rooms; the electrical work associated with the site work; and other changes incorporated in three approved change orders.

(4) Includes changes in study room wardrobes, dresser drawers and desks.

(5) Transferred to direct construction contracts to cover cost of change orders described above.

Although the 1967 Legislature had approved the expenditure of $1,900,000 for Units C, D & E and food service facilities within the Greensprings Dormitory Complex, including land, further study and review resulted in the deferral of Unit E and the centralized food service facilities until a later time. As noted, the revised budget for Units C & D was $1,135,000.

Plans and specifications for the project were prepared by Architects Wilmsen, Endicott & Unthank of Eugene. Construction of the multi-story residence halls north of Siskiyou Boulevard was principally of reinforced concrete with some brick trim. Units C & D provide housing accommodations for approximately 192 students within a gross area of about 40,132 square feet.

The direct construction costs of $907,591 include fixed equipment and some site work required for the landscaping, paving and other site improvements for Units A, B, C and D. For the building and fixed equipment only, these direct construction costs total $810,781, averaging about $20.20 per square foot. Excluding the site acquisition and clearance costs of $110,000, the total investment of $1,025,000 averages approximately $5,339 per occupant, but a portion thereof relates to Units A and B. For the combined capacity of 384 students in all four units of the Greensprings Complex, the investment of $1,956,300, excluding land, averages approximately $5,095 per occupant.

Funds for the project were provided from self-liquidating bond borrowings issued under the provisions of Article XI-F(1) of the Oregon Constitution.

RECAPITULATION AT INSPECTION AND ACCEPTANCE

Project - SOC Units C and D of Greensprings Dormitory Complex

Architects - Wilmsen, Endicott & Unthank, Eugene

Legislative authorization - Chapter 404, Oregon Laws 1967

Board's priority - Number 13 in 1967-1969

Approximate gross area - 40,132 square feet
Estimated total project cost, including land:
  Total $1,135,000
  Average (per occupant) - $5,339, excluding
  site acquisition and clearance of $110,000,
  but including landscaping applicable also
  to Units A and B

Estimated direct construction costs:
  Total, including site development $907,591
  Total for building and fixed equipment only $810,781
  Average (per square foot) - $20.20

Source of funds:
  Series 1967 self-liquidating bonds issued
  under Article XI-F(1) $1,135,000

The Board accepted the report as presented.

Pursuant to authorization granted by the Board on October 22, 1968,
and more recently by the U. S. Office of Education, bids were
received in La Grande on January 21, 1969, for the construction of
the Women's Physical Education Building Addition at Eastern Oregon
College. The lowest of the three base bids received was in the
amount of $852,700, or approximately 13.2 percent above the direct
construction cost allowance of $753,251. However, as noted in the
report of the acceptance of the final plans and specifications,
which was incorporated in the minutes of the October 22, 1968,
meeting, Architects Hewlett & Jamison had advised several months
ago that their revised estimate of the base bid was $815,200 and
that provision was being made for a number of deductive alternates
in the bid invitation in order to assure reasonably the receipt of
bids within the funds available.

After deducting all of the alternates, the amounts of the three
bids received ranged from a low of $784,100 to a high of $841,506.

In view of the urgent need for these facilities, institutional
officials recommended that the following budget be approved for the
project:

Direct construction costs - Riverman & Sons, Portland $784,100
Professional services fees (net of preliminary
  planning fees of $11,300 allocated from
  restricted funds during 1965-1967) 39,666
Furnishings and equipment 5,500
Construction supervision 6,000
Landscaping and miscellaneous costs 4,052
Contingencies (2% of direct construction
  costs) 15,682
Total $855,000
The recommended budget total of $855,000 is in agreement with the expenditure limitation authorized by Chapter 404, Oregon Laws 1967. Efforts will be made to conserve the contingency reserve and possibly to effect minor change order modifications in the construction in order to reinstate portions of the bid alternates, such as to provide lockers and basket units for the women students.

The proposed addition, to be constructed on the south and west sides of the existing coliseum, would include two additional activity rooms, a classroom, six offices, a 42-foot by 75-foot swimming pool, women's shower and locker rooms, storage and other service spaces. An additional activity area would be provided as a balcony on the west side of the main gymnasium consistent with the original concept of the Physical Education Building when the initial unit was constructed in 1958.

Based upon the estimated gross area of 33,502 square feet, the direct construction costs of $784,100 would average approximately $23.40 per square foot.

Funds for the project are expected to be provided from the following resources:

- General Fund appropriation in Section 1 of Chapter 404, Oregon Laws 1967, or Article XI-G bonding $629,664
- Self-liquidating general obligation bonds issued under Article XI-F(1) of the Oregon Constitution (for recreational facilities) and/or other restricted funds 145,000
- Federal grant under Title I of the Higher Education Facilities Act of 1963 (partial share approved during 1967-68; application pending for balance of $190,302 reflected in original grant application) 78,461
- Building use credits 1,875
- Total $855,000

With the concurrence of the U. S. Office of Education, a construction contract award was made to the low bidder and the budget outlined above was approved for the Women's Physical Education Building Addition at Eastern Oregon College within the total resources of $855,000 available.

RECAPITULATION UPON RECEIPT OF BIDS

Project – EOC Women's Physical Education Building Addition
Architects – Hewlett & Jamison, Portland
Legislative authorization – Chapter 404, Oregon Laws 1967
Board's priority – No. 21 in 1967-1969
Approximate gross area - 33,502 square feet

Estimated total project cost $855,000

Estimated direct construction cost:
  Total $781,400
  Average (per sq. ft.) - $23.40

Tentative schedule:
  Contract award - February 1969
  Completion - February 1970

Financing plan:
  State funds (General Fund appropriation or Article XI-G bonding) $629,664
  Self-liquidating bonds under Article XI-F(1) and/or other restricted funds 145,000
  Federal grant under Title I of Higher Education Facilities Act 78,461
  Building use credits 1,875
  Total $855,000

The Board accepted the report as presented.

Basic Studies for Laboratory Building Addition, OTI (Considered by Building and Finance Committees, January 7, 1969.)

When the capital construction program was formulated for 1969-1971, Priority No. 10 within the educational and general plant was assigned to the proposed Laboratory Building Addition and Water Chiller at Oregon Technical Institute, estimated to cost $1,255,000. It was anticipated that the existing laboratory building, Semon Hall, would be enlarged to provide an additional area of approximately 26,600 square feet to accommodate additional laboratories for physics and chemistry, business, accounting, statistics, typing, and mechanical drafting, as well as offices for about thirty instructors and space for the relocation and expansion of computer operations. Consistent with the original master plan for the long-range development of the campus, it was assumed that this addition to Semon Hall would be planned as an extension at the south end of the one-story building. The direct construction costs were estimated to be about $894,314, or $33.62 per square foot.

After the detailed program for this project was presented to Architects Skidmore, Owings & Merrill and their services for preparing basic studies had been authorized, consideration was given to the possible substitution of a separate structure which would have the potential of future vertical expansion of two floors. In view of the substantial increase in enrollment which was experienced at the institution this fall and the obvious need for laboratory-type facilities to accommodate future growth, it appeared desirable to make provision for such later expansion without requiring the use of more land within the central core of the campus. Consequently,
the basic studies which have been prepared give effect to an arrangement of the programmed facilities within a separate structure of reinforced concrete construction with capacity for two additional floor levels for laboratory-type space. This unit, providing about 288 student stations, would be located southeast of Semon Hall at a right-angle to the existing building, creating a courtyard between these units, the Classroom Building, and Snell Hall. The area within the basement would be sufficiently large to accommodate mechanical equipment needed for the future expansion and would also provide large areas for institutional storage. The various laboratories, offices and related service areas are planned for the main floor with easy access to similar facilities in Semon Hall. The gross area of the proposed building would be approximately 33,250 square feet. The plan has been developed on a modular basis providing flexibility in either direction in increments of five feet. All interior partitions would be non-load-bearing so they could be moved without affecting the building structure. Heating would be provided from the central hot water distribution system. Anticipating the price level expected to prevail late in 1969 when bids may be solicited following legislative authorization, the direct construction costs thereof are estimated to be $1,066,800, or about $32.08 per square foot. The total project budget would be about $1,500,000 and would need to be financed from state funds, either from a General Fund appropriation or bond borrowings authorized under the provisions of Article XI-G of the Oregon Constitution. This total is $245,000 above the original estimate and this increase relates almost exclusively to the different structural concept and the additional basement areas.

The architects are also preparing the preliminary plans for the additional water chilling equipment, estimated to cost about $68,125, which will be housed in the Mechanical-Electrical Building to increase the capacity of the present air conditioning system for the campus.

With the concurrence of the Chancellor, President Purvine recommended that the basic studies for the Laboratory Building Addition at Oregon Technical Institute be approved and that the appropriate Board officials be authorized to instruct the architects to complete the preliminary plans based upon a direct construction cost allowance of approximately $1,066,800. If such preliminary plans conform to the basic studies and the architects confirm the estimated direct construction costs, it will be necessary to increase the budget from $1,255,000 to approximately $1,500,000 with appropriate advice to the Department of Finance and the Legislature.

Funds for the preliminary planning are being provided from the Board's reserve for architectural/engineering planning created by a transfer from redirected auxiliary enterprises net income and student building fees.
RECAPITULATION UPON COMPLETION OF BASIC STUDIES

Project: OTI Laboratory Building Addition and Water Chiller
Architects: Skidmore, Owings & Merrill, Portland
Legislative authorization: Being requested in 1969
Board's priority: No. 10 in 1969-1971 (Educational and General Plant)
Estimated gross area - 33,250 square feet

Total project cost $1,500,000

Estimated direct construction cost:
  Total (Laboratory Building Addition) $1,066,800
  Average (per square foot) - $32.08

Tentative schedule:
  Bidding - November 1969
  Completion - July 1971

Tentative financing plan:
  State funds (General Fund appropriation or Article XI-G bonding) $1,500,000

In the Committee discussion, consideration was given to the proposed location of the new Laboratory Building and whether the three-story building would block the view from the Administration Building to the lake. Committee members also questioned the need for placing the building in such close proximity to other buildings in the immediate area in view of the fact that land is available to locate the Laboratory Building elsewhere.

In response to these questions, it was pointed out that the building would screen a part of the Classroom Building from the access road to the campus, but it would not block the view of the lake from the Administration Building or the Library-Commons Building, which is multistory. Furthermore, it was stated that the new Laboratory Building needed to be in close proximity to similar facilities in Semon Hall. The architects indicated that the Oregon Technical Institute campus presently has large open spaces and it would be desirable to create some courtyard space which would be bounded by the adjacent structures. It was indicated also that ultimately the library, which would be taller than the proposed Laboratory Building, would be the focal point of the campus. Mr. Hunderup suggested that in view of these questions it might be helpful at the conclusion of the next phase of planning to add the proposed new Laboratory Building to the model of the campus or present a perspective of that portion of the campus in order to show more graphically the relationship of the new building to those which have been constructed.
In the discussion it was stated also that the increase in the direct construction cost might affect those buildings lower in priority for the next biennium. However, Mr. Hunderup said that after considering all the factors involved, it was decided that the potential for the requirements for future growth at Oregon Technical Institute should be met by providing the capacity for vertical expansion within the initial structure of this building.

Mr. Hunderup said that the increase in the expenditure limitation for this building and the Physical Education Building at Oregon College of Education, plus some possible adjustments for projects at Southern Oregon College and elsewhere could affect projects with lower priority rankings. He said that the Governor's budget recommendations used capital construction as a balancing figure for the total budget recommendation and indicated that if additional resources became available to the Board from federal gifts and grants, or other sources, the State System could go beyond Priority 21 which was the Governor's cut-off point at $30,420,000 in the educational and general plant. It was pointed out that if additional resources are not forthcoming, the increased expenditures required for the various projects will necessitate either shortening the listing from Priority 21 or reducing the scope of the projects to stay within the Governor's budget recommendations.

The Building and Finance Committees recommended that the Board approve the recommendations as presented.

During the discussion, Board members asked why it had been necessary to make major changes in the master campus plan, particularly with reference to the relocation of the parking area. It was their premise that the site and buildings had been developed by a competent, qualified architectural firm that had designed the original campus and the subsequent additions to it.

President Purvine explained that the original instructions to the architectural firm had been to develop a campus plan for a maximum of 1,600 students and that this led to the planning of one-story buildings. It is now expected that the enrollment may eventually exceed 1,600, and it is anticipated that an allocation of funds will be requested in the budget for the next fiscal year to up-date the master plan. In addition, it has been found that a change in the direction of the parking lot would eliminate parking problems caused during bad weather by parking cars in their present direction on the sloping site.

It was stated also that the program at Oregon Technical Institute has changed significantly over the past ten years in terms of the criteria which were originally given to the architects.
In response to a question it was indicated that planning for Oregon Technical Institute has taken into consideration the eventual development of a community college in the Klamath Falls area, possibly in close proximity to Oregon Technical Institute. It was stated that possible interchangeable use of facilities with a community college would make it desirable to have multistory campus buildings in the proposed location.

The Board approved the recommendations as presented. Mr. Payne voted against approval of the basic studies, indicating that, although he was completely in support of the project and the need for the building, his vote against approval was based on the substantial changes in the previously accepted master plan for the campus, including changes in the parking program.

Revision of Distribution Requirements
Humanities & Social Sciences; BA/BS in Amer. Studies; BA/BS in Technical Journalism; BA in Russian; BA in Religious Studies; MA/MS and Ph.D. in Atmospheric Sciences; BS, MS & Ph.D. in Metallurgical Engineering; Undergraduate Options in Entomology, Wood Industry Management & Wood Science; OSU

(Considered by the Committee on Academic Affairs, Personnel, and Public Affairs, January 6, 1969.)

Oregon State University requests authorization to offer the following new degree programs and major options to be effective with the 1969-70 year:

1. Revision of "distribution requirements" for the School of Humanities and Social Sciences.

2. BA/BS in American Studies.

3. BA/BS in Technical Journalism

4. BA in Modern Languages (Russian).

5. BA in Religious Studies.

6. MA/MS and Ph.D. in Atmospheric Science.

7. BS, MS, and Ph.D. in Metallurgical Engineering.

8. Undergraduate option in Entomology in the degree program in zoology.

9. Undergraduate options in Wood Industry Management and Wood Science in the degree program in Forest Products.

The document presenting the Oregon State University requests, together with the analyses and recommendations of the Board's Office, titled "Oregon State University Curricular Requests for 1969-70," is submitted to the Board for designation as an integral part of the minutes of the February 18 meeting.
Revision of Distribution Requirements for Humanities and Social Sciences

Students completing a baccalaureate degree in the School of Humanities and Social Sciences at Oregon State University must complete school requirements totaling 90 hours, distributed equally (18 hours each) among five areas of study (science, arts and letters, history and philosophy, social sciences, and foreign cultures). When added to institutional requirements and major requirements, the student has very few hours left for electives, ROTC, or teacher education requirements.

After three years of experience with the 90-hour requirement (1965-66 to present), the School of Humanities and Social Sciences has concluded that, while the concept of distribution among five areas is strongly favored, the specific requirements must be relaxed and liberalized. The school is therefore requesting authorization to change the distribution requirements to read as follows, thereby reducing the number of hours required from 90 to 50-77, the exact number of hours completed by any student depending upon the sequences selected to meet the various requirements:

1. A sequence in a laboratory science.
2. A sequence in a social science.
3. A sequence in an additional science or social science.
4. Two sequences in the humanities (includes history).
5. A sequence in the arts.
6. A second-year modern language or a sequence in a non-European culture.
7. Demonstrated mathematical proficiency at Mth 51 or Mth 61 level (intermediate algebra).

Board's Office Recommendation. The Board's Office recommended that the Committee on Academic Affairs and the Board authorize Oregon State University to change distribution requirements for the School of Humanities and Social Sciences as proposed.

Discussion and Recommendation of the Committee. The Committee noted that Oregon State University had not had a great deal of time to work with the 90-hour distribution requirements, and asked if problems of students in teacher education and ROTC could not be accommodated in some other way. Dr. Romney responded that the 90-hour requirement, while it assured a broad education, was somewhat heavier than general education requirements for liberal arts students at other institutions and did appear to work a real hardship on students in teacher education, ROTC, and most transfer students. He noted that Oregon State University proposes seven sequences; the requirement at the University of Oregon is six sequences. Dean Gordon W. Gilkey, of the School of Humanities and Social Sciences, said the new program required more depth in specified areas than was true under the present requirements, and in this respect represented a stronger program.
The Board's Committee on Academic Affairs recommended that Oregon State University be authorized to change distribution requirements for the School of Humanities and Social Sciences as proposed effective with the 1969-70 year.

BA/BS in American Studies

Oregon State University requests authorization to offer an undergraduate interdisciplinary program leading to the BA/BS degree in American Studies. The program would draw upon substantial course work pertaining to American social, cultural, political, and economic development already offered in Oregon State University's humanities and social science departments. The program would not be aimed at specialization in a single discipline, but students with the guidance of their advisers would be encouraged to establish a specific focus in their programs, e.g., literature, history.

Students would complete 51 hours of approved courses related to American Studies in their major. Sufficient elective hours would be provided so that the student could couple his major in American Studies with a departmental major in the School of Humanities or Social Sciences or in education.

Board's Office Recommendation. Oregon State University already offers all course work required for the proposed program in American Studies except a single three-hour coordinating course, AmS 201 Sources of American Civilization, to be required of all majors in their sophomore or junior year. Oregon State University reports that at present (fall term 1968) there are 38 full-time faculty members in the School of Humanities and Social Sciences engaged in teaching courses appropriate to a program in American Studies. The request of Oregon State University, then, is not to enter into a new area of studies but rather to combine courses already offered in a program which would be meaningful and useful.

The Board's Office recommended that the Committee and the Board authorize Oregon State University to offer a program leading to the BA/BS degree in American studies effective with the 1969-70 year.

Discussion and Recommendation of the Committee. The Committee ascertained by its questions that the program could accommodate work particularly concerning the American negro but that the proposed program was not being introduced for that reason primarily; that in composition the program was similar to programs in American Studies offered in some 78 other institutions in the nation; and that the program could not be offered under present divisional majors since it cut across divisional lines. In this respect, the Committee was told, the program is similar to Oregon State University's program in Russian Studies.
The Board's Committee on Academic Affairs recommended that the Board authorize Oregon State University to offer a program leading to the BA/BS degree in American Studies effective with the 1969-70 year.

BA/BS in Technical Journalism

Oregon State University requests authorization to offer a program in technical journalism, with minors in agriculture and home economics, leading to the BA/BS degree. The proposed major would require 40 hours of work, 28 hours in required courses in journalism and speech (radio and television writing), and 12 hours selected from a list of approved courses in journalism, writing, and speech. Each student would complete a technical minor of from 27-36 hours. Minors in agriculture and home economics are requested at this time. It is anticipated that other minors will be added utilizing the course work and other resources of Oregon State University's professional and technical schools (e.g., forestry engineering) as they can be developed.

Justification for a program in technical journalism, as seen by Oregon State University, is essentially as follows:

1. There is a definite and demonstrable shortage of persons prepared to do in-depth reporting in scientific and technical areas.

2. A "natural and logical" association of journalism and technical schools exists at Oregon State University. Journalism has served as "service course" work for students enrolled in fisheries and wildlife, general agriculture, general science, home economics, and other major programs.

3. Oregon State University has already graduated more than 400 students who combined substantial concentrations in journalism with their major programs of study. Many of these are employed in journalism-related occupations. Each year some Oregon State University graduates have continued their journalism studies in graduate programs in journalism.

4. Oregon State University is prepared to offer its students a journalism degree which will identify their preparation to assume technical reporting and editing positions upon graduation.

Oregon's professional school of journalism is located at the University of Oregon. The school offers baccalaureate and master's degree work. It is one of 55 programs accredited by the American Council on Education for Journalism in the 50 states.

The University of Oregon program places strong emphasis in its undergraduate program on a broad liberal education. The professional program is organized on an upper-division basis. A minimum of 33
hours of upper-division work is required for the major, with specialization in advertising, news-editorial, newspaper management, radio-television, magazine journalism, public relations, and visual communication. No lower-division work is required; however, students interested in journalism are urged to complete a three-term introductory sequence for six hours credit. Total work in journalism, acceptable toward the baccalaureate degree is limited to 46 hours.

Enrollment in journalism at the University of Oregon has increased dramatically since 1960, from a total of 72 (juniors, seniors, and graduates) in fall 1960 to 279, fall 1968. Journalism has been the fastest growing professional school at the University of Oregon. However, the school is not large for a professional school offering the breadth of programs available there.

Portland State College also offers a number of courses in journalism, 15 hours at the lower-division level and 27 hours of upper-division work, for a total offering as of fall 1968 of 42 hours.

In response to request of Portland State College and Oregon State University for additional course work in journalism, the Board, at its October 25-26, 1965, meeting, approved the following policy in respect to the establishment of new major programs in journalism:

A new professional major program should be approved only if the Board feels there is a demonstrated need for such a program and if the Board is assured of the availability, at the time, or in the immediate future, of sufficient resources to permit the development of the program to a respectable standing, to enable it to become accredited, and once accredited to maintain its accreditation.

For the foreseeable future, there should be maintained in the State System a single major program in the field of journalism, fully accredited, serving the needs of the students from throughout the state who desire to earn a bachelor's or a master's degree in journalism.

The baccalaureate-degree granting institutions of the State System not having a major program in journalism should offer a two-year preprofessional program which will permit students desiring to earn a major in journalism to transfer without loss of time to an institution having a journalism major program.

Board's Office Recommendation. Dr. Romney explained that in judging the adequacy of Oregon State University resources to offer the proposed program, the nature of the program must be considered. Oregon State University is requesting a program specifically designed to prepare journalists competent to work as writers and editors in technical areas and in the sciences. The program permits relatively little specialization within journalism itself - of the 40 hours required for a major, 28 are in courses
required of all students and only 12 are elective. The basic journalism instruction comes in the 28-hour core block. Elective hours may be selected from 15 hours of specialized courses in journalism, 15 hours in advanced expository and imaginative writing offered by the Department of English, and 19 hours in radio-television available through the Department of Speech. The institution states that planned expansion of the program would come through the addition of technical minors in fields such as forestry, engineering, science, business and perhaps pharmacy, and education.

The department considers that with the addition of a single three-hour upper-division course titled "Contemporary Technical Journalism" and the "open-end" numbers providing opportunity for Reading and Conference, Projects, and Seminar, it will have all the course work needed for the new program. This 46 hours of work would be taught by a staff of six, whose instructional assignments in journalism are equivalent to 2.85 FTE. Five of the six are pursuing a journalism-related assignment on campus along with their teaching assignment. All had journalism experience prior to joining the Oregon State University staff. All have master's degrees, five in journalism and a sixth in educational psychology and measurement. Undergraduate majors included general science, zoology, forestry, business administration, and journalism. (It should be noted that the master's degree plus professional experience is a satisfactory background for teaching a professional area such as journalism.)

Library facilities are considered by Oregon State University to be satisfactory, particularly in view of the fact that a substantial share of the materials to be used will be in the areas of the technical minors, areas in which Oregon State University has professional schools.

Oregon State University has experienced a continuing modest demand for course work in journalism. During 1967-68, about 300 students enrolled in journalism courses each term, 54-117, depending upon the term, in upper-division courses. Eleven students graduated with divisional majors in the humanities with journalism emphasis June 1968. Fifteen are scheduled to complete the program in time for June 1969 graduation.

Oregon has a broad-scale program in journalism at the professional school of journalism at the University of Oregon. While this program has attracted fairly substantial student enrollment in recent years, it is not among the largest in the nation. It would appear the school can serve the needs of the state adequately in professional education in journalism for a number of years.

The one program the school at the University of Oregon is not now offering, and would, indeed, have great difficulty in offering, is a program in technical journalism because of the fact that technically oriented professional schools in Oregon are located at Oregon State University.
Dr. Romney said the concern of the Board's Office was that authorization of Oregon State University to offer a major program in one of the specialized areas of journalism would open the door to development of a second professional school of journalism in a state as small as Oregon. He pointed out that the program in technical journalism would be eligible to apply for accreditation by the American Council on Education for Journalism. This would give Oregon two accredited programs in journalism, more than are available in many states with far larger populations. He said that if Oregon State University were asking for a major in general journalism or in the news-editorial field, the Board's Office would not hesitate to recommend that the request be denied. The one factor that led the Board's Office to consider a recommendation for approval was the tying of the program in journalism to technical course work in the fields of agriculture and home economics. The Board's Office feels strongly that if the program is to be approved, it is essential to circumscribe the program so it is clear that it is not the intent of the Board to develop a program at Oregon State University duplicating in any part the program at the University of Oregon or going beyond the one area of journalism specialization, namely, technical journalism.

Moreover, Dr. Romney said, it was important that the technical minors be clearly delineated and substantial so that the student completing the program will be required to acquire a specialized knowledge of a technical area. This requirement would not be met, Dr. Romney observed, by a program consisting of course work in the basic sciences. He pointed out that the proposed minor in home economics consists entirely of course work in the area of home economics, but that a parenthetical statement in Oregon State University's description of the proposed minor in agriculture indicates that basic science course work related to agriculture would be acceptable toward completion of the minor. Dr. Romney suggested that the Board's Office should work with Oregon State University to assure that the technical minors would consist of technical work of the kind that could be offered only at Oregon State University.

With these qualifications, the Board's Office recommended that Oregon State University be authorized to offer a program in technical journalism leading to the BA/BS degree effective with the 1969-70 year, the program to be limited to the one area of specialization requested. Any further development of the program would be in the nature of the addition of technical minors in areas of study in which Oregon State University has been allocated major responsibility (e.g. engineering, forestry).

Discussion and Recommendation of the Board. Mr. Forrester said it was his observation that there is a serious shortage of people competent to write intelligently about technical matters, but this need was not primarily for persons conversant in the areas of home economics and agriculture. He asked why the program proposed by
Oregon State University was not tied in with technical minors in forestry, engineering, and oceanography. Mr. Fred Zwahlen, Chairman of the Department of Journalism at Oregon State University, said a number of the technical schools at Oregon State University were interested in developing minor programs for the technical journalism program, but that only agriculture and home economics were ready to be presented for approval at this time. Mr. Forrester said he hoped technical programs in other areas could be developed, since the need was much greater for persons competent to write in some of these areas than in agriculture and home economics.

In respect to the possibility that approval of the program in technical journalism was opening the door to establishment of a second professional program in journalism, Mr. Forrester said there was no evidence that the State of Oregon needed more than one comprehensive program in journalism, and that program is offered at the University of Oregon. Mrs. Johnson said she felt that implied in the recommendation for approval of a carefully circumscribed program in technical journalism at Oregon State University (to take advantage of technical training that can only be offered at that institution) was an affirmation of the Board's policy statement of October 1965.

Question was raised as to whether the accrediting agency would accredit a program in a specialized area of journalism (technical journalism) when the institution does not offer a general journalism major in the news-editorial field. It was ascertained that accreditation on the basis of a major in a single specialized area is possible. Institutions authorized programs which are not eligible for accreditation cannot in any case, use such authorizations as a means of obtaining authorization of other programs for which there is accreditation.

The Committee on Academic Affairs recommends that the Board authorize Oregon State University to offer a single program in technical journalism, with strong, prescribed minors in agriculture and home economics, effective with the 1969-70 academic year. This authorization is not to be interpreted to mean that the Board is starting a second professional school of journalism in Oregon. The program at Oregon State University is to be limited to technical journalism in technical areas unique to Oregon State University. Technical minors in home economics and agriculture and any that may be approved in the future should be substantial minors in the specialized area, not in the basic sciences prerequisite to work in the specialized area.

BA in Modern Languages (Russian)

Oregon State University requests authorization to offer an undergraduate major program in Russian leading to the Bachelor of Arts degree. The department of modern languages at Oregon State University presently offers undergraduate major programs in German, French, and Spanish and cooperates in an interdisciplinary major program in Russian studies. In addition to the usual institutional requirements of 15-16 hours and the School of Humanities and Social Sciences
distribution requirements of 50-77 hours, the student majoring in Russian will complete departmental requirements of 54 hours of work. Two or three years of high school Russian or equivalent knowledge of the language is required for admission to the major program. Students who do not meet this requirement will need to complete Oregon State University's course in First-Year Russian before being admitted to the major program.

Oregon State University's staff in Russian consists of three full-time members. One is a native of Russia, one is a German who majored in Slavic languages and literature, and one is an American who has traveled through the Soviet Union and served as guide-interpreter at the American National Exhibition in Moscow in 1959. One of the staff holds the doctorate, and one has a doctoral dissertation in progress.

Instruction at the first- and second-year levels makes full use of Oregon State University's language laboratory facilities. The department offers a good range of courses, with 27 hours of work available on the lower-division level and 45 hours of upper-division work. It would like to strengthen its work in literature by adding a 400-level sequence in modern Russian literature. With this addition, the department feels it would be prepared to offer a respectable major program.

Library resources have been developed in support of both the program in Russian studies and Russian language instruction. The staff considers the resources are "wholly satisfactory" for an undergraduate major in Russian.

Student enrollment in upper-division courses in Russian totals 54 fall term 1968. The department estimates that seven to eight students would enroll as majors in the Russian language program during its first year of operation. The program would be competitive with the more broadly oriented program in Russian studies. However, the programs would use many of the same resources, and in their development each should serve to strengthen the other.

Board's Office Recommendation. The Board's Office recommended that the Committee and the Board authorize the program as requested.

Discussion and Recommendation of the Committee. The Committee recommended that the Board authorize Oregon State University to offer a major program in Russian leading to the Bachelor of Arts degree effective with the 1969-70 year.

BA in Religious Studies

Oregon State University requests authorization to offer a major program in religious studies leading to the Bachelor of Arts degree.
Many liberal arts institutions offer course work in religion either in a separate department or as a part of the offerings of a department of philosophy. All of the multipurpose institutions in the State System offer at least one course in religion; the University of Oregon and Oregon State University have well developed departments. Courses in religion have proved popular at both Oregon State University and the University of Oregon, with some students using their elective hours to build up a substantial block of credit. The departments of religion at both institutions feel there is sufficient student interest to warrant organization of the departments' offerings into formal programs of study leading to a baccalaureate degree. Oregon State University now feels its resources have been developed to the point such a program is practicable.

The degree requirements proposed by the department of religious studies follow the pattern of other undergraduate departmental programs in the School of Humanities and Social Sciences. In addition to institutional and school requirements, the major in religious studies would meet departmental requirements totaling 42 hours.

Oregon State University's department of religious studies has a staff of four, three of whom hold the doctorate and a fourth with his dissertation in progress. The faculty believes library resources are adequate for an undergraduate major, pointing to 10,000 volumes cataloged under the religion designation. No special physical facilities are needed for a program in religious studies.

The department reports that it now offers courses in all the basic areas of the field. Fifty-four hours of work is offered on the upper-division level. No new courses are needed to implement the program. Enrollments in religious study courses have averaged 360 per term. About 25 students from the past three graduating classes are now enrolled in graduate work in religious studies at various institutions. From this experience and from expressions of interest by students currently enrolled in religious course work, the department believes that it would have from six to ten majors the first year of the program.

Recommendation of the Board's Office. The Board's Office recommended approval of the program as requested.

Discussion and Recommendation of the Committee. Mr. Layman commented that he would have expected a program in religious studies to be developed first at the University of Oregon rather than at Oregon State University. Dr. Clarence W. Hovland, Chairman of the Oregon State University Department of Religious Studies, responded that work in religion is appropriate to the liberal arts programs of both institutions, but that the formal organization of the work into a separate department was accomplished earlier at Oregon State University than at the University of Oregon. He said the Oregon State University staff now numbered four, compared to three at the
University of Oregon. However, he said he understood that the department at the University of Oregon had been authorized a fourth staff member and that when this person was employed, the department would probably initiate a request for a baccalaureate major program. Dr. Romney confirmed that the University of Oregon was planning a program in religious studies.

In response to a question from Mr. Forrester, Dr. Hovland described the proposed Oregon State University program as historical, literary, and scholarly - not sectarian." Dr. Hovland said some students would major in religious studies with the intent of going to seminaries or into graduate programs in religious studies. Others would select the program because they believed it valid in their own personal search for value.

The Board's Committee recommended that the Board authorize Oregon State University to offer a major program in religious studies leading to the Bachelor of Arts degree effective with the 1969-70 year.

MA/MS and PhD in Atmospheric Science

Oregon State University requests authorization to expand its present master's degree program in meteorology, offered through the department of physics, into curricula leading to the MA/MS and Ph.D. degrees in atmospheric science under a newly organized department of atmospheric sciences. According to the Oregon State University presentation of the request, scientific and technological advances during the past ten years have resulted in a number of specialized areas of inquiry such as air pollution control, atmospheric chemistry, and biometeorology which are related to meteorology but which cannot properly be subsumed under that designation. It is becoming customary to refer to this group of studies as "atmospheric sciences."

Oregon State University feels itself to be in a favorable position to develop a program of high quality in the atmospheric sciences because of its land-grant tradition and its array of departments representing a wide range of pure and applied sciences. The present master's degree program in meteorology is the only program in this field in Oregon.

The master's degree program would consist of 30 hours of work in atmospheric sciences and 15 hours in an approved minor area for a total of 45 hours. Students would be admitted to the program from undergraduate programs in physics, mathematics, chemistry or engineering. Previous course work in atmospheric sciences would not be required. It is expected that most candidates would take five terms to complete the master's degree requirements.

The doctoral program would be less structured than the master's degree program. Typically the program would build 92 hours of credit on the 45 earned in the master's degree program, for a total
of 137 hours. A student, with the concurrence of his adviser, might elect not to enroll in the master's degree program before proceeding to the doctoral program; however, it would generally be considered advisable to complete the master's degree program before giving serious consideration to the doctorate.

Briefly stated, Oregon State University's resources to offer the program are:

Staff - "four atmospheric scientists of proven professional and academic competence;" the department is now seeking two additional faculty members for whom funds are available within the regular budget of the School of Science.

Library - substantial as a result of long-time interest of the schools of agriculture and forestry in weather and climate and development in support of the physics department's master's degree program in meteorology.

Facilities - on-campus facilities are considered adequate to inaugurate the new program; additional facilities, particularly off-campus special installations, are expected to become possible from non-matching federal funds as the program develops.

Enrollment - strong student interest as evidenced by dramatic growth of enrollments in meteorology course work (1961-62: 372; 1964-65: 273; 1967-68: 550); 10 master's degrees in meteorology during the past five years.

Courses - 40 hours of course work plus Mtr 501, 503, 505, and 507 are presently offered in support of the master's degree in meteorology.

Oregon State University states that the proposed program in atmospheric sciences can be implemented within the regular university budget allocations. The entire program, as presently contemplated, would involve a total departmental offering of 42 courses, including AtS 501, 505, 506, and 507, totaling 106 hours of credit. Because some courses would be taught in alternate years, the department would expect to offer some 85-90 hours of course work each year once the program becomes fully established. Seven of the 106 hours of credit would be introductory and basic work offered at the undergraduate level. The remaining 99 hours would carry graduate credit. The courses will be implemented over a five- or six-year period as the program develops. The first year the program is in operation 42 hours of course work would be offered, 39 hours of which would be transferred from the meteorology program in physics to the new department.

The planned implementation of the proposed programs beyond the first year is necessarily tentative, depending upon the acquisition of properly qualified faculty. The development of the program would also reflect, to some extent, the support it is able to attract from federal agencies and industry.
Board's Office Recommendation. Dr. Romney said the Board's Office believed the proposed programs to be a natural development of the services of Oregon State University to the State of Oregon and recommended their approval as requested.

Discussion and Recommendation of the Committee. In the Committee discussion it was ascertained that some of the students now enrolled in master's degree programs in meteorology would transfer into the new program in atmospheric sciences and thus could receive their degrees in 1970. It would probably be five or six years before the program would begin producing graduates at the doctoral level.

The Committee inquired about reference in the Oregon State University presentation to the possibility of Oregon State University's obtaining non-matching federal funds for specialized facilities. The Committee was assured that the program would be developed within Oregon State University's on-going budget over a period of years and any outside support that might be obtained would supplement and enhance the program but is not essential to its operation. Oregon State University indicated that atmospheric science is an area of special interest to the federal government and that it is anticipated that substantial funds will be made available to qualifying programs.

The Committee on Academic Affairs recommended that the Board authorize Oregon State University to offer MA/MS and Ph.D. programs in atmospheric sciences effective with the 1969-70 year.

BS, MS, and PhD Degrees in Metallurgical Engineering

The request for authorization to offer Bachelor of Science, Master of Science and Doctor of Philosophy degrees in metallurgical engineering through a separate department of metallurgical engineering is in response to two situations, (1) advice by the accrediting agency, the Engineers Council for Professional Development, that programs in metallurgical engineering should be formal degree programs in their own right offered in a separate department and not options to a program in mechanical engineering or general engineering, as has been the practice at Oregon State University; and (2) vigorous interest by persons and organizations in the state whose interests center in the metals industry.

Oregon State University describes the situation leading to the request as follows:

Work leading to the metallurgical engineering degree was offered for several years as an optional area of concentration in the Mechanical Engineering Department and since 1960 as an option in General Engineering. It has not been an accredited degree, however, and the number of students electing the option has remained small. In 1960 and again in 1967 the Engineers Council for Professional Development (ECPD) inspection teams advised that metallurgy should not be offered as an option in the Mechanical
Engineering Department. Because of the low enrollment and this ECPD recommendation, the School of Engineering on May 1967 announced its decision to abandon the metallurgy option.

This announcement, however, brought immediate and vigorous response from persons and organizations over the state whose interests center in the subject field of metallurgy, for example, the American Institute of Mining, Metallurgical, and Petroleum Engineers (AIME), Oregon Section; The American Society for Metals, Oregon Chapter; and various members of these two organizations. These responses urged reconsideration of the School of Engineering decision and indicated an aroused interest in support of development of a more firmly based program.

There is now assurance by the founders' societies of assistance in the development of student interest if the metallurgical program is continued, particularly in the realms of publicity, jobs, and scholarships. In accordance with the response, the School of Engineering has reconsidered the entire matter. In view of the state's interests and the possibility of support which was never before evident, the School concluded that one more attempt should be made to establish a metallurgy program on a firm basis. In order for the degree to be accredited by ECPD, the work must be offered in an accredited department and the degree name must be a part of the departmental title. The implementation of this development is the aim of this proposal.

The proposed baccalaureate degree curriculum in metallurgical engineering would follow the pattern of other undergraduate curricula offered by the School of Engineering. Master's and doctoral degree programs would be similar to programs with emphasis on metallurgy at these levels now available in mechanical engineering, the major difference being that the programs will be offered in a separately identified department.

Oregon State University states that five members of the present department of mechanical, industrial, and nuclear engineering are well qualified to form a nucleus for the new department.

In respect to space and facilities, Oregon State University points out that the new department could be housed in space presently assigned the School of Engineering. Course work in metallurgy has been and will continue to be offered in support of other major programs in engineering whether or not major programs or options in the field are available. Laboratory facilities for metallurgy have been improved over the past few years. While there is a need for a continued program of modernization, this need would exist regardless of the establishment of the new degree programs. The department "would share in equipment allocation funds in proportion to demonstrated needs and on the same basis as all other major departments within the school."
Library holdings in metallurgy have been built up over a period of years. Oregon State University does not plan an immediate expansion of library holdings in support of the new department, but rather that the library resources will be further developed as the program develops.

Oregon State University now offers 44 hours of course work in metallurgy which would be transferred to the new department. Eighteen hours of new course work - 15 hours in support of the baccalaureate program and 3 hours at the 500-level - would be added in addition to the usual number in research, thesis, reading and conference, projects, and seminar now available under the ME prefix.

Recommendation of the Board's Office. Dr. Romney said that the Board's Office agreed with Oregon State University that in view of the urgent expressions of interest and offers of assistance by the metallurgical industry and founders' societies, an effort should be made to establish degree programs in metallurgical engineering on a sound basis. Because Oregon State University has a foundation of metallurgical course work already in existence, commitment of substantial additional resources to the programs can be delayed until needed to serve increased enrollment. If enrollment does not materialize, Oregon State University can reorganize its courses in metallurgy into the work needed to support other engineering programs.

The Board's Office recommended that the Committee and the Board authorize Oregon State University to offer the Bachelor of Science, Master of Science and Doctor of Philosophy degrees in metallurgical engineering effective with the 1969-70 year.

Discussion and Recommendation of the Committee. Members of the Committee noted that there was no question of allocation in the Oregon State University request. In response to inquiries from the Committee, Professors Roger Olleman and Douglas Bainbridge, of the Department of Mechanical, Industrial and Nuclear Engineering, provided statistics indicating the "fantastic" growth of the metal industry in Oregon during the past few years. For example, they said, the metals industry accounted for 47 percent of the new jobs created in Oregon in 1968. Oregon State University has the basic work to offer programs in metallurgical engineering and actually has graduated a number of people at the master's and Ph.D. levels whose work was essentially in the field of metallurgy. The problem, they said, is to generate student interest at the baccalaureate level. With a separately identified department, a program that can become accredited, and assistance of industry through publicity and scholarships, Professors Olleman and Bainbridge said they felt prospects for building up a minimal undergraduate student body producing 12-20 graduates per year were excellent.

The Committee on Academic Affairs recommended that the Board authorize Oregon State University to offer the Bachelor of Science, Master of Science and Doctor of Philosophy degrees in metallurgical engineering effective with the 1969-70 year.
Undergraduate Option in Entomology in the Department of Zoology

Oregon State University requests authorization to transfer responsibility for the undergraduate major program in entomology from the Department of Entomology to the Department of Zoology. This action reflects reorganization of work in the biological sciences which is going on across the nation. The Department of Entomology would continue to offer graduate programs at the masters' and doctoral levels in its area of specialization. The Department of Zoology would revise its undergraduate curriculum to provide two major options during the junior and senior years, one in zoology and one in entomology.

The programs completed by students interested in entomology and in zoology under the new arrangement would be very similar to the programs they complete now. The chief difference is that under the new arrangement all undergraduate majors would be enrolled in a single department, the Department of Zoology, rather than divided between two departments. The students would complete a common lower-division program with limited specialization at the upper-division level.

Board's Office Recommendation. The Board's Office recommended that the Oregon State University request be authorized as proposed.

Recommendation of the Committee. The Committee on Academic Affairs recommended that the Board authorize Oregon State University to transfer responsibility for the undergraduate curriculum in entomology from the Department of Entomology to the Department of Zoology by the establishment of an option in entomology in the major program in zoology, effective with the 1969-70 year.

Undergraduate Options in Wood Industry Management and Wood Science in Department of Forest Products

Oregon State University requests authorization to reorganize the undergraduate curriculum in forest products to identify two options; one in wood industry management for students planning to enter industrial employment and one in wood science for students preparing for graduate work or for special employment in industrial and public research and development activities.

The option in wood industries management corresponds closely to the present major program in forest products. The option in wood science is more nearly a new program. While implementation of this option would require some reorganization of course work already offered at Oregon State University and transfer of some work in wood chemistry from the Department of Chemistry to the Department of Forest Products, the new options can be implemented with the net addition to Oregon State University of only four credit hours of work.
Oregon State University states that existing resources - staff, laboratories, library holdings, physical facilities and financing - are all adequate to the establishment of the new options, and that their development can be accommodated within the going-level budget. The institution observes that the department's ability to provide better education at both the undergraduate and graduate levels will be enhanced with the completion of the new forestry building, probably in the fall of 1970. Meanwhile, some of the work needed in the new options will be offered in facilities of the Forest Research Laboratory.

Board's Office Recommendation. The Board's Office recommended that the Oregon State University request be authorized as proposed.

Recommendation of the Committee. The Committee on Academic Affairs recommended that the Board authorize Oregon State University to offer options in wood industry management and in wood science in its undergraduate major program in forest products effective with the 1969-70 year.

Board Action. The Board approved the recommendations of its Committee on Academic Affairs for Oregon State University as presented.

(Considered by Building and Finance Committees, January 7, 1969.)

President Jensen, with the concurrence of the Chancellor, recommended that authorization be given to purchase the William Courtney estate property located within the approved projected campus boundaries at 1759 A Street, Corvallis. Mr. Courtney's daughter, Rosemary E. Ferguson, Executrix of the Estate, has indicated a desire to sell and has executed an option in the amount of $40,890, which is in line with Board appraisals. The property consists of 10,000 square feet of land improved with a frame residence which has been converted into a seven-unit apartment building, and a garage of approximately 400 square feet. The property will be used as part of the site of the Arnold Cafeteria, which has Priority No. 16 in the Board's 1969-1971 capital outlay program for self-liquidating projects. Funds to finance this acquisition are available from self-liquidating bond borrowings.

The Building and Finance Committees recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.

Pursuant to Board policy adopted October 22, 1968, the Vice Chancellor for Business Affairs has accepted an option to purchase the Trent property located within the approved projected campus boundaries at 718 S. W. 16th Street, Corvallis, for the sum of $17,100. The property consists of a lot containing approximately 3,000 square feet and is improved with a one and one-half story frame residence in excellent condition. The property is located in the area designated for future residence hall construction.
and will be particularly important in the vacation of A Street in the area of Arnold Cafeteria and Bloss Residence Hall. Funds to finance this acquisition are to be provided from the proceeds of sale of Article XI-F(1) bonds as authorized in Chapter 404, Oregon Laws 1967.

The Board accepted the report as presented.

Report of Inspection and Acceptance of Dairy Center, OSU

Upon the recommendation of Architects Zaik & Miller and Oregon State University officials, the work performed by the construction contractor for the Dairy Center Facilities was accepted as of December 12, 1968, subject to the completion of a few minor items. A revised semifinal budget for the project is shown below in comparison with the budget reported to the Board on April 23, 1968:

<table>
<thead>
<tr>
<th>Project Costs</th>
<th>Revised Budget 12/12/68</th>
<th>Original Budget 4/23/68</th>
<th>Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs -</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dale Pence, General Contractor, Salem</td>
<td>$ 213,911</td>
<td>$ 204,237</td>
<td>$ 9,674 (1)</td>
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<tr>
<td>Professional services fees,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>including site investigation,</td>
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<tr>
<td>surveys and patent use fees</td>
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<td>Construction supervision,</td>
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<tr>
<td>utility services and miscellaneous costs</td>
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<td>5,527</td>
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<tr>
<td>Contingencies</td>
<td>-</td>
<td>10,212</td>
<td>(10,212)</td>
</tr>
<tr>
<td>Total</td>
<td>$ 240,200</td>
<td>$ 240,200</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

(1) Includes the completion of veterinarian laboratory bid as an alternate; provision of additional asphalt paving; provision of a sump pump; electrical revisions and other minor changes incorporated in four approved change orders.

Plans and specifications for the project, which replaced facilities destroyed by fire on February 7, 1967, were prepared by Architects Zaik and Miller of Portland. The work involved the construction of a new dairy barn on the same site as the former building, west of the campus, with a connection to the existing milking parlor unit as well as minor site work. Some remodeling was performed in the south portion (1,200 square feet) of the milking parlor to accommodate equipment for washing the cattle and storing water for flushing the floors of the Dairy Barn.

The new facility provides housing and feeding for a herd of approximately 230 cows which was the number housed in the old barn. The design of the building permits a greater utilization of the herd for study and research. One of the features is the use of a patented method for cattle waste disposal and sanitation.
The building is constructed of round steel columns and concrete piers with laminated wood beams and purlins and plywood roof deck on joists. Exterior walls are of concrete block and some wood frame with plywood siding and battens.

For the total gross area of approximately 34,250 square feet, including 1,200 square feet of remodeled space within the present milking parlor, the direct construction costs of $213,911 average $6.03 per square foot.

The sources of funds for the Dairy Barn project included $233,200 from claims against the State Restoration Fund and $7,000 of federal grant monies from the U. S. Department of Agriculture.

RECAPITULATION AT INSPECTION AND ACCEPTANCE

Project - OSU Dairy Center

Architects - Zaik & Miller, Portland

Legislative authorization - Approval of State Emergency Board on April 26, 1968

Board's priority - Not applicable

Approximate gross area - 34,250 square feet, including 1,200 square feet of remodeled area within present milking parlor

Total project costs $240,200

Estimated direct construction costs:

  Total - $213,911
  Average (per square foot) - $6.03

Financing plan:

  State Restoration Fund $233,200
  U. S. Department of Agriculture Grant 7,000

The Board accepted the report as presented.

Budget Addition, OSU

President Jensen, with the concurrence of the Chancellor, recommended an addition of $13,600 from the Board's Unappropriated Fund to the Oregon State University budget to cover the cost of a regular ten-year accreditation review of the University. This amount is required to cover the review fee of the Northwest Association of Secondary and Higher Schools, travel and expenses of the survey team, secretarial services and other costs of the review.

The Board approved the recommendation as presented.
Community Service, Public Affairs, and Administration. The University of Oregon requests authorization to proceed with development of major programs in (1) community service, (2) public affairs and administration, (3) international development, and (4) leisure and cultural services administration in the School of Community Service and Public Affairs.

The document presenting the University of Oregon request, titled, "University of Oregon Curricular Request for 1969-70," is submitted to the Board for designation as an integral part of the minutes of the February 18 meeting.

The establishment of the School of Community Service and Public Affairs was approved in principle by the University faculty in February 1966 and by the Board of Higher Education in April 1966. Subsequent to these approvals an interdisciplinary curriculum committee worked for more than a year on the development of the school's instructional program.

In December 1967, we presented to the Board's Committee, and subsequently to the Board, the proposed major curriculum leading to the BA/BS degree in the School of Community Service and Public Affairs. These basic requirements were approved by the Board at its December 1967 meeting.

As a result of the continuing efforts of the interdisciplinary curriculum committee working with the School of Community Service and Public Affairs, the University now presents for Board consideration proposed majors in the four areas indicated above.

Each major program requires the completion of the general core program for the school as it was approved by the Board at the December 1967 meeting, plus special requirements unique to each of the four proposed major areas as set forth in the University of Oregon presentation.

Board's Office Recommendation. Dr. Romney explained that the request from the University of Oregon was being brought to the Board's Committee, and the Board, somewhat in the nature of a progress report. It said it was apparent from reading the University of Oregon proposal that the details of the proposed major programs have not been completed. However, it was thought desirable to bring the request to the Board's attention at this time to obtain the Board's concurrence in the direction the school is developing, as represented by the four programs.

Dr. Romney said the Board's Office believed the proposed programs were consistent with the objectives of the School as previously presented to the Board, and recommended that the University of Oregon be encouraged to continue efforts to develop programs along the lines indicated. Following the discussion
Discussion and Recommendation of the Committee. The Committee indicated it had no questions concerning the development of programs in community service, public affairs and administration, and international development. Members of the Committee did inquire, however, as to the relationship between the proposed program in leisure and cultural services administration and programs offered in recreation and park management in the School of Health, Physical Education, and Recreation.

Dean Duncan pointed out that the department of recreation and park management in the School of Health, Physical Education and Recreation offers an undergraduate program with several options and master's and doctoral programs, too. He observed that some have suggested that the undergraduate program in recreation should be transferred to the Department of Leisure and Cultural Services Administration. He stated, however, that the University, after mature consideration of the matter had concluded that the proposed division of options between the recreation department in the School of Health and Physical Education and Recreation and the Leisure and Cultural Services Administration Department in the School of Community Services and Public Affairs is a reasonable one and preferable, at this juncture, to the transfer of all undergraduate programs in recreation and park management into the latter department.

Dr. Romney noted that Dr. Lynn S. Rodney is head of both the Department of Recreation and Park Management in the School of Health, Physical Education and Recreation and the Department of Leisure and Cultural Services Administration in the School of Community Service and Public Affairs. This unified direction of the development of these two programs is designed to permit the continued development of these two departments to a maximum advantage without undue overlapping.

Dean Duncan said the University and the School of Community Services and Public Affairs was very conscious of the need to avoid duplication and repetition in curricular planning, and that courses used in the programs of the new school fall into one of three categories, namely, (1) new courses not previously offered by the University, (2) existing courses in existing departments, and (3) existing courses transferred from existing departments to the new school.

The Committee indicated that it recommended that the Board authorize the University of Oregon to proceed with development of major programs in (1) community services, (2) public affairs and administration, (3) international development, and (4) leisure and cultural services administration as outlined by the University of Oregon and suggested that it would like to receive periodic reports from the University concerning future developments within the School of Community Services and Public Affairs.

The Board approved the recommendation as presented and suggested that it would like to receive periodical reports concerning future developments within the School.
On September 9-10, 1968, the Board was advised of the appointment of Architects Lutes & Amundson of Springfield to assist the University of Oregon in the site planning and development phasing of the southwest portion of the campus (bounded on the east by the cemetery and Music Building, on the north by the existing Education Building and the Library, on the south by Eighteenth Avenue, and on the west by Alder Street) in anticipation of a Classroom, Office, Teaching Center for behavioral sciences and additional facilities for the College of Education. Further consideration for proper and efficient site development was to be given to the existing and projected facilities of music, library, and clinical services for mental retardation.

In order to insure (a) the best utilization of the site; (b) the capability of the initial buildings to accept future additions; and (c) a high level of coordination among the projects, the site development phase was to demonstrate the following characteristics:

1. Establishment of basic future building space envelopes (including recommended building heights) with tentative functional assignments;

2. Definition of future quadrangles, malls or other permanent areas;

3. Establishment of a basic vertical and horizontal circulation plan including pedestrian and vehicular access and egress, service and parking areas;

4. A relationship of circulation to the alternative concepts in providing for the various types and uses of building space;

5. The maximum allowable incrementation in a systematic procedure for the future expansion priorities. This implies an inherent continuity in permitting spaces to change functions and to change from one department to another.

The architects prepared various alternate schemes illustrating different solutions for the ultimate development of the area in an effort to determine the maximum facilities which could be housed reasonably and aesthetically on the site. The particular scheme approved by the institution reflected a composite of these original schematic studies and incorporated desirable features suggested by several of them. It is estimated that a gross area of approximately 728,000 square feet of academic space could be provided on this site with ground coverage limited to approximately 22 percent.

The proposed new facilities for the behavioral sciences and for the College of Education would be separated by an axis formed by extending Kincaid Street from Fifteenth to Eighteenth Avenue for a major pedestrian circulation route. Another main pedestrian axis would be established from Alder Street easterly on what is now the access road to the College of Education buildings and the Pioneer Cemetery.
Thus, a well-defined exterior circulation pattern would be planned with a strong emphasis on stair and ramp elements to accommodate differences in grade levels. The building elements within these areas would be uniform in character. Generally, the various laboratory and office spaces for each of the two disciplines would be provided in the appropriate unit, but general purpose classrooms would be located centrally for joint use. One group of offices would be placed centrally also in order to provide some flexibility in the assignment of such space. Public service facilities would be at ground level for access from parking. Although it is anticipated that covered parking would be provided for about 80 cars ultimately in the north area of the site, it would be on grade until such time as the area is developed in a later construction phase. It may be possible also to provide for the parking of 200 cars under a future addition to the Clinical Service Building for Mental Retardation. Vehicular service will be provided to each building element. The configuration of the buildings creates a variety of open spaces interconnected at the ground level through selective openings between buildings. These landscaped spaces would be viewed from the structures above and would provide secondary circulation at ground levels.

Generally, the scheme approved by the institution would serve as the base for the future development of the southwest portion of the campus. Among other advantages, it would (a) provide a complete-appearing complex at the completion of Phase I (first units of the Classroom, Office, Teaching Center: Southwest Campus (Behavioral Sciences) and College of Education buildings) for which legislative authorization is being requested in 1969; (b) permit expansion in smaller-than-programmed increments; (c) have well-defined vertical and horizontal circulation; (d) have access to the complex from grade at three levels; (e) provide flexibility within and between functional areas; (f) contain a variety in shapes of open areas at ground level through building breaks; (g) retain open spaces vertically along major axes; (h) permit a minimum of tunnel work for connecting building elements; and (i) permit standardization of structural framing for similar building sections.

As noted in the minutes of the December 9, 1968, meeting of the Board, Architects Lutes & Amundson were commissioned for the design and construction supervision of the proposed Classroom, Office, Teaching Center: Southwest Campus (Behavioral Sciences). This project was assigned Priority No. 11 in the listing of 1969-1971 capital outlay requests for the educational and general plant at an estimated total cost of $3,765,000 and was expected to provide a gross area of approximately 104,000 square feet.

Institutional officials and the architects have filed with the Board's Office a copy of the schematic design phase for the proposed facilities for the behavioral sciences, reflecting a three-story building located generally in the area now occupied by the vet's dormitories, immediately north of the Music Building and west of Pioneer Cemetery. The first level would contain some inter-departmental spaces such as a data processing center (a satellite
for connection to the central campus equipment as well as direct
input from experimental areas), classrooms and lecture rooms,
general shop and photography shop, animal laboratory section, under-
graduate laboratories for psychology and related service spaces. The
second level would contain undergraduate teaching laboratories for
anatomy, osteology, biochemistry and archaeology; office laboratories,
staff offices, graduate assistants' offices and graduate student
research laboratories for physical anthropology; administrative
offices for psychology; psychology clinic; resource materials center;
and related service spaces. The third level would contain faculty
offices, office laboratories for the Psychology Department and related
service spaces. Within all three floor levels, approximately 580
classroom and laboratory student stations and 119 office stations
are planned.

In this first phase development of the complex for behavioral sciences,
the structural system of the building would be designed with a poten-
tial for vertical expansion of a minimum of two floors in all areas.
There would also be the capability of extending the easterly part
three to four floors for unprogrammed expansion. The structural
system would be composed of concrete-encased steel columns and
integral reinforced concrete girders in a modular waffle slab. It
is anticipated that exterior materials would include brick walls,
metal windows and door casings, and metal doors. Interior finishes
would be those normally identified with this type of building.

The mechanical and electrical services would be supplied from the
utility tunnel which would run on a north-south axis under the pro-
jected circulation route identified earlier. It is anticipated that
all spaces would have provision for heating and air cooling.

Based upon the price level expected to prevail early in 1970 when
bids would be received following legislative authorization by the
1969 Legislature and the completion of construction documents phase,
the direct construction costs for the Classroom, Office, Teaching
Center: Southwest Campus (Behavioral Sciences) are estimated to
be $2,900,000 (excluding services, roads and walks). For the gross
area of approximately 103,094 square feet, these direct construction
costs would average about $28.13 per square foot.

With the concurrence of the Chancellor, Acting President Johnson
recommended that the schematic design phase of the Classroom, Office,
Teaching Center: Southwest Campus (Behavioral Sciences) be approved
and that the appropriate Board officials be authorized to instruct
the architects to complete the design development phase. The pro-
fessional services fees for such preliminary planning are being
financed from the Board's reserve for architectural/engineering
planning created by a transfer from redirected auxiliary enterprises
net income and student building fees.
RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN PHASE

Project - UO Classroom, Office, Teaching Center: Southwest Campus (Behavioral Sciences)

Architects - Lutes & Amundson, Springfield

Legislative authorization - Being requested in 1969

Board's priority - No. 11 in 1969-1971 (Educational and General Plant)

Approximate gross area - 103,094 square feet

Estimated total project cost $3,765,000

Estimated direct construction cost:
  Total $2,900,000
  Average (per square foot) - $28.13

Tentative schedule:
  Bidding - March 1970
  Completion - January 1972

Financing plan:
  State funds (General Fund appropriation or general obligation bonds under Article XI-G of the Oregon Constitution) or offsets $3,765,000

The Building and Finance Committees recommended that the Board approve the recommendations as presented.

The Board approved the recommendations as presented.

(Considered by Building and Finance Committees, January 7, 1969.)

As reported to the Board at the December 9, 1968, meeting, Architects Lutes and Amundson were commissioned to design and provide construction supervision of the proposed College of Education Building at the University of Oregon, assigned Priority No. 14 in the listing of educational and general plant projects for 1969-1971, at estimated total costs of $2,915,000 (excluding $405,000 for Phase III of Central Cooling).

Institutional officials and the architects have filed with the Board’s Office a copy of the schematic design phase for the College of Education Building reflecting a three-level building on a site within the southwest quadrant of the University of Oregon campus, west of the proposed mall extension of Kincaid Street, in relatively close proximity to other facilities currently being used by the College of Education. Although the new building would have an individual identity in the first phase of construction, it is planned ultimately to be integrated with enlarged facilities for the behavioral sciences.
The two buildings would be connected at two levels by covered walkways. Due to the slope of the site, the College of Education Building would be one level lower than the behavioral sciences complex described more completely in another agenda item.

The lower level of the College of Education unit would contain inter-departmental spaces such as the data processing center, an audio-visual facility with its various laboratories and special purpose areas, a pre-school demonstration and research center, and related service spaces. The second level would contain counseling laboratories, educational methods laboratories, classrooms and lecture rooms, the general administrative office spaces for the College of Education and the Summer School, and related service spaces. The third level would contain administrative office space for five departments within the College (Educational Foundations, Educational Psychology, Counseling, Curriculum and Instruction, and Special Education) and their respective faculty and graduate assistants. Within all three floor levels, approximately 630 classroom and laboratory student stations and 256 office stations are planned.

The basic structural, mechanical and electrical systems and exterior design characteristics would be similar to those described in the preceding agenda item for the behavioral sciences unit. Based upon the price level expected to prevail in late summer of 1970 when bids would be received following legislative authorization by the 1969 Legislature and the completion of the construction documents phase, the direct construction costs for the College of Education Building are estimated to be $2,250,000, exclusive of utility extensions, roads, walks and other site development costs. For the gross area of 84,555 square feet, these direct construction costs would average about $26.61 per square foot.

With the concurrence of the Chancellor, Acting President Johnson recommended that the schematic design phase of the College of Education Building be approved and the appropriate Board officials be authorized to instruct the architects to complete the design development phase. Fees for such preliminary planning are being financed from the Board's reserve for architectural/engineering planning created by a transfer from redirected auxiliary enterprises net income and student building fees.

RECAPITULATION UPON COMPLETION OF THE SCHEMATIC DESIGN PHASE

Project - UO College of Education Building
Architects - Lutes and Amundson, Springfield
Legislative authorization - Being requested in 1969
Board's priority - No. 14 in 1969-1971 (Educational and General Plant)
Approximate gross area - 84,555 square feet
Estimated total project costs (excluding $405,000 for Phase III of Central Cooling) - $2,915,000
Estimated direct construction costs:
  Total - $2,250,000
  Average (per square foot) - $26.61

Tentative schedule:
  Bid date - August 1970
  Completion - April 1972

Financing plan:
  State funds (General Fund appropriation or
general obligation bonds under Article XI-G
of the Oregon Constitution) or offsets $2,915,000

The Building and Finance Committees recommended that the Board
approve the recommendation as presented.

The Board approved the recommendation as presented.

Budget
Increase,
UO

Acting President Johnson, with the concurrence of the Chancellor,
recommended a budget addition at the University of Oregon in the
amount of $7,208 to cover costs of an evaluation of the College of
Education at the University by the National Council for the
Accreditation of Teacher Education.

It was recommended that the amount of $7,208 be provided from the
Board's Unappropriated Fund. The amount is required to cover
travel for the accreditation staff, secretarial services, publica-
tion costs and the $1,200 fee to be assessed by the National
Council for the Accreditation of Teacher Education.

The Board approved the recommendation as presented.

Allocation for
Physical Plant
Rehabilitation
and Minor
Capital Outlay

(Considered by Building and Finance Committees, January 7, 1969.)
The unexpended balance in the Board's reserve for plant rehabilitation
and minor capital outlay during the current fiscal year is $53,938.
Although the institutions have itemized requests totaling many times
this amount for various repair, remodeling and improvement projects,
it is possible to finance only a small portion thereof within the
limited resources available.

The Chancellor recommended that the following items be financed from
the current balance of $53,938 in the Board's reserve for plant
rehabilitation and minor capital outlay with the understanding that
the allocations shall not exceed the amounts indicated for each item
unless prior approval is obtained from the Board:

**Eastern Oregon College**

- Roof repairs on Administration, Ackerman
  and Science Buildings $ 4,100

**Oregon College of Education**

- Electrical revisions in campus elementary school
  gymnasium (approximately one-half of cost;
  remainder to be financed from restricted funds
available to the institution for student union activities since these facilities are used also for theater productions and other student body activities) 4,000

Oregon State University

Revision in electrical services within Apperson Hall, including new transformer and switchgear $10,000

Southern Oregon College

1. Roof replacement on Churchill Hall 4,000

2. Lighting of campus area from Churchill Hall to Indiana Street (prompted by removal of Myrtlewood Hall and Huffman Hall) 2,500

University of Oregon

1. Modifications to heating system in remodeled offices within Hendricks Hall 1,400

2. Rehabilitate room 63 (classroom) in Men’s Physical Education Building 3,500

3. Alterations to Physical Plant administrative offices 4,500

Portland State University

1. Gas chlorinator and filter improvements for swimming pool in Physical Education Building (remainder of cost to be financed, if necessary, from restricted fund balances available to the institution) $3,138

2. Alterations within Science Building to improve air conditioning system and correct deficiency in sixth floor membrane for water protection 5,800

Subtotal $42,938

University of Oregon Medical School

Remodeling in ground floor of Administration Building for expansion of telephone service (portion of estimated total requirement of $30,000; balance of work to be deferred or funded from institutional resources). The allocation of these funds would be subject to appropriate legislative authorization in increasing the expenditure limitation for operating the UOMS and UODS with a corresponding
decrease in the expenditure limitation applicable to the other seven institutions, since the Board's reserve for plant rehabilitation and minor capital outlay was not distributed between these two major divisions of the operating budget in the appropriation approved by the 1967 Legislature

<table>
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<tr>
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Tentatively, depending on availability of resources it is expected that recommendations will be submitted to the Board at a subsequent meeting for financing other high priority rehabilitation and minor improvement projects from the Board's unappropriated fund.

The Building and Finance Committees recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.

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Report of Married Student Housing and Temporary Housing for Single Students

(Considered by Building and Finance Committees, January 7, 1969.)

A report on this subject was provided to Board members along with their docket materials for the Board meeting of December 9, 1968. Because of lack of time for full discussion of the report, the Board members requested that this item be presented to the Committee on Buildings and other Physical Facilities. The introduction to the report on Married Student Housing and a synopsis of the factual data in the report are shown below. The detailed report, showing data for each institution is available in the Board's file.

REPORT OF MARRIED STUDENT HOUSING AND TEMPORARY HOUSING FOR SINGLE STUDENTS, FALL TERM 1968

December 9, 1968

INTRODUCTION

The Oregon State Board of Higher Education recognizes that it is essential for some student housing to be provided if educational opportunity is to be extended to students of all geographic regions in Oregon.¹ A summary analysis of student housing and a summary comparison of dormitory capacities and occupancies were presented to the Board on October 22, 1968, identifying principally the regular residence halls for single students. The rationale of providing housing for single students applies also to the provision of some housing for married students. In addition, however, the Board believes that housing units for married students are needed at the two universities and, to a lesser extent, at other institutions to encourage the enrollment of those able graduate students who qualify as teaching and research
The attached exhibits have been prepared in response to the Board's earlier request for an annual report of married student housing and temporary housing for single students. The arrangement is similar to the fall term 1967 report and identifies the total number of married students (male and female), the number of graduate teaching assistants and research assistants and the number of graduate assistants occupying institutionally-owned housing units.

Data for the fall term 1968 study have been obtained from Eastern Oregon College, Oregon College of Education, Oregon State University, Southern Oregon College and the University of Oregon. No units of married student housing are owned or operated by the other institutions of the State System of Higher Education. The data on married student housing appear in Exhibits A, B, C, D and E. The data relating to temporary housing for single students appear in Exhibit G.

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1 Report of the Ad Hoc Committee on Student Housing Policies, Oregon State Board of Higher Education, December 12-13, 1966
2 Ibid

SYNOPSIS

Analysis of institutionally-owned housing units at the five institutions during the fall term 1968 indicates:

- About one male student out of four is married
- About one female student out of five is married.
- About four of every five of the occupants in the specific married student housing units are either graduate assistants, research fellows or other graduate students.
- About half of the remaining family housing units, referred to as miscellaneous housing units, are occupied by students. These student occupants are about evenly divided between graduates and undergraduates.
- Of all married students in the five institutions, about one out of nine is living in institutionally-owned housing.
- While male student enrollment in 1968 increased by 1,595 over 1967, the married male student enrollment for the same period increased by 721 students.
- Only 78 single students were being housed in temporary residence facilities in 1968. This represents a decline of 47 students in temporary housing from 1967. In 1966, 193 single students were being housed in temporary residence facilities.

The Committees recommended that the Board accept the report with the understanding that it will be used in the development of the long-range study of married student housing and the establishment of a Board policy regarding the construction of married student housing.

The Board accepted the report as presented. Mr. Forrester indicated that at a later date he would appoint an ad hoc committee to study all aspects of student housing.

(Considered by Building and Finance Committees, January 7, 1969.)

In connection with the discussion of building project plans at the Board meeting of December 9, 1968, Board members asked questions regarding the procedure followed in preparing analyses of construction costs per square foot of area. Because of the lack of time at the December Board meeting to discuss this matter, Board members requested that the matter be presented to the Building Committee for further discussion.

Mr. Hunderup distributed to the Building and Finance Committees a detailed cost analysis of the capital outlay program for 1967-1969, which showed the average cost per square foot for the categories included in the total project costs. The analysis indicated the average costs per square foot for direct construction costs, including built-in equipment; professional fees, contingencies, supervision, site work and miscellaneous; furnishings and equipment; land; other project costs; and total project costs. He said that the present method of computing square foot analyses of construction projects in the State System of Higher Education consisted of dividing the gross square foot area of a building or building addition into the direct construction costs for the amounts of the contracts awarded to general, mechanical and electrical work contractors, and including costs for fixed equipment.

Mr. Hunderup indicated that conversations and correspondence with architects and the Association of General Contractors, Oregon-Columbia Chapter, had been negative with respect to using a base other than the direct construction costs for the calculation of the average cost per square foot. Mr. Hunderup pointed out that the introduction of factors other than the direct construction costs resulted in an average cost per square foot which was not comparable to that obtained for a particular building in which the total cost included different and varying costs in addition to direct construction.

Mr. Hunderup said also that as a result of previous study by the legislative fiscal committee, the Educational Coordinating Council had accepted the responsibility for standardizing the definitions of area so that various agencies of state government, including
school districts, would all use the same base for determining the total square foot area. He noted that differences in the standards for determining gross square foot area can materially change the average cost per square foot. Mr. Hunderup said that he was not aware of any situation where the average cost per square foot used by any public body was computed on a basis other than direct construction costs.

Mr. Hunderup said that the Educational Coordinating Council also indicated clearly that the direct construction costs of a building should be used in determining the average cost per square foot for purposes of comparison, and that this would mean that the public elementary and secondary schools would be advised to compute the average cost per square foot on this basis.

Mr. Hunderup said that his office would like to retain the present method of reporting average cost per square foot on the basis of direct construction costs.

The Board members present indicated that they were in agreement with this proposal since it appeared that this was the accepted method of computing average cost per square foot.

The Building and Finance Committees recommended that the Board accept the report as presented.

The Board accepted the report as presented.

Authorization To File Applications for HEFA Grants

In view of the requirement for the federal government that a separate resolution be approved for each application for grant assistance under the Higher Education Facilities Act of 1963, as amended, the Chancellor recommended that the following resolutions be adopted by roll call vote in order to authorize the filing of any or all of the projects listed below:

OCE Administration Building Renovation

OSU Library, First Addition

SOC Classroom Building (Music), Including Land

RESOLUTION AUTHORIZING THE FILING OF AN APPLICATION FOR GRANT FUNDS UNDER TITLE I OF THE HIGHER EDUCATION FACILITIES ACT OF 1963 FOR ADMINISTRATION BUILDING RENOVATION, OREGON COLLEGE OF EDUCATION

WHEREAS, the U. S. Commissioner of Education is authorized under the Higher Education Facilities Act of 1963 to grant funds for the construction, rehabilitation and improvement of certain academic and related facilities; and
WHEREAS, the Oregon State Board of Higher Education on behalf of the Oregon College of Education, hereinafter called the Applicant, is cognizant of the conditions under which such grant funds are made available and approved for payment to an applicant; and

WHEREAS, it is the sense of the governing body of the Applicant that it is desirable to apply for a grant under the aforementioned act for the project described as follows: Administration Building Renovation, consisting of classrooms, office space, and related supporting areas necessary for the utilization, operations and general administration of the instructional, research and public services programs of the institution;

NOW, THEREFORE, BE IT RESOLVED, that an application for the project described above is authorized and directed to be filed with the State of Oregon Educational Coordinating Council, with the understanding that if upon due consideration by said commission, applying the criteria of the State Plan, said application receives a priority rating sufficiently high to receive grant funds under the aforementioned act, said application will be forwarded to the U. S. Commissioner of Education for consideration for his approval; and be it further

RESOLVED, that the governing body of the Applicant designates H. A. Bork, Vice Chancellor for Business Affairs, as the person authorized to file the application and act as the representative of the Applicant in connection with said application.

Upon motion by Director Joss, the Board approved the recommendation as presented and the above resolution was adopted with the following voting in favor of adoption: Directors Johnson, Joss, Layman, Payne, Snider, Yasui, and Forrester.

Those voting no: None.

The President of the Board thereupon declared said resolution duly adopted by a unanimous vote. Mr. Holloway was absent from the meeting at the time of the roll call vote.

RESOLUTION AUTHORIZING THE FILING OF AN APPLICATION FOR GRANT FUNDS UNDER TITLE I OF THE HIGHER EDUCATION FACILITIES ACT OF 1963 FOR LIBRARY, FIRST ADDITION, OREGON STATE UNIVERSITY

WHEREAS, the U. S. Commissioner of Education is authorized under the Higher Education Facilities Act of 1963 to grant funds for the construction, rehabilitation and improvement of certain academic and related facilities; and

WHEREAS, the Oregon State Board of Higher Education on behalf of Oregon State University, hereinafter called the Applicant, is cognizant of the conditions under which such grant funds are made available and approved for payment to an applicant; and
WHEREAS, it is the sense of the governing body of the Applicant that it is desirable to apply for a grant under the aforementioned act for the project described as follows: Library, First Addition, consisting generally of stack space, reader space, staff work areas, and related service spaces;

NOW, THEREFORE, BE IT RESOLVED, that an application for the project described above is authorized and directed to be filed with the State of Oregon Educational Coordinating Council, with the understanding that if upon due consideration by said commission, applying the criteria of the State Plan, said application receives a priority rating sufficiently high to receive grant funds under the aforementioned act, said application will be forwarded to the U. S. Commissioner of Education for consideration for his approval; and be it further

RESOLVED, that the governing body of the Applicant designates H. A. Bork, Vice Chancellor for Business Affairs, as the person authorized to file the application and act as the representative of the Applicant in connection with said application.

Upon motion by Director Joss, the Board approved the recommendation as presented and the above resolution was adopted with the following voting in favor of adoption: Directors Johnson, Joss, Layman, Payne, Snider, Yasui, and Forrester.

Those voting no: None.

The President of the Board thereupon declared said resolution duly adopted by a unanimous vote. Mr. Holloway was absent from the meeting at the time of the roll call vote.

RESOLUTION AUTHORIZING THE FILING OF AN APPLICATION FOR GRANT FUNDS UNDER TITLE I OF THE HIGHER EDUCATION FACILITIES ACT OF 1963 FOR CLASSROOM BUILDING (MUSIC), INCLUDING LAND, SOUTHERN OREGON COLLEGE

WHEREAS, the U. S. Commissioner of Education is authorized under the Higher Education Facilities Act of 1963 to grant funds for the construction, rehabilitation and improvement of certain academic and related facilities; and

WHEREAS, the Oregon State Board of Higher Education on behalf of Southern Oregon College, hereinafter called the Applicant, is cognizant of the conditions under which such grant funds are made available and approved for payment to an applicant; and

WHEREAS, it is the sense of the governing body of the Applicant that it is desirable to apply for a grant under the aforementioned act for the project described as follows: Classroom Building (Music) to provide classrooms, office studios, choral and instrument laboratories, practice rooms and combination lecture and recital hall and related service spaces.
NOW, THEREFORE, BE IT RESOLVED, that an application for the project described above is authorized and directed to be filed with the State of Oregon Educational Coordinating Council, with the understanding that if upon due consideration by said commission, applying the criteria of the State Plan, said application receives a priority rating sufficiently high to receive grant funds under the aforementioned act, said application will be forwarded to the U. S. Commissioner of Education for consideration for his approval; and be it further

RESOLVED, that the governing body of the Applicant designates H. A. Bork, Vice Chancellor for Business Affairs, as the person authorized to file the application and act as the representative of the Applicant in connection with said application.

Upon motion by Director Joss, the Board approved the recommendation as presented and the above resolution was adopted with the following voting in favor of adoption: Directors Johnson, Joss, Layman, Payne, Snider, Yasui, and Forrester.

Those voting no: None.

The President of the Board thereupon declared said resolution duly adopted by a unanimous vote. Mr. Holloway was absent from the meeting at the time of the roll call vote.

The Legislative Fiscal Committee Report of December 1968 on Higher Education Building Costs, copies of which have been provided to Board members, includes a review of existing procedures for selecting architects and engineers. Recommendation is made that the Board review the procedures with a view toward:

1. Placing the final selection responsibility in the hands of a committee of Board members, and

2. Widening the selection possibilities.

Existing policy for the selecting of architects and engineers was adopted by the Board in July 1964. When architectural services are to be secured at an estimated cost exceeding $1,000, the institution reviews the proposed project with qualified and experienced architects. The Vice Chancellor for Business Affairs is informed of at least three firms which would be acceptable to the institution, using preference order selection. His office then consults with the architects and negotiates a basis of fee payment. The principle which is followed is based on the premise that there needs to be confidence on the part of institutional personnel in the architect's capability, experience, and compatibility. Only in exceptional circumstances is an architect or engineer appointed who had not originally been considered to be the most desired by the institution. Review is made with the institution before an alternate satisfactory appointment is made.
Institutions are free to contact as many architects and engineers as they desire in order to have the greatest selection possibilities for architects and engineers. The committee report states that for each of three biennia three architectural organizations received the majority volume of professional services fees although there was a change in the firms involved during the three biennial periods. Thus, for the biennium 1967-1969, the total estimated professional service fees were stated to be about $2,700,000, and of the 16 architectural firms, the three with the largest volume included one firm that received about 34 percent of the fees, the second firm received about 11 percent, and the third about 10 percent, with others having smaller percentages.

The Oregon Council of Architects publication "Architectural Services," released late in 1968, advised that the architect must be chosen solely on the basis of his talent, professional experience, and taste. It is observed that often the architect is chosen directly by the owner, based on reputation, demonstrated ability, confidence, or the recommendation of others. The observation is further made that another method of selection is from a group of architects whose qualifications and experience are reviewed and personal interviews held to evaluate the compatibility of the owner and the architect, and investigations made of the architect's work by visitation to representative buildings and talks with their owners. The idea stressed is that it is essential to select an architect in whom the owner has complete confidence and with whom he can work easily and pleasantly.

The Consulting Engineers Council of Oregon advises that the selection of an engineer should be solely upon the professional qualifications necessary for the satisfactory performance of the service required. The suggestion is also made that from a study of information concerning the engineer, consideration should be given to all pertinent factors including:

1. Specialized experience of the engineer in the field required.

2. Capability of the engineer to accomplish the work within the required time.

3. Past experience of the engineer with respect to performance of similar projects for other clients.

4. Location of the engineer with respect to general geographical area of the project.

During the Board discussion, Mr. Bork described in greater detail the procedures for selection of architects and engineers. A Board member commented that by employing a larger number of architectural organizations we might be able to uncover talent not previously
known to us. Another comment was to the effect that if one architectural organization did a substantial amount of work on any given campus, that then there would be a more unified appearance of the structures. The observation was made that any given architectural organization might be able to develop unusual capabilities in the design of educational buildings and might therefore warrant repeat employment.

Mr. Bork indicated that he would appreciate advise of the Board on two problems, which were not referred to specifically in the docket. The first had to do with the proposed employment of out-of-state architects. He stated that usually Oregon architects are engaged, and nonresident architects only when employed to provide very specialized services. He stated that if out-of-state architects were employed to provide full services for a building, then the following significant factors needed to be considered carefully:

1. In general, architects living some distance away from the institution in Oregon are not as accessible as resident architects. Not only is it more difficult for staff members of the institution to meet with architects at their out-of-state office, but it also is probable that the architects will meet less frequently with staff members at the institution than with resident architects.

2. Generally, architects charge institutions for cost of travel expense if the distance between the related two locations exceeds 100 to 125 miles. Moreover, where architects' travel time is substantial, it is expected that payment would be made therefor.

3. The schedules of fees for Washington and California architects are higher than those for Oregon.

4. With a large number of resident licensed architects, it appears as though there is an ample reservoir to provide a good selection.

It was the consensus of Board members that only in very unusual circumstances should contractual arrangements be made with out-of-state architects and engineers, and then only after very careful consideration is given to the four factors outlined above.

Mr. Bork then introduced discussion of the second item on which he was seeking advice from the Board. He stated that from time to time proposals had been made for the employment of an architectural organization whose membership included a full-time staff member of one of the institutions. Mr. Bork stated that a contractual arrangement with such an architectural firm would be legal if the employee had no responsibility or influence in the selecting of the architectural organization. He did state though that there were other factors involved which raised question of Board policy.
Board members expressed concern with regard to this type of possible contracting. The view was expressed that if an architect rendered full-time service to the Board as an employee, and also provided service for benefit of the institution through an architectural organization of which he was a member, the public might improperly conclude that there was a conflict of interest because of the dual arrangement. Question would also be raised as to how an architect could render full-time service to an institution and in addition be in a position to provide added services on an effective basis under a contractual arrangement. The general attitude of those Board members who expressed themselves seemed to be that only in very extraordinary circumstances should consideration be given to the employment of an architectural organization including a partner who was a full-time employee of the Board of Higher Education.

Mention was made that the Committee on Buildings and Other Physical Facilities was scheduled to consider methods of fee payments referred to in the December 1968 report of the Legislative Fiscal Committee. Suggested for review will be a plan to pay a specific amount of money to an architect for a project as contrasted with the normal method of determining fees based upon a percentage of the direct construction cost.

The Board referred to the Committee on Buildings and Other Physical Facilities for its consideration both the matter of selection of architects and also methods of determining fees to be paid them.
CONDITION OF BOARD'S UNAPPROPRIATED FUND AND SPECIAL RESERVES

ESTIMATED AS OF JANUARY 27, 1969

For the Fiscal Year Ending June 30, 1969

I. Board's Unappropriated Fund

Unappropriated Fund Balance reported as of December 9, 1968  $ 169,340.86

Add: Transfer of amounts necessary to cover net overdrafts in year 1967-68 expenditures by institutions. Over-expenditures were covered by Board's funds at June 30, 1968  12,364.00

Less: Docket item to provide for costs of accreditation survey of the U of O College of Education by the National Council for Accreditation of Teacher Education  7,208.00

Docket item to provide funds for budget additions at the U of O Medical School in connection with over-realized enrollments for year 1968-69  10,000.00

Item approved by the Chancellor to provide funds for payment of a June 30, 1968, outstanding requisition at Southern Oregon College which was reverted to the Board in error  1,600.00

Balance estimated as of January 27, 1969, if the above items are approved  $ 162,896.86*

*Of the estimated balance of $162,896.86, the amount of $2,421.15 is allocable to the Medical and Dental Schools.

II. Board's Reserve for Plant Rehabilitation

Balance reported as of December 9, 1968  $ 53,938.00

Less: Docket item recommending allocations to the institutions for individual plant rehabilitation projects  53,938.00

Balance reported as of January 27, 1969  $  None

The Board accepted the report as presented.
Waiver of Certain Student Fee Charges

(Considered by Building and Finance Committees, January 7, 1969.)

To clarify some of the policies of the Board relating to tuition and fee charges, or the waiver thereof, for special programs such as those sponsored under contracts and grants with federal agencies or those involving studies in foreign countries, the following guidelines have been discussed with institutional personnel and the Board's staff and are recommended for approval:

Application Fee

Effective January 25, 1966, an Application Fee of $10 has been assessed to all students seeking formal admission to each institution within the Oregon State System of Higher Education. No provision has been made for any waivers of this Application Fee.

Ordinarily, the fee is collected from the student applicant. In those instances where federal agencies have made grants to an institution or have entered into contracts and specified programs covering the full costs thereof and have denied the assessment of the Application Fee as a direct charge against the program or the collection thereof from student participants, the institution should credit the appropriate income account for the full amount of the Application Fee for each applicant and red credit a corresponding amount in the account for "Fee Remissions, Contracts and Grants." This entry should be made whether the student applicant later enrolls or fails to enroll, following the same procedure for crediting the income account as if cash had been received from the applicant.

Building Fee

In those circumstances where the regulations of federal agencies preclude the assessment of the Building Fee as a direct charge against the program or deny the assessment to the individual student participant, the institution should credit the appropriate restricted fund income account for the Building Fee and charge a special account which will be set up by the Comptroller's Office and which later will be closed out as a reduction of the building use credits accommodated through account 7131. Since each of the student participants will be included in the enrollment statistics for the institution, the Building Fee income account should be credited even when the amount thereof needs to be charged ultimately against building use credits rather than to be invoiced as a direct charge to the federal agencies or received in cash from the student.

Incidental Fee

Federal agencies generally authorize the inclusion of the Incidental Fee (health services, student union activities, athletic activities, etc.) as one of the direct costs of contract or grant programs. The appropriate restricted fund income accounts should be credited and the contract or grant accounts should be charged for these direct costs if the Incidental Fee is not collected directly from the student participants.
If the federal agency stipulates in writing that the Incidental Fee may not be included as a direct cost of the contract or grant program and may not be assessed to the individual student participants, the Incidental Fee may be waived by the institution upon the approval of the Board's Office with the understanding that the registration materials will be marked clearly to indicate that the student participants are not eligible for the privileges of the Incidental Fee. Such a waiver will be permitted only in very unusual circumstances since it is the general policy of the Board to assess the Incidental Fee for all students other than those enrolled in approved foreign study programs, as noted below.

**Tuition, Laboratory and Course Fees**

Consistent with practices followed previously, the amounts applicable to tuition, laboratory and course fees for students enrolled in programs sponsored and paid for under contracts and grants with federal agencies should be credited to the appropriate income accounts with corresponding red credits in the account for "Fee Remissions, Contracts and Grants."

**Foreign Study Programs**

When arrangements for foreign study programs have been approved in advance on behalf of the State Board of Higher Education, the charges to student participants may exclude the Building and Incidental Fees. If, however, the institution wishes to make certain privileges of the Incidental Fee, such as health insurance, available to student participants in approved foreign study programs, the charges should include the appropriate premiums and the amounts assessed should be accommodated through the regular fee accounts.

Foreign programs involving an individual student or a small group of students under the direction of an institutional staff member may qualify for the waiver of Building and Incidental Fees upon advance approval of the Board's Office.

The Building and Finance Committees recommended that the Board approve the recommendation as presented.

The Board approved the recommendation as presented.
Transfers Among Functions, Operating Budget

At the Board meeting of December 9, 1968, a summary report was presented showing transfers between functions in the 1968-69 operating budgets as required in the 1967 appropriation act (Chapter 530, Oregon Laws 1967). Following is a summary report of such budget transfers which have been requested by the institutions since the date of the report presented at the Board meeting on December 9, 1968.

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*Decrease of $10,266 transferred to Board's Unappropriated Fund to offset net 1967-68 institutional overdraft.

Oregon State University

| Administration & Services | $2,643,971 | 44,165 | $2,688,136 |
| Instruction & Libraries | 14,705,148 | (186,555) | 14,518,593 |
| Extension & Public Services | 267,082 | - | 267,082 |
| Physical Plant Op. & Maint. | 1,999,504 | 14,910 | 2,014,414 |
| Unallocated Reserves | 148,548 | 112,549 | 261,097 |
| VEAF Reserves (anticipated savings in salaries and wages) | (178,175) | 18,531 | (159,644) |
| Total, OSU | $19,586,078 | $3,600* | $19,589,678 |

*Increase of $3,600 from anticipated additional restricted income from Nursery School service fees at OSU.

Portland State College

| Administration & Services | $1,937,799 | 47,234 | $1,985,033 |
| Instruction & Libraries | 7,826,656 | 239,157 | 8,065,813 |
| Extension & Public Services | 85,828 | 1,758 | 87,586 |
| Physical Plant Op. & Maint. | 666,904 | 18,970 | 685,874 |
| Unallocated Reserves | 123,548 | 47,196 | 170,744 |
| VEAF Reserves (anticipated savings in salaries and wages) | (81,708) | 1,385 | (80,323) |
| Total, PSC | $10,559,027 | $355,700* | $10,914,727 |

*Increase of $355,700 is summarized as follows:

$357,193 increase from reappropriated 1967-68 ending budget balances
(1,493)decrease transferred to Board's Unappropriated Fund to offset net 1967-68 institutional overdraft

$355,700
<table>
<thead>
<tr>
<th>Oregon College of Education</th>
<th>Budget as Previously Reported</th>
<th>Adjustments, Increases or (Decreases)</th>
<th>Budget as Last Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$679,545</td>
<td>$1,665</td>
<td>$681,210</td>
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<tr>
<td>Instruction &amp; Libraries</td>
<td>2,198,336</td>
<td>28,611</td>
<td>2,226,747</td>
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<tr>
<td>Extension &amp; Public Services</td>
<td>7,827</td>
<td>-</td>
<td>7,827</td>
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<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>261,017</td>
<td>10,758</td>
<td>271,775</td>
</tr>
<tr>
<td>Unallocated Reserves</td>
<td>141,876</td>
<td>(26,742)</td>
<td>115,134</td>
</tr>
<tr>
<td>VEA Reserves (anticipated savings in salaries and wages)</td>
<td></td>
<td>4,755 (1,984)</td>
<td>2,771</td>
</tr>
<tr>
<td>Total, OCE</td>
<td>$3,293,356</td>
<td>$12,108*</td>
<td>$3,305,464</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Southern Oregon College</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$783,151</td>
<td>$3,691</td>
<td>$786,842</td>
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<tr>
<td>Instruction &amp; Libraries</td>
<td>2,892,368</td>
<td>203,907</td>
<td>3,096,275</td>
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<tr>
<td>Extension &amp; Public Services</td>
<td>15,016</td>
<td>-</td>
<td>15,016</td>
</tr>
<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>375,003</td>
<td>3,115</td>
<td>378,118</td>
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<tr>
<td>Unallocated Reserves</td>
<td>51,981</td>
<td>(4,753)</td>
<td>47,228</td>
</tr>
<tr>
<td>VEA Reserves (anticipated savings in salaries and wages)</td>
<td></td>
<td>(37,360)</td>
<td>(37,360)</td>
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<tr>
<td>Total, SOC</td>
<td>$4,080,159</td>
<td>$205,960*</td>
<td>$4,286,119</td>
</tr>
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</table>

*Increase of $205,960 from reappropriated 1967-68 ending budget balances.

<table>
<thead>
<tr>
<th>Eastern Oregon College</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$363,398</td>
<td>(736)</td>
<td>$362,662</td>
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<tr>
<td>Instruction &amp; Libraries</td>
<td>1,223,722</td>
<td>23,751</td>
<td>1,247,473</td>
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<tr>
<td>Extension &amp; Public Services</td>
<td>4,074</td>
<td>-</td>
<td>4,074</td>
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<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>215,097</td>
<td>14,679</td>
<td>229,776</td>
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<tr>
<td>Unallocated Reserves</td>
<td>50,651</td>
<td>(24,604)</td>
<td>26,047</td>
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<tr>
<td>VEA Reserves (anticipated savings in salaries and wages)</td>
<td></td>
<td>7,020 (1,995)</td>
<td>5,025</td>
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<tr>
<td>Total, EOC</td>
<td>$1,863,962</td>
<td>$11,095*</td>
<td>$1,875,057</td>
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*Increase of $11,095 from reappropriated 1967-68 ending budget balances.

<table>
<thead>
<tr>
<th>Oregon Technical Institute</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$543,140</td>
<td>$12,793</td>
<td>$555,933</td>
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<tr>
<td>Instruction &amp; Libraries</td>
<td>1,329,994</td>
<td>40,800</td>
<td>1,370,794</td>
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<tr>
<td>Extension &amp; Public Services</td>
<td>8,137</td>
<td>-</td>
<td>8,137</td>
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<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>309,590</td>
<td>2,666</td>
<td>312,256</td>
</tr>
<tr>
<td>Unallocated Reserves</td>
<td>92,521</td>
<td>(72,201)</td>
<td>20,320</td>
</tr>
<tr>
<td>VEA Reserves (anticipated savings in salaries and wages)</td>
<td></td>
<td>(20,539)</td>
<td>15,870 (4,669)</td>
</tr>
<tr>
<td>Total, OTI</td>
<td>$2,262,843</td>
<td>(72)</td>
<td>$2,262,771</td>
</tr>
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*Decrease of $72 transferred to Board's Unappropriated Fund to offset 1967-68 institutional overdraft
<table>
<thead>
<tr>
<th>Division of Continuing Educ.</th>
<th>Budget as Previously Reported</th>
<th>Adjustments, Increases or Decreases</th>
<th>Budget as Last Adjusted</th>
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</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$742,596</td>
<td>$-</td>
<td>$742,596</td>
</tr>
<tr>
<td>Instruction &amp; Libraries</td>
<td>149,990</td>
<td>-</td>
<td>149,990</td>
</tr>
<tr>
<td>Extension &amp; Public Services</td>
<td>3,252,169</td>
<td>(7,008)</td>
<td>3,245,161</td>
</tr>
<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>189,316</td>
<td>4,797</td>
<td>194,113</td>
</tr>
<tr>
<td>Unallocated Reserves</td>
<td>47,536</td>
<td>(4,797)</td>
<td>42,739</td>
</tr>
<tr>
<td>VEA Reserves (anticipated savings in salaries and wages)</td>
<td>(26,241)</td>
<td>7,008</td>
<td>(19,233)</td>
</tr>
<tr>
<td>Total, DCE</td>
<td>$4,355,366</td>
<td>$-</td>
<td>$4,355,366</td>
</tr>
</tbody>
</table>

Teaching Research Division

| Administration & Services   | $6,592                        | $-                                 | $6,592                  |
| Instruction & Libraries     | 105,196                       | -                                  | 105,196                 |
| VEA Reserves (anticipated savings in salaries and wages) | (1,085) | - | ($1,085) |
| Total, Teaching Research Division | $110,703 | $- | $110,703 |

Centralized Activities

| Administration & Services   | $1,491,780                    | $-                                 | $1,491,780              |
| Instruction & Libraries     | 56,453                        | -                                  | 56,453                  |
| Physical Plant Op. & Maint. | 219                           | -                                  | 219                     |
| Unallocated Reserves        | 27,015                        | -                                  | 27,015                  |
| VEA Reserves (anticipated savings in salaries and wages) | (15,779) | - | (15,779) |
| Total, Centralized Activ.   | $1,559,688                    | $-                                 | $1,559,688              |

Board's Special Reserves

| Instruction & Libraries     | $43,775                       | $-                                 | $43,775                 |
| Extension & Public Services | 89,400                        | -                                  | 89,400                  |
| Physical Plant Op. & Maint. | 103,938                       | -                                  | 103,938                 |
| Unallocated Reserves        | 1,049,520                     | 11,831                             | 1,061,351               |
| Total, Board's Special Reserves | $1,286,633 | 11,831* | $1,298,464 |

*Increase of $11,831 summarized as follows:
$10,266 transferred from U of O to offset net 1967-68 overdraft.
1,493 transferred from PSC for net 1967-68 overdraft
72 transferred from OTI for net 1967-68 overdraft.

$11,831
### Summary of Preceding Transfers

<table>
<thead>
<tr>
<th></th>
<th>Budget as Previously Reported</th>
<th>Adjustments, Increases or Decreases</th>
<th>Budget as Last Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration &amp; Services</td>
<td>$12,261,473 $104,541</td>
<td>$12,366,014</td>
<td></td>
</tr>
<tr>
<td>Instruction &amp; Libraries</td>
<td>43,412,398 $289,809</td>
<td>43,702,207</td>
<td></td>
</tr>
<tr>
<td>Extension &amp; Public Services</td>
<td>3,939,463 1,806</td>
<td>3,941,269</td>
<td></td>
</tr>
<tr>
<td>Physical Plant Op. &amp; Maint.</td>
<td>5,342,264 69,895</td>
<td>5,412,159</td>
<td></td>
</tr>
<tr>
<td>Unallocated Reserves</td>
<td>1,973,181 (6,137)</td>
<td>1,967,044</td>
<td></td>
</tr>
<tr>
<td>VEAF Reserves (anticipated savings in salaries and wages)</td>
<td>(268,556) 130,042</td>
<td>(138,514)</td>
<td></td>
</tr>
<tr>
<td>Totals, All Institutions</td>
<td>$66,660,223 $589,956*</td>
<td>$67,250,179</td>
<td></td>
</tr>
</tbody>
</table>

*Net increase of $589,956 summarized as follows:

- $586,356 from reappropriated 1967-68 ending budget balances
- 3,600 from anticipated additional service fee income at OSU
- $589,956

See following pages for detailed report of budget transfers, included above which amount to $1,000 or more.
DETAILS OF BUDGET TRANSFERS OF $1,000 OR MORE BETWEEN FUNCTIONS
REQUESTED BY INSTITUTIONS
SINCE DECEMBER 9, 1968

University of Oregon

From: Instruction and Libraries $52,426
To: VEAF Reserves $52,426

Provides for required salary savings (VEAF).

From: Administration and Services $6,473
To: Instruction and Libraries $749
    Extension and Public Services 5,724

Provides for transfer of academic staff effort from Institutional
Research and Planning to School of Education - Educational
Administration ($749) and Educational Service Bureau ($5,724).

From: Instruction and Libraries $1,332
To: Extension and Public Services $1,332

Provides for additional wages in Bureau of Governmental Research
and Services.

Oregon State University

From: Administration and Services $2,585
To: VEAF Reserves $2,585

Transfers portion of salary from unfilled academic position to
VEAF Reserves to cover required salary savings.

From: Unallocated Reserves $3,040
To: Administration and Services $3,040

Provides for additional wages in the Business Office to care for
added volume of research accounts.

From: Instruction and Libraries $3,529
To: Unallocated Reserves $3,529

Provides for transfer of unallocated Summer Term funds to
Operating Reserve.

From: Unallocated Reserves $16,026
To: Administration and Services $360
    Instruction and Libraries 756
    Physical Plant Operation 14,910

Provides for transfer of funds from Operating Reserve to depart-
mental accounts for funding classified pay adjustments of July 1,
1968, and August 1, 1968.
Meeting #371-95
February 18, 1969

From: Unallocated Reserves
To: Administration and Services
     $192,941
     $42,350
     Instruction and Libraries
     150,591

Provides for transfer of funds from Reserve for Enrollment adjustment to seventy operating accounts with fifty-six being in the Instruction and Libraries functions. Those accounts in Administration and Services receiving $1,000 or more are: Business Office ($15,700, materials and expenses); Publications ($3,000, wages); Information ($5,000, materials and expenses); Registrar's Office ($2,600, materials and expenses); and Admissions ($4,000, wages and $4,000, materials and expenses); and Student Financial Aid $500, wages; $500, materials and expenses; $150, travel; $250, equipment).

Portland State College

From: Unallocated Reserves
To: Instruction and Libraries
     $3,779
     $3,779

Provides for increased staff for Art ($1,611), Theater Arts ($440), Psychology ($528), and Sociology ($1,200).

From: Unallocated Reserves
To: Administration and Services
     $5,416
     Instruction and Libraries
     2,452
     2,964

Provides for additional materials and expenses for President's Office ($2,452), additional staff for Sociology ($1,112), additional wages for Journalism ($750), and additional materials and expenses for Art ($1,102).

From: Instruction and Libraries
To: Extension and Public Services
     $1,000
     $1,000

Provides funding for equipment in Urban Studies.

From: Unallocated Reserves
To: Administration and Services
     $66,538
     $43,020
     Instruction and Libraries
     16,060
     Extension and Public Services
     758
     Physical Plant
     6,700

Provides for increases in numerous accounts. Those accounts with increases of $1,000 or more are: President's Office, materials and expenses ($4,200) and travel ($750); Dean of the Faculties, wages ($2,500), materials and expenses ($4,300) and equipment ($500); Business Office, wages ($1,235); Public Services, wages ($3,200) and materials and expenses ($9,000); Registrar's Office, wages ($5,000) and materials and expenses ($8,680); Placement Service, equipment ($1,300); Computer Instruction, materials and expenses ($8,000);
Experimental Honors Program, wages ($1,500); General Research, materials and expenses ($5,200); Administration and Stores (Physical Plant), wages ($1,408); Building Maintenance, Alteration and Repairs, wages ($4,232).

From: Instruction and Libraries $ 1,385
To: VEA F Reserves $ 1,385

Transfers required salary savings to VEA F reserves.

From: Unallocated Reserves $ 1,500
To: Instruction and Libraries $ 1,500

Provides for additional academic staff in Middle East Studies Center.

Oregon College of Education

From: Unallocated Reserves $ 1,665
To: Administration and Services $ 1,665

Provides for increases for the President's Office: wages ($1,120), materials and expenses ($65), travel ($100), and equipment ($380).

From: Unallocated Reserves $ 21,775
To: Instruction and Libraries $ 21,775

Provides for additional equipment for Audio-Visual Aids ($3,775), Physical Education ($8,000), and Science and Mathematics ($10,000).

From: Unallocated Reserves $ 3,070
To: Instruction and Libraries $ 3,070

Provides additional salaries for Science and Mathematics ($2,048) and Humanities ($1,022).

From: VEA F Reserves $ 1,024
To: Instruction and Libraries $ 1,024

Provides for increased academic staff in Science and Mathematics.

Southern Oregon College

From: Unallocated Reserves $ 3,825
To: Instruction and Libraries $ 3,825

Provides for additional wages in Publications and Information.

Eastern Oregon College

From: VEA F Reserves $ 2,025
To: Instruction and Libraries $ 2,025

Provides for additional academic staff in Foreign Language (Spanish).
From: Unallocated Reserves  $ 2,500
To:  Administration and Services  $ 800
      Instruction and Libraries  1,700

Provides for additional wages in: Publications ($800), Library ($1,000), and Physical Education ($700).

From: Unallocated Reserves  $ 5,369
To: Instruction and Libraries  615
      Physical Plant Operation  4,754

Provides for additional wages in: Library ($180), Audio-Visual ($435), Janitorial ($574) and Building Maintenance, Alterations and Minor Improvement ($4,180).

From: Unallocated Reserves  $ 15,092
To: Administration and Services  $ 750
      Instruction and Libraries  12,842
      Physical Plant  1,500

Provides for increases in numerous accounts. Those accounts receiving $1,000 or more are: Library ($1,500, wages); Library Books and Bindings ($2,000, equipment—additional books); Audio-Visual Materials Center ($750, wages and $750, materials and expenses); Mathematics ($160, materials and expenses and $1,250, equipment); and Music ($2,500, equipment).

From: Unallocated Reserves  $ 1,000
To: Administration and Services  $ 1,000

Provides for additional materials and expenses in the President’s Office.

Oregon Technical Institute

From: Unallocated Reserves  $ 72,129
To: Administration and Services  $ 12,793
      Instruction and Libraries  40,800
      Physical Plant Operation  2,666
      VEA Reserves  15,870

Provides for increases in numerous accounts. Those accounts receiving $1,000 or more are: Library ($1,200, wages); Library Books and Bindings ($2,126, equipment—additional books); Publications and Information ($10,427, materials and expenses); Registrar’s Office ($1,400, travel); General Instruction ($12,300, materials and expenses and $800, travel); Business Associates
Division ($1,542, materials and expenses); Engineering Associates-Electronics ($1,073, materials and expenses); Electro-Mechanical Technology ($1,112, wages and $600, materials and expenses); Engineering Associates-Mechanical ($1,607, materials and expenses); Auto Diesel ($2,067, materials and expenses); Metals ($2,000, materials and expenses); Equipment Replacements ($21,301, equipment); Campus Grounds Maintenance and Minor Alteration ($2,666, materials and expenses); Salary Savings Reserve ($12,870) and Wage Savings Reserve ($3,000).

Division of Continuing Education

From:  Unallocated Reserves  $ 4,797
To:    Physical Plant Operation  $ 4,797

Provides for additional general equipment.

From:  Extension and Public Services  $ 7,008
To:    VEAIF Reserves  $ 7,008

Provides for required wage savings.

The Board approved the transfers as recommended.
(Considered by Building and Finance Committees, January 7, 1969.)

At its meeting of December 12-13, 1966, the Board adopted policies relating to the role of institutionally-owned student housing, and financial policies related thereto. It recognized that the State Constitution and statutes pertaining to the financing of auxiliary enterprises capital outlay projects, with funds to be provided from the sale of bonds, require the projects to be self-supporting and self-liquidating. It determined that each institution was to develop sufficient operating income, separately for each category of student housing (residence halls, married family housing and cooperative housing), to meet all direct operating costs and designated indirect costs.

The operations of housing facilities were to be conducted in such a way that net operating income, supplemented by student building fees if necessary, would provide for payment of interest on bonds and retirement of principal.

The program which the Board formulated clearly recognized that for all categories of student housing equalizing action was needed because among the various institutions there were:

1. Significant differences in the degree to which facilities have been and would be financed from bond borrowings as contrasted with other funds. It followed that where bond borrowings are relatively heavy, in order to produce sufficient funds to meet bond debt service, either a relatively high charge would be required to be made to students or to adjust the scope of service to them.

2. Significant differences in the capital investment value of plant, per student, although there were not comparable differences in rates of charge.

Consequently, in connection with the need for equalization, the Board established a policy which provided that separately for each institution and for each category of student housing, the net operating income was to be sufficient to provide for the replacement value new of plant, at current values, and also an interest return thereon (for residence halls, approximately 3.3% interest and 2% depreciation, a total of 5.3%).

Schedule A attached provides greater details with regard to the major and minor established policies. The Board concluded that there was to be deferment of the effective date of the policy for providing for an interest return and depreciation on the cost of plant replacement new, and that the matter should be studied by institutional personnel. An ad hoc committee was appointed, with Mr. J. O. Lindstrom of the University of Oregon as Chairman. Said committee developed various plans which were reviewed with and modified by Institutional Executives and the Chancellor. Their most significant recommendations follow hereafter, while details are noted in Schedule B attached.
Recommended Major Financial Policies Relating to Residence Halls

Institutional Executives and the Chancellor recommended that insofar as operating expenses are concerned for the residence halls, that there be no significant change in the financing of costs of student counseling.

There is endorsement of the Board's philosophy that rates of charge for students and net operating income are not to be higher at those institutions where residence hall financing was provided largely from bond borrowings, as contrasted with those institutions where bond debt requirements are relatively small. There is also endorsement of the Board's philosophy that significant differences in the plant replacement value of institutions shall be accompanied by differences in required net operating income and possibly in rates of charge.

Consequently, Institutional Executives and the Chancellor formulated a plan to meet the same objectives as those of the Board but by following a different procedure. Said plan provides that bond debt service for residence halls is to be handled on a consolidated System-wide basis rather than on an institutional basis. Moneys required to meet the total amount of bond debt service are to be provided by the respective institutions based upon the ratio of the value of a new plant of an institution to the total thereof of all institutions.

Also, it is considered advisable to seek to lessen the amount of funds required of students within the immediate future by accelerating the lowering of bond debt service coverage. Under present policy, for bonds sold after May 1963, the debt service coverage is to be 125%; for bonds issued prior thereto, the coverage was to be 150%. The Institutional Executives and the Chancellor recommended that for future bond issues the coverage is to be 100%, provided though that the composite coverage is to be no less than 125%.

There follows a comparison of net operating income data per student bed capacity (not actual occupancy):

<table>
<thead>
<tr>
<th></th>
<th>Actuals 1967-68</th>
<th>Projected 1969-70</th>
</tr>
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<tbody>
<tr>
<td>EOC</td>
<td>$249</td>
<td>$253</td>
</tr>
<tr>
<td>OTI</td>
<td>240</td>
<td>250</td>
</tr>
<tr>
<td>OCE</td>
<td>367</td>
<td>253</td>
</tr>
<tr>
<td>OSU</td>
<td>235</td>
<td>273</td>
</tr>
<tr>
<td>SOC</td>
<td>320</td>
<td>270</td>
</tr>
<tr>
<td>UO</td>
<td>226</td>
<td>289</td>
</tr>
<tr>
<td>Total System (Excl. UOMS-DS)</td>
<td>254</td>
<td>273</td>
</tr>
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</table>
Recommended Financial Policies for Married Family Housing and Cooperative Housing

Each of the two categories of housing is to be operated on a self-supporting basis separately for each institution, as at present.

The expected net operating income under Board policy, as referred to above, requires the earning of a fair return on the investment value of the plant at each institution, the amount of which would be measured by depreciation on the cost of replacement new of the plant and by interest thereon.

Institutional Executives and the Chancellor recommended that separately for each institution and also separately for married family housing, as contrasted with cooperative housing, the net operating income is to be sufficient to meet debt service requirements, with the present coverage of 140% to be reduced as rapidly as possible to the 125% level referred to above.

There follows a comparison of net operating income data per unit capacity for married family housing and cooperative housing:

<table>
<thead>
<tr>
<th></th>
<th>Actuals 1967-68</th>
<th>Board 1969-70</th>
<th>Recommended 1969-70</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Married Family Housing</strong></td>
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</tr>
<tr>
<td>EOC</td>
<td>$411</td>
<td>$709</td>
<td>$606</td>
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<tr>
<td>OSU</td>
<td>488</td>
<td>663</td>
<td>471</td>
</tr>
<tr>
<td>UO</td>
<td>399</td>
<td>555</td>
<td>548</td>
</tr>
<tr>
<td><strong>Cooperative Housing</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>OSU</td>
<td>$107</td>
<td>$207</td>
<td>$144</td>
</tr>
</tbody>
</table>

The above data does not include income for temporary housing facilities for married family housing, including Eocene Court at Eastern Oregon College, Campus Court at Oregon State University, and Amazon Housing at the University of Oregon. For cooperative housing, the Oregon State University figure does not include the net income for Coed Cottage.

Summary Recommendations

Institutional Executives and the Chancellor recommended that the various recommendations noted in Schedule B attached, the most significant features of which are referred to above, be adopted by the Board. The effective date of the recommendations would be July 1, 1969; except that if bonds are sold prior thereto, the applicable features would become effective at that time.
SCHEDULE A

STUDENT HOUSING FINANCIAL POLICIES OF BOARD

(Summarizations of Board minutes noted hereafter have been amplified in some cases, but without changing the basic ideas.)

I. Why Institutionally-Owned Student Housing?

A. Provision of some student housing is essential if educational opportunity is to be extended to students of all geographical regions in Oregon. (Board Minutes, December 12-13, 1966, page 626)

B. Provide residence halls for single students in order to insure their adequate educational opportunities. (Board Minutes, December 12-13, 1966, page 628)

C. Provide housing for married students to insure their adequate educational opportunities. Also provide housing for married graduate students to encourage them to become teaching and research assistants at the institution. (Board Minutes, December 12-13, 1966, page 631)

D. Provide cooperative housing designed to accommodate single students who would provide a substantial share of their own services in an effort to reduce costs.

II. Rates of Charge to Students

A. It is expected that, separately for each institution, the rates of charge for student housing shall be such that the income shall be sufficient to make each category of housing (residence halls, married family housing and cooperative housing) self-supporting and self-liquidating. (Board Minutes, December 12-13, 1966, page 627)

1. Only in exceptional or emergency circumstances should operating income from one category of housing be used to meet either operating expenses or bond debt service of another category of housing.

2. Only in exceptional or emergency circumstances should commingled student building fees be used to assist with bond debt service for student housing. (NOTE: Student building fees may be used with the approval of the Chancellor to meet bond debt service related to student housing; student building fees cannot be used to meet operating expenses.)
B. Operating income produced from housing operations is to be sufficient to meet all direct costs (exclusive of costs for counseling which are to be paid from unrestricted funds) and designated major apportioned physical plant costs. (Board Minutes, December 12-13, 1966, page 627)

C. The amount of net operating income is to be sufficient to cover depreciation on buildings, and also to provide a reasonable return on the capital investment, both to recognize the estimated cost of replacement new of buildings. Said net operating income, separately for each institution and each category of housing, is to be available to meet related bond debt service of the institution. (Board Minutes December 12-13, 1966, page 628)

**NOTE:** Thus for a new residence hall, if the capital investment is $6,000 per student space, the required net operating income is to be sufficient to provide for building depreciation at the rate of 2% per year, and interest on investment at the average interest rate on outstanding bonds, about 3.3%, a total of about 5.3%. During the first year of operation, the expected net operating income per space would approximate $318; and in subsequent years, said amount would be adjusted as changes occurred in the cost of replacement of the plant or in interest rates.

Similarly, for a new family housing unit, if the investment is $12,000, the required net operating income is to be sufficient to provide for building depreciation at the rate of 2.5% per year, and interest on investment, currently about 3.3%, a total of about 5.8%. During the first year of operation, the expected net operating income per unit would approximate $696; and in subsequent years, said amount would be adjusted as changes occurred in the cost of replacement for the units or in interest rates.

III. Bond Sinking Funds.

A. Separate bond sinking funds are to be maintained for each category of student housing at each institution and the balance in each shall be equal at least to bond debt service for two succeeding years.

B. Moneys for bond sinking funds are generally to be provided from two sources—the net operating income of the institution concerned, also interest earnings on investments. The total net income would be applied, to the extent needed, to meet bond debt service and reserve requirements and the excess, if any, is to remain with the institution.
The other source of moneys to meet debt service, if and to the extent needed, is from commingled student building fees, as may be authorized by the Chancellor.

IV. **Ratio of Projected Net Income to Bond Debt Service, for Each Year of Life of Bonds.**

A. For bonds issued prior to May 1963, the coverage is to be at least 150%.

B. For bonds issued after May 1963, debt service coverage each year is to be at least 125%.

C. As of this date, the consolidated minimum requirement for all outstanding bonds approximates 140%.

V. **Life of Bonds.**

A. Pursuant to statute, the maturity of bonds may not exceed 30 years.

B. Authorization is to be sought of the 1969 Legislature to permit the issuance of bonds with serial maturities over a 40-year period. (Board Minutes October 22, 1968, page 747)
SCHEDULE B

RECOMMENDED STUDENT HOUSING FINANCIAL POLICIES
OF INSTITUTIONAL EXECUTIVES

I. Why Institutionally- Owned Student Housing?

Concurrence with Board Policies.

II. Rates of Charge to Students.

Residence Halls

A. It is expected that separately for each institution the rates of charge for each category of housing (residence halls, married family housing and cooperative housing) shall produce sufficient income to meet operating expenses, thereby being self-supporting.

1. Income is to be sufficient to cover all direct costs and designated major apportioned physical plant costs, pursuant to action of the Board as noted in the minutes of the meeting of December 12-13, 1966, page 627.

2. Services provided by residence hall counselors related to counseling shall be paid for by unrestricted funds, as at present.

B. The rates of charge for residence halls are to be such as to produce sufficient total net operating income from all residence halls, except for the Medical School, which, when added to interest earnings on investments of related bond sinking funds and accounts and the Bond Building Fund, will provide the required ratio of total bond debt service coverage of the System as noted in Section IV. (As soon as possible, coverage is to be lowered to 125% from the present coverage of about 140%.)

The required net operating income of any given institution shall be determined on the basis of the ratio of the replacement value new of its residence hall buildings and service areas to the total of the value of such facilities for the System. (For purposes of this mathematical apportionment, the value of the land and movable equipment will not be included.)

C. For the Medical School, which does not have dining facilities, but does have a significantly higher indebtedness per student space than for residence halls of other institutions, it is expected that a reasonable net income is
to be produced. Since separate bond debt service account-
ing will be maintained for the Medical School, and the net
income will be insufficient to meet debt service and cover-
age requirements, student building fees will be provided in
an amount sufficient to meet the debt service requirements
for Article XI-F(1) bonds.

D. Only in exceptional or emergency circumstances, with the
approval of the Chancellor, will net income from one
category of student housing of an institution be trans-
ferred to any other category of student housing.

E. It is expected that the rates of charge for board and room
in residence halls within an institution, and between insti-
tutions, would be essentially the same if services and facil-
ities are similar; but if there are significant dissimi-
larities, rates of charge may be different.

Married Family Housing

A. Separately for each institution, the rates of charge for
rentals for married family housing shall be such as will
produce sufficient income to meet all direct operating
costs and also major apportioned physical plant costs
noted in the Board minutes of December 12-13, 1966, page
627.

B. The resultant net operating income, increased by interest
income on investments, is to be sufficient to meet bond
debt service requirements for married family housing at
the institution with the ratio of projected net income to
bond debt service to be that noted in Section IV.

Cooperative Housing

A. Separately for each institution charges are to be at such
a level as will produce sufficient income to meet all
direct operating costs, also all major apportioned physical
plant costs as noted in the Board minutes of the December 12-
13, 1966, meeting, page 627.

B. The resultant net operating income increased by interest
income on investments is to produce sufficient net income
to meet bond debt service requirements for cooperative
housing at the institution with the ratio of projected
net income to bond debt service to be that noted in
Section IV.
III. Bond Sinking Funds and Accounts

Residence Halls

A. A Board consolidated residence hall bond sinking fund reserve shall be maintained with a sufficient balance to meet bond debt service for two succeeding years.

1. Interest earnings on investments of said Board reserve, institutional residence hall sinking fund accounts, and residence hall bond building fund accounts shall be credited to said consolidated reserve.

2. Most moneys for the consolidated bond sinking fund reserve are to be obtained by transfers from the various institutional residence hall sinking fund accounts.

The amount to be obtained from each institution periodically shall be based upon the ratio of the replacement value new of the residence halls to the related total values of all institutions. Said values shall be exclusive of those for land and equipment.

3. Commingled student building fees shall be provided, subject to the authorization of the Chancellor, to the extent needed when an institution is unable to meet its requirement of the amount of funds to be transferred from the institutional residence hall sinking fund account, presently related to its appropriate allocation of 140% of total bond debt service, but which 140% is to be reduced as soon as possible to 125%.

B. An institutional residence hall bond sinking fund account shall be operated as follows:

1. The net operating income of the institution periodically shall be transferred to the indicated institutional sinking fund account.

2. Periodically, money from said account will be transferred to the Board consolidated residence hall bond sinking fund reserve to the extent required of the institution.

3. The remaining institutional sinking fund account balance shall be applied to increase the Board's consolidated sinking fund reserve for borrowings to finance new residence halls for the institution.
Also, subject to the approval of the Chancellor, moneys in said institutional sinking fund account may be used to finance increases in investment value of equipment, to provide for payment of architects' fees for planning new residence hall projects, and to assist in financing new residence halls of the institution.

*Section contained in agenda for the meeting on January 7, 1969, of the Committee on Finance and Business Affairs was amplified during the discussion and concurrence was obtained to modify the same in the Board Minutes but retaining the same basic ideas.

Married Family Housing

A. An appropriate married family housing sinking fund account shall be maintained, separately for each institution, the balance therein to be sufficient at all times to meet bond debt service for two succeeding years.

B. Interest earnings on investments of said accounts shall be credited thereto. Similarly, interest earnings on investment of Bond Building Fund reserves shall be credited to the account.

C. Balances in married family housing bond sinking fund accounts, in excess of the two-year debt service requirement, will be available to the institution. Subject to the approval of the Chancellor, said moneys may be used for financing architectural planning for new married family housing projects, financing increases in investment in equipment, to establish sinking fund accounts for new married family housing capital outlays for the institution, and other related married family housing purposes of the institution.

Cooperative Housing

A. An appropriate cooperative housing sinking fund account shall be maintained, separately for each institution, the balance therein to be sufficient at all times to meet bond debt service for two succeeding years.

B. Interest earnings on investments of said accounts shall be credited thereto. Similarly, interest earnings on investment of Bond Building Fund Reserves shall be credited to the account.

C. Balances in cooperative housing bond sinking fund accounts, in excess of the two-year debt service requirement, will be available to the institution. Subject to the approval of the Chancellor, said moneys may be used for financing architectural planning for new cooperative housing projects,
financing increases in investment in equipment, to establish a sinking fund account for new cooperative housing capital outlays for the institution and other related cooperative housing purposes of the institution.

IV. Ratio of Projected Net Income to Bond Debt Service, for Each Year of Life of Bonds.

A. For bonds issued prior to May 1963, expected coverage each year is to be at least 150%.

B. For bonds which have been issued subsequent thereto, the average is to be at least 125%.

C. For bonds expected to be issued hereafter, the coverage of each issue shall be at least 100%, with the composite ratio of all bonds outstanding expected to be at a 125% level.

NOTE: At this time the consolidated minimum requirement for all outstanding bonds approximates 140%. It is presently expected that if $35,000,000 of bonds are sold before June 30, 1971, as presently anticipated by Board approved capital outlay program, then thereafter the composite rate will approximate 125%.

The indicated coverage for residence halls is to be on a consolidated basis for all the facilities of all institutions. For married family housing, the coverage is to be provided separately for each institution. Similarly, for cooperative housing, coverage is required of each institution.

V. Life of Bonds.

Subject to authorization of legislation to be sought in 1969 to permit the issuance of bonds with maturities extending over a 40-year period, it is intended that bonds of said maturity would hereafter be issued with due recognition to be given to the normal expected life of the facilities for the purpose for which designed.

Office of Business Affairs
December 31, 1968
Mrs. Johnson said that when the general housing policy was approved, it was expected that it would be reviewed annually. She said that the philosophy of student housing needs to be reviewed and mentioned the following points:

1. Portland State College does not have student housing but they do have a difficult problem with parking. She suggested that perhaps pooled parking fees should be considered if pooled dormitory fees were established.

2. The board and room charges in the State System are lower than the national average, primarily because previous generations have provided housing and debt-free dormitories which makes it possible for the present generation to have lower charges. She said that while it was desirable to hold present board and room charges to the lowest possible rates that the Board still has an obligation to the future generations of students that are coming along to maintain sufficient moneys so that it would not be necessary to borrow the entire cost of future dormitories. She said this is particularly true since the board and room charges are not excessive compared with national averages.

3. She said she believes the Board should consider the philosophy of furnishing counseling costs in dormitories from state unrestricted funds rather than from dormitory charges.

4. She said she questioned the philosophy of building married student housing and cooperative housing and the imbalance in the amount of such housing among the various institutions.

Mr. Bork stated that the pooling of the funds was intended to apply to residence halls and that the married student housing and cooperatives would continue to be operated under a non-pooling plan.

Mr. Lindstrom, Chairman of the Interinstitutional Committee on Student Housing, said that the committee had two main objectives in its development of the residence hall policy recommendations:

1. To pool the amount required for bond debt service on a system-wide basis so that the amount of board and room charges that can be used for food and services would be the same on all campuses;

2. To reduce the amount of earnings required from between 140 and 149 percent of debt service costs so as to reduce coverage to 125 percent as soon as possible.

Mr. Lindstrom said that the committee had attempted to develop a policy which would reduce the cost to the students to the greatest extent possible commensurate with financial safety rather than to accumulate money so that future generations can live in dormitories
at lower rates. He said that he would like to see dormitory rates as low as possible and the loaning period extended as long as the useful life of the building. This would require a higher interest rate but the amount of debt service paid per year per student would be less.

Mr. Payne said that he believed that the 125 percent coverage would represent sound coverage from the business standpoint, that it would not jeopardize the future financing of dormitory construction, and at the same time would not raise unduly the cost to the present generation of students. He noted also that the need for dormitories may change within the next few years.

Mr. Russell Sadler said that there was no objection to board and room charges which would provide the necessary safeguards so that it would not be necessary to levy a property tax to pay off the bonds sold to build dormitories. He said, however, that there was a change in the type of students coming to college and that many of those students are more concerned with the cost of board and room than with the luxury of the accommodations, and that certain other students would be happy to live in dormitories if they were styled differently. He suggested that in planning for dormitories there should be an intensive examination of the type of facilities which the students want.

In the Committee discussion it was suggested that the Committee act on the financial decisions which needed to be made in order to set the board and room charges for the coming year and consider at a later time the philosophy of the married student and cooperative housing policies and the matter of dormitory student counselling. The Chancellor indicated that there were two key points: (1) the recommendation that the debt service on residence halls be pooled as a basis for determining what the assessments to institutions will be for earning targets; and (2) that the debt service coverage be reduced from the present average of 140 percent to 125 percent as expeditiously as possible. He said that the Board's Office could then develop further reports for the Board on parking, housing and other related issues. He noted that the Board had already approved, in principle, extending the bonding from 30 to 40 years.

The Committee recommends that the Board approve the concept of pooling the debt service on residence halls as a basis for determining earnings required at the institutions, and that the debt service coverage on all Article XI-F(1) bond be reduced to 125 percent as soon as possible. It was understood that the reports and analyses pertaining to the other issues included in the policies, recommendations and discussion would be brought back to the Committee for further discussion at the earliest possible opportunity. Mrs. Johnson further requested that the Board be kept fully informed of the background and rationale as the reports, information, and recommendations are developed.
Mrs. Johnson pointed out there was a significant difference in the recommended basic financial policies pertaining to single student residence halls as contrasted with married student housing and cooperative housing. She indicated that for single student residence halls at the respective institutions there was a pooling element affecting all institutions participating in meeting bond debt service regardless of whether any particular institution had no indebtedness, low indebtedness, or a relatively high indebtedness. She indicated also that an institution which had a relatively high value dormitory would be expected to have a higher net income than an institution where the investment was relatively low. She urged that further consideration therefore be given during the next year to the recommendations pertaining to married student housing and cooperative housing under which each institution has been responsible only for meeting its indebtedness payments, and the responsibility for meeting indebtedness on an interinstitutional pooling basis has been absent.

The Board adopted the recommendations of the Finance Committee as noted above, including the request that further consideration be given to the net earnings requirement for married student housing and cooperatives and to consider the feasibility of a bond pooling liability arrangement for those two types of housing.

President Forrester announced that the next regular meeting of the Board is scheduled for Monday, March 10, 1969, at the Marine Science Center of Oregon State University, Newport, Oregon.

President Forrester said that the Board members had received letters and telephone calls as a result of the administrative decision made at the University of Oregon regarding the serving of grapes. He read the following statement on behalf of the Board:

The decision by Acting President Johnson to stop purchase of grapes in the University of Oregon dormitories for the remainder of this academic year has raised again the question of whether State System institutions, as institutions, should take positions on public issues. Specifically, many persons and some organizations have asked whether the action of the University of Oregon does, in fact, put the University of Oregon on the side of one of the competing groups in the Delano grape controversy.

The Board accepts Acting President Johnson's statement that the action was not intended to commit the institution to a partisan position.

The Board long has had a basic policy that institutions, as institutions, take no action favoring or opposing a particular position on public issues. This policy of institutional neutrality on public issues was adopted soon after the Board was established and has served the System well. This long-established policy is reaffirmed.
Mr. Yasui stated that in his opinion President Johnson did take a stand on the position of the grape boycott and that he (Mr. Yasui) had received numerous communications from neighbors and taxpayers who have stated that they feel President Johnson acted hastily and perhaps unwisely in acceding to the demands of a particular group of dormitory students. He said he was concerned particularly with the trend which might be established in allowing a minor segment of the students to demand a certain position and taking a position on their demands. He said that following this trend and acceding to all of their demands could very easily lead to some economic impact on the State of Oregon.

President Johnson described the negotiations which were followed in the grape issue. He said that the issue was raised during the fall term when the student senate passed a resolution asking the University of Oregon to take a position in favor of the Delano workers. He indicated that he had responded that it was not the policy of the University of Oregon to take a position in matters of this kind and suggested that if the students wished to take a position, as individuals, on a controversial issue, they might do so by simply declining to take grapes when they were served in the dormitory. It was also agreed that alternative desserts would be served whenever grapes were served as dessert. The students then later pointed out that although they had declined to take grapes this had not affected the purchasing of grapes by the University because they were being used in salads, and they also claimed that the grapes were being served more often.

The University administration then indicated to the students that it would cooperate by reducing the purchase of grapes in proportion to the number of students who definitely did not wish to be served grapes and the dormitory students were polled on this question. Two polls were taken, and although there were some ambiguities in the polls, it was undeniably true that 30 percent of the students did not wish to be served grapes. The grape purchase by the University were then reduced by 30 percent. Using 1967-68 in comparison with 1968-69, it was found that the University had purchased 2,000 more pounds of grapes from July 1, 1968, to February 3, 1969, than had been purchased from July 1, 1967, to July 1, 1968. President Johnson said that the only way in which to meet the commitment to those students who did not wish grapes was to discontinue the purchase of grapes for the remainder of the academic year.

President Johnson concluded that the administrative decision was an attempt to cooperate with students who wish personally to take a position on this or other controversial issues, and that this was the basis for the distinction he had been trying to draw between this action and an institutional position on the issue.

Mr. Russell Sadler said that he had been asked to report that the ASUO President Dick Jones, with the concurrence of the ASUO Senate, supported the action of President Johnson, noting that it was a
responsible attempt to respond to a sincere and legitimate request from some students at the institution. Mr. Sadler said that it was worth noting that the students supporting the boycott did not get all that they asked for which was that the purchase and serving of grapes be stopped. However, President Johnson had expressed concern for the rights of those who might wish to have grapes served and presented the formula which he described for determining the amount of grapes to be purchased and served. Mr. Sadler also noted that an informal personal survey indicated that the support of the grape strike was not intended as any reflection on the Oregon agricultural industry, nor was any boycott of Oregon products anticipated.

Mr. Payne pointed out that "as a Board we are acting on policy and that it is not the role of the Board to involve itself in the internal administration of the schools on this or other issues." He said he had emphasized the need to put more strength into the student body offices and give them more position. He said that if students are trying to make their positions known about this or any other issue that the Board should at least listen to them if it really does want greater student participation and responsibility in the decisions affecting the institutions.

He further pointed out that it should be recognized that institutional executives are criticized frequently by the public and that this makes the position of an institutional executive very difficult.

CHANCELLOR'S REPORT

The Chancellor reported that Mr. H. A. Bork, Vice Chancellor for Business Affairs, has requested that he be relieved of his principal duties as Vice Chancellor for Business Affairs in September or October of this year after thirty-five years of service. Mr. Bork will continue to be available in a consulting role on a 50 percent basis. In announcing Mr. Bork's retirement, the Chancellor said that the financial management of the State System has been remarkably well accomplished even in a period of quite tremendous growth under the leadership of Mr. Bork. His reputation with the persons with whom he has worked has been characterized by integrity, intelligence, and service. The Chancellor then read the following statement which he had received from Governor Tom McCall:

The outstanding dedication of Vice Chancellor H. A. Bork to higher education in Oregon and to the best interests of the people of the state, throughout his 35 years of service, is highly regarded by his associates at the State System and by members of the Board of Higher Education. Those in other sections of state government and in the private sectors also have expressed praise for the contributions he has made in public service. I am most pleased to join in such tributes to a man who has established a most enviable record in directing the financial affairs of one of our most important and extensive state endeavors.
Mr. Forrester commented that the Board members were going to miss Mr. Bork whose performance as Comptroller and Vice Chancellor for Business Affairs had been superb.

Mr. Bork thanked the Chancellor and the Board for their statements and indicated that he had received a great deal of enjoyment from his work with the institutions and the State System.

J. H. Jensen, Resignation

The Chancellor announced that President James H. Jensen would be leaving the presidency of Oregon State University in late summer or early fall. He said that the following Senate Concurrent Resolution 2 had been submitted to the legislature:

Whereas since 1961 James H. Jensen has served as President of Oregon State University; and

Whereas during that period of time President Jensen has earned and maintained the respect of students, faculty, alumni and the citizens of Oregon as an administrator of high intellectual quality and progressive innovation; and

Whereas through his rapport with his constituency he has been true to the functions of higher education in the transmission of knowledge, free inquiry, public service and research in his institution's quest for excellence; and

Whereas when he came to Oregon he was already a distinguished scientist and has compiled a record of further high achievements including the presidency of the Association of State Universities and Land-Grant Colleges; and

Whereas he at all times administered his many responsibilities with firmness, fairness, dignity, poise, compassion, understanding, and blended concepts of free expression with the rights of both the minorities and majorities; and

Whereas he has accepted appointment with the Rockefeller Foundation; now, therefore,

Be It Resolved by the Legislative Assembly of the State of Oregon:

That the Fifty-fifth Legislative Assembly does hereby commend James H. Jensen for nearly eight years of distinguished service to Oregon and does also express great gratitude for an administrative posture that has not only brought credit to his institution and our state but well serves as an outstanding example to his successors, his colleagues in higher education locally and nationally, the Oregon State Board of Higher Education and citizens of every persuasion who diligently hope collegiate education may be preserved and extended in the kind of atmosphere that prevails at Oregon State University.
The Chancellor indicated that the advisory committee on education of the American Legion Department of Oregon had adopted the following resolution at its 1968 Department convention:

WHEREAS, The Department of Oregon, American Legion during its 1968 Department Convention adopted resolutions conforming with national policy, promoting Americanism within the school system of the State of Oregon.

THEREFORE BE IT RESOLVED, that this committee requests that the Department Executive Committee adopt the following Resolution:

BE IT RESOLVED, that Dr. James H. Jensen, President, Oregon State University be commended for the responsible manner in the action taken to safeguard the legitimate administrative structure and its lines of communication in opposition to the disruptive and unsanctioned activity on the O.S.U. campus during his tenure.

BE IT FURTHER RESOLVED, that a copy of this commendation be forwarded to the Chancellor of the State Board of Higher Education and the Superintendent of Public Instruction.

/s/ John W. Buether, Chairman
Advisory Committee on Education

M. J. Smith
Memorial Center

The Chancellor stated that Portland State University had submitted a recommendation that the College Center be named the Michael J. Smith Memorial Center in commemoration of Michael J. Smith, a former member of the College Bowl team of Portland State University, who died in October 1968. The request was to have been made at the January Board meeting, with the appropriate ceremonies to be conducted following that meeting, but prior to the postponed January meeting on February 18. Consequently, the Chancellor said that he had contacted the Board members and secured their verbal approval so that the ceremony could go forward as scheduled and he recommended that the Board take official action to approve the renaming of the College Center as the Michael J. Smith Memorial Center.

The Board confirmed the telephonic vote approving the recommendation as presented.

Revision of Board's 1969-1971 Biennial Budget Requests as Result of Upward Revision in Enrollment Estimates

The Chancellor recommended that the Board take action to endorse officially the adjusted budget appropriation request for the workload increase made necessary by the upward revision in enrollment estimates for the next biennium, as included in the following report:
OREGON STATE SYSTEM OF HIGHER EDUCATION

Biennial Budget - 1969-1971
Recommended Revision of Board’s Requests Resulting from
an Upward Revision in Enrollment Estimates

At the Board’s meeting of December 9, 1968, there was distributed a
statement showing the Board’s September 1, 1968, biennial budget requests
compared with the recommendations in the Governor’s budget, which was issued
about December 1, 1968. At that time, it was indicated to Board members that
the operating budget needs for 1969-1971 would be re-estimated to give effect
to the larger student enrollments expected during biennium 1969-1971, based
on the substantial over-realization of enrollment estimates which occurred
during the fall term of the current academic year. In anticipation of the
larger enrollment estimates for the next biennium, the Governor’s budget had
included an amount of $5 million as a preliminary estimate of the increase
required in the operating budget because of the expected larger enrollments
during the next biennium.

The revised enrollment estimates and the revised budget requirements have
now been determined. The revised enrollment estimates are compared below with
the enrollment estimates upon which the Board’s September 1, 1968, budget
requests were based.

<table>
<thead>
<tr>
<th>ESTIMATED AVERAGE 3-TERM FTE ENROLLMENTS</th>
<th>Year 1969-70</th>
<th>Year 1970-71</th>
<th>Average for Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>As estimated in Board’s September 1, 1968, biennial budget request</td>
<td>44,267</td>
<td>45,573</td>
<td>44,920</td>
</tr>
<tr>
<td>Estimates revised in accordance with fall 1968 enrollment experience</td>
<td>47,684</td>
<td>49,712</td>
<td>48,698</td>
</tr>
<tr>
<td>Increase in revised enrollment estimates</td>
<td>3,417</td>
<td>4,139</td>
<td>3,778</td>
</tr>
</tbody>
</table>

Note: Percentage increases in FTE enrollments during recent years and pro-
jected for the next two years are as follows:

- 1962-63, 8.2%
- 1963-64, 4.5%
- 1964-65, 5.9%
- 1965-66, 13.6%
- 1966-67, 6.5%
- 1967-68, 7.6%
- 1968-69, 8.4%
- 1969-70, 4.4% (est.)
- 1970-71, 4.3% (est.)
The increases required in the operating budget requests occur in Instruction, Related Research and General Services. The estimated operating costs to care for the expected further increases in enrollments are based upon the staffing ratios and other cost factors which were approved by the Board in the Biennial Budget Plan dated June 10, 1968, and which were used in formulating the Board's September, 1968, budget requests. The September 1, 1968, budget requests are compared in the following summary with the proposed revised budget requests required to care for the expected further increases in student enrollment.

<table>
<thead>
<tr>
<th>Instruction, Related Research and General Services</th>
<th>Proposed Requests September 1, 1968</th>
<th>Proposed Revised Requests</th>
<th>Proposed Increases in Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$147,712,622</td>
<td>$147,712,622</td>
<td>$ -0-</td>
</tr>
<tr>
<td>Interim Program Adjustments</td>
<td>817,284</td>
<td>817,284</td>
<td>-0-</td>
</tr>
<tr>
<td>Workload Increase</td>
<td>6,242,487</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision for further increases in enrollment</td>
<td>)</td>
<td>)</td>
<td></td>
</tr>
<tr>
<td>based on 1968 fall term experience</td>
<td>)</td>
<td>)</td>
<td>4,274,944</td>
</tr>
<tr>
<td>Operation of New Facilities</td>
<td>1,174,981</td>
<td>1,174,981</td>
<td>-0-</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>18,275,531</td>
<td>18,275,531</td>
<td>-0-</td>
</tr>
<tr>
<td>New Programs</td>
<td>371,593</td>
<td>371,593</td>
<td>-0-</td>
</tr>
<tr>
<td>Total Instruction, Related Research and General Services</td>
<td>$179,594,498</td>
<td>$183,869,442</td>
<td>$4,274,944</td>
</tr>
</tbody>
</table>

* The amount of $5,000,000 to care for expected further increases in enrollments was not included in the Board's September 1, 1968, requests, but was included in the December, 1968, report, to correspond with the amount recommended in the Governor's budget for that purpose.
The Governor has also revised his recommended budget to provide for the further expected increases in student enrollment during the next biennium. It was found that the increases in projected enrollments for years 1969-70 and 1970-71 were greater than had been anticipated when the Governor's biennial budget was issued on December 1, 1968. The Governor's revised recommended budget includes, in place of the $5 million originally estimated to care for further increased enrollments, an amount of $7,029,704 to care for the further increases in enrollments now estimated. On the attached pages are shown a revised, consolidated summary for the State System comparing the Board's revised requests with the Governor's revised recommendations.
OREGON STATE SYSTEM OF HIGHER EDUCATION

Biennial Budget - 1969-1971
Comparison of Proposed Revised Requests and Revised Amounts Recommended by Governor, Including Amounts Required to Care for Further Expected Increases in Student Enrollments

CONSOLIDATED SUMMARY, ALL FUNDS
(Salary Adjustments Not Included)

<table>
<thead>
<tr>
<th>Instruction, Related Research and General Services</th>
<th>Board's Request</th>
<th>Governor's Recommendation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Budget</td>
<td>$147,712,622</td>
<td>$146,431,747</td>
<td>$1,280,875</td>
</tr>
<tr>
<td>Interim Program Adjustments</td>
<td>817,284</td>
<td>837,850</td>
<td>20,566</td>
</tr>
<tr>
<td>Workload Increase</td>
<td>15,517,431</td>
<td>14,679,316</td>
<td>838,115</td>
</tr>
<tr>
<td>Operation of New Facilities</td>
<td>1,174,981</td>
<td>1,135,793</td>
<td>39,188</td>
</tr>
<tr>
<td>Program Improvement</td>
<td>18,275,531</td>
<td>3,025,051</td>
<td>15,250,480</td>
</tr>
<tr>
<td>New Programs</td>
<td>371,593</td>
<td>-0-</td>
<td>371,593</td>
</tr>
<tr>
<td><strong>Total Instruction, Related Research and General Services</strong></td>
<td><strong>$183,869,442</strong></td>
<td><strong>$166,109,757</strong></td>
<td><strong>$17,759,685</strong></td>
</tr>
</tbody>
</table>

State Wide Public Services

| Teaching Hospitals - Clinics                      | $18,593,370     | $18,164,751               | $428,619   |
| Crippled Children's Division                     | 4,280,658       | 4,064,855                 | 215,803    |
| Dental Clinics                                    | 730,000         | 715,075                   | 14,925     |
| Federal Cooperative Extension                    | 10,713,905      | 10,279,120                | 434,785    |
| Agricultural Experiment Station                   | 13,983,834      | 13,403,540                | 580,294    |
| Forest Research Laboratory                        | 2,682,365       | 2,403,232                 | 279,133    |
| **Total State Wide Services**                    | **$50,984,132** | **$49,030,573**           | **$1,953,559** |

Federal Student Loans, NDEA and Health Professions

| $6,276,409 | $6,276,409 | -0- |

Projects Financed from Gifts, Grants and Contracts

| $72,399,644 | $72,399,644 | -0- |

Auxiliary Enterprises

| $56,815,745 | $56,815,745 | -0- |

Capital Construction

| $91,315,000 | $66,020,000 | $25,295,000 |

Debt Service

| $13,535,583 | $13,535,583 | -0- |

**TOTAL FOR STATE SYSTEM**

| $475,195,955 | $430,187,711 | $45,008,244 |
### APPROPRIATIONS FROM STATE GENERAL FUND
(Salary Adjustments Not Included)

<table>
<thead>
<tr>
<th></th>
<th>Board's Request</th>
<th>Governor's Recommendation</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction, Related Research</td>
<td>$142,642,639</td>
<td>$124,872,581</td>
<td>$17,770,058</td>
</tr>
<tr>
<td>and General Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Wide Public Services, Totals</td>
<td>31,271,639</td>
<td>28,926,494</td>
<td>2,345,145</td>
</tr>
<tr>
<td>Hospitals and Clinics, UOMS</td>
<td>13,529,309</td>
<td>12,589,094</td>
<td>940,215</td>
</tr>
<tr>
<td>Crippled Children's Division, UOMS</td>
<td>2,971,748</td>
<td>2,755,945</td>
<td>215,803</td>
</tr>
<tr>
<td>Dental Clinics, UODS</td>
<td>-0</td>
<td>-0</td>
<td>-0</td>
</tr>
<tr>
<td>Experiment Station, OSU</td>
<td>7,825,377</td>
<td>7,309,716</td>
<td>515,661</td>
</tr>
<tr>
<td>Federal Cooperative Extension, OSU</td>
<td>5,923,568</td>
<td>5,581,863</td>
<td>341,705</td>
</tr>
<tr>
<td>Forest Research Laboratory, OSU</td>
<td>1,021,637</td>
<td>689,876</td>
<td>331,761</td>
</tr>
<tr>
<td>Federal Student Loans, State Matching</td>
<td>627,640</td>
<td>627,640</td>
<td>-0</td>
</tr>
<tr>
<td>Projects Financed from Gifts,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contracts</td>
<td>-0</td>
<td>-0</td>
<td>-0</td>
</tr>
<tr>
<td>Auxiliary Enterprises, Dormitories, etc.</td>
<td>-0</td>
<td>-0</td>
<td>-0</td>
</tr>
<tr>
<td>Capital Construction</td>
<td>26,860,000</td>
<td>15,210,000</td>
<td>11,650,000</td>
</tr>
<tr>
<td>Debt Service on Bonds</td>
<td>2,645,239</td>
<td>2,645,239</td>
<td>-0</td>
</tr>
<tr>
<td><strong>TOTALS, STATE APPROPRIATIONS</strong></td>
<td><strong>$204,047,157</strong></td>
<td><strong>$172,281,954</strong></td>
<td><strong>$31,765,203</strong></td>
</tr>
</tbody>
</table>
Biennial Budget - 1969-1971,
Continued

SALARY ADJUSTMENTS:

The amounts required for salary improvements are not included in the preceding summaries. The Governor's budget provides a separate section on salary adjustments, which includes the recommended amounts for pay adjustments in all state agencies. The Board of Higher Education presented recommendations for academic staff. The recommendations for classified staff are made by the State Civil Service Commission.

For academic staff the Board's request was to reach during year 1969-70 the simple average of salaries in 19 other state universities with which UO and OSU are regularly compared; and then to maintain that position during year 1970-71. For year 1968-69 the composite salary averages at OSU and UO equal approximately 95% of the average for the 19 other state universities. The recommendation in the Governor's budget would provide an amount of funds sufficient to continue the 1968-69 relative position into year 1969-70, and in year 1971-72 to raise the position of the Oregon institutions relative to the 19 institutions by one percentage point to 96%. The Governor's budget states that this recommendation represents the first step in a six-year plan to achieve salary parity, based on the 19-institution average, in year 1975-76. In terms of average annual percentage salary adjustments, the Board's request and the recommendation in the Governor's budget are as follows:

Board's requested salary adjustments, 11.6% in year 1969-70; 6.1% in year 1970-71
Recommended in Governor's budget, 6.1% in year 1969-70; 7.1% in year 1970-71

January 24, 1969
Biennial Budget - 1969-1971, Continued

SALARY ADJUSTMENTS, Continued

Since the summaries on the preceding pages were prepared for presentation to the Board at its meeting originally scheduled for January 27, 1969, House Bill 2040 has been introduced, including the State General Fund appropriation for operating costs of all institutions and divisions in the State System of Higher Education during biennium 1969-1971. The amounts shown in the appropriation bill for the various higher education programs include the amounts recommended by the Governor for academic staff salary adjustments. The following summaries show the amounts of salary adjustments requested by the Board of Higher Education and the amounts recommended by the Governor:

<table>
<thead>
<tr>
<th>Programs</th>
<th>Requested By Board</th>
<th>Recommended By Governor</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Staff Salary Adjustments - All Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction, Related Research and General Services</td>
<td>$18,139,192</td>
<td>$11,843,278</td>
<td>$(6,295,914)</td>
</tr>
<tr>
<td>State-Wide Public Services:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Hospitals-Clinics</td>
<td>123,819</td>
<td>76,766</td>
<td>$(47,119)</td>
</tr>
<tr>
<td>Crippled Children's Division</td>
<td>123,819</td>
<td>88,589</td>
<td>$(35,230)</td>
</tr>
<tr>
<td>Dental Clinics</td>
<td>9,480</td>
<td>14,925</td>
<td>5,445</td>
</tr>
<tr>
<td>Federal Cooperative Extension</td>
<td>1,064,362</td>
<td>680,394</td>
<td>$(383,968)</td>
</tr>
<tr>
<td>Agricultural Experiment Station</td>
<td>917,323</td>
<td>619,078</td>
<td>$(298,245)</td>
</tr>
<tr>
<td>Forest Research Laboratory</td>
<td>244,516</td>
<td>146,971</td>
<td>$(97,545)</td>
</tr>
<tr>
<td><strong>Total, Academic Salary Adjustments</strong></td>
<td>$20,822,577</td>
<td>$13,470,001</td>
<td>$(7,352,576)</td>
</tr>
</tbody>
</table>

State General Fund Appropriations for Academic Staff Salary Adjustments

<table>
<thead>
<tr>
<th>Programs</th>
<th>Requested By Board</th>
<th>Recommended By Governor</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction, Related Research and General Services</td>
<td>$18,095,249</td>
<td>$11,810,327</td>
<td>$(6,284,922)</td>
</tr>
<tr>
<td>State-Wide Public Services:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Hospitals &amp; Clinics</td>
<td>95,941</td>
<td>66,078</td>
<td>$(29,863)</td>
</tr>
<tr>
<td>Crippled Children's Division</td>
<td>123,819</td>
<td>88,589</td>
<td>$(35,230)</td>
</tr>
<tr>
<td>Dental Clinics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Cooperative Extension</td>
<td>798,271</td>
<td>509,272</td>
<td>$(288,999)</td>
</tr>
<tr>
<td>Agricultural Experiment Station</td>
<td>618,054</td>
<td>406,073</td>
<td>$(211,981)</td>
</tr>
<tr>
<td>Forest Research Laboratory</td>
<td>244,516</td>
<td>146,971</td>
<td>$(97,545)</td>
</tr>
<tr>
<td><strong>Total State Appropriations for Academic Salary Adjustments</strong></td>
<td>$19,975,850</td>
<td>$13,027,310</td>
<td>$(6,948,540)</td>
</tr>
</tbody>
</table>
During the Board discussion, it was indicated that the estimated increase of an average of 3,778 students each year of the 1969-1971 biennium is a somewhat larger increase than normally occurs when the enrollment estimates are revised on the basis of actual fall term enrollments. The Chancellor said that this was apparently due to the fact that there had been an underestimation of the rate of increase in the holding power of the institutions in retaining students, and that in addition the number of graduate students did not decline as much as had been predicted.

The Board approved the recommendation of the Chancellor that the adjusted budget appropriation request be endorsed.

Mr. Payne said that at the time the student governance document was approved, the Board had indicated certain responsibilities for students, faculty, and administrators and had asked that the administrations of the institutions take certain actions to open the availability of student participation in certain areas. He requested that the Chancellor present a report at the next Board meeting as to the progress which has been made on the administrative side, as well as from the student standpoint, in achieving these objectives.

Mr. Sadler commented that the willingness of the Board to face the changes that are occurring in the student bodies, in the administrative techniques, and from the growth of the institutions, has contributed to prevention of serious trouble at the State System institutions.
The following personnel adjustments and appointments as submitted by the Institutional Executives concerned be approved, the necessary funds being provided in the 1968-69 budgets, or as indicated. Unless otherwise stated, appointments and adjustments in salary, rank, title, and months of service are effective January 1, 1969. The Board approved the recommendation as presented.

<table>
<thead>
<tr>
<th>Budgeted Name, Rank, and/or Title, Department</th>
<th>Mo. of Service</th>
<th>Present Salary Rate</th>
<th>Recommended Salary Rate</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Fred Hagelstein, Chairman, Coos County Extension Office</td>
<td>12</td>
<td>$12,612</td>
<td>$13,908</td>
<td>Budget (Transfer to Umatilla County Extension with increased staff and responsibilities; effective 12/1/68.)</td>
</tr>
<tr>
<td>Dr. Herbert Schneider, Visiting Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Homer Hepworth, Research Associate Department of Farm Crops</td>
<td>12</td>
<td>13,700</td>
<td>15,600</td>
<td>Grant (Transfer to AID Project in Turkey.)</td>
</tr>
<tr>
<td>Dr. Floyd Bolton, Assistant Professor in Department of Farm Crops</td>
<td>12</td>
<td>12,960</td>
<td>14,500</td>
<td>Grant (Transfer to AID Project in Turkey.)</td>
</tr>
<tr>
<td>Mr. Norman R. Goetze, Professor, Cooperative Extension Service</td>
<td>12</td>
<td>15,720</td>
<td>17,292</td>
<td>Grant (Overseas differential of 10 percent provided under AID Contract in Turkey; effective October 20, 1968.)</td>
</tr>
<tr>
<td>Dr. J. R. Bentley, Assistant Professor, Business and Technology Department</td>
<td>9</td>
<td>11,304</td>
<td>13,800</td>
<td>Budget (In recognition of completion of the doctoral degree.)</td>
</tr>
<tr>
<td>Dr. William G. Browne, Assistant Professor, Department of Business and Technology</td>
<td>9</td>
<td>12,000</td>
<td>12,500</td>
<td>Budget (In recognition of completion of the doctoral degree.)</td>
</tr>
<tr>
<td>Dr. Dillard Gates, Professor, Cooperative Extension Service</td>
<td>12</td>
<td>15,120</td>
<td>18,132</td>
<td>Grant (Temporary increase from January 6 to June 6, 1969, during assignment to a Special Fund Project in Iraq.)</td>
</tr>
<tr>
<td>Mr. G. I. Hart, Instructor, Cooperative Extension Service</td>
<td>12</td>
<td>16,560</td>
<td>17,280</td>
<td>Grant (Overseas differential provided under AID Contract; effective December 1, 1968.)</td>
</tr>
<tr>
<td>Mr. Rudolph Vigil, Assistant in Farm Crops</td>
<td>12</td>
<td>13,800</td>
<td>14,400</td>
<td>Grant (Overseas differential provided under AID contract; effective December 2, 1968.)</td>
</tr>
<tr>
<td>Mr. E. P. Winters, Associate Professor, Cooperative Extension Service</td>
<td>12</td>
<td>16,212</td>
<td>16,953</td>
<td>Grant (Overseas differential provided under AID contract, effective December 1, 1968.)</td>
</tr>
</tbody>
</table>