STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD IN
ROOM 338, MICHAEL J. SMITH MEMORIAL CENTER, PORTLAND STATE UNIVERSITY, PORTLAND, OREGON

January 22-23, 1973

MEETING #408-1

A regular meeting of the State Board of Higher Education was held in Room 338, Michael J. Smith Memorial Center, Portland State University, Portland, Oregon.

ROLL CALL

The meeting was called to order at 9:00 A.M. Monday, January 22, 1973, by the President of the Board, Mr. George H. Layman, and on roll call the following answered present:

- Mr. George H. Corey
- Mr. Robert D. Holmes
- Mrs. Elizabeth H. Johnson
- Mr. Philip A. Joss
- Mr. John D. Mosser
- Mr. John W. Snyder
- Mr. Edward G. Westerdahl II
- Mr. George H. Layman

Absent: Mr. Loran L. Stewart was absent for business reasons.

OTHERS PRESENT

Centralized Activities--Chancellor R. E. Llewellyn; Assistant Board Secretary Jean Oglesby; Mr. Freeman Holmer, Vice Chancellor for Administration; Mr. J. I. Hunderup, Vice Chancellor for Facilities Planning; Dr. Miles C. Romney, Vice Chancellor for Academic Affairs; Mr. P. R. Larson, Assistant Chancellor; Mr. H. A. Bork, Consultant; Mr. J. L. Watson, Controller; Mr. Keith L. Jackson, Budget Director; Dr. James Beaird, Director, Teaching Research Division; Dr. C. L. Thorne, Associate Professor, Teaching Research Division; Mr. Allen McKenzie, Contracting Officer and Assistant to Vice Chancellor for Administration; Mr. Arthur Mancl, Director of Campus and Building Planning. Mr. John B. Leahy, Assistant Attorney General; Mr. Davis Quenzer, Budget Officer; Mr. Ennis White, Fiscal Analyst; Miss Linda Gabrielson, Information Representative.

Oregon State University--President R. W. MacVicar; Mr. H. Porovich, Dean of Administration; Mr. S. M. Metzger, Associate Director of Facilities Planning; Mr. C. B. Thornburgh, Director of Planning and Institutional Research; Dr. Robert Chick, Dean of Students.

University of Oregon--President Robert B. Clark; Dr. Ray Hawk, Vice President for Administration and Finance; Mr. J. Spencer Carlson, Registrar.

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

University of Oregon Dental School--Dean L. C. Tarkla.
Portland State University—President Gregory B. Wolfe; Mr. W. T. Lemman, Vice President for Business and Finance; Mr. Robert Low, Vice President for Administration; Mr. W. C. Meland, Director of the Physical Plant; Mr. R. L. Merrick, Business Manager; Mr. W. Keith Evans, Director, Office of Planning and Institutional Research; Mr. Charles White, Summer Session Director; Mr. Whitney Bates, Professor of History.

Oregon College of Education—President L. W. Rice.

Southern Oregon College—President James K. Sours; Mr. D. E. Lewis, Dean of Administration.

Eastern Oregon College—President A. M. Rempel; Dr. R. S. Perry, Dean of Administration.

Oregon Technical Institute—President W. D. Purvine; Mr. W. Douglass, Dean of Administration.

Others—Mrs. Maxine Warnath, Assistant Professor of Psychology at Oregon College of Education, representing the American Association of University Professors Federation; Dr. Arthur LeCours, Chairman, Interinstitutional Faculty Senate; Mr. Gilbert Polanski, Field Representative, Oregon State Employees Association; Dr. Floyd Stearns, Director, Educational Coordinating Council; Mr. Louis A. DeMonte, Planning Consultant; Mrs. W. Johansen, Chairman of Board, Foreign Friendship Family Foundation; President F. O. Escaler, Xavier University, Philippine Islands.

Student Representatives—From Interinstitutional Union of Students: Miss Joan Eggleston, Chairman; Mr. Don Brookhyser, Vice Chairman; Miss Julie Skandara, Secretary; Mr. Sam Pace, student from Eastern Oregon College; Mr. Bill Wyatt, President, Associated Students of the University of Oregon; Mr. David Dietz, President, Associated Students of Oregon State University.

MINUTES APPROVED

The Board voted to dispense with the reading of the minutes of the last regular meeting held on November 27 and the adjourned meeting held on December 19, 1972, and approved them as printed in the preliminary minutes previously issued.

CHANCELLOR'S REPORT

Report on Legislative Action

The Chancellor recommended that authorization be granted to seek introduction of a bill amending ORS Chapter 676, which assigns to the Board of Higher Education responsibility in connection with administration of basic science examinations. The proposed legislation would provide for the acceptance of Part I of the Federal Licensing Examination, FLEX, as one of the examinations to meet the Oregon Basic Science examination requirement for practitioners of the healing arts, and would increase the compensation for the examiners from $10 to $20 per day.

The Board authorized the Chancellor to seek introduction of a bill to provide for the changes indicated.
The Chancellor then reported on the following proposed legislation which has been introduced in the 1973 Legislature:

1. SB 1 proposed by the Interim Committee on Education which would (a) establish broad goals for education in Oregon; and (b) establish what are referred to as mission statements for each of the segments of education, including the Board of Education, the Board of Higher Education, the individual institutions, the community colleges, and the public schools. The Chancellor indicated that the hearing on this bill would be held at 7:00 P.M. January 31 and that it was probable that testimony would be given on this bill.

2. SB 47 would amend an amendment previously passed by the 1971 Legislature with respect to the Board's authority to collect student fees, tuition and incidental fees. The 1971 amendment was to become effective July 1, 1973. The proposed amendment, introduced by Senator Newby, would clarify the previous language, and it appears that the result would be to permit the Board to continue to collect and utilize fees in accordance with present procedures.

3. HB 5093, introduced by the Joint Ways and Means Committee, would provide the operating appropriation for biennium 1973-1975 to the Board of Higher Education. This will be referred first to the substantive committee before it is considered by the Ways and Means Committee. Consequently, hearings on the operating budget will begin on January 30 before the House Education Committee.

During the discussion, Mr. Joss asked what effect the proposed legislation on student fees would have with respect to the supervision of the student newspapers and athletics. The Chancellor responded that it is assumed that the student newspaper is a program under the supervision and control of the Board as a part of student government. When student government contracts with an independent agency for services, that contract is a part of the budget over which the Board has control. Therefore, it is assumed that the requirement that student government be under the supervision and control of the Board is met, and student government is simply contracting with another agency for services.

In the case of athletics, the Chancellor said that the athletic program could be supported under one of two Board policy provisions: (1) if the Board were to decide that athletics constitute a part of its educational program; or (2) if athletics were deemed necessary or advantageous by the Board for the cultural and physical development of students.

The Chancellor reported further that the Educational Coordinating Council would probably sponsor legislation which would have a substantial effect on the State System of Higher Education through the creation of a state-wide commission on telecommunications. The proposed commission would be responsible for leadership and policy decisions in the development of cable television franchises within
the state. It may also set up more detailed regulations for the Public Utilities Commissioner to regulate those parts of cable television which are appropriately categorized as public utilities. The legislation would also provide for the shift of the Oregon Public Educational Broadcasting Systems to the management of the new commission. The Chancellor indicated that it was his intention not to offer opposition to this legislation but only to speak to the issues as they develop. He said he did have some personal reservations about the need for the proposed legislation and the details of it.

Mr. Holmes said that he was strongly opposed to the legislation and that he undoubtedly would testify in opposition to the bill before an appropriate committee but that he would make it clear he was speaking as an individual and not representing the Board.

Mr. Joss stated that he concurred with Mr. Holmes. He also said that many of the facilities for educational broadcasting are located in facilities of the Board of Higher Education. He said if a central organization were to be developed, consideration should be given to the need for facilities.

Mr. Westerdahl said that he would favor an official posture by the Board of answering questions, providing technical information and pointing out problems, as suggested by the Chancellor, rather than opposing the legislation. He said it is clearly within the purview of the legislature to assign specific responsibility for state programs.

Mr. Layman commented that there are many changes occurring in the national and public broadcasting picture and that this factor should be considered at the time the bill is receiving committee consideration, because it might be unwise to make major changes in the Oregon program while public broadcasting is undergoing so much change.

Mr. Joss said that a lack of opposition to the legislation should not be interpreted as a desire for the Board to be relieved of the responsibility.

The Chancellor distributed a copy of the summary of State System enrollments as of the close of the fourth week of registration. He said that there had been a few minor changes since the report was prepared but that the figures were basically the same.

Mr. Layman reported that a hearing had been held by the Board at the adjourned meeting of the Board on December 19, 1972, at which time Mr. John W. Perrin appeared in person and, through his attorney, Mr. Edward Fadely, made an oral argument to the Board in support of his appeal on the denial of tenure at the University of Oregon. The Board then took the matter under advisement and was required under the rules of the Board to act on the appeal within 60 days from December 19. Mr. Layman indicated further that on January 4, 1973, the Chancellor's Office distributed to all Board members proposed findings of fact, evidentiary rulings, conclusions of law, and final order for the perusal and consideration of the Board members.
He said that it was now appropriate for the Board to take action, if it so desired, either to adopt the findings and order, to amend them, or to reject them, or the Board could keep the matter under advisement for a further period, not longer than 60 days from December 19, 1972.

The Board adopted a motion by Mr. Holmes that the findings of fact, evidentiary rulings and conclusions of law, and final order, as distributed on January 2, 1973, and which appears below, be adopted by the Board. It was understood that the final page of the proposed findings would be rewritten to eliminate the provision for the signature of the President of the Board, and that certification of the Board's action by the Secretary of the Board would be sufficient. Mr. Joss commended the attorneys for Mr. Perrin and for the University on the excellent presentations which they had made to the Board.

BEFORE THE OREGON STATE BOARD OF HIGHER EDUCATION

IN THE MATTER OF  ) FINDINGS OF FACT
                     ) EVIDENTIARY RULINGS
 JOHN W. PERRIN     ) CONCLUSIONS OF LAW
                     ) FINAL ORDER

The Board of Higher Education makes the following

FINDINGS OF FACT

1. The Petitioner was appointed by the faculty of the University of Oregon as an assistant professor with annual tenure in 1964 in the Department of History and has held that position pursuant to annual appointments up to and through the end of the 1971-72 academic year. In addition, he has held appointments in the summer session faculty for the Department of History for the summers of 1971 and 1972 and has taught night classes at times during his employment at the University.

   His only absence from the University of Oregon was during the academic year 1968-69 during which he was visiting assistant professor at the University of Wisconsin in Madison, Wisconsin.

2. The Petitioner was considered by the Department of History at the University of Oregon for promotion to associate professor and granting of indefinite tenure during the academic year 1970-71.

3. The Department of History recommended the promotion and tenure by a vote of ten to three with one abstention.
4. The recommendation of the History Department and the Petitioner's promotional file was thereafter forwarded to the Dean of the College of Liberal Arts. The Dean of the College of Liberal Arts then gave the file to the Dean's Advisory Committee for investigation and evaluation. The Dean's Advisory Committee conducted an investigation by reading the file, including material in it submitted by the Petitioner, by talking to members of the History Department faculty and by seeking additional outside evaluations. The Committee prepared a report of its investigation and inserted that report in the promotional file.

5. The Dean's Advisory Committee, consisting of five members, recommended against tenure and promotion.

6. The Dean of the College of Liberal Arts recommended against promotion and tenure and recommended that the Petitioner be given notice of non-renewal of his academic appointment.

7. The promotional file was then forwarded to the President's office and put in the hands of the Vice-president of the University of Oregon for Academic Affairs and Provost.

The file was then given to the Advisory Council of the University of Oregon. The Advisory Council voted to recommend against promotion and tenure by five negative votes with one abstention.

8. The promotional file contained all materials called for under section 602 of the Administrative Manual of the University of Oregon.

9. The Vice-president for Academic Affairs and Provost concurred with the recommendation of the Dean of the College of Liberal Arts and the President's Advisory Council and recommended that the Petitioner be given notice that his annual appointment would not be renewed after the academic year 1971-72.

10. Robert Clark, President of the University of Oregon, reviewed the entire file and denied promotion and tenure to the Petitioner and caused him to be given terminal notice.

11. The Department of History, the Dean's Advisory Council for the College of Liberal Arts, the Dean for the College of Liberal Arts, the President's Advisory Council, the Vice-president for Academic Affairs and Provost, and the President of the University, followed the Administrative Manual of the University in the criteria used in the evaluation of faculty performance.

These criteria are: teaching, professional growth and scholarly activities, and service to the University.
12. The University properly applied these criteria for evaluating the Petitioner for tenure and promotion and the criteria are appropriate for that purpose.

13. Thereafter the Petitioner requested a Statement of Reasons for the denial of promotion and tenure and non-renewal of his academic contract. That Statement of Reasons was provided by President Clark and the stated reasons are wholly appropriate and are on file herein.


15. Hearings Examiner, David N. Andrews, was appointed by the Board of Higher Education and the University of Oregon to inquire into the matter and report his findings and conclusions and recommendations to the University of Oregon and to the Board of Higher Education.

16. A hearing was held and after five days of testimony and oral argument the Hearings Examiner filed his Findings of Fact and Conclusions of Law and Recommendations. The Hearings Examiner recommended that the President's decision be upheld.

17. The Petitioner requested reconsideration by the President. President Clark has reviewed the entire record and reaffirmed his previous decision.

18. The Petitioner has been heard in oral argument through his counsel before the Board.

19. The promotional file (Exhibit F) was admitted into evidence by the Hearings Examiner and considered by him.

20. The Petitioner was afforded the opportunity to produce all material relevant evidence in support of his position and to cross-examine all witnesses called by the University at the hearing.

21. The President of the University is the chief executive officer of the University and is authorized, under the policies of the Board to set goals and standards for the University and its faculty.

(a) He is authorized to cause to be formed such committees as he may find desirable and he may rely upon them for consultation and advice.

(b) He has been delegated authority to grant or deny promotion and tenure to the Petitioner.
(c) His act of denying promotion and tenure and his decision to terminate Petitioner was ratified by the State Board of Higher Education in approving the budget of the University of Oregon which did not include provision for continued employment of Petitioner.

22. Evaluations of Petitioner's teaching performance, were generally, though not uniformly, favorable.

The Petitioner had adequate but not exceptional record of service to the academic community.

The Petitioner had a very limited record and a slow rate of scholarly production.

These findings made by the President are affirmed and are wholly appropriate reasons for the President's decision.

23. The Petitioner was given notice of non-renewal more than twelve months prior to the expiration of his appointment.

The Board of Higher Education makes the following

EVIDENTIARY RULINGS

1. Petitioner's Exhibits 1 through 26, except number 4 and number 20, are relevant and material and admissible for the purposes for which they were received. University exhibits lettered A through H are relevant and material and admissible for the purposes set out in the findings of the Hearings Examiner.

2. All of the rulings made during the course of the hearing by the Hearings Examiner and in his report are correct and affirmed.

The Board of Higher Education makes the following

CONCLUSIONS OF LAW

1. That the hearing was conducted as if it were a contested case within the meaning of the Administrative Procedures Act but subject to the United States Supreme Court's controlling decision as to constitutional law. During the hearing the law was authoritatively pronounced. As a consequence the Petitioner was not entitled either to a hearing or to a statement of reasons and the hearing is not a contested case.
2. The President of the University of Oregon was duly authorized by law and by delegation of authority from the State Board of Higher Education and the Chancellor to make the decision that he did concerning the Petitioner.

3. The Petitioner has no common law right to a statement of reasons or to a hearing or to a redetermination of his case for promotion and tenure.

4. The decision of the President of the University was not arbitrary and capricious and had a basis of fact.

5. Timely written notice was provided to the Petitioner of the non-renewal of his academic appointment.

6. There is no de facto tenure system for non-tenured faculty members at the University of Oregon.

7. The Petitioner has no contractual rights at the University of Oregon implied, unilateral, or expressed, except as set forth in his notices of appointment and Administrative Rules. Neither the Administrative Rules nor anything in the record can be construed as a "promise" of tenure and promotion to the Petitioner.

8. The President's final decision was amply supported by the promotional file and the hearing record.

It is therefore the

FINAL ORDER

of the Board of Higher Education that the previous decision of the President of the University of Oregon denying promotion and tenure and providing for non-renewal of the academic appointment of John W. Perrin should be and hereby is ratified and affirmed.

(Considered by Building Committee, December 19, 1972.)

Staff Report to the Committee

In order to provide better fire protection for the campus of Oregon State University, especially at the west end, and also for the protection of off-campus non-state properties, the City of Corvallis has requested permission to construct a fire station on University property. The proposed site is located 64 feet north of the Southern Pacific railroad right-of-way on the west side of S. W. 35th Street. Frontage on 35th Street would be 150 feet and the depth would be 280 feet, thus constituting a total area of approximately 0.96 acres.
(The 64-foot strip between the railroad right-of-way and the proposed southern boundary is reserved for a possible future extension of Washington Way.)

Because of the benefits which would accrue to the University from having fire-fighting equipment stationed in close proximity to the numerous campus buildings at the west end of campus, it is proposed that the land be leased to the City without charge. The lease would extend for a period of 50 years with an option for renewal and would require that the plans and specifications for the station be subject to review and approval on behalf of the Board to assure compatibility with institutional facilities. The City would be required to obtain and keep in full force and effect a policy of public liability insurance and assure the Board that it would allow no liens or encumbrances to be placed upon either the property or the improvements. In the event that the property ceases to be used for the indicated purpose, the agreement would terminate, and the City would be allowed a period of six months to remove the improvements.

University officials have reviewed the City's request with the campus planning consultant, Architect Louis DeMonte, and he has expressed his concurrence in the use of this site for the proposed fire station.

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to execute a lease with the City of Corvallis for the site of a fire station on the campus of Oregon State University, as described above, subject to approval by the Board's attorney as to legality and form.

Committee Discussion and Recommendation

The Building Committee recommended that the Board approve the recommendation as presented.

Board Discussion and Action

The Board approved the recommendation as presented.

Purchase of Grover Smith Farm, OSU

(Made by Building Committee, December 19, 1972)

Staff Report to the Committee

Maurice I. Smith and Helen Sterrett have offered to sell to the Board the 47.45-acre farm which they inherited from their father, Grover Smith, upon his death last year. This property is located in Linn County and is on the east bank of the Willamette River. It is contiguous to the Oregon State University Vegetable Research Farm and the former Beach Farm immediately north of Highway 34. Improvements on the land include a two-bedroom residence with garage and several outbuildings, including two structures suitable for storage, but the major portion of the value of the property is in the land itself.
Purchase of this property would enable the Agricultural Experiment Station to have under its ownership and control a compact tract of highly productive river bottom farm land for its horticultural, entomology, agricultural engineering, plant pathology and agronomic research programs. The purchase would allow the Station to close a public access road through the Vegetable Research plots and thus provide controlled access to the field laboratory and experimental plots. This would reduce the risk of vandalism and destruction of research efforts or damage to expensive equipment. Furthermore, the additional acreage would allow more opportunity for (1) crop rotation, (2) long-range studies on the persistence of pesticide residues in the soil, (3) long-range studies on the effect of lime and tillage practices on the growth and development of crops, (4) the establishment of filbert and walnut plantings, (5) large field plots to accommodate mechanical harvesting and processing research, and (6) the experimental control of pests with chemicals and biological agents.

The option price of $51,830 is in line with independent appraisals obtained by the institution.

Funds to finance the acquisition of the property would be provided from the following resources:

(a) Balances available from previous sales of experiment station land, held for agricultural land replacement $ 8,033

(b) Rentals of miscellaneous properties, within the campus boundaries, which had been acquired with state funds 26,000

(c) Unbudgeted sales reserves of the Agricultural Experiment Station 17,797

Total $ 51,830

The use of net income from the rental of miscellaneous properties appears warranted in view of the University's encroachment on agricultural lands during the past twenty years or so for instructional and research purposes. It is estimated that more than one hundred acres have been diverted from agricultural use, and it is expected that more acreage west of the Mall will be reassigned in the future.

Staff Recommendation

It was recommended that the Vice Chancellor for Facilities Planning be authorized to purchase the Grover Smith Farm, in Linn County, Oregon, from Maurice I. Smith and Helen Sterett for the option price of $51,830 financed from the resources outlined above.
Committee Discussion and Recommendation

During the Committee discussion, it was indicated that the purchase price was in line with the appraisals and that it was substantially below the price in the prior contract on which another purchaser has now defaulted.

The Building Committee recommended that the Board approve the recommendation as presented.

Board Discussion and Action

The Board approved the recommendation as presented.

Revision of Assumptions, Objectives & Principles for Updating of Long-Range Development Plan, OSU

(Considered by Building Committee, October 25, 1972, and by Board on November 27, 1972.)

Staff Report to the Committee

At its January 27-28, 1964, meeting, the Board reviewed and approved a set of planning assumptions, objectives and principles which served as the basis for planning by Architect L. A. DeMonte in preparing a long-range development plan for Oregon State University.

These were incorporated, with a few minor modifications, within the plan which the Board approved in principle in June 1964 as a guide for the future physical development of the campus. Subsequently, many physical improvements and changes have taken place on the campus. In addition, enrollment patterns have changed and campus priorities have shifted, some involving Board policy and others resulting from changes of emphasis in the use of physical facilities and land. The collective impact of the improvements and changes is a need for updating the long-range development plan.

The revised planning assumptions, objectives and principles proposed by institutional officials and Architect DeMonte are attached. They include much of the base 1964 Plan, but there are some significant changes:

<table>
<thead>
<tr>
<th></th>
<th>1964 Plan</th>
<th>Proposed Revision</th>
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<tbody>
<tr>
<td>Student enrollment</td>
<td>18,000</td>
<td>17,000</td>
</tr>
<tr>
<td>Student-faculty ratio</td>
<td>15.5:1</td>
<td>17.7:1</td>
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<tr>
<td>Ground coverage by buildings in central campus area</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Average building height in central campus area - not to exceed</td>
<td>4 stories</td>
<td>5 stories</td>
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</tbody>
</table>
Newly proposed planning features include the following:

a. Improvement of existing housing to provide a more livable environment responsive to student needs;

b. Utilizing each building which is usable and safe, striving to achieve and maintain a human scale;

c. Serving pedestrian circulation by a network of open and covered walks and arcades;

d. Coordinating vehicular access with the City of Corvallis Transportation Plan for 1985; and

e. Providing campus parking principally in landscaped lots.

It has also been stated as an objective of planning to foster the achievement of the goals and missions of Oregon State University as consistent with policies approved by the Board.

Staff Recommendation to the Committee

It was recommended that the revised planning assumptions, objectives and principles be approved and be used as the basis for updating the long-range development plan for Oregon State University.

Committee Discussion and Recommendation

The Building Committee recommended that the Board approve the recommendation as presented.

LONG-RANGE DEVELOPMENT PLAN - OREGON STATE UNIVERSITY

Assumptions

1. The Long-Range Development Plan is based on a planned enrollment of 17,000 reflecting a moderate rate of increase in enrollment with a shifting of emphasis to the upper division of the undergraduate enrollment. Graduate enrollments are expected to remain relatively constant.

2. In order to achieve the learning environment of its own choosing, Oregon State University will continue to involve the public which it serves: students, faculty, alumni, community representatives. It will continue to utilize the experience and guidance of its staff, the Oregon State Board of Higher Education and its Office of Facilities Planning.

3. The natural environment of the campus is an irreplaceable asset and physical development of the campus must be in harmony with this environment and enhance it wherever possible.
4. The University and the community will continue to share healthy and harmonious growth as long as the needs of each are satisfied commensurate with the needs of the other.

5. Physical planning is based on present space standards and student faculty ratio of 17.7 to 1.

6. Effective facilities planning is dependent on the early and continuing collaboration of the users of the facility who will specify its requirements and relationships, those responsible for academic programs, and those who are responsible for the safety, economy, changeability, operation and maintenance needs, and compatibility of the facility with the approved planning objectives and principles.

7. Previously approved land acquisition within the approved campus boundaries will be completed. No additional land acquisition would then be required.

8. Housing of students is an important and relevant educational function. A diversity of essential, self-supporting and self-liquidating housing, conducive to personal and social growth, will be provided by the University. Existing student housing will be improved so as to provide a more livable environment responsive to student needs.

9. Consistent with the retention of the natural environment, access for emergency and service vehicles, necessary roads, and parking on a self-supporting and self-liquidating basis will be provided.

Objectives

The objectives of the Long-Range Development Plan for Oregon State University are:

1. To serve as a general guide to future physical growth of the campus in order to accommodate the planned enrollment plus appropriate research and service activities.

2. To foster the achievement of the goals and missions of Oregon State University as consistent with the policies approved by the Oregon State Board of Higher Education.

3. To preserve, during the course of growth, the visual qualities and amenities of the campus, to conserve and improve its distinctive environment, and to demonstrate that we can live in harmony with our environment.

4. To achieve and maintain a human scale for the campus.

5. To retain all buildings of special historical worth.
6. To utilize each building which is usable and safe, or can be made so by justifiable improvements, for its optimum use. Marginal-quality buildings may have intermediate length of life relative to the permanent buildings.

7. To provide a sound, flexible frame of reference by which intelligent and financially prudent decisions can be made on a continuing array of planning and design considerations; and

8. To promote a public consciousness of the unity and integrity of the campus and of the importance of design decisions to the total campus environment.

Planning Principles

1. A central campus area within a ten-minute walking distance will accommodate the principal disciplines. These will be located in workable relationships to one another based on student crossover studies.

2. Activities which do not require central locations for academic reasons or because of non-intensive campus use will be located on peripheral sites.

3. The plan will accommodate incremental growth of facilities or large complete units, as needs and funds dictate.

4. Ground coverage by buildings in the central campus area will be limited to an average of 20 percent measured over this entire area. (See Page 20 for revised statement on ground coverage.)

5. Height of new buildings within the central campus area will average no more than five stories including basement, with a resultant ratio of floor area to ground area of 1:1. (See Page 21 for revised statement on building heights.)

6. Permanent open spaces and areas of special landscape treatment will be defined so as to preserve and enhance the natural environment and the visual character of the campus.

7. Pedestrian circulation will be served by a network of open and covered walks, and arcades, and will pass through buildings where practicable.

8. Bicycle paths and conveniently located bicycle compounds, some covered, will recognize the growing use of bicycles and the need to avoid conflicts with pedestrians on walks and at building entrances.

9. Campus vehicular access will be coordinated with the City of Corvallis Transportation Plan for 1985.
10. Campus vehicular circulation will be on peripheral streets. Campus access for parking or service will be through relatively short penetrations. Emergency vehicles and "peak" public events traffic can be served by controlled links connecting these penetrations.

11. Campus parking will be provided primarily in landscaped surface lots dispersed about the campus to reflect demand pattern as closely as possible consistent with open space objectives.

12. Campus utilities will be located underground with the possible exception of remote areas.

13. Existing temporary and obsolescent buildings will be programmed for removal on a realistic basis. New short-term space must be confined to areas reserved for it.

Board Action on November 27, 1972

The Board referred the preceding report back to the Building Committee for further review.

Further Consideration by Building Committee, December 19, 1972

Addendum to Staff Report to the Committee

On October 25, 1972, the Building Committee reviewed and recommended approval of the revised assumptions, objectives and principles for updating the long-range development plan of Oregon State University. Subsequently, on November 27, 1972, during Board consideration of this agenda item, several questions were raised concerning projected student enrollment, the ground coverage by buildings and the maximum height of buildings within the central portion of the campus. The Board referred the material back to the Building Committee for further review.

With respect to enrollment data, reference is made to the action of the Board on May 22, 1972, when a limitation of 16,000 FTE students was established for the Fall Term 1973 for budget planning purposes, it was suggested that limits applicable to the Fall Term 1974 range from 10 percent above to 10 percent below the 16,000 figures. It would appear, therefore, that the "planned enrollment of 17,000," as contemplated in the assumptions presented for up-dating the long-range development plan, would be consistent with the Board's previous action.

The questions relating to ground coverage and average height of buildings within the central core of the campus are being reviewed with institutional officials and Mr. Louis DeJonte, planning consultant, and it is expected that some supplemental information will be available during the discussion of this item at the Committee meeting.
Staff Recommendation

It was recommended that the revised planning assumptions, objectives, and principles applicable to the updating of the long-range development plan for Oregon State University be reviewed again by the Committee and be presented to the Board for approval. The material included within the docket for the November 27, 1972, is shown on the pages preceding. There is also provided on the following page a copy of the projected enrollment data for Oregon State University through the Fall Term 1984, prepared by the Institutional Research Division in the Board’s Office of Administration.
### Projected Enrollments Through Year 1984-85
Oregon State University

<table>
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<tr>
<th>Year</th>
<th>Fall Term Headcount</th>
<th>Fall Term FTE</th>
<th>3-Term FTE</th>
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<tr>
<td>1961-62</td>
<td>9,039</td>
<td>9,169</td>
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<td>1962-63</td>
<td>10,037</td>
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<td>1963-64</td>
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<td>1966-67</td>
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Institutional Research Division
April 1973
Committee Discussion and Recommendation (December 19, 1972)

In response to questions during the discussion, Mr. Hunderup indicated that the proposed long-range development plan is completely consistent with the goals and objectives that have been set previously for Oregon State University. He said the plan will preserve the open space by not increasing the density of buildings beyond the present level. The guideline for 15 percent ground coverage by buildings, as proposed by the 1964 Plan, has not been achieved. He said any incremental space which would occur under the new plan would be the result of replacing temporary buildings with higher structures and/or providing additional stories on existing buildings, thus increasing the ratio of square foot area to the total ground area. However, the land coverage would not be increased above the present level of 20 percent.

Mr. Mosser asked about the costs of construction for replacing small buildings with taller ones or for adding stories to existing buildings as compared with the construction costs for a new building. Mr. Hunderup replied that structural capacity had been provided in some of the existing buildings for additional floors and there is no intention of abandoning the concept of utilizing this additional structural capacity. He said it is often more expensive to add space in existing buildings than to build from the ground level with new construction, but this would depend upon the particular circumstances, such as whether future floor slabs had been parked on the roof in anticipation of vertical expansion. There could be situations where it would be very desirable to enlarge an existing facility, even though it might be more expensive, if the functional requirements dictated that location.

Mr. Hunderup indicated that most of the buildings to be replaced were temporary one-story buildings. It is anticipated that six or seven stories would probably be the maximum for most of the high-rise buildings.

In the discussion of the proposed planning standards for building height and ground coverage, it was stated that these standards were intended to provide flexibility for adding the necessary space at the proper time.

It was stated that new buildings or modifications in existing buildings would be considered individually by the Board and also that any master planning is a continuously evolving process which is subject to change as conditions change. However, it is important to have a long-range development plan to serve as a guide for locating additional increments of space.

President MacVicar said that the goal of having 85 percent of the instruction within a 10-minute walking distance is a critical and necessary planning principle. Otherwise it might become necessary to go to a 15-minute interval between classes and thus reduce the
space utilization of the buildings. President MacVicar said that if buildings were to be constructed which would exceed the present density in the central core, it was his opinion that they should be constructed on the periphery of the central campus rather than within it.

The Chancellor suggested that modifying the proposal from an average building height of five stories to an average height of four stories would not appear to do any irreparable harm to the institutional plan and could be changed, if necessary, at some time in the future.

Mr. Hunderup and President MacVicar indicated that in their opinion, this would not create problems, but it was suggested that there should be an opportunity to obtain the advice of the planning consultant, Mr. Louis DeMonte, inasmuch as the proposed guidelines had been drafted by him.

Mr. Stewart said that he wished to stay with his motion to approve the staff recommendation as presented, including the five-story average building height in the central campus area.

Committee Recommendation

The Building Committee recommended that the Board approve the recommendation as presented. It was understood, however, that Mr. DeMonte would be consulted with respect to the advisability of considering a four-story average building height.

Suggested Modifications (by Staff)

Following the discussion of this agenda item at the Building Committee meeting, institutional officials and members of the Board's staff reviewed with Mr. DeMonte the concerns which Board members had expressed regarding the wording of the planning principles for ground coverage and the height of buildings within the central campus. It was agreed that Items 4 and 5 of the "Planning Principles" should be revised to read as follows:

4. A careful aesthetic evaluation of the open space quality of the central campus indicates that the existing 20 percent ground coverage by all buildings, including temporary and obsolete structures, is the desired maximum in order to preserve these qualities. At some future time, new buildings may replace buildings not justifying retention, but the ground coverage of 20 percent would not be exceeded.

The central campus is defined generally by a ten-minute walking circle with a diameter of about 2,600 feet. The use of the central area for building sites recognizes the need to accommodate approximately 85 percent of the space required for classrooms, class laboratories, and other facilities related to instruction.
5. Individual buildings within the central campus area would be limited to a maximum height of eight stories above grade, including programmed additional floors. (This would be consistent with the planning for the Bioscience and Administration Buildings.) Furthermore, it would be an objective that buildings within any significant section or portion of the central campus area should not exceed an average height of five stories, including basement; while for other sections or portions of the central campus area, the average building height would be less than five stories.

It was recommended, therefore, that the original recommendation from the Board's staff be modified to substitute the revised wording of Items 4 and 5 of the "Planning Principles" in lieu of the original wording contained within the Building Committee docket of October 25, 1972, which was repeated within the docket for the November 27, 1972, meeting.

Board Discussion and Action

In response to a question from Mr. Joss as to whether these changes were satisfactory to Oregon State University, President MacVicar indicated that the changes actually represented a clarification and expansion of the original proposals rather than changes. He introduced Mr. Louis A. DeMonte, Campus Planning Consultant, to present a further explanation of the proposed long-range development plan.

Mr. DeMonte pointed out that the statements were guidelines but they were not mandatory limits. He said that the combination of buildings and open spaces at Oregon State University is a value that should be retained because many universities strive to achieve a similar relationship, not always successfully. He said this combination is one which would be irreplaceable if it were lost and every effort should be made to retain the present ratio. Mr. DeMonte indicated that buildings should be the height necessary to meet their particular requirements and to serve their proper role in the total composition of buildings and open spaces, recognizing the human values of trees and pedestrian ways. He said the amount of open space, the height of the buildings, and the average height represent guidelines. He stressed that very careful consideration should be given to any proposals which would approach or threaten to exceed the limits expressed in the guidelines, because very delicate values are in the balance.

In response to a question, it was indicated that the eight-story building height is regarded as an appropriate maximum building height. If the five-story average is approached in a given area, it should be a warning signal that the particular location is probably getting overcrowded.

The Board approved a motion by Mr. Joss to amend the original staff recommendation by substituting the revised wording for paragraphs four and five of the Planning Principles.

The Board approved the long-range development plan and Planning Principles as amended.
Staff Report to the Board

At the June 9, 1970, meeting of the Board, Architect A. P. DiBenedetto presented plans for the future development of research facilities to be constructed west of Peavy Hall on the campus of Oregon State University on land leased to the U. S. Forest Service. It was indicated that the various laboratories and service units would be programmed for construction in several phases which would be undertaken as Congress appropriated funds for them. Plans for the first unit, a Laboratory Service Building of about 11,500 square feet, were reviewed and approved. Inasmuch as funding became available for it, bids were solicited and a contract award was made by the agency.

Subsequently, on October 26, 1970, a report was made to the Board that authorization had been granted for the bidding of two additional units. One of these was an Insectory and Greenhouse, encompassing a gross area of approximately 3,380 square feet, and the other was the North Laboratory Wing Addition of about 8,500 square feet. These portions of the complex have now been completed.

Architect DiBenedetto has advised institutional officials and the Board's Office that authorization for the next phase of construction has been approved and it is expected that bids therefor will be solicited within the near future. This work would consist of a three-story East Wing to the Laboratory Building, providing an additional gross area of approximately 30,000 square feet and including various scientific laboratories, staff offices, and related service facilities such as cold rooms, library, storage and mechanical areas. The estimated total cost of the project is about $1,500,000.

Inasmuch as the provisions of the lease with the federal government contemplate that the structures or other facilities to be erected on the leasehold property shall "be compatible with and in conformity to Lessee's architectural and construction standards for University facilities," Mr. DiBenedetto has submitted the plans for the proposed additions for review by institutional officials and the campus planning consultant, Mr. Louis DeMonte, and has requested that appropriate authorization be obtained from the Board as soon as possible so that a construction contract award can be made by the Forest Service if satisfactory bids are received and the funds are released for expenditure.

Staff Recommendation

Because the plans for the next phase of construction of the Forest Service complex on the campus of Oregon State University appear to be consistent with the overall development program reviewed by the Board on June 9, 1970, and have been endorsed by institutional officials and the campus planning consultant, it was recommended that the Committee on Buildings and Other Physical Facilities be authorized to
take final action at its meeting on or about February 21, 1973, following appropriate review, so that the Forest Service would not be delayed in making a contract award for the construction of the proposed additional facilities if satisfactory bids are received and the funds authorized for the project are released for expenditure.

Board Discussion and Action

In view of the testimony that the plans were consistent with those reviewed with the Board on June 9, 1970, the Board concluded that further review by the Building Committee of the Board at this time would not be necessary. Accordingly, authorization was given to indicate that these plans appeared to be compatible with, and in conformity to, the architectural and construction standards for University facilities and thus satisfy the provisions of the lease agreement between the Board and the Federal government.

Release of Board's Interest in Invention of J. Peterson OSU

Oregon State University officials report that Dr. John Peterson, Associate Professor of Civil Engineering, has discovered a process entitled, "Swinging Link Grips for Tension Testing Structural-Size Lumber." This discovery was submitted to Battelle Development Corporation in accordance with the patenting and marketing agreement, but said Corporation has declined to accept the process for patenting and developing because patent protection is not feasible. The inventor believes that some benefit can be derived from the development of this process by his own effort and expense.

Staff Recommendation

It was recommended that the Board authorize the release to Dr. John Peterson of any interest it might have in the invention, in accordance with Section 64.140, Paragraph 4, of the Administrative Rules of the Oregon State Board of Higher Education.

Board Discussion and Action

The Board approved the recommendation as presented.

(Considered by Finance Committee, December 19, 1972.)

Staff Report to the Committee

The March 5, 1970, Will and Codicil of November 24, 1971, of Clara E. Mulkey, deceased, of Portland, Oregon, provided for a bequest to the University of Oregon Medical School of 50 percent of the residue of her estate for Doernbecher Memorial Hospital for Children. Distributions have been received totaling $283,972.48, which represents most of the bequest.
The Vice Chancellor has currently under consideration a report from the University of Oregon Medical School for the use of $125,000 of the bequest for current expenditures, such as bedside tables, chairs, and lighting improvements.

The balance of the funds already received of $158,972.48, and additional moneys which may be received in the future, can be used to establish a Quasi-Endowment for Doernbecher Memorial Hospital for Children.

The Will and Codicil also provide for the executor's establishing several trust accounts. In the event that the beneficiaries thereof are not paid all of the moneys before decease, the remainder will at a future date be added to the residual assets of the bequest, and Doernbecher will share therein.

Staff Recommendation

It was recommended that the bequest funds, except for $125,000 for current expenditures, be used to establish a quasi-endowment in accordance with AR 66.111.

Committee Discussion and Recommendation

The Finance Committee recommended that the Board approve the recommendation as presented.

Board Discussion and Action

The Board approved the recommendation as presented.

(Considered by Building Committee, December 19, 1972.)

Staff Report to the Committee

As reported to the Board at the May 22, 1972, meeting, Architects Wilmson, Endicott, Greene, Bernhard & Associates of Portland were commissioned to provide professional services for the proposed Lincoln Hall (Old Main) Alterations at Portland State University. This project was included as Priority No. 30 within the listing of educational and general plant projects in the Board’s capital construction program for 1971-1973. Of the estimated total cost of $1,365,000, the sum of $50,000 was applicable to Snattuck School renovations and furnishings, leaving $1,315,000 for work in Lincoln Hall.

Institutional officials and the project architects have filed with the Board’s Office a copy of the schematic design for this project. Consistent with the program, the work contemplates general improvements to the electrical and mechanical systems of the building, including the installation of a fire alarm system and air cooling.
throughout the building. Other major alterations are confined principally to the basement and first floor of Lincoln Hall, except for the installation of an elevator and the extension of the fly gallery (above the stage) which penetrates through the third level. The most significant element of the design concerns the rehabilitation of the auditorium and stage on the first level. The plans call for the removal of the existing balcony and the resloping of the seating area floor to accommodate the installation of approximately 490 theatre seats in a continental configuration. A lobby would be created under the west portion of the resloped floor and access for patrons would be routed along the sides of the theatre through spaces currently used as light wells. Other work on the first level would include improvements to the dressing rooms and green room, the relocation of a design studio, repair shop and other theatre arts special-purpose spaces, and general improvements to the corridors and exits.

At the basement level, two small music ensemble rooms, a band practice room and a rehearsal room for theatre arts are to be provided. The scene shop is to be expanded, corridors and fire doors are to be improved and the projection facilities in the lecture hall are to be modified. Spaces and utility connections are to be provided at the west end of the basement for the installation of several modular music practice room units which are to be supplied through the movable furnishing allowance. Improvements to fire doors on the second and third levels and the provision of space for a costume shop, a light control booth and other special-purpose spaces at the second level are also included within the project.

The elevator would operate from the basement through the third level, facilitating use of the entire building by the physically handicapped. It would also assist in transporting musical instruments, stage materials, equipment and supplies to all floors.

The proposed revisions to the auditorium would result in a decrease in the seating capacity. Currently, the rated capacity of the main floor and balcony totals 656, but for performances the auditorium generally is considered to accommodate only 550 patrons, so the revised capacity of 490 following remodeling would constitute an effective net reduction of about 60 seats.

While the stage proscenium would remain unchanged, a fly gallery from the stage level through the third floor would be constructed. Provision for stage lighting would be integrated into the reworked ceiling and improved electrical service would be provided so as to eliminate the potentially hazardous arrangements existing in this area. Hopefully, the proposed improvements will eliminate many of the complaints from students, staff members and other patrons concerning the decor, ventilation and jerry-rigged lighting system.

Based upon the current price level, the architects estimate that the direct construction costs of the proposed alterations would total approximately $342,000. For the approximate gross area of 80,000 square feet to be remodeled, these costs would average about $11.78 per square foot.
Although the budget resources do not appear to be sufficient to cover the construction of an orchestra pit or the expansion of the backstage area over the existing boiler room, estimated to cost approximately $79,700, these items may be bid as alternates. Institutional officials consider them to be highly important to the fullest development of the auditorium and have requested that the planning for them be undertaken simultaneously with the design development phase of planning for the remainder of the remodeling.

Staff Recommendation to the Committee

It was recommended that the schematic design phase of planning for the Lincoln Hall (Old Main) Alterations at Portland State University be approved and that the appropriate Board officials be authorized to instruct the project architects to complete the design development and construction documents phases of planning solicit bids and award contracts for the construction within a total project budget of $1,315,000 following the release of funds by the State Emergency Board.

RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN PHASE OF PLANNING

Project - PSU Lincoln Hall (Old Main) Alterations

Architects - Wilmsen, Endicott, Greene, Bernhard & Associates, Portland

Legislative authorization - Chapter 709, Oregon Laws 1971

Board's Priority - No. 30 in 1971-1973 (Educational and General Plant)

Approximate gross area to be remodeled - 80,000 square feet

Estimated total project costs (excluding $50,000 previously allocated for Shattuck School renovations and furnishings) $1,315,000

Estimated direct construction costs:
  Total $ 942,000
  Average (per square foot) - $11.78

Tentative schedule:
  Bidding - June 1973
  Completion - July 1974

Tentative financing plan:
  General Fund appropriation and Article XI-G bonding $1,315,000

Committee Discussion and Recommendation

Mr. Mosser asked about the possibility of bidding this project about the first of May in order to provide the legislature with a definite figure for the cost of all of the work, including alternates, at the time the biennial budget is being considered. Mr. Hunderup indicated
that it was unlikely that preparation of the bid documents would be completed in time to have the bids received by early May. It was agreed that in presenting the program to the legislature it would be helpful to inform the legislature that additional funds might be requested for the construction of an orchestra pit or the expansion of the backstage area over the existing boiler room.

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

Board Discussion and Action

The Board approved the recommendations as presented. Mr. Joss urged that the request for $79,000 to provide the orchestra pit and backstage alterations be discussed with the Ways and Means Committee, if at all possible.

(Considered by Building Committee, December 19, 1972.)

Staff Report to the Committee

Included within the capital construction program for 1973-1975 is a $270,000 request for utility improvements at Southern Oregon College. This work consists principally of added chiller capacity with its associated cooling tower and controls, increased electrical power service, instrumentation and metering to provide performance measurements for the most effective chiller operations. The estimated total cost was expected to be financed from state funds of $175,000 with the remainder of $95,000 to be provided from self-liquidating bond borrowings and/or balances available for auxiliary enterprises.

Based upon a study completed some time ago by J. Donald Kroeker and Associates, Consulting Engineers, it was anticipated that a 900-ton chilling unit would be purchased and installed within the central utility plant to complement the existing 750-ton unit in order to meet the cooling requirements of the south campus, including the Britt Center, recently remodeled, and the Classroom Building for Education and Psychology now under construction.

As noted in a report to the Board on September 26, 1972, Marquess and Marquess, Consulting Engineers, Medford, were commissioned to assist in the planning of the proposed utility improvements. In cooperation with institutional officials, they have prepared and filed with the Board's Office preliminary plans for modifications and minor additions to the existing system. Their recommendations would appear to solve the present cooling problems at a much lower cost than had been projected on the assumption that an additional chilling unit was required. One of the basic considerations for the reevaluation was the substantial reduction in enrollment growth and the consequent deferral of major future buildings on the campus.
The current revised proposal would provide adequate chilling capacity on the south campus through a two-stage development. The initial phase, which needs to be accomplished in 1973-1975, would connect the existing separate chiller in the Library with the central cooling system. This unit has a capacity of approximately 285 tons, compared with an estimated load of 160 tons for the Library. (It was sized to accommodate the planned future expansion of the building.) By utilizing this capacity in combination with the 750-ton unit in the central plant, the central system would be adequate to carry the south campus chilling load, at least through the summer of 1974. With adequate instrumentation, this plan would allow fuller utilization of both of the existing chillers at various loads, thereby deriving maximum efficiency.

The initial construction phase would also include instrumentation of both chillers to provide performance measurements. The absence of such equipment makes it virtually impossible for operating personnel to determine electrical power consumption for cooling or to measure output performance and/or efficiency. Because both chillers are required to run close to capacity at peak loads, the data to be provided from the instrumentation are critical. Finally, the 1973-1975 project proposal includes provision for fresh-air ventilation of the existing utility tunnels during the spring, summer and fall in order to reduce the load requirements on the chillers. (The chilled water lines are routed through the same tunnels as the steam lines, and during most months of the year, the temperatures in the tunnels are very high. Pulling outside air through the tunnels would reduce these temperatures substantially.)

The second phase of construction, which would be programmed during 1975-1977, or at such later time as additional cooling capacity is required on the south portion of the campus, would consist principally of the construction of a chilled water storage tank with related piping and controls. This concrete tank would allow the proposed system to provide the equivalent of another 1,000-ton capacity by running the two existing chillers at non-peak hours of the day and storing the chilled water for use upon demand. Although the projected cost of $310,000 for the tank, piping, controls, etc., is more than the estimated cost of a 900-ton chiller, the engineers have indicated that it would be feasible economically because of lower operating costs (off-peak power rates and reduced maintenance expenses).

Based upon the price level expected to prevail in January 1974, when bids for the first phase of construction may be obtained, the budget requirements for the proposed utility improvements in 1973-1975 total $95,000, or $175,000 less than the estimate for the previous program. The direct construction costs are estimated to be approximately $61,700, as follows:

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<td>Connect Library chiller to central system</td>
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<tr>
<td>Instrumentation and metering</td>
<td>$15,800</td>
</tr>
<tr>
<td>Ventilation of tunnels</td>
<td>$14,500</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$61,700</strong></td>
</tr>
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</table>
Staff Recommendation

It was recommended that the preliminary plans which Marquess and Marquess have prepared for the first phase of utility improvements at Southern Oregon College be approved and that the appropriate Board officials be authorized to instruct the engineers to proceed with the preparation of final plans and specifications for the project based upon a revised direct construction cost allowance of approximately $61,700 when legislative authorization has been obtained. It was also recommended that the Executive Department be advised that the estimated cost of this work is being reduced from $270,000 to $95,000. The revised budget would be financed from state funds of $50,000 and from $35,000 of self-liquidating bond borrowings and/or balances available for auxiliary enterprises.

RECAPITULATION UPON COMPLETION OF PRELIMINARY PLANS

Project - SOC Utility Improvements

Engineers - Marquess and Marquess, Medford

Legislative authorization - being requested in 1973

Board’s priorities in 1973-1975:
  Educational and General Plant - 5c
  Auxiliary Enterprises - 1c

Estimated total project cost $ 95,000

Estimated direct construction cost $ 61,700

Tentative schedule
  Bidding - January 1974
  Completion - April 1974

Tentative financing plan
  State funds (General Fund appropriation and Article XI-G bond borrowings) $ 60,000
  General obligation bond borrowings under Article XI-F(1) of the Oregon Constitution and/or balances available for auxiliary enterprises $ 35,000

Committee Discussion and Recommendation

During the discussion, it was stated that in reporting the savings on this project to the Executive Department there should be an indication of the possibility of increases in other items. Mr. Hunderup pointed out also that the resources for this project were not provided entirely from the General Fund appropriation.

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

Board Discussion and Action

The Board approved the recommendations as presented.
Staff Report to the Committee

As reported to the Board on April 30, 1971, following the receipt of bids and the awarding of contracts for the construction of the new Hoke College Center at Eastern Oregon College, a budget of $2,100,000 was approved for the project. This amount was $420,000 less than the maximum expenditure limitation of $2,520,000 which had been authorized previously by the Board and the State Emergency Board.

In view of subsequent action in proceeding with the construction of the new classroom building, thus assuring adequate classroom, laboratory and office space on the campus, arrangements are being made for the demolition of the old Hoke Hall immediately following the completion and occupancy of the new College Center.

Institutional officials have recommended that the landscaping and the development of the site adjacent to the Hoke College Center, including the improvement of the Mall from 7th Street to 9th Street be undertaken at this time. The work would involve grading and filling, installing an underground irrigation system as part of the landscaping, the extension of major walkways, and other related improvements. Although a portion of the work, such as the demolition of the old building, can be accomplished within the present budget, it is estimated that from $30,000 to $40,000 of additional funds may be required to complete the site work contemplated by the plans and specifications prepared by the project architects, Campbell-Yost-Grube & Partners, and coordinated with the long-range campus development plan.

This work would be financed from self-liquidating bond borrowings issued under the provisions of Article XI-F(1) of the Oregon Constitution and/or from other funds available for auxiliary enterprises, including commingled student building fees. No state tax funds would be involved.

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to increase the budget of the Hoke College Center from $2,100,000 to $2,140,000, or as much thereof as may be required, in order to cover additional requirements for site development and the landscaping of areas adjacent to the new facilities. These supplemental requirements would be financed from the same resources as the initial budget, namely from self-liquidating bond borrowings and/or from balances available for auxiliary enterprises.

Committee Discussion and Recommendation

The Building Committee recommended that the Board approve the recommendation as presented.

Board Discussion and Action

The Board approved the recommendation as presented.
Meeting #408-31

Naming of Physical Education Building, EOC

(Considered by Building Committee, December 19, 1972.)

Staff Report to the Committee

Mr. E. Robert Quinn, formerly Associate Professor of Physical Education and Geography, Athletic Coach and Director of Athletics at Eastern Oregon College, from 1929 until his retirement in 1967, passed away on November 23, 1972.

In recognition of his thirty-eight years of outstanding service to the College during a period of major changes in its development, the students, faculty, administration and alumni recommend that the Physical Education Building (also known as the College Coliseum) be named the E. Robert Quinn Coliseum in his honor.

Among the many personal achievements and contributions to the College were Mr. Quinn's selection in 1963 to the Hall of Fame of the National Association of Intercollegiate Athletics, his record of seven conference championship basketball teams, his many years of successful coaching of varsity football, basketball, track and baseball teams, and his philosophy and his integrity in its basic simplicity to which hundreds of young men and women were exposed during his tenure at Eastern Oregon College.

Staff Recommendation

It was recommended that the physical education building at Eastern Oregon College be named the E. Robert Quinn Coliseum.

Committee Discussion and Recommendation

The Building Committee recommended that the Board approve the recommendation as presented.

Board Discussion and Action

The Board approved the recommendation as presented.

Resignation & Appointment, Basic Science Examining Committee

Dr. John L. Boling, Professor of Biology at Linfield College, has resigned as Basic Science Examiner in Human Anatomy, effective January 31, 1973, after 26 years of service on the committee. It was recommended that Dr. Richard E. Welton, Associate Professor of Biology at Southern Oregon College, be appointed, effective February 1, 1973, to succeed Dr. Boling as a member of the committee to prepare and grade examinations in human anatomy. Dr. Welton has been recommended for the assignment by Dr. James G. Anderson, Professor of Chemistry at Portland University and Chairman of the examining committee; and also by Dr. Elliott B. MacCracken, Head of the Division of Science and Mathematics at Southern Oregon College.

Board Discussion and Action

The Board approved the recommendation as presented.
Institutional Guidelines for the 1970's

The Academic Affairs Committee recommended that the Board approve Guidelines for the institutions of the State System for the 1970's as presented in a separate document, Institutional Guidelines for the 1970's. The Guidelines as approved appear as Supplement A to these minutes. (See page 86.)

The Board reviewed guidelines for the University of Oregon Medical, Nursing, and Dental Schools, which had been modified by the Board's Office in accordance with requests of the Board's Committee on Academic Affairs. One further modification of wording was requested to make clear that item 12 of the guidelines for the University of Oregon Medical and Nursing Schools referred to curricular programs in both schools. With this modification, the guidelines were approved, as they appear in Supplement B of these minutes.

The Chancellor said that the statement on research for the University of Oregon Medical School indicates that one of the goals of that institution would be to continue to give research a high priority in the activities of that institution. The statement of the mission for the State System, which is to be reviewed by the Legislature, contains statements that both the Board and the individual institutions shall give highest priority to the teaching-learning process. The Chancellor said that if the State System were to operate under a legislative admonition for all institutions to give highest priority to teaching-learning, it might be perceived as being in conflict with the characteristic role of such institutions as the Medical School, Oregon State University, and the University of Oregon. The Chancellor said that he would hope that ultimately legislation would not be adopted which would make both the universities and the state colleges into essentially the same kind of institutions.

There was some discussion of the intent of the language in the proposed legislation, but it was agreed that the differentiation among the institutions should be maintained. If any possible conflict does exist between the proposed legislation and the Board's guidelines for the institutions, these conflicts should be called to the attention of the legislature at the appropriate time.

Change of Administrative Rule 70.135 re Auxiliary Enterprise Debt Service

(Considered by Finance Committee, December 19, 1972.)

Staff Report to the Committee

At its meeting on December 14, 1971, the Board reaffirmed the requirement that auxiliary enterprise building debt be supported by a two-year debt service reserve. The Board also continued the policy that annual net earnings for auxiliary enterprise categories be based on a declining percentage (related to the statements made at the time of bond sales) to an ultimate minimum of 100 percent of the annual debt service.
Administrative Rule 70.135 identifies the statements as 150 percent for bonds issued prior to May 6, 1963, at 125 percent for bonds issued between May 6, 1963, and February 18, 1969, and 100 percent for bonds issued after that date, with a composite ratio of "not less than 125 percent."

For the current year, the required ratio is 126 percent but could be less than 125 percent in 1973-74, if the Administrative Rule is modified.

The present Rule is as follows:

70.135 Capacity to Finance Auxiliary Enterprise Projects

Buildings and structures constructed pursuant to bonding authorization granted by Article XI-F(1) of the Constitution shall be such only as conservatively shall appear to the Board to be wholly self-liquidating and self-supporting for revenues, gifts, grants or building fees.

Authorization for bonding is subject to establishing and maintaining of a reserve equal to the debt service on proposed new and presently outstanding bonds for the two ensuing years. The conservatively estimated net income, separately for each category of auxiliary enterprise (residence halls, cooperative dormitories, married student housing and parking facilities) including student building fees where applicable, is to be in such an amount that the debt service coverage is to be at least 150 percent for bonds issued prior to May 6, 1963, 125 percent for bonds issued between May 6, 1963, and February 18, 1969, and 100 percent for bonds issued after February 18, 1969, provided that the composite ratio for all bonds outstanding shall be not less than 125 percent.

Early in 1969 the composite debt service ratio was 140 percent and will decrease as additional borrowings are made and ultimately will be at least 125 percent. In accordance with Board action on October 25-26, 1965, student building fees at all institutions are commingled and are to be applied to meet bond debt service on borrowings made for the construction of health services, student centers and recreational facilities. The Chancellor is authorized to transfer moneys from the commingled student building fees accounts to institutions, to the extent needed, to supplement net income of institutional auxiliary enterprises to meet bond debt service needs (establishing and maintaining of bond debt service reserves and also to meet bond debt service). With Board approval, unobligated student building fees, if any, may be applied to finance educational and general capital outlays. Revenue-producing auxiliary enterprises, such as student housing and automotive parking facilities, are expected to be wholly self-supporting and self-liquidating from users' fees and charges, and thus avoid the use of student building fees for such purposes.
Financing of Student Housing

At the February 18, 1969, meeting of the Board, action was taken to confirm the previously adopted policy in principle that the rates of charge for student housing shall be such that the income will be sufficient to make each category of housing -- married student, regular residence halls, and cooperative living units -- self-supporting and self-liquidating. Only exceptional or emergency circumstances should lead to authorization by the Board's office to use income from one category to support the operation of another. Furthermore, only exceptional or emergency circumstances should lead to authorization to use commingled student building fees to assist in the financing of any housing units. In addition, the Board reaffirmed the definition of self-support adopted at the December 12-13, 1966, meeting as follows:

"The self-supporting concept, as applied to student housing, anticipates that there shall be sufficient total income from use or service charges to pay all direct costs and designated apportioned major physical plant costs. The apportioned costs would include those for heat, utilities, repairs, insurance and grounds maintenance. The remaining income shall be identified as 'net income.' In recognition of the regular and frequent use of housing facilities for general institutional purposes, the housing income is not to be charged for minor physical plant costs nor for an apportionment of the administrative cost of the institution and Board's offices. This policy of charging for all direct costs and also for apportioned major indirect physical plant costs is designed to meet the self-supporting requirements of the Constitution."

The Board, at its meeting on February 18, 1969, redefined the self-liquidating concept to provide that 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 women's residence hall at the University of Oregon Medical and Dental Schools, which, when added to the 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. The debt service reserve and the corresponding liability are pooled at the Board level.

The required net operating income from residence halls at 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.

The self-liquidating concept, as applied to married family housing and cooperative housing, anticipates that separately for each category of housing at each institution the rates of charge to students shall be such as to produce sufficient net operating income, increased by interest income on investments, to meet bond debt service requirements on the bonds outstanding in each category.
At the women's residence hall at the University of Oregon Medical and Dental Schools, where the net operating income is insufficient to meet debt service and coverage requirements, student building fees are to be provided in an amount sufficient to meet said debt service and coverage.

**Financing of Automotive Parking**

At the March 10, 1969, meeting, the Board adopted automotive parking financial policies which provide that parking fees shall be charged if Article XI-F(1) bond proceeds have been used to finance the cost of acquiring sites or to make improvements thereto; and shall be charged even though said bond funds were not used, if the operating and maintenance cost averages $6 or more per parking space per year. When fees are to be assessed to users of automotive parking facilities, the rates of charge and income to be produced shall be in such an amount, which, with interest income, will provide sufficient funds to cover all operation and maintenance costs and also meet bond debt service and reserve requirements, where applicable, on the same basis as other projects financed from the proceeds of sale of Article XI-F(1) bonds.

In the event the debt service coverage on bonds sold to finance parking facilities requires an unreasonable charge, the Chancellor may authorize the use or reservation of commingled student building fees to meet current bond debt service and coverage requirements.

**Staff Recommendation**

That, following public hearing, the Board adopt the following substitute AR 70.135:

70.135 **Capacity to Finance Auxiliary Enterprise Projects**

Buildings and structures constructed pursuant to bonding authorization granted by Article XI-F(1) of the Constitution shall be such only as conservatively shall appear to the Board to be wholly self-liquidating and self-supporting from revenues, gifts, grants or building fees.

Authorization for bonding is subject to the establishment and maintenance of a reserve equal to the two ensuing years of debt service on presently outstanding and proposed new bonds. The estimated net income shall be conservatively estimated separately for each category of auxiliary enterprise.

The annual net income is to be at least 150 percent of the annual debt service coverage for bonds issued prior to May 6, 1963, at least 125 percent for bonds issued between May 6, 1963, and February 18, 1969, and 100 percent for bonds issued after February 18, 1969.

Student building fees are to be applied primarily for debt service related to construction of health service facilities, student centers and recreation facilities. Revenue-producing
auxiliary enterprises (e.g., housing, parking) are expected to be wholly self-supporting from user fees and charges. Such enterprises shall pay for all direct costs and apportioned physical plant costs. In exceptional or emergency circumstances, the Chancellor is authorized to transfer moneys from the student building fees accounts to institution accounts, if needed to meet the annual debt service requirements.

In determining the annual net income to be expected from residence halls at an institution to meet the required debt service, the basis shall be the ratio of the replacement value of the institution's residence halls to the replacement value of all residence halls at all institutions.

**Committee Discussion and Recommendation**

Mr. Holmer said that the following points needed to be emphasized with respect to the intent of the proposed change in the Administrative Rule:

1. In the first paragraph of the proposed rule, "revenues" is intended to include interest income, parking fees, and all other charges presently included in income estimates.

2. In the next to the last paragraph of the proposed rule, the reference to revenue producing auxiliary enterprises is briefer than that in the present rule. The omission of reference to administrative costs is intended to mean that it is not anticipated that a charge will be made for administrative costs in the future any more than they have been under the present rule.

Mr. Holmer said that the distinction made in the present rule is not entirely clear in practice and that a study is presently under way to seek more consistent treatment of physical plant costs for auxiliary enterprises among the institutions.

3. In determining the need to make a charge for parking, it is expected that a cost of $5 per space per year will be continued as the minimum standard requiring the establishment of a parking charge.

4. The term "replacement value" in the final paragraph of the proposed rule refers to replacement value new in both the present and proposed rules.

Mr. Holmer then indicated a modification in the recommended change in the Administrative Rule, and this language has been incorporated in the proposed rule as presented above. He also said that consideration should be given to the continuation of the 125 percent limit on the amount of the required debt service.
The Finance Committee recommended that the Board adopt the modifications in Administrative Rule 70.135 and that a public hearing be held on the proposed change at the January 1973 Board meeting. It was understood that the question of the 125 percent ratio for bond debt service would be discussed at the time the proposed rule was considered by the Board.

Further Staff Report

We should assure absolute fidelity to any bondholder who has placed reliance on AR 70.135 as it is, including the language in the second paragraph, "provided that the composite ratio for all bonds outstanding shall be not less than 125%.

Accordingly, the third paragraph of the proposed revision of AR 70.135 should read:

The annual net income is to be at least 150 percent of the annual debt service coverage for bonds issued prior to May 6, 1963, at least 125 percent for bonds issued between May 6, 1963, and February 18, 1969, and 100 percent for bonds issued after February 18, 1969, provided that the composite annual net income shall equal 125 percent of the annual debt service coverage for bonds issued prior to January 24, 1973.

Board Discussion and Action

President Layman stated that during this public hearing presentations in connection with the proposed change in the Administrative Rules pertaining to auxiliary enterprise debt service were in order. There being no response to his request, the Board considered the recommendation.

The Board approved a motion by Mr. Mosser to amend the date in the last line of the report to read "January 24" instead of "January 22" so that the bond issue to be sold on January 23 would be included in the recommendation. This change has been incorporated in these minutes.

The Board then approved the amended recommendation as shown in the Committee recommendation and the further staff report.

(Considered by Finance Committee, December 19, 1972.)

Staff Report to the Committee

Administrative Rule 40.140 provides that nine-month academic staff "shall be paid" one-eightheenth of their annual salary in September, one-nineth in each of the months of October through May and the final one-eightheenth in June. The Administrative Rule reflects a decision to abandon a previous payment procedure that made payments of one-twelfth of the annual amount through May and a "balloon payment" in June. The change was in response to objection that the State of Oregon was earning interest on money actually earned by the faculty from September to June.
During recent years, faculty groups have urged that the nine-month faculty member have the option of being paid either on a nine-month or a twelve-month basis. It is a request which can be accommodated, if appropriate change is made in the Administrative Rule.

A related problem is provided by ORS 237.071, which provides for deductions from salary for retirement contributions by all employees contributing to the Public Employees' Retirement Fund. ORS 237.071(2) says in part, "Salary shall be considered earned in the month in which it is paid." ORS 237.071 (3) provides a general exception for academic employees "whose salary is based on an annual agreement," and provides that for them "the agreed annual salary shall be divided into twelve equal installments" and that "each installment shall be considered as earned and paid in separate, consecutive months, commencing with the first month that payment is actually made under terms of the salary agreement."

The graduated retirement contributions (based on salary) result in lesser withholding in September and June and greater withholding in the intervening months than would result under the 12-month rule. The net withholding for nine-month academic staff probably exceeds slightly the amount required but does constitute an employe benefit in the long run.

Technically, the 10-paycheck system described in AR 40.140 is inconsistent with ORS 237.071

It is further noted that a pay plan authorizing a nine-month academic employe to choose a 10-check or 13-check plan (the extra check for the first half of the ensuing September) may require legislation (in ORS Chapter 292) to assure the validity of withholding one-third of the pay earned in a month and subsequent disbursement during the summer months.

Subsection (11) of ORS 237.071 provides for graduated rates from 4 percent to 7 percent on $500 monthly salary increments for employe contributions to the Public Employee Retirement Fund. The general rule is that the gross monthly salary as shown on the payroll stub is considered as the amount to which the rates are to be applied. Exception is made in subsection (3) of the statute for school district and higher education employees on annual contract whose salary is calculated on a twelve-month basis, although they may actually render service over a lesser period (9 months). AR 40.140 provides that employees on an academic year basis are to be paid one-eighteenth of their annual salaries in September and June and one-ninth in each of the intervening months. At the time the law was enacted, academic year employees' monthly salaries were calculated on a twelve-month basis.

Staff Recommendation to the Committee

It was recommended that following a public hearing the Board approve amendments to AR 40.140 to permit salary payments to 9-months' academic staff on either a 9-months' or 12-months' basis; that the Board authorize introduction of legislation, if required, to permit the procedures
associated with the exercise of an option by a nine-months' academic employe to receive his earned pay on a 12-months' basis; and that the Board's staff be authorized to seek removal of higher education employees from the exception in the statute by action at the 1973 session of the Legislative Assembly.

Committee Discussion and Recommendation

The Finance Committee considered the recommendations for changes in the Administrative Rules and the introduction of the proposed legislation. During the discussion, it was indicated that the removal of the exception in the statute would probably not accomplish fully the objectives intended in the staff recommendations.

In order to achieve the objectives of the staff recommendations, the Finance Committee recommended that the Board authorize the introduction of legislation to permit the procedures associated with the exercise of an option by a nine-months' academic employe to receive his earned pay on a 12-months' basis and to adjust withholdings for the public employes' retirement fund to the availability of that option. An APA hearing has been scheduled during the Board meeting on January 22, 1973.

Board Discussion and Action

Mr. Holmer reported that subsequent information received from the Office of the Secretary of State and the Attorney General indicated that neither a statutory change nor a rule change would be required. Therefore, no Board action was required.

Mr. Layman said that any statements on this question would be heard since it had been scheduled for a public hearing. In response to a question from Mr. Gilbert Polanski, Field Representative for the Oregon State Employees Association, it was indicated that sufficient administrative authority was available under present regulations to proceed with the option for salary payments to 9-months' staff members on a 12-months' basis. Mr. Holmer said that it was anticipated that this option would be available beginning with the fall of 1973.

Mr. Polanski indicated the support of the Employees Association for the proposal.

The Board approved a motion by Mr. Mosser to withdraw the recommendation to seek a statutory change, since the proposed legislation no longer appeared to be necessary.

Administrative Reorganization of UOMS and UODS

(Considered by Ad Hoc Committee To Study Reorganization of Medical Services, UOMS-UODS, December 19, 1972.)

Staff Report to the Committee

At the Board meeting on November 27, 1972, it was proposed that the administrative structure of the Medical and Dental Schools be reorganized. The proposed reorganization would call for a single administrator to
be responsible for all of the System's activities on Marquam Hill, with the Deans of the Schools of Medicine, Dentistry and Nursing reporting to him.

Supporting staff should include, at a minimum, key persons in business, planning and development. It is suggested that the new administrator be his own staff man for academic affairs, at least at the beginning.

The existing nominal connections between the University of Oregon and the reorganized structure should be severed, thus making the new structure independent of, and parallel to, existing institutions. Alternatives include (1) retaining the nominal connection with the University of Oregon, and (2) affiliating the reorganized structure with Portland State University.

If you choose independence, possible institutional names include the Oregon College of Health Sciences, the Oregon Center for Health Sciences, the Oregon Academic Health Center, the Oregon Institute for Medical Sciences, or the Oregon Institute for Health Sciences, among others. The Oregon Institute for Health Sciences is suggested. You may wish to make no decision on a proposed title at this time, postponing that decision until a later date.

If you choose independence from other System institutions, the appropriate title for the new chief administrator appears to be that of President. An alternative might be Vice Chancellor. Equality with other institution heads can best be made clear by the title of President.

The deans of the three professional schools should bear the same reporting relationship to the new administrative head as the deans of medicine and dentistry now bear to me.

The fiscal implications are not yet completely clear. Preliminary analysis suggests that the supporting staff can be provided through the reassignment of existing personnel. Provision of added funds for the salary of the new administrator may be necessary. The need for statutory changes to accomplish this proposal is being examined and will be presented to you in a separate report.

In the event you approve the proposal, it will be necessary to develop qualifications to be met by the new administrator and to agree upon procedures to be followed in his selection. Once agreement has been reached on the qualifications and procedures, a search would be initiated, anticipating that a period of several months will be required. It is proposed, therefore, that the new organization become effective about July 1, 1974.

It should be emphasized that the proposed reorganization is not based upon any assumption that serious problems exist at any of the three instructional units or at the public service units on Marquam Hill. On the contrary, those units appear to be functioning satisfactorily. The proposal is based on the assumption
that the physical location of the several units and their similar broad objectives create circumstances which make unified administration both feasible and desirable. A further assumption is that the effectiveness of the several units could be increased under unified administration.

Staff Recommendation to the Committee

It was recommended that the Board's Ad Hoc Committee on Reorganization of the Schools of Medicine, Dentistry and Nursing approve for Board consideration the establishment of an institution separate from existing System institutions and encompassing the Schools of Medicine, Dentistry and Nursing. It was further recommended that the reorganized institution bear the name the Oregon Institute for Health Sciences and that its chief administrator bear the title of President.

Committee Discussion and Recommendation

The Chancellor explained the recommendation by saying that the three instructional units are located in close proximity so that a single administrative organization would be feasible. Further, the goals of the three instructional units are, in broad terms, generally similar. He said that while substantial steps have been taken already to unify various services offered in the three units, there is still potential for increased effectiveness through the proposed unification. The Chancellor emphasized that he had not identified any problem which the proposal was intended to solve; however, it is perhaps more appropriate to analyze the reorganization when there is no crisis.

The Chancellor then indicated the issues which required study and decision. He said the first issue was whether the change in organizational structure should be made. If the reorganized structure were approved, the relationship to the University of Oregon must be considered. This relationship is currently a nominal one, primarily that of conferring the degrees on the recommendations of the faculties of the three schools. The Chancellor said that his recommendation called for the elimination of any direct relationship with the University of Oregon. However, it would be possible to retain the connection with the University of Oregon or to establish a similar arrangement with some other institution.

A third issue would be the name of the new institution. The name would be particularly important if the relationship with the University of Oregon were severed. The Chancellor said that the recommended name was not entirely satisfactory to him and suggested that that decision might be postponed during the exploration of other suggested names.

The Chancellor said that the title of the chief administrator was another question which would depend somewhat on whether the nominal relationship to the University of Oregon were retained. If it were retained, an appropriate title might be Vice President for Health Sciences with the deans of the three units reporting to him. For an independent institution, the title of President would provide equity with the executives of the other institutions.
The fiscal implications of the proposed change would involve at least the addition of the salary of the chief administrator and his secretarial support services. Other support services probably could be made available within the present operation through reassignment of persons presently employed. He said there were few significant building implications as a result of the proposal.

Mr. Mosser said that before reaching a decision on the recommendation, consideration should be given also to the qualifications of the head of the new institution and the process by which he would be selected.

Mr. Mosser asked whether any academic changes were a part of the proposal, particularly the possibility of establishment of a School of Basic Sciences which would teach the basic science courses for medicine, dentistry, and nursing. Dean Holman indicated that a study of possible consolidation of basic science instruction had been under study for some time, and a report would be available soon.

Mrs. Johnson said that the goals and objectives of the reorganization should be a part of the discussion of the proposal.

Mr. Snider asked what things were now being done on a consolidated basis. Dean Holman said that practically all business support services were unified, including physical plant operation, parking program, business office, student personnel, budget, purchasing, health services, visual aids, printing, and management of gifts and grants.

Mr. Snider then asked the deans of the schools of dentistry, medicine and nursing for comments or questions and invited them to express any reservations which they might have about the feasibility of the proposed program.

Dean Jean E. Boyle, School of Nursing, said that she would support the idea of considering the proposed reorganization that would enhance the coordination and communication. She said that the proposal must be given careful study and that allied health programs must be recognized in the planning because these programs are developing and will create additional demands or allocation on the total teaching resources necessary to support all programs. She mentioned the need to make the nursing program more clearly evident to prospective students.

In referring to her professional experience in similar organizational structures, Dean Boyle said that the success of such a program depends on the commitment of the staff to the worth of the plan. She said that in terms of nursing, she would want to emphasize the fact that nursing is a viable member of the professional health team with certain commitments, responsibilities, and accountabilities to the citizens.

With respect to the name, Dean Boyle indicated that she would favor the word "University" in terms of the type of education offered and that "health sciences" would be a framework which would be flexible enough to include allied health in whatever form it might develop.
Dean Holman indicated that he agreed that the proposed reorganization would not save any money. He also stated that to his knowledge the relationships with the University of Oregon have been entirely satisfactory in every way and that the Medical School had no desire to change that particular relationship.

Dean Holman said that the faculty of the Medical School had expressed two major concerns: (1) that there be a continuation of the relationship in which the head of the Medical School has the opportunity to speak directly to the governing authority; and (2) that the individual selected is well-versed in medicine, its problems, and the special public relations problems mentioned above. In response to a question, Dean Holman said that the Medical School faculty would be greatly concerned with the prospect that the head of the institution was not someone who had a grounding in the disciplines that are in operation at the Medical School.

There was a general discussion of the extent of the administrative structure proposed under the reorganization. It was indicated that the recommendation of the Chancellor was for a minimum structure in addition to the present staff and organization. It was stated that the purposes of the reorganization should be determined before the proposal is approved and implemented. It was also indicated that part of the purpose in the reorganization would be a balanced representation for all parts of the health service group.

Dean Terkla said that the faculty of the Dental School was not in opposition to the concept of the proposal. However, the question of a favorable reaction would depend upon the delineation of the goals, objectives and speculated outcomes from such a proposal. He said the faculties of the institutions should be involved in the study of the goals, objectives, and outcomes.

Dean Terkla said he would encourage the study in depth of the reorganization proposal before any action was taken. He also indicated that the Dental School preferred the University of Oregon affiliation and also the term "health sciences," in considering a name for the institution. Dean Terkla stated that he has enjoyed having a direct access to the Chancellor and the Board and would find it difficult if he were not involved in all aspects of the Dental School program.

President Clark said he had been pleased by the references to the relationship with the University of Oregon. However, he said the decision with respect to the continuation of that relationship should rest with the faculties of those institutions. He indicated that the relationship between the University of Oregon and the Medical, Dental, and Nursing Schools was one of long standing which had brought distinction to all of these institutions. He then described the historical development of this relationship and the significance of the term "university" as it refers to an informal organization of relatively autonomous units, particularly professional units.
President Clark said that the suggestion that the Medical, Dental, and Nursing Schools become affiliated with Portland State University would perhaps be premature because Portland State does not yet have the allocation in the advanced sciences which are available at the University of Oregon.

President Clark cautioned that the benefits of consolidation should be determined before the plan is implemented.

The Chancellor said that he had assumed that detailed recommendations with respect to many of the questions raised during the discussion would follow the basic decision to proceed with the plan to coordinate the three instructional units.

Mrs. Johnson said that the services, objectives, or goals of coordination had been stated as follows:

1. To coordinate multi-disciplined program efforts;
2. To minimize duplication of curriculum, equipment, facilities, faculty, and resources;
3. To coordinate budget, planning and development, and operations;
4. To facilitate a continuity of diversity with a common goal of meeting the present needs of society;
5. To develop strengths through critical "masses" of excellence;
6. To have a single point of administrative authority, hopefully unbiased and objective, which would provide a single point of communication with the Chancellor; and
7. To have a central point of responsibility for planning and development where all of the needs and wants can be evaluated in relation to the reality of resources, relative strengths and relative weaknesses.

Mrs. Johnson said that the proposed reorganization should be evaluated in terms of bringing some of these objectives into better focus.

Mr. Joss said he would like to support further possible changes in the relationship of the School of Nursing under the existing system so that perhaps the Dean of the School of Nursing would report to the Chancellor and the Board in the same manner as the Deans of the Medical and Dental Schools. If that appeared to be impractical, Mr. Joss said he would be inclined to favor a single organizational structure.

Committee Recommendation

It was agreed that the Chancellor, the Deans and the faculties of the institutions concerned would give the proposal further study and return to the Committee with further information and recommendations. The
professional organizations connected with these three schools were also to be asked for their reactions to the proposal.

Board Discussion and Action

The Board accepted the report as presented pending further study and recommendations. It was understood that the opinions of students of these three institutions would be sought.

The Academic Affairs Committee met in regular session at 9:00 A.M., December 18, 1972, in Room 338, Michael J. Smith Memorial Center, Portland State University. The Committee considered and approved for action the Board guidelines for the institutions of the State System for the 1970's. Committee recommendation for approval of the Guidelines, as amended, is found on page 27 of this docket. The Guidelines are presented in a separate document as a supplement to this docket.

Material considered by the Committee during its discussions included the Second Report to the Oregon State Board of Higher Education on Year-Around Operation (YRO) of the University of Oregon Dental School. The Committee postponed until a later meeting consideration of:

- A Report on Tenure by the Faculty Affairs Committee of the Inter-Institutional Faculty Senate;
- reports on Programs for the Disadvantaged in the State System of Higher Education;

The Committee also postponed consideration of a request of Eastern Oregon College for change in its name to Eastern Oregon State College. Also postponed was consideration of a possible proposal to permit Southern Oregon College and Oregon College of Education to consider whether they would wish to make a similar request.

A complete report of the Committee's discussions is presented in the document Report of the Meeting of the Committee on Academic Affairs, December 18, 1972. This document is bound in a separate volume and will be considered an integral part of the Board's minutes.

Board Discussion and Action

The Board accepted the report as presented.

Staff Report to the Board

On July 24, 1972, the Board accepted the revised schematic design phase of planning for the proposed Intramural/Recreation Building at Oregon State University which had been prepared with the assistance of Architects Balzhiser, Longwood, Smith & Associates. It was noted that the total project budget would be limited to $1,695,000 out of the expenditure limitation of $1,805,000 approved by the 1971 Legislature in order to provide an allowance of $110,000 for the relocation of the intercollegiate track within the proposed Spring Sports Complex.
Inasmuch as the design development phase of planning conformed substantially to the revised schematic design, the Board's Office authorized the architects to proceed with the construction documents so that bids for the project could be obtained early in 1973. The building is to be located on the east side of College Drive (26th Street), adjacent to and just south of the Men's Physical Education Building. The types of activity spaces to be provided correspond with those described in the minutes of the July 24, 1972, meeting of the Board, but the gross area of the initial unit has been reduced from the earlier estimate of 53,641 square feet to approximately 50,989 square feet because of reductions in the corridors, weight room, combative sports room, gymnastics rooms and the other activities room. The direct construction costs are estimated to be $1,415,000. Of this amount, the portion applicable to the building and fixed equipment, excluding outside utilities and related sitework, is $1,349,940, averaging $26.48 per square foot.

Authorization to proceed with the Intramural/Recreation Building was granted by the State Emergency Board on December 19, 1972, simultaneously with the approval of the first phase of the proposed Spring Sports Complex at Oregon State University. The project is to be financed from self-liquidating bond borrowings issued under the provisions of Article XI-F(1) of the Oregon Constitution and/or from balances available for auxiliary enterprises, including student building fees.

RECAPITULATION UPON COMPLETION OF DESIGN DEVELOPMENT PHASE

Project - OSU Intramural/Recreation Building

Architects - Balzhiser, Longwood, Smith, Paul & Anderson, Eugene

Legislative Authorization - Chapter 709, Oregon Laws 1971

Board's priority - No. 12 in 1971-1973 (Auxiliary Enterprises)

Estimated total project cost (excluding $110,000 allocated for replacement of intercollegiate track within the proposed Spring Sports Complex) $1,695,000

Estimated direct construction costs:
Total $1,415,000
Total for building and fixed equipment (excluding sitework and utilities) $1,349,940
Average (per square foot) - $26.48

Tentative schedule:
Bidding - March 1973
Completion - June 1974
Meeting #408-47

January 22, 1973

Tentative financing plan:
General obligation bond borrowings issued under
Article XI-F(1) of the Oregon Constitution
and/or balances available for auxiliary
enterprises $1,695,000

Board Discussion and Action

The Board accepted the report as presented.

Report of Final Inspection and Acceptance of
Environmental Fluid Dynamics Laboratory, OSU

Upon the recommendation of officials of Oregon State University and
Cornell, Howland, Hayes & Merryfield/Hill, project engineers, the
work performed by the prime contractor for the construction of a wave
tank facility for the Environmental Fluid Dynamics Laboratory at
Oregon State University was accepted as of December 29, 1972, subject
to the completion of a few minor items, including a leakage test
which the contractor has until March 1, 1973, to perform.

A revised semi-final budget is shown below in comparison with the
budget reported to the Board on September 26, 1972:

<table>
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<th>Revised Budget</th>
<th>Original Budget</th>
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<td>Direct Construction Costs:</td>
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<tr>
<td>Other construction work related to utility services, etc.</td>
<td>19,420</td>
<td>17,920</td>
<td>1,500</td>
</tr>
<tr>
<td>Professional service fees, including testing</td>
<td>20,000</td>
<td>20,000</td>
<td>-</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>8,149</td>
<td>3,500</td>
<td>4,649</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>6,599</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>$ 197,000</td>
<td>$ 197,000</td>
<td>-</td>
</tr>
</tbody>
</table>

(1) Includes revision for deletion of galvanized steel service water pipe; ordinary wall finish in lieu of rubbed wall finish, mechanical equipment permitted for backfilling; addition of 1" stainless steel inserts; revisions to hydraulic accumulator base and anchor bolts; revision to fill and make-up water piping and providing gravel backfill, all contained in a total of four approved change orders.

Plans and specifications for the project were prepared by Cornell, Howland, Hayes & Merryfield/Hill, Consulting Engineers, Corvallis. The facility is located on a two-acre tract west of 35th Street and south of Jefferson Street immediately adjacent to the National Environmental Research Center. This initial facility includes a concrete wave tank with dimensions of approximately 342 feet in length, 12 feet in width and 15 feet deep, plus utility service connections and related site work.
RECAPITULATION UPON FINAL ACCEPTANCE OF CONTRACT

Project - OSU Environmental Fluid Dynamics Laboratory (Wave Tank)

Engineers - Cornell, Howland, Hayes & Merryfield/Hill, Corvallis

Legislative authorization - State Emergency Board - June 20, 1972

Total direct construction costs - $ 149,431

Total project costs - $ 197,000

Financing Plan:
Gifts and grants through the Oregon State University
Foundation, Inc. - $ 197,000

Board Discussion and Action

The Board accepted the report as presented.

Report of Appointment of Engineers for Electrical Distribution System Improvements, UO

Staff Report to the Board

Upon the recommendation of institutional officials, arrangements have been made for the professional services of Dhillon, Chawla & Associates, Engineers/Planners, Portland, relating to the study, design and construction supervision of various improvements to the electrical distribution system on the campus of the University of Oregon. This work is part of the proposed utility improvements for which legislative authorization is being requested in 1973. Tentatively, it is estimated that the electrical service improvements will cost approximately $595,000, including about $517,750 for direct construction. The work is expected to include the replacement of existing unsafe, defective and obsolete equipment (such as switchgear, transformers, feeders and fusing installations), the updating of the existing electrical system so that it will operate in a safe, economical and reliable manner and be adaptable to future growth and expansion, and the metering of auxiliary facilities to establish load and demand factors.

For their services, the engineers are to be compensated on a time and materials basis with the understanding that the maximum fee shall not exceed $41,000. Funds required for the initial phases of planning are to be provided from the Board's reserve for architectural/engineering planning and from balances available for auxiliary enterprises.

Board Discussion and Action

The Board accepted the report as presented.
Staff Report to the Board

On May 22, 1972, a report was made to the Board of the acceptance of the design development phase of planning for the Mackenzie Hall Alterations (School of Nursing) at the University of Oregon Medical School which had been authorized as part of the 1971-1973 capital outlay program. On September 16, 1972, a request was made to the State Emergency Board to release for expenditure the funds appropriated for the project. This request was granted. Subsequently, following the approval of the final plans and specifications and with the concurrence of the federal granting agency, bids were solicited and were received in Portland on December 14, 1972. The thirteen quotations received from contractors ranged from a low of $320,700 to a high of $353,474.

Inasmuch as the bids were well within the direct construction cost allowance and the estimate of the project architects, Broome, Selig, Oringdulphe & Partners, Portland, a contract award was made to the lowest bidder and the following budget was approved:

Direct construction costs – Contractors, Inc., Portland

$ 320,700

Professional service fees (including schematic design for prior larger project and supplemental construction supervision)

72,034

Movable equipment

35,000

Physical plant and miscellaneous costs

18,610

Contingencies (8 percent of direct construction)

25,656

Total project budget

$ 472,000

Based on the area of 11,265 square feet to be remodeled, the direct construction costs of $313,900 applicable to the building and fixed equipment (but excluding $6,800 for outside utilities connections) would average approximately $27.86 per square foot. If the costs of replacing the elevator and some of the exterior windows were excluded from this calculation, the average would be approximately $24.05 per square foot.

The indicated budget total of $472,000 is $128,000 less than the expenditure limitation of $600,000 previously authorized by the Board and the State Emergency Board. Although some adjustment may be required at a later time, it is expected that $244,064 of the project costs will be financed from the grant of the U. S. Public Health Service (Division of Nursing) and the remaining $227,936 will be provided from state funds.
The remodeling will provide locker and lounge facilities for nursing students on the first floor of Mackenzie Hall. Other alterations within the first floor will include spaces for a new electrical room and additional toilet facilities. With the expansion of offices and related facilities for the School of Nursing to the fourth floor of the building, their present space on the third floor will have only minor alterations. Space on the fourth floor, which was vacated recently by moving the Microbiology Department, including teaching laboratories, to the new Basic Science Building, will be remodeled completely with new partitions and new floor and ceiling finishes. This area will provide additional faculty offices, administrative offices, secretarial spaces and a faculty-student laboratory suite for the School of Nursing. Other work includes the general upgrading of existing toilet rooms and improvements to the heating, ventilating and power distribution systems, including new electric wiring and fixtures, and the replacement of the antiquated freight elevator with a new passenger and service elevator.

RECAPITULATION UPON RECEIPT OF BIDS AND AWARD OF CONTRACT

Project - UOMS Mackenzie Hall Alterations (School of Nursing)

Architects - Broome, Selig, Oringdulph & Partners, Portland

Legislative authorization - Chapter 709, Oregon Laws 1971

Board's priority - No. 10 in 1971-1973 (Educational and General Plant)

Approximate area to be remodeled - 11,265 square feet

Estimated total project cost $ 472,000

Estimated direct construction costs:
Total
Total for building and fixed equipment $ 320,700
Average (per square foot) - $27.86
Total excluding outside utilities connections, elevator and window replacement $ 270,900
Average (per square foot) - $24.05

Tentative schedule:
Contract award - January 1973
Completion - November 1973

Tentative financing plan:
State funds:
General Fund appropriation $113,968
Article XI-G bond borrowings $ 227,936
Federal grant from U. S. Public Health Service
Total

Board Discussion and Action

The Board accepted the report as presented.
Staff Report to the Board

In response to the Board's request for an annual report of single and married student housing, a study has been prepared for the Fall Term 1972. Data on residence hall capacities and occupancies were obtained from all nine institutions. However, data on family housing were obtained only from Eastern Oregon College, Oregon College of Education, Oregon State University, Southern Oregon College, and the University of Oregon inasmuch as units of married student housing are not owned or operated by the other institutions within the State System of Higher Education. The form of the report is similar to that used in the past and identifies: (a) dormitory capacities and occupancies; (b) data on other housing for single students; (c) the total number of married students (male and female); (d) the number of graduate teaching assistants and research assistants; (e) the number of graduate assistants occupying institutionally-owned housing units; and (f) typical rental rates for family housing at each of the five institutions.

Some of the main features of the Fall Term 1972 report may be summarized as follows:

Dormitory Capacities and Occupancies

1. For the State System as a whole, the occupancies of all residence halls averaged about 79.5 percent of the rated capacities. (See Table I.) This compares with an occupancy rate of 84.9 percent for the Fall Term 1971.

2. The nine institutions provided housing accommodations for 10,863 students, or 19.0 percent of the total headcount enrollment of 57,079 students. This 19.0 percent figure was comprised of 16.1 percent within single student housing and 2.9 percent in other housing, principally married student apartments. (See Table II.)

3. Fraternities and sororities housed 2,981 students, or 5.2 percent of the total headcount enrollment. (See Table II.) This represented an increase of 55 students from the data reported last year.

4. Privately-owned residence halls for single students provided housing for 893 students, or 1.6 percent of the total enrollment, as compared with 1,062 students, or 1.6 percent of the enrollment in Fall Term 1971. (See Table II.)

5. Of the total headcount enrollment of 57,079 students in Fall Term 1972, 41,607 students (72.9 percent) were living in private homes, apartments, etc. (See Table II.) In the report for Fall Term 1971, the comparable figures were 42,697 and 72.8 percent.
Married Student Housing

1. At the five institutions which provided some units of family housing, approximately 24.2 percent of the male students were married, ranging from a low of 19.8 percent at Southern Oregon College to a high of 35.6 percent at Oregon College of Education. Approximately 17.6 percent of the female students enrolled were married, ranging from a low of 11.4 percent at Oregon State University to a high of 29.3 percent at Eastern Oregon College. For the total enrollment at these five schools, 21.5 percent of the students were married, ranging from a low of 17.4 percent at Oregon State University to a high of 30.3 percent at Oregon College of Education. (See Table IV.)

2. Of the 877 family housing units constructed or acquired specifically to accommodate married students, 214 were occupied by graduate assistants and research fellows and 344 were occupied by other graduate students. Thus, approximately 63.6 percent of all of these units were assigned to graduate students. (See Table V.)

3. Of the 244 miscellaneous family housing rental units available during Fall Term 1972, 178 were rented to students. Of these, 95 units were occupied by graduate students, including 46 who were classified as graduate assistants or research fellows. (See Table VI.)

4. For the five institutions, the percentage of married male and female students was highest among graduate students, including graduate assistants, research assistants, etc., and decreased with each lower academic year to the freshman level. With the exception of the seniors at Southern Oregon College, the percentage of married male undergraduate students at the three regional institutions was somewhat higher than at either the University of Oregon or Oregon State University. Similarly, the percentage of married female students at the three smaller institutions was somewhat higher than at either of these two universities. (See Table VII.)

5. The overall percentage of married students living in institutionally-owned housing at the five institutions was 12.2 percent (1,044 out of a total of 8,638). On an institutional basis, this percentage varied from a low of 1.7 percent at Oregon College of Education to a high of 20.5 percent at the University of Oregon. At the two universities, the highest percentage of married male and female students living in institutional housing was in the category of graduate assistants, research assistants, etc., followed by the other graduates category. (See Table VII.)
6. At the five institutions the number of married male students decreased by 136 (5,856 in 1971 to 5,720 in 1972); however, in terms of percentage, these figures represent an increase of 0.2 percent of married male students to the total headcount enrollment (from 24.0 percent in 1971 to 24.2 percent in 1972). (See Table VIII.)

7. Of the grand total of 1,121 family living units at these five institutions, only 518 (46.2 percent) have been completed within the last twelve years and are classified as permanent housing. At Oregon State University, 94 apartments in Orchard Court were completed for initial occupancy during Fall Terms 1961 and 1963. At the University of Oregon, 408 apartments were completed in Westmoreland Village for initial occupancy between Fall Terms 1960 and 1964. At Eastern Oregon College, 16 apartments were completed by Fall Term 1962. The remainder of family housing units available consisted primarily of temporary war surplus buildings obtained from the federal government and residences of varying ages and conditions within the campus boundaries of the institutions. (See Table IX.)

8. In accordance with the policies adopted by the Board on February 10, 1969, it is expected that the rates of charge for student housing shall be such that the income will be sufficient to make each of the three categories of housing -- married student, regular residence halls and cooperative living units -- self-supporting and self-liquidating. Rates are established in recognition of this objective. Rates applicable to institutionally-owned housing units (excluding miscellaneous housing) at Eastern Oregon College, Oregon College of Education, Oregon State University, Southern Oregon College, and the University of Oregon were reviewed and an open hearing was held by the Board on July 24, 1972.

Because of the variety of facilities available for miscellaneous housing, rental rates differ markedly. (See Tables IV and IX.)

The complete report appears as Supplement B, page 126.

Board Discussion and Action

In the discussion of the housing report, it was noted that at least three of the institutions had a low occupancy rate although there was no immediate problem with respect to the debt service on the housing facilities. It was also indicated that other institutions appear to be reversing an earlier occupancy trend which was similar. Mr. Hunderup reported that possible changes in living accommodations were being explored to make the housing more attractive to students.

Mr. Mosser said that the financial status of student housing should be studied so that the situation will be clear in time to make any necessary recommendations to the legislature.

The Board accepted the report as presented.
The information contained in the following reports was presented at the Building Committee meeting held on December 19, 1972:

Report on Emergency Board Meeting

Mr. Hunderup reported that the subcommittee of the Emergency Board had recommended approval by the Emergency Board of the following requests: Spring Sports Complex at Oregon State University within a budget total of $440,000; Intramural/Recreation Building at Oregon State University for a total of $1,695,000; the expenditure of an amount up to $100,000 for fire and safety measures at Weatherford Hall at Oregon State University; requests to conform to the new level of federal support for the 4-H program; and authorization to expend and use a grant from the federal government for the Crippled Children's Division at the University of Oregon Medical School.

Board Discussion and Action

The Board accepted the report as presented.

Road Development at Ashland

Mr. Joss indicated that Board members had received a letter from the city administration in Ashland with reference to the failure to include road development for Southern Oregon College in Ashland in the recommendation to the legislature for capital construction.

Mr. Hunderup said that this item had been below the cut-off point recommended by the Building Committee but that efforts were being continued to find some alternate method of financing this road development.

Mr. Mosser suggested that a letter be sent to the City of Ashland indicating that the Board recognized the problem and was seeking a solution through alternate sources of funding. However, in view of the financial situation and the needs of the State System, it had been necessary to cut the priority listing for capital construction before this project was reached on the listing.

Board Discussion and Action

The Board accepted the report as presented.
Condition of Board's Unallocated and Plant Rehabilitation Reserves

I. Board's Unallocated Reserve

Balance reported as of November 27, 1972 $ 256,448.31

Balance available as of January 22, 1973 $ 256,448.31

II. Board's Reserve for Plant Rehabilitation

Balance reported as of November 27, 1972 $ 129,270.00

Add: Amounts remaining at completion of projects at EOC, OSU and PSU, returned to Board's reserve for reallocation 2,373.00

Balance available as of January 22, 1973 $ 131,643.00

Board Discussion and Action

The Board accepted the report as presented.

Report of Patient Fee Change (Teaching Hospital), UOMS

Pursuant to the authority vested in the University of Oregon Medical School and the Chancellor by action of the Board of Higher Education at its meeting on November 27, 1972, the following change of fee has been approved by the Chancellor, effective January 15, 1973:

<table>
<thead>
<tr>
<th>Service</th>
<th>Old Rate</th>
<th>New Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiac catheterization laboratory fee</td>
<td>$230</td>
<td>$265</td>
</tr>
</tbody>
</table>

Board Discussion and Action

The Board accepted the report as presented.
### SUMMARY OF GIFTS AND GRANTS TO DATE FOR YEAR 1972-73

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Total</th>
<th>Cumulative Total for Current Year</th>
<th>Cumulative Total for Preceding Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 24, 1972</td>
<td>$11,383,016.92</td>
<td>$11,089,024.94</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Above figure includes amount of Stauffer Endowment reported in July)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 26, 1972</td>
<td>$11,067,451.87</td>
<td>$21,730,568.37</td>
<td></td>
</tr>
<tr>
<td>November 27, 1972</td>
<td>$10,887,669.82</td>
<td>$38,687,445.66</td>
<td></td>
</tr>
<tr>
<td>January 22, 1973</td>
<td>$3,658,653.94</td>
<td>$42,541,692.01</td>
<td></td>
</tr>
</tbody>
</table>
The following gifts and grants to the institutions have been approved for acceptance and expenditure by the institutions and the Board's Office in accordance with Board action on January 27-28, 1964. It was recommended that the Secretary of the Board be authorized to make suitable acknowledgement to the donors and grantors. The Board approved the recommendation as presented.

Oregon State University

Scholarships & Fellowships

Gifts totaling $83,282.61 from the following donors for scholarships and fellowships:

- Albany Altrusa Club, Albany: $200.00
- American Association of University Women, Coos Bay: $300.00
- American Association of University Women, West Linn: $150.00
- American Baptist Board of Education and Publication, Valley Forge, Pennsylvania: $200.00
- Ashland Public Schools, Ashland: $134.00
- Astoria Regatta Association, Astoria: $300.00
- Bate Plywood, Merlin: $100.00
- Beaverton Educational Secretarial Association, Portland: $100.00
- Beaverton High School Associated Students, Beaverton: $250.00
- Bend Public Schools, Bend: $130.45
- Bend Senior High School, National Honor Scholarship, Bend: $200.00
- Benjamin Franklin Federal Savings and Loan Association, The Dalles: $297.17
- Boise Cascade Foundation, Inc., Boise, Idaho: $900.00
- The Britt Memorial Scholarship Fund, Medford: $700.00
- Business and Professional Women's Club, Klamath Falls: $200.00
- Carnation Company Scholarship Foundation, through The First National Bank, Seattle, Washington: $505.50
- Central Point School District #6, Central Point: $740.00
- Chemical Engineers of Oregon, Corvallis: $250.00
- Civil Air Patrol (Donald W. Douglas Engineering Scholarship), Maxwell Air Force Base, Alabama: $500.00
- Clackamas High School Student Body, Milwaukie: $850.00
- Clatskanie High School, National Honor Society Scholarship, Clatskanie: $150.00
- Board of Control, Coast Guard Welfare, Washington, D. C.: $650.00
- Cockerline Trust, through U. S. National Bank of Oregon, Salem: $664.00
- Creston School Parent-Teacher Association, Portland: $100.00
- Crown Zellerbach Foundation, San Francisco, California: $375.00
- Elks Lodge No. 338, Baker: $250.00
<table>
<thead>
<tr>
<th>Organization</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elks Lodge No. 1680, Burns</td>
<td>$150.00</td>
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<tr>
<td>Elks Lodge No. 358, Heppner</td>
<td>400.00</td>
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<tr>
<td>Elks Lodge No. 1663, Lebanon</td>
<td>1,600.00</td>
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<tr>
<td>Elks Lodge No. 288, Pendleton</td>
<td>750.00</td>
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<tr>
<td>Elks Lodge No. 1814, Prineville</td>
<td>200.00</td>
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<tr>
<td>Elks Lodge No. 1189, Oregon City</td>
<td>450.00</td>
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<tr>
<td>Elks Lodge No. 142, Portland</td>
<td>150.00</td>
</tr>
<tr>
<td>Elks Lodge No. 336, Salem</td>
<td>200.00</td>
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<tr>
<td>Elks Lodge No 303, The Dalles</td>
<td>350.00</td>
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<tr>
<td>Elks National Foundation, Chicago, Illinois</td>
<td>600.00</td>
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<tr>
<td>Elmira High School, Elmira</td>
<td>200.00</td>
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<tr>
<td>First National Bank in Albuquerque, Albuquerque, New Mexico</td>
<td>1,482.00</td>
</tr>
<tr>
<td>Foundry Educational Foundation, Cleveland, Ohio</td>
<td>533.32</td>
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<tr>
<td>Franklin High School Association, Portland</td>
<td>100.00</td>
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<tr>
<td>Future Farmer's of America Scholarship, through U. S. National Bank of Oregon, Portland</td>
<td>300.00</td>
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<tr>
<td>The General Foods Fund, Inc., White Plains, New York</td>
<td>1,600.00</td>
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<tr>
<td>Green Valley Lumber Scholarship Fund, through First National Bank of Oregon, Roseburg</td>
<td>333.33</td>
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<tr>
<td>Gresham Union High School (Gerald McKittrick Memorial Fund), Gresham</td>
<td>200.00</td>
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<tr>
<td>The Groller Foundation, Inc., New York City</td>
<td>168.50</td>
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<tr>
<td>Clara Hanley Scholarship Award, through U. S. National Bank of Oregon, Portland</td>
<td>250.00</td>
</tr>
<tr>
<td>Henley High School Honor Society, Klamath Falls</td>
<td>200.00</td>
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<tr>
<td>Henley High School, Klamath Falls</td>
<td>275.00</td>
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<tr>
<td>Hillsboro Senior High School, Hillsboro</td>
<td>550.00</td>
</tr>
<tr>
<td>Hood River Scholarship Fund, Hood River</td>
<td>475.00</td>
</tr>
<tr>
<td>The ITT Rayonier Foundation, Hoquiam, Washington</td>
<td>1,200.00</td>
</tr>
<tr>
<td>The Jackson Foundation, through the U. S. National Bank of Oregon, Portland</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Jaycettes, Klamath Falls (Junior Miss Scholarship), Klamath Falls</td>
<td>243.90</td>
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<tr>
<td>Junction City High School Student Body, Girls League, Junction City</td>
<td>100.00</td>
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<tr>
<td>Junior Achievement Scholarship, Columbia Empire, Inc., Portland</td>
<td>500.00</td>
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<tr>
<td>KAGI Radio, Grants Pass</td>
<td>200.00</td>
</tr>
<tr>
<td>Peter Kiewit Sons' Co., Omaha, Nebraska</td>
<td>1,800.00</td>
</tr>
<tr>
<td>Kinzu Corporation, Kinzua</td>
<td>500.00</td>
</tr>
<tr>
<td>Kiwanis Club, Glide</td>
<td>436.61</td>
</tr>
<tr>
<td>Kiwanis Club, Mountain View, California</td>
<td>250.00</td>
</tr>
<tr>
<td>KPWW Radio, Eugene</td>
<td>500.00</td>
</tr>
<tr>
<td>Lake Oswego High School (Alene Nelson Scholarship Fund), Lake Oswego</td>
<td>250.00</td>
</tr>
<tr>
<td>Lane County Electric Cooperative Association, Elmira</td>
<td>200.00</td>
</tr>
<tr>
<td>LASPAU, Inc., Cambridge, Massachusetts</td>
<td>720.50</td>
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<tr>
<td>Carlton-Yamhill Lions Club, Yamhill</td>
<td>500.00</td>
</tr>
<tr>
<td>Little River Box Co., Glide</td>
<td>1,000.00</td>
</tr>
</tbody>
</table>
Madras Senior High School, Madras                                      $ 200.00
McKenzie High School Boosters Club, Finn Rock                      200.00
Medford Senior High School, Medford                                1,650.50
Meier & Frank Company (Employee Dependents' Scholarship), Portland     300.00
Millar Scholarship Fund, through The Oregon Bank, Portland             1,125.00
Miss Oregon Pageant of Seaside, Inc., Seaside                        1,200.00
Monterey Cypress Post No. 694, Marina, California                    500.00
Mt. Tabor Presbyterian Church, Portland                             200.00
National Association of Letter Carriers, San Francisco, California    500.00
National Make-It-Yourself-Without-Wool Contest, Portland              500.00
National Marine Corps Scholarship Foundation, Inc., Princeton, New Jersey 250.00
Neah Kah Nie Faculty Scholarship Fund, Neah Kah Nie High School, Rockaway 300.00
NCO Wives Permasens, New York City                                   500.00
North Clackamas School District, Owen O. Sabin
  Occupational Skills Center, Milwaukie                                100.00
Oregon Association of Broadcasters, Eugene                           500.00
Oregon Association of Future Farmers of America (Standard Oil Company of California Scholarship), Salem 400.00
The Oregon Cattlemen's Association, Portland                         500.00
Oregon Congress of Parents & Teachers, Inc., Portland                1,428.00
Oregon Home Economics Association, Corvallis                         500.00
Oregon State Grange, Women's Activity
  Department, Portland                                                  200.00
State Scholarship Commission (Oregon C. K. Dart Scholarship), Eugene    166.00
Oregon Turkey Improvement Association, Corvallis                      500.00
Peat, Marwick, Mitchell Foundation and nine employees, New York City  450.00
P.E.O. Sisterhood, Chapter A S, Coos Bay                             200.00
P.E.O. Sisterhood, Oregon State Chapter, Corvallis                   400.00
Pennsylvania Higher Education Assistance Agency, Harrisburg, Pennsylvania 630.00
Philomath Grade School Parent-Teacher Scholarship, Philomath           200.00
Philomath Junior-Senior High School, Paul J. Cochran Scholarship Fund, Philomath 200.00
Portland Home Economists in Education, Portland                       300.00
Portland Legal Secretaries Association, Portland                      500.00
Ralston Purina Co., St. Louis, Missouri                               500.00
Rancho Bernardo Women's Club, Poway High School, Poway, California    400.00
Reedsport High Student Body, Reedsport                                100.00
Roseburg Senior High School, Roseburg  
Roseburg Senior High School Girls League, Roseburg  
Rose City Park Methodist Church, Portland  
Samuel Rosenthal Scholarship, Nashville, Tennessee  
Rotary Club, Milton-Freewater  
Rotary Club of Poway, Poway, California  
Scappoose High School, Scappoose  
Sigma Phi Epsilon Educational Foundation, Richmond, Virginia  
Silvertown Hospital Auxiliary, Silvertown  
Burt K. Snyder Educational Foundation Scholarship Award, through the First National Bank of Oregon, Klamath Falls  
Soroptimist Club of Brookings, Brookings  
South Eugene High School, Eugene  
South Salem High School, Salem  
Sweet Home Community Scholarship Fund, Sweet Home  
Tigard Jaycees, Tigard  
Timber Carnival Association, Albany  
Various Trust Funds, through the U. S. National Bank of Oregon, Portland  
Max D. Tucker Scholarship Fund, through the U. S. National Bank of Oregon, Portland  
Warrenton High School (Barbara Camp Scholarship Fund), Warrenton  
Washington High School, Portland  
Woodrow Wilson High School, Portland  
Yoncalla Parent-Teacher Association, Yoncalla  
Hans and Clara Davis Zimmerman Foundation Scholarship Committee, through the Hawaiian Trust Co., Limited, Honolulu, Hawaii

American Chemical Society

Grant of $7,500 from the American Chemical Society, Washington, D.C., for research in "Carbanion Chemistry," September 1, 1972, through August 31, 1975, under the direction of Dr. Stanley E. Wilson, Assistant Professor of Chemistry.

G. Ferguson

Gift of personal collection of Hymenoptera (wasps) to the Oregon State Insect Collection, from Dr. George Ferguson, Corvallis. In addition, Dr. Ferguson will donate his time during his retirement to the incorporation of this material into the collection. It consists of 71,458 identified specimens, 9,379 unidentified but labelled specimens, and some storage cases. The gift is valued at $77,812.50.

Mrs. C. Holt

Gift of a bed, bedding and floor fan, valued at $287, from Mrs. Curtis Holt, Portland, for use in the president's residence; a collection of books, valued at $252, for use in the library; and a collection of memorabilia, valued at $2,665, for use in the Horner Museum.
Meeting #408-61

Mrs. I. A. Holt  Gift of an aquatint etching (1693 parchment document), valued at $225, from Mrs. Isabella A. Holt, Portland, for the Horner Museum.

National Aeronautics and Space Administration  Grant of $39,120 from the National Aeronautics and Space Administration, Washington, D.C., for "Research on Lunar Rocks and Other Materials," September 1, 1971 through August 31, 1973, under the direction of Dr. Roman A. Schmitt, Professor of Chemistry.

National Council of the Paper Industry for Air and Stream Improvement, Inc.  Grant of $14,037.01 from the National Council of the Paper Industry for Air and Stream Improvement, Inc., New York City, for "Sulfite Waste Research," April 1 through September 1, 1972, under the direction of Dr. James G. Knudsen, Associate Dean of Engineering.

National Science Foundation  Grants totaling $187,741 from the National Science Foundation, Washington, D.C., for research, training programs, and other purposes, as follows:

1. $31,000 - "Laminar Structure in the Weddell Sea," September 1, 1972, through February 28, 1974, under the direction of Dr. Steve Neshyba, Associate Professor of Oceanography.

2. $70,000 - "Benthic Eco-Medium Study of the Antarctic Region," October 1, 1972, through March 31, 1974, under the direction of Dr. P. Kilho Park, Associate Professor of Oceanography.


4. $27,141 - "Summer Institute in Science for Secondary School Teachers," November 20, 1972, through September 30, 1973, under the direction of Dr. Fred W. Fox, Professor of Science Education.

Oregon State Employment Division  Grant of $530.70 from the Oregon State Employment Division, Salem, for "on-the-job training of a handicapped person," November 1, 1972, through January 31, 1973, under the direction of Mr. John Haytas, Records Officer, Office of Budgets and Personnel Services.

Oregon Dept. of Environmental Quality  Grant of $3,000 from the Oregon Department of Environmental Quality, Portland, "for a project to study the hazardous waste problem and to recommend the most suitable disposal method(s) for each type," September 29 through December 31, 1972, under the direction of Dr. Virgil H. Freed, Head of Agricultural Chemistry.

Research Corporation  Grants totaling $12,512 from Research Corporation, New York City, for research, as follows:

1. $4,412 - "Flux Redistribution in the Establishment of the Superconducting State," November 1, 1972, through December 31, 1973, under the direction of Dr. David J. Griffiths, Associate Professor of Physics.
2. $2,600 - "Rearrangements of Medium-Sized Rings," November 1, 1972, through October 31, 1973, under the direction of Dr. Richard W. Thies, Assistant Professor of Chemistry.

3. $5,500 - "Studies in Carbon Chemistry," November 1, 1972, through October 31, 1973, under the direction of Dr. Stanley E. Wilson, Assistant Professor of Chemistry.

M. C. Sheeley
Gift of a walrus skull, valued at $500, from Mr. Milton C. Sheeley, Corvallis, to the Marine Science Center, for exhibit in the public service wing.

U.S. Atomic Energy Commission
Grant of $67,500 from the U. S. Atomic Energy Commission, Richland, Washington, "for research in nuclear chemistry," September 1, 1972, through August 31, 1973, under the direction of Dr. T. Darrah Thomas, Professor of Chemistry.

U.S. Environmental Protection Agency
Grant of $13,806 from the U. S. Environmental Protection Agency, Washington, D.C., for "A Training Program in Water Quality Engineering," September 1, 1972, through August 31, 1973, under the direction of Dr. Frank D. Schaumburg, Associate Professor of Civil Engineering.

U.S. Navy Dept., Office of Naval Research
Grant of $41,643 from the U. S. Navy Department, Office of Naval Research, Arlington, Virginia, "for research on the elastic and inelastic scattering of pi mesons from various nuclei at incident energies near the pi-nucleon scattering resonance," September 1, 1972, through August 31, 1973, under the direction of Dr. L. Wayne Swenson, Associate Professor of Physics.

U. S. Public Health Service
Grants totaling $591,920 from the U. S. Public Health Service, Washington, D.C., for research and other purposes, as follows:

1. $50,601 - "Detoxication Mechanisms in Insects," December 1, 1972, through November 30, 1973, under the direction of Dr. Leon C. Terriere, Professor of Entomology.

2. $17,115 - "Development Award in behalf of Dr. Curtis W. Johnson, Jr.," January 1 through December 31, 1973, under the direction of Dr. Robert W. Newburgh, Head, Department of Biochemistry and Biophysics.

3. $524,204 - "Environmental Toxicology of Pesticides," November 1, 1972, through October 31, 1973, under the direction of Dr. Virgil H. Freed, Head of Agricultural Chemistry.

Utah State University
Grant of $6,990 from Utah State University, Logan, Utah, for research entitled, "Development of Techniques for Estimating the Potential of Water Resource Development for the Achievement of Natural and Regional Social Goals," October 1, 1972, through December 31, 1973, under the direction of Dr. Thomas C. Hogg, Associate Professor of Anthropology.
Subgrant of $56,191 through the University of Washington, Seattle, Washington, for research entitled, "Site Characterization, Biological and Environmental Monitoring and Mapping," January 1, 1972, through June 30, 1973, under the direction of Dr. R. H. Waring, Assistant Professor, Forest Management. This represents a portion of a National Science Foundation grant to the University of Washington for the Coniferous Forest-Biome Program.

Grants to the several Agricultural Experiment Station Departments and Divisions, for research work and other purposes, from various donors, as follows:

Agricultural Research Foundation

- $600 - "Planning and Direction of Research under Plant Pathology," under the direction of Dr. Ralph Shay, Professor of Plant Pathology.
- $8,890.67 - "Evaluation of Fungicides for the Control of Diseases of Tree Fruits," under the direction of Mr. Iain C. MacSwan, Extension Plant Pathology Specialist.
- $570 - "Control of Mint Diseases," under the direction of Dr. C. E. Horner, Professor of Plant Pathology.
- $742.80 - "To study diseases of vegetable crops," under the direction of Dr. E. K. Vaughan, Professor of Plant Pathology.
- $4,300 - "Hop Research," under the direction of Dr. C. E. Horner, Professor of Plant Pathology.
- $850 - "Suitability of Fruits and Vegetables for Processing: Methodology of Flavor Evaluations," under the direction of Dr. G. W. Varseveld, Assistant Professor of Food Science and Technology, and Dr. Lois A. McGill, Associate Professor of Food Science and Technology.

Bureau of Sports Fisheries and Wildlife

- $7,374 - "Ecology of the Columbian White-Tailed Deer along the Lower Columbia River in Washington and Oregon," under the direction of Mr. Howard M. Wight, Professor of Wildlife Ecology.
- $11,308 - "Research on Ecology of the Ring-Necked Pheasant of the Willamette Valley, Oregon," under the direction of Mr. Robert Jarvis, Assistant Professor of Wildlife Ecology.

Charles Coury Nursery

- $395.05 - "Wine Grape Research," under the direction of Dr. Ralph Garren, Jr., Associate Professor of Horticulture.

Curry County

- $3,500 - "Ornamental Research Program," under the direction of Dr. A. N. Roberts, Professor of Horticulture.

The Dow Chemical Company

- $2,500 - "Nutrient requirements of beef cattle," under the direction of Dr. R. J. Raleigh, Professor of Animal Nutrition.
Oregon Fish Commission
$15,750 - "Color Retention in Canned Dungeness Crab Meat."
"Utilization of Hake and Dogfish By-Products for Protein
Supplements," "Nutrition of Salmonid Fishes," "Hake for Human
Food," under the direction of Dr. J. K. Babbitt, Assistant Pro-
fessor in Food Science and Technology; Dr. D. K. Law and Dr. D. L.
Crawford, Associate Professors of Food Science and Technology.

$10,000 - "For support of the Cooperative Fishery Unit in Oregon
for the Year 1972-73," under the direction of Dr. R. C. Simon,
Professor of Fisheries.

U.S. Dept. of Agriculture
$1,196.82 - "Northwest Legume and Turf Insect Investigation,"
under the direction of Dr. J. A. Kamm, Research Entomologist.

U.S.D.A., Soil Conservation Service
$267.47 - "Superior Grasses and Legumes for Soil and Water
Conservation and Forage," under the direction of Mr. Stanley L.
Swanson, Instructor in Agronomy.

U.S.D.A., Research Division, Veterinary Sciences
$578.91 - "Investigation to determine if Apaplasma marginals are
present in ruminant wildlife, primarily deer, and thus constitute
a reservoir of the disease for cattle," under the direction of
Dr. K. J. Peterson, Professor of Veterinary Medicine.

U.S. Forest Service, Pacific Northwest Forest & Range Experiment Station
$8,500 - "Relationship of Range Forage and Livestock Management
Practices to Bovine Pulmonary Emphysema," under the direction
of Dr. D. H. Gates, Professor of Range Management.

Washington-Oregon Prune Marketing Committee
$500 - "Internal Browning and Quality of Prunes," under the direc-
tion of Dr. M. N. Westwood, Professor of Horticulture.

University of Oregon

Scholarships & Fellowships
Gifts totaling $25,791.84 from the following donors for scholar-
ships and fellowships:

American Business Women's Association, Clackamas $ 150.00
America's Junior Miss Scholarship Foundation, Mobile, Alabama 762.01
Antelope Valley High School, Lancaster, California 500.00
Astoria Senior High School, Astoria 150.00
Bate Plywood Company, Inc., Merlin 100.00
Beaverton High School Class of '72, Beaverton 200.00
Bekins Scholarship Foundation, Los Angeles, California 200.00
Bend Senior High School, Bend 200.00
Boise Cascade Corporation Foundation, Inc., Boise, Idaho 625.00
Business and Professional Women's Foundation, Washington, D.C. 300.00
Calouste Gulbenkian Foundation, Lisboa, Portugal $700.00
The Carpenter Foundation, through Ashland Senior High School, Ashland 504.00
The Carpenter Foundation, through Medford Senior High School, Medford 701.00
Cockerline Memorial Trust Fund, through the U.S. National Bank of Oregon, Salem 166.00
Connecticut State Scholarship Program, Princeton, New Jersey 475.00
Eagles' Memorial Foundation, Bradenton, Florida 500.00
Elks Department of Education, Memphis, Tennessee 125.00
Elks Lodge No. 1862, Hillsboro 250.00
Elks Lodge No. 326, Roseburg 300.00
Elks National Foundation, Chicago, Illinois 1,600.00
Emery Educational Foundation, Inc., Wilton, Connecticut 150.00
Eugene Symphony Association, Eugene 1,203.00
Evans Scholars Foundation, Western Golf Association, Golf, Illinois 297.50
First Marine Division Association, Inc., Alexandria, Virginia 250.00
Foothill International League for Foreign Students, Mountain View, California 500.00
General Motors Corporation, Detroit, Michigan 2,550.00
Georgia-Pacific Foundation, Portland 1,500.00
The M. W. Prince Hall Grand Lodge F. & A. M. of Oregon, Inc., Portland 300.00
Gresham Union High School, Gresham 100.00
Hofstra University, Hempstead, New York 250.00
Independent Order of Odd Fellows, Oasis Lodge No. 41, Junction City 100.00
Jewel Food Stores, Melrose Park, Illinois 750.00
S. S. Johnson Foundation, Eugene 168.00
Lomita Kiwanis Foundation, Lomita, California 100.00
Marshall Family Charitable Trust, Woodside, California 333.00
Marshall Islands Legislature, Majuro, Marshall Islands 553.33
Massachusetts State General Scholarship, Boston, Massachusetts 300.00
K. E. McKay of Coos Bay, Inc., Coos Bay 250.00
Miss Oregon Scholarship Pageant, Seaside 100.00
National Association of Secondary School Principals, Washington, D.C. 1,000.00
Oregon State Elks Association, Salem 400.00
Oregon State Grange, Portland 200.00
Oregon State University Foundation, Corvallis 167.00
Pennsylvania Higher Education Assistance Agency, Harrisburg, Pennsylvania 534.00
Rotary Club, Albany 500.00
The S & H Foundation, Inc., New York City 600.00
South Tahoe Educators Association, South Lake Tahoe, California 250.00
State Scholarship Commission, Eugene 278.00
University of Massachusetts, Amherst Award
Exchange Program, Amherst, Massachusetts $ 300.00
University of Oregon Development Fund, Eugene 3,300.00

The Allyn Foundation, Inc.
Gift of $500 from The Allyn Foundation, Inc., Chicago, Illinois, for the unrestricted use of the University under the direction of Mr. W. N. McLaughlin, Director of Business Affairs.

American Steel & Supply and Carothers Sheet Metal Company
Installation of 110 new steel lockers in the Autzen Stadium home and visiting dressing rooms, from the American Steel & Supply and Carothers Sheet Metal Company, both of Eugene. The installation is valued at $8,000.

Educational Coordinating Council
Grant of $595 from the Educational Coordinating Council, Salem, to provide supplemental funds for a project entitled, "Fuite La Bande," June 7, 1972, through August 31, 1973, under the direction of Dr. Elizabeth A. Marlow, Assistant Professor of Romance Languages.

J. F. Mann
Gift of $5,000 from Mr. James F. Mann, Denver, Colorado, for the unrestricted use of the University, under the direction of Mr. W. N. McLaughlin.

National Science Foundation
Grants totaling $289,800 from the National Science Foundation, Washington, D.C., for research and other purposes as follows:

1. $35,000 - "Enzymatic Addition of the PCPCDA Group to Transfer RNA," November 1, 1973, through October 31, 1974, under the direction of Dr. Edward Herbert, Professor of Chemistry.

2. $14,000 - "A Collaborative Program of Teaching and Research at the Technical University of Wroclaw, Wroclaw, Poland," July 1, 1972, through December 31, 1973, under the direction of Dr. Virgil Boekelheide, Professor of Chemistry.


4. $56,200 - "Pressure Effects on the Absorption Lines of Atoms," September 1, 1972, through April 30, 1975, under the direction of Dr. S. Y. Ch'en, Professor, Physics Department.

5. $40,000 - "Probability and Statistics," July 1, 1973, through June 30, 1974, under the direction of Dr. Fred C. Andrews and Dr. Donald R. Truax, Professor of Mathematics.

6. $37,100 - "Ecology and Physiology of Photosynthetic Microorganisms of Hot Springs," July 1, 1973, through June 30, 1974, under the direction of Dr. Richard W. Castenholz, Professor of Biology.

7. $50,600 - "Neural Mechanisms Underlying Behavior," July 1, 1973, through June 30, 1974, under the direction of Dr. Graham Hoyle, Professor of Biology.
8. $9,000 - "Geophysical and Geochemical Study of the Skaergaard Intrusion, Greenland," April 1 through December 31, 1973, under the direction of Dr. A. R. McBrinney, Professor of Geology, and Dr. H. Richard Blank, Associate Professor of Geology.

Northwest Regional Educational Laboratory
Grant of $19,074 from the Northwest Regional Educational Laboratory, Portland, for the services of Dr. Henry Bizney, Professor of Education, for the period September 18, 1972, through June 15, 1973.

The Rockefeller Foundation
Grant of $3,000 from The Rockefeller Foundation, New York City, for the unrestricted use of the University during 1972-73, under the direction of Mr. W. N. McLaughlin, Director of Business Affairs.

The S & H Foundation, Inc.
Grant of $300 from The S & H Foundation, Inc., New York City, for the unrestricted use of the University, under the direction of Mr. W. N. McLaughlin, Director of Business Affairs.

Oregon Public Service Careers
Grant of $3,719 from the State of Oregon Public Service Careers, Personnel Division, Executive Department, Salem, "for the services of Elaine Turnbull, a Graduate Research Assistant," under the direction of Dr. James Koch, Acting Director, Institute of Industrial and Labor Relations.

Tektronix, Inc.
Gift of five pieces of equipment, valued at $6,250, from Tektronix, Inc., Portland, for use in the Department of Computer Science.

U.S. Office of Economic Opportunity
Grant of $128,734 from the U. S. Office of Economic Opportunity, Washington, D.C., "for continued support of the High School Equivalency Program," September 1, 1972, through August 31, 1973, under the direction of Mr. David Martinez, Director, High School Equivalency Program.

U.S. Dept. of Health, Education & Welfare
Grant of $390,484 from the U. S. Department of Health, Education, and Welfare, Washington, D.C., for "continued support of the Northwest Regional Special Education Instructional Materials Center, September 1, 1972, through August 31, 1973, under the direction of Dr. Wayne Lance, Associate Professor of Education.

U.S. Public Health Service
Grants totaling $319,057.50 from the U. S. Public Health Service, Washington, D.C., for research, training grants, and other purposes, as follows:

1. $97,938 - "Structure and Relations of Proteins and Nucleic Acids," January 1 through December 31, 1973, under the direction of Dr. Peter H. von Hippel, Director, Institute of Molecular Biology.

3. $1,000 - "Special supply allowance on behalf of Roger D. Longley," September 1, 1972, through August 31, 1973, under the direction of Dr. Graham Hoyle, Professor of Biology.

4. $29,970 - "Research Scientist Development Award on behalf of Dr. Gerald R. Patterson," September 1, 1972, through February 28, 1974, under the direction of Dr. Herbert Prehm, Professor of Education.

5. $1,867 - "Generalizability of Behavioral Assessment," January 1 through December 31, 1972, under the direction of Dr. Stephen M. Johnson, Associate Professor of Psychology.

6. $3,902.50 - "For the services of Melvin Aaron," November 1, 1972, through June 15, 1973, under the direction of Dr. James Koch, Acting Director, Institute of Industry and Labor Relations.

University of Washington
Subgrant of $1,870 from the University of Washington, Seattle, Washington, to provide supplemental funds for research entitled, "Fungal Decomposers on Living Coniferous Foliage and Twigs," January 1 through December 31, 1972, under the direction of Dr. George Carroll, Assistant Professor of Biology. This is part of the National Science Foundation "Coniferous Forest Biome Project."

Gifts to the Library:
Gifts to the University of Oregon Library from the following donors:

Jane & Paul Annixter
Book-length manuscripts, valued at $500, from Jane and Paul Annixter, Laguna Beach, California.

J. Archer
Additional manuscripts and correspondence, valued at $800, from Mr. Jules Archer, Pine Plains, New York.

Mrs. T. Ballard
Original artwork of Clare Victor Dwiggs, valued at $3,030, from his daughter Mrs. Todhunter Ballard, Canada Lake, New York. Mr. Dwiggs was an American cartoonist.

E. Booth
Book-length manuscripts, files and correspondence, from Mr. Edwin Booth, Oakland, California. The gift is valued at $600.

V. Bright
Literary files, including manuscripts, supporting correspondence, and working files, from Dr. Verne Bright, Tolovana Park. The gift is valued at $400.

Miss F. Cavanah
Manuscript and working files for We Wanted To Be Free from Miss Frances Cavanah, Washington, D.C. The gift is valued at $110.
Meeting #408 - 69

Mrs. John O'Hara Cosgrave II  Original artwork of Mr. John O'Hara Cosgrave II, including sketches, and illustrations for Christmas cards in water and pen and ink drawings, from Mrs. Cosgrave, Pocasset, Massachusetts. The gift is valued at $5,300.

E. Credle  Manuscripts, working files, and correspondence, valued at $475, from Miss Ellix Credle, Zapopan, Jalisco, Mexico.

Miss I. Gauld  Approximately 600 volumes for the personal library of Miss Isabella Gauld, Portland, reflecting contemporary American fiction, history, and other non-fiction, as well as many fine editions of classics, from Miss Isabella Gauld, Portland. The gift is valued at $1,675.25.

Berta & Elmer Hader  Manuscripts, illustrations, and working papers, valued at $9,130, from Berta and Elmer Hader, Nyack, New York. This gift virtually completes the Hader file of books and illustrations.

Mrs. Ruth L. Holberg  Manuscripts and working files, valued at $690, from Mrs. Ruth Langland Holberg, Rockport, Massachusetts.

Mrs. E. S. Lampman  Manuscripts and correspondence, valued at $450, from Mrs. Evelyn Sibley Lampman, Portland.

Lane County Title Co.  Plat maps of Lane County, approximately 600 sheets, valued at $300, from Lane County Title Co., Eugene, to be placed in the map library.

M. Marshall  Manuscripts, valued at $600, from Mr. Mel Marshall, Phillips, Texas.

R. Montgomery  Book-length manuscripts and personal and professional correspond- ence, valued at $365, from Mr. Rutherford Montgomery, Los Gatos, California.

R. Trotter  Scores, books of music and books about music, composers and teaching, from the personal library of Dean Robert Trotter, School of Music, Eugene. The gift is valued at $120.85.

Museum of Art: Gifts to the University of Oregon Museum of Art from the following donors:

T. O. Ballinger  Color woodblock print by Emanuel Piladakis, entitled "Rocky Triarchy," from Mr. Thomas O. Ballinger, Eugene. The gift is valued at $100.

E. Miller  Wood sculpture by Elliot Miller, entitled "Combination English Walnut and Cherry Wood Pieces," from Mr. Elliot Miller, Eugene. The gift is valued at $1,000.

January 22, 1973
University of Oregon Medical School

Scholarships & Fellowships

Gifts totaling $1,693.13 from the following donors for scholarships and fellowships:

- Allstate Foundation, Seattle, Washington $  300.00
- Pioneer Filters, Inc., Beaverton  1,393.13

Mrs. H. C. Bellinger

Gift of $100 from Mrs. Hattie C. Bellinger, Salem, for research in chest diseases, under the direction of Dr. M. L. Edwards, Head of the Division of Chest Diseases.

B. H. Erickson

Gift of $600 from Mrs. Bertha H. Erickson, Laguna Hills, California, for use in the Crippled Children's Division, under the direction of Dr. Victor Menashe, Acting Director of the Division.

J. E. Haines

Gift of $125 from Dr. James E. Haines, Portland, for use in the Clinical Pathology Department, under the direction of Dr. Tyra T. Hutchens, Professor and Chairman of Clinical Pathology.

C. L. Kaufman

Gift of $100 from Dr. Charles L. Kaufman, Forest Grove, for use at the discretion of Dean C. H. Holman.

W. H. Lawson, Jr.

Gift of $205.50 from Dr. Walter H. Lawson, Jr., Portland, to be used for Emphysema Research, under the direction of Dr. Miles J. Edwards, Head of the Division of Chest Diseases.

The National Hemophilia Foundation

Grant of $5,000 from the National Hemophilia Foundation, Portland, for research entitled, "Genetic Studies in Families with Hemophilia," beginning November 1, 1972, under the direction of Dr. Everett W. Lovrien, Associate Professor of Pediatrics and Medical Genetics.

Schering Corporation

Grant of $2,000 from the Schering Corporation, Kenilworth, New Jersey, "in support of the Dermatology Department," under the direction of Dr. Walter C. Lobitz, Jr., Chairman, Department of Dermatology.

Tebbetts Bequest

Bequest of $75,000 from the estate of Winnifred A. Tebbetts, through the U. S. National Bank of Oregon, Portland, "to be utilized by the Division of Cardiology for research in all forms of heart disease, including equipment and supplies as required for such research activities," beginning August 24, 1972, under the direction of Dr. Herbert E. Griswold, Professor and Head of the Division of Cardiology.
Grants totaling $137,378 from the U. S. Public Health Service, Washington, D. C., for research, training programs, and other purposes, as follows:

1. $60,867 - "Neural Regulation of Anterior Pituitary, September 1, 1972, through August 31, 1973, under the direction of Dr. Vaughn B. Critchlow, Professor and Chairman of the Department of Anatomy.

2. $37,474 - "In further support of a training grant for Public Health Teaching Development Project," January 1 through December 31, 1973, under the direction of Dr. Harold T. Osterud, Professor and Chairman of the Department of Public Health and Preventive Medicine.

3. $4,142 - "Immunological Stimuli in Relation to Leukogenesis," January 1 through December 31, 1972, under the direction of Dr. Benjamin V. Siegel, Professor of Pathology.

4. $34,895 - "Surface Properties of Blood Elements," October 1, 1972, through September 30, 1973, under the direction of Dr. Geoffrey V. F. Seaman, Associate Professor of Neurology.

Westwood Pharmaceuticals, Inc.

Grant of $1,000 from Westwood Pharmaceuticals, Inc., Buffalo, New York, for use in the Department of Dermatology, under the direction of Dr. Walter C. Lobitz, Jr., Professor and Chairman of the Department of Dermatology.

UOMS Advancement Fund

Grants totaling $48,012.92 from the University of Oregon Medical School Advancement Fund, for research, equipment, supplies, instruction, and other purposes, under the direction of staff members in the various divisions and departments of the Medical School.

Portland State University

American Cancer Society, Oregon Division, Inc.

Grant of $3,000 from the American Cancer Society, Oregon Division, Inc., Portland, "to isolate, characterize and make available for chemotherapeutic testing natural products from certain biologically active locally available liverworts," December 1, 1972, through December 30, 1973, under the direction of Dr. Alfred S. Levinson, Associate Professor of Chemistry.

The American University of Cairo

Grant of $13,494.80 from the American University of Cairo, New York City, "to pay half of the regular salary of Dr. Abdul Qayum and related costs as a Visiting Professor of Economics for the academic year 1972-73," September 15, 1972, through June 15, 1973, under the direction of Dr. Richard Halley, Head of the Department of Economics.

M. Bolte

Gift of $110 from Mr. Max Bolte, Portland, as a contribution to the Environmental Education Center, under the direction of Mr. Harold C. Jorgensen, Associate Professor of Education.
Federal Republic of Germany: Gift of six reels of newsreel, entitled Deutschlandspiegel, in English and German, for the period October through December 1971, for use in the library. The gift is valued at $600.

Link Foundation: Grant of $1,000 from the Link Foundation, New York City, for the unrestricted use of the Physics Department, under the direction of Dean Karl Dittmer, College of Science.

George C. Marshall Space Flight Center: Grant of $3,432 from the George C. Marshall Space Flight Center, "to assist research in Low Light Level Television Observation of Apollo 17," October 5, 1972, through July 5, 1973, under the direction of Dr. Mark Gurevitch, Chairman, Physics Department.

Oregon State Program on Aging: Grants totaling $119,590 from the Oregon State Program on Aging, Salem, for the following projects:

1. $63,590 - "For support of the Areawide Project for Aging Services - Multnomah County," June 16, 1972, through May 31, 1973, under the direction of Dr. John O'Brien, Assistant Professor of Sociology.

2. $56,000 - "For the operation of the Auditory Rehabilitation Mobile Project," October 1, 1972, through September 30, 1973, under the direction of Mr. James F. Maurer, Associate Professor of Speech.

Research Corporation: Grant of $3,450 from Research Corporation, Burlingame, California, for "An Investigation of Metalloproteins by Vibrational Spectroscopy," beginning January 3, 1973, under the direction of Dr. Joann S. Loehr, Assistant Professor of Chemistry.

Small Business Administration: Grant of $1,750 from the Small Business Administration, Washington, D.C., "to provide management counseling and technical assistance to small business concerns," September 25 through December 16, 1972, under the direction of Dr. Donald Parker, Dean, School of Business Administration.

U.S. Veterans Administration: Gift of $180 from the U. S. Veterans Administration, Portland, "to provide tutoring service for veterans in Elementary Statistic Methods," October 9 through December 16, 1972, under the direction of Mr. Lynn Tanke, Counselor, Dean for Students Office.

Oregon College of Education: Gifts totaling $22,905.50 from the following donors for scholarships and fellowships:

- Air Force Aid Society, Arlington, Virginia: $700.00
- American Business Women's Association, Milwaukie: $100.00
- The American Legion, Chicago, Illinois: $500.00
- American Legion Auxiliary, Salem: $250.00
- Beaverton Lodge, No. 100, A. F. and A. M., Beaverton: $200.00
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Boise Cascade Corporation Foundation, Inc., Boise, Idaho $ 1,425.00
Bureau of Indian Affairs, Colville Indian Agency, Nespelem, Washington 182.50
Bureau of Indian Affairs, Portland 200.00
Bureau of Indian Affairs, Yakima Agency, Toppenish, Washington 1,400.00
The Carpenter Foundation, through School District No. 6, Central Point 200.00
Coos Bay Education Association, Coos Bay 440.00
Associated Student Body of Cottage Grove High School, Cottage Grove 150.00
Crown Zellerbach Foundation, San Francisco, California 750.00
Delta Kappa Gamma, Omicron Chapter, Roseburg 250.00
Elks Lodge No. 2105, Newport 100.00
Elks Lodge No. 1999, St. Helens 500.00
Georgia-Pacific Foundation, Portland 750.00
Hillsboro Senior High School Future Teachers of America, Hillsboro 100.00
International Order of Job's Daughters, Grand Guardian Council of Oregon, Ashland 900.00
The Maria C. Jackson Foundation, through the U.S. National Bank of Oregon, Portland 1,000.00
Jackson-White Student Aid Fund, through the U.S. National Bank of Oregon, Portland 350.00
Japanese-American Citizens League, Mid-Columbia Chapter, Hood River 150.00
Landers Hall, Oregon College of Education, Monmouth 800.00
Madras Senior High School Faculty Scholarship Committee, Madras 200.00
McLoughlin High School "Red M" Club, Milton-Freewater 200.00
McMinnville Rotana Club, McMinnville 300.00
The Navajo Tribe, Window Rock, Navajo Nation, Arizona 468.00
Navy Relief Society Educational Fund, Arlington, Virginia 1,100.00
North Lincoln Lions Club, Lincoln City 250.00
North Portland Rotary Club, Portland 250.00
Oregon State Elks Association, Salem 1,150.00
Leslie S. Parker Memorial Scholarship Fund, through the Order of the Eastern Star, Salem 500.00
Payne Scholarship Fund, Sweet Home 100.00
P.E.O. Sisterhood, Oregon State Chapter, Corvallis 1,300.00
Philomath High School Honor Society, Philomath 100.00
Rose City Park United Methodist Church, Portland 200.00
Salem Hospital Auxiliary, Salem 500.00
Salem Zenith Woman's Club, Salem 500.00
South Santiam Educational and Research Project, through the Oregon State University Foundation, Corvallis 501.00
Steinbach Foundation Scholarship Fund, through the U.S. National Bank of Oregon, Portland 850.00

January 22, 1973
Harley and Mertie Stevens Memorial Scholarship Fund, through the U. S. National Bank of Oregon, Portland $2,350.00
Warm Springs Reservation of Oregon, Warm Springs $439.00
Western Conference of Teamsters, Burlingame, California 250.00

Bureau of Indian Affairs, Juneau, Alaska
Grant of $31,121.25 from the Bureau of Indian Affairs, Juneau, Alaska, to "provide services and equipment for forty-five children from Elim, Alaska, on a cultural enrichment trip to Monmouth, Oregon," August 31, 1972, through June 30, 1973, under the direction of Dr. Paul H. Jensen, Professor of Education.

National Science Foundation
Grants totaling $135,807 from the National Science Foundation, Washington, D.C., for training programs, as follows:

1. $64,485 - "Summer Institute in Sociology for Secondary School Teachers," November 20, 1972, through June 30, 1974, under the direction of Dr. Helen M. Redbird-Selam, Professor of Social Science.

2. $71,322 - "Summer Institute in Geography for Secondary School Teachers," November 20, 1972, through June 30, 1974, under the direction of Dr. James W. Gallagher, Professor of Geography.

Oregon State Board of Education
Grant of $1,525 from the Oregon State Board of Education, Salem, for an institute entitled, "Supervision - Regional Programs," for teachers involved with the education of handicapped children, December 7, 1972, through June 30, 1973, under the direction of Dr. Dennis Fahey, Professor of Education.

Oregon Mathematics Education Council
Subgrant of $2,331 from the National Science Foundation through the Oregon Mathematics Education Council, Salem, "to improve mathematics from a teaching and learning standpoint in the elementary grades," September 15, 1972, through June 30, 1973, under the direction of Mr. Norman Nelson, Assistant Professor of Mathematics.

Salem Public Schools
Grant of $5,580 from School District 24J, Salem, "to pay salary and fringe benefits for Joan Gengler, who will supervise Career Opportunities Program participants in the Junior Block Program," September 18, 1972, through June 8, 1973, under the direction of Mr. John N. Sparks, Director of Business Affairs.

U.S. Dept. of Justice
Grant of $297,000 from the U. S. Department of Justice, Washington, D.C., "to provide loans and grants for students enrolled in the Law Enforcement Education Program," July 1, 1972, through June 30, 1973, under the direction of Mr. James M. Summer, Director, Student Financial Aids.
Southern Oregon College

Scholarships & Fellowships

Gifts totaling $32,778.73 from the following donors for scholarships and fellowships:

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<td>C. T. and Esther Hansen and Knights of Columbus, Grants Pass</td>
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<td>Scholarship Fund</td>
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<td>United Scholarships Incorporated, Yreka, California</td>
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<td>U. S. National Bank of Oregon Work/College Scholarship, Portland</td>
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Rogue Valley Hospital Auxiliary

Gift of $500 from the Rogue Valley Hospital Auxiliary, Medford, as a donation to the Emilia Tuttle Student Loan Fund, for the 1972-73 academic year, under the direction of Mr. Stephen T. Flynn, Director of Financial Aid.
Grant of $38,928 from the U. S. Department of Justice, Washington, D.C., "for loans to the Law Enforcement Program at Southern Oregon College," July 1, 1972, through June 30, 1973, under the direction of Mr. Ivan R. Polk, Chairman, Law Enforcement Department.

Eastern Oregon College

Scholarships & Fellowships

Gifts totaling $81,206.13 from the following donors for scholarships and fellowships:

- Association on American Indian Affairs, Inc., New York City: $200.00
- Baker Jaycees, Baker: $100.00
- Blue Mountain Lanes, La Grande: $100.00
- Boise Cascade Corporation Foundation, Inc., Boise, Idaho: $1,200.00
- James G. Boswell Foundation, Los Angeles, California: $1,000.00
- Bureau of Indian Affairs, Colville Indian Agency, Nespelem, Washington: $265.00
- Bureau of Indian Affairs, Juneau Area Office, Juneau, Alaska: $24,189.58
- Bureau of Indian Affairs, Northern Idaho Agency, Lapwai, Idaho: $5,895.00
- Bureau of Indian Affairs, Uintah and Ouray Agency, Fort Duchesne, Utah: $1,209.00
- Bureau of Indian Affairs, Umatilla Agency, Pendleton: $16,785.00
- Bureau of Indian Affairs, Warm Springs Agency, Warm Springs: $10,632.00
- Bureau of Indian Affairs, Yakima Agency, Toppenish, Washington: $1,250.00
- Confederated Tribes of Umatilla Indian Reservation, Pendleton: $2,055.00
- Confederated Tribes of the Warm Springs Reservation of Oregon, Warm Springs: $3,080.00
- California-Pacific Utilities Co., La Grande: $2,000.00
- Colville Confederated Tribes, Nespelem, Washington: $1,500.00
- Elks Lodge No. 338, Baker: $400.00
- Elks Lodge No. 433, La Grande: $600.00
- Elks National Foundation, Chicago, Illinois: $1,200.00
- Helen John Foundation, Portland: $800.00
- Kriizebeck Scholarship Award, through the Enterprise School District No. 21, Enterprise: $100.00
- Lions Club, Enterprise: $750.00
- Lions Club, Yoncalla: $259.50
- McKay's Markets, Coos Bay: $125.00
- Miss Oregon Scholarship Pageant, Seaside: $100.00
- Betty Munro Memorial Scholarship, through Bainbridge High School, Bainbridge Island, Washington: $100.00
- National Society Colonial Dames XVII Century, Oklahoma City, Oklahoma: $350.00
- Nevada Indian Agency, Stewart, Nevada: $680.00
Nez Perce Tribal Executive Committee, Lapwai, Idaho $ 800.00
Oregon Congress of Parents and Teachers, Inc., Portland 336.00
Oregon Sports Writers and Sportscasters, Portland 500.00
Prairie City Parent-Teacher Association, Prairie City 150.00
Trust Territory of the Pacific Islands, Saipan, Mariana Islands 763.00
Ute Indian Tribe, Fort Duchesne, Utah 1,209.00
Wahtonka High School, The Dalles 223.05
Wallowa Alumni Association, Wallowa 100.00
Yakima Indian Nation, Toppenish, Washington 200.00

Joint Committee for the Humanities
Grant of $1,280 from the Joint Committee for the Humanities, Portland, "to provide funds to bring visiting lecturers to the Eastern Oregon College campus," October 1, 1972, through June 30, 1973, under the direction of Mr. Gary N. Storey, Assistant Professor of History.

Oregon Technical Institute
Scholarships & Fellowships
Gifts totaling $2,662.00 from the following donors for scholarships and fellowships:

Alsea High School Student Body, Alsea $ 100.00
Blue Mountain TV Cable Co., John Day 145.00
Carner Ford, Cottage Grove 300.00
Jefferson Scholarship Foundation, Madras 145.00
Kiwanis Club, Coquille 250.00
Kiwanis Club, Klamath Falls 174.00
Klamath Saddle Club, Inc., Klamath Falls 300.00
McKay's Markets, Coos Bay 125.00
Mohawk High School, Lane Paschelke Scholarship Fund, Marcola 100.00
Ophir Parent-Teacher Organization, Ophir 500.00
OTI Collegiate Veterans Association, Klamath Falls 348.00
Rotary Club, Hood River 175.00

Pacific Northwest Gift of equipment, valued at $1,000 from Pacific Northwest Bell Telephone Company, Klamath Falls, for use in the Department of Student Personnel Services, under the direction of Mr. Walter Richartz, Head of Engineering Technologies Division.

Teaching Research Division
Subgrant of $12,000 through the Albany Elementary Schools, District No. 5, Albany, "to supervise testing and data collection, provide inservice training for teachers, coordinate resource rooms, develop and evaluate curriculum for Albany Title I Projects during fiscal year 1972-73," under the direction of Dr. Victor Baldwin, Research Professor (Project Director).
Meeting #408-79

Klamath County School District: Subgrant of $2,000 through the Klamath County School District, Klamath Falls, "to conduct an independent accomplishment audit of the School District's ESEA Title I Project No. 71192," September 8, 1972, through December 31, 1973, under the direction of Mr. John Quanbeck, Assistant Research Professor (Project Director).

Marion County Intermediate Education District: Subgrant of $3,340 through the Marion County Intermediate Education District, Salem, "to conduct a third party evaluation of the District's Speech Tele-Van Project," September 20, 1972, through June 30, 1973, under the direction of Mr. John Quanbeck, Assistant Research Professor (Project Director).

Oregon Mental Health Division: Subgrant of $2,800 through the Oregon Mental Health Division, Salem, "to review and report on twelve projects funded under the Developmental Disabilities Services and Facilities Construction Amendments of 1970 (DDSA)," October 1, 1971, through September 1, 1972, under the direction of Mr. Richard Crowley, Instructor and Project Director.

Rogue Valley Opportunity Center: Grant of $3,000 from Rogue Valley Opportunity Center, "to continue to provide professional staff services for the operation of a sheltered workshop for handicapped persons (Medford, Oregon) during fiscal year 1973," July 1, 1972, through June 30, 1973, under the direction of Mr. John McDonnell, Assistant Research Professor and Project Director.

Division of Continuing Education:

Office of International Education: Grant of $44,908 from the Office of International Education, Oregon State University, Corvallis, "to provide administrative services necessary for the educational program English Language Institute," July 1, 1972, through June 30, 1973, under the direction of Dr. Gordon R. Sitton, Director, International Education, Oregon State University.

Oregon State Board of Education: Grant of $5,000 from the Oregon Board of Education, Salem, "to defray the cost of printing, processing and distributing of learning packages comprising individualized curriculum for electronics," October 1, 1972, through June 30, 1973, under the direction of Dr. James Morris, Professor of Education.
It was recommended that Dr. Victor D. Menashe, Associate Director of the Crippled Children's Division, be appointed as Director of the Crippled Children's Division and Assistant Dean of the Medical School, effective November 24, 1972, with an increase in salary from $28,140 to $34,000 for 12-months' service, on indefinite tenure.

**Board Discussion and Action**

The Board approved the recommendation as presented.

President Layman announced that the next regular Board meeting would be held on March 27, 1973, on the campus of Portland State University.

Board Committee meetings are scheduled for February 20-21, 1973, also on the campus of Portland State University.

At 11:20 A.M., President Layman adjourned the meeting until January 23, 1973, on which date the Board will reconvene at 10:00 A.M., in Room 338, Michael J. Smith Memorial Center, Portland State University, Portland, Oregon.
President Layman called the adjourned session of the regular State Board of Higher Education meeting of January 22, 1973, to order at 10:20 A.M., Pacific Standard Time, January 23, 1973, in Room 338, Michael J. Smith Memorial Center, Portland State University, Portland, Oregon. The following Board members were present:

Mr. George H. Corey  
Mrs. Elizabeth H. Johnson  
Mr. Philip A. Joss

Mr. John D. Mosser  
Mr. John W. Snider  
Mr. George H. Layman

Acceptance of Bid for $1,200,000 State of Oregon, State Board of Higher Education Building Bonds, Series 1973 A. Present were Mr. James C. George of the State Treasury Department, and Mr. Ronald K. Ragen of Rankin, Walsh, Ragen & Robert Bond Attorneys. The bonds were to be sold at not less than $98 for each $100 par value thereof. Bids received for the bonds were as follows:

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<th>Total Coupon Interest Cost</th>
<th>Add Discount</th>
<th>Total Aggregate Interest Cost</th>
<th>Effective Interest Rate</th>
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<td>Name of Bidder</td>
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<td>2001-2002</td>
<td>5.20%</td>
<td>$1,127,674.69</td>
<td>$11,197.23</td>
<td>$1,138,871.92</td>
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<td>Bankers Trust Company &amp; Associates</td>
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<td>2000-2002</td>
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<td>$1,154,145.21</td>
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Following the reading of the bids, the Vice Chancellor for Administration indicated that the most favorable bid was that of Blyth Eastman Dillon & Co. Incorporated, with a total aggregate interest cost of $1,095,386.25 and an effective interest rate of 4.842556 percent per annum. He also stated that the bonds were to be in denominations of $5,000. It was recommended that said bid be accepted on roll call vote.

It was moved by Director Mosser that the bid of Blyth Eastman Dillon & Co. Incorporated be accepted. The President of the Board stated that it had been moved that the Board accept the bid as indicated.

On roll call vote the Board voted on the adoption of the motion as follows: Those voting yes: Directors Corey, Johnson, Joss, Mosser, Snider, and Layman.

Those voting no: None.

The President of the Board thereupon declared said motion duly adopted by a vote of six affirmative and no negative.

It was recommended that the following resolution be adopted:

RESOLUTION

BE IT RESOLVED that the ONE MILLION TWO HUNDRED THOUSAND DOLLARS ($1,200,000) STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1973 A sold at $98.00 on the 23rd day of January, 1973, be issued to bear date the 1st day of March, 1973; to bear interest at the rate of 6.00 percent per annum for the bonds of the issue maturing on April 15, 1975 to 1981 inclusive, at the rate of 4.75 percent per annum for the bonds of the issue maturing on April 15 of the year 1982, at the rate of 4.25 percent per annum for the bonds of the issue maturing on April 15 of the year 1983, at the rate of 4.30 percent per annum for the bonds of the issue maturing on April 15 of the year 1984, at the rate of 4.40 percent per annum
for the bonds of the issue maturing on April 15 of the year 1985, at the rate of 4.50 percent per annum for the bonds of the issue maturing on April 15 of the year 1986, at the rate of 4.60 percent per annum for the bonds of the issue maturing on April 15 of the year 1987, at the rate of 4.70 percent per annum for the bonds of the issue maturing on April 15 of the year 1988, at the rate of 4.75 percent per annum for the bonds of the issue maturing on April 15 of the year 1989, at the rate of 4.80 percent per annum for the bonds of the issue maturing on April 15 of the years 1990 to 1992 inclusive, at the rate of 4.90 percent per annum for the bonds of the issue maturing on April 15 of the years 1993 to 1995 inclusive, at the rate of 5.00 percent per annum for the bonds of the issue maturing on April 15 of the years 1996 to 2000 inclusive, at the rate of 4.00 percent per annum for the bonds of the issue maturing on April 15 of the years 2001 to 2002; and

BE IT FURTHER RESOLVED that the bonds be issued to mature serially on the dates provided in the resolution of the Board duly adopted at the regular meeting of the Board duly and legally held on December 19, 1972, and that both the principal of and interest upon the bonds be paid at the Fiscal Agency of the State of Oregon, in the City and State of New York; and

BE IT FURTHER RESOLVED that the said bonds and coupons annexed thereto be executed in the form prescribed in the resolution adopted by the Board at the December 19, 1972 meeting; and

BE IT FURTHER RESOLVED that the bonds be in denominations of $5,000, as provided in the resolution adopted by the Board at the December 19, 1972 meeting; and

BE IT FURTHER RESOLVED that the December 19, 1972 resolution of the Board authorizing the issuance of said bonds, and all acts performed by the Board in adopting the said resolution, and by the Secretary of the Board and the Vice Chancellor for Administration in connection with the issuance and sale of the said bonds, including the notice of bond sale and its publication in Oregon on January 3, 1973 and January 10, 1973, be and they hereby are fully approved, ratified, and confirmed.

BE IT FURTHER RESOLVED that functions of the Secretary of the Board in preparing and providing of transcript material, and other actions relating to the bond issue shall be performed by the Secretary of the Board or by the Assistant Secretary of the Board; and correspondingly, functions of the Vice Chancellor for Administration shall be performed by the Vice Chancellor for Administration or by the Controller.

It was moved by Director Corey that the above resolution be adopted. The President of the Board stated that it had been moved that the above resolution be approved.
On roll call vote the Board voted on the adoption of the motion as follows: Those voting yes: Directors Corey, Johnson, Joss, Mosser, Snider, and Layman.

Those voting no: None.

The President of the Board thereupon declared said resolution duly adopted by a vote of six affirmative and no negative.

The Board voted to adjourn the meeting.

The meeting was adjourned at 10:25 A.M., January 23, 1973.

George H. Layman, President

R. L. Collins, Secretary
APPENDIX

Supplement A -- Guidelines for the State System of Higher Education and Its Institutions, and Selected Supporting Board Policies  

Supplement B -- Report on Student Housing for Fall Term 1972
GUIDELINES
for the State System of Higher Education and Its Institutions, and Selected Supporting Board Policies

The State Board of Higher Education presents herewith a statement of the guidelines for the state system of higher education and for its institutions, supplemented by statements of key board policies which underlie or are closely related to an understanding of the guidelines, as follows:

. Premises Underlying the State System Guidelines pp. 88-91

. Objectives of the State System of Higher Education pp. 92-96

. Guidelines for the State System Institutions pp. 97-125
   - University of Oregon pp. 97-100
   - Oregon State University pp. 101-103
   - Portland State University pp. 104-106
   - Southern Oregon College pp. 107-110
   - Oregon College of Education pp. 111-113
   - Eastern Oregon College pp. 114-115
   - Oregon Technical Institute pp. 116-119
   - University of Oregon Medical and Nursing Schools pp. 120-123
   - University of Oregon Dental School pp. 124-125
Though these guidelines represent the board's present reasoned view as to institutional roles, and therefore a sound base upon which the institutions may rest more detailed goals statements, the board considers the guidelines to be open to and needing periodic review by the board - and by the institutions - with a view to their modification as wisdom may dictate in the face of changing conditions or changed perceptions. Though open to review at any time a need therefor becomes apparent, it is expected that the guidelines will be reviewed formally by the board at least each second biennium.
State System Guidelines

It has been a consistent policy of the Oregon state board of higher education, since its establishment in 1929, to operate within guidelines established by the board as the basis for orderly, systematic, planned growth and change in the state system of higher education.

At the near beginning of a new decade - the decade of the '70s - the board of higher education herewith sets forth the guidelines for the state system of higher education for the 1970's.

Guidelines are expressed in terms of objectives. Objectives are rooted in premises. The following premises underlie the state system objectives.

Premises

1. Modern society's goals - whether economic, social, or political - can be achieved only through the development of its human resources. A state unwilling or incapable of developing its human resources is capable of developing little else.

2. The highest good of a democratic society is most effectively fostered when there is available to its citizens the fullest opportunity for self-fulfillment, tempered by social needs.

In the words of the Rockefeller Report, The Pursuit of Excellence:

A concern for the realization of individual personalities is deeply rooted in our moral heritage, our political philosophy, and the texture of our daily customs . . .

Our devotion to a free society can only be understood in terms of these values. It is the only form of society that puts at the very top of its agenda the opportunity of the individual to develop his potentialities. It is the declared enemy of every condition that stunts the intellectual, moral, and spiritual growth of the individual. No society has ever fully succeeded in living up to the stern ideals that a free people set themselves. But only a free society can even address itself to that demanding task.

These premises have underlain the state system guidelines for almost all of the past decade. They were first discussed by the board in 1964 (Objectives of Post-High School Education in Oregon), and were subsequently included in the post-high school study of 1966 (Education Beyond the High School - A Projection for Oregon). They are equally applicable in the 1970's.
3. Human resources not developed represent a social loss. Denied the opportunity to develop his resources - physical, mental, and spiritual - the individual - and society - are the poorer.

4. No other social endeavor is more important to the achievement of the social good, or more productive, than education. H. G. Wells was not indulging in fantasy when he observed that "human history becomes more and more a race between education and catastrophe," nor Alfred North Whitehead when he wrote that "the race which does not value trained intelligence is doomed."

5. The increasing complexity of society requires human talents of a wide variety and achievement at many levels. Hence, the needs of society and the needs of individual self-fulfillment are both well served when a wide diversity of educational opportunities is made effectively available in a manner to encourage their widespread use.

6. If we open wide the doors of educational opportunity, we shall reap dividends from the most unlikely sources.

7. In a society as diverse as ours, in which educational needs so disparate must be met, numerous agencies and institutions - some publicly supported, some privately supported - are necessary to the provision of the wide variety of post-high school educational opportunities the times demand. Cooperation among these agencies and institutions in planning for these post-high school educational needs is both desirable and necessary if effective use of the state's resources is to be made.

8. Paraphrasing an ancient philosopher, what is valued in our society will be cultivated there. If widespread educational opportunities, readily available, are seen as of central importance to the achievement of the good life in the fullest individual and social sense, the people will strive to provide in full measure for the establishment and maintenance of the institutions and agencies necessary to the task.

9. Americans have a deeply ingrained faith in the redemptive quality of education. They see it, as Horace Mann did, as being "... beyond all other devices of human origin ... the great equalizer of the conditions of man ..."

The workings of that faith have moved us from the mid-nineteenth century concept of free public common (elementary) schools to one in which education is made sufficiently available that 80 percent of the high school age group now graduate from high school. And it is predicted by a major educational commission (Carnegie) that by the year 2000 (less than 30 years hence) 90 percent of the high school age group will be graduating from high school, and that 80 percent of the high school graduates will go on to some form of post-high school education.

10. Now society is in a period of social and cultural unrest and reassessment testing whether existing doctrines are appropriate to the needs of the present age. Ours is an age of dissent and protest. And of permissiveness. Many of society's most fundamental assumptions and values are being challenged.
For many, self-gratification has replaced self-denial; saving for the future is being challenged by an appetite for immediate consumption. The work ethic itself, so long the cornerstone of economic and social life in society, appears to be jeopardized by advances of science and a slothfulness bred of indifference. And full employment is said by some not only to be unattainable but an outmoded objective of economic policy as well.

11. What society will ultimately become does not yet appear. What is clear is that the instruments and agencies which have come into being to serve society in the past - schools and colleges and universities among them - are caught up in this testing process.

12. What higher education will become will depend in important measure on the outcome of the social and cultural revolution through which we are now passing. But the thoughtful questions that are being asked - of which the following are but illustrative - give some clues as to the concerns society has as it views its colleges and universities, and identify for our institutions of higher education, and those who administer them, matters deserving of their fullest attention as they plan for the 1970's.

a. Are there in post-high school educational institutions too many students who are there for the wrong reasons (e.g., peer group pressures, parental pressures which ignore the student's capacities and interests, desire to postpone facing the "real world.")

b. Does society, by its overemphasis upon: (1) educational credentials as the basis for employment, and (2) the economic value of a college degree, contribute to many young people entering post-high school education programs of a character unrelated to their real needs, capacities, and interests?

Are the educational credentials set up for qualifying for some types of employment placed at unrealistically high levels, with the result that young people without the credentials - yet who could perform successfully - are denied opportunity, while at the same time, those who have the necessary credentials and are employed, often find themselves working at a level below their capacities, often with disastrous effects on their morale and effectiveness?

Are the alleged pecuniary net benefits from a college education often exaggerated? Is it true - especially as the percentage of the population holding a baccalaureate degree increases - that the economic value of the college degree will be diminished?

c. Can society and its institutions help employers and young people discover ways that are attractive to the latter for certifying many employment capabilities through other than college attendance?

d. Given society's heavy reliance upon educational credentials, can the post-high school institutions develop more effective ways
of opening up avenues through which people may earn appropriate credentials, through such approaches as the extended degree program?

e. Can each of the various post-high school educational institutions define more clearly what its particular educational strengths are, and establish admissions criteria appropriate to its strengths, so that prospective students may have the information they need to match up their interests and capabilities with an appropriate institution?

f. Can we, through appropriate admissions and counseling policies, relate more nearly the production of graduates of our post-high school institutions to society's needs for qualified people and the employment opportunities?

g. Can the colleges and universities provide greater flexibility in their programs, permitting - even encouraging - students to feel free to "drop out" for a period of time, if that seems best for them, reentering the institution without difficulty and without prejudice later, as individual interests and needs dictate?

h. Can our post-high school institutions improve their effectiveness in devising efficient learning opportunities for students?

i. Can the colleges and universities shorten the length of time required in undergraduate education? Can advanced placement of entering students, and the fuller use of independent study opportunities, credit by examination, credit for work experience, a wider use of technology generally in the teaching-learning process, shorten for many students the years spent in undergraduate education, and provide educational opportunities better adapted to the individual capacities of students - the able as well as the less able?

j. Can there be a more effective integration of college and university life with the world of work and the broader community generally, so that there will be greater realism in the life of the college student and less insulation from the real world into which he goes upon leaving college?

k. Can our post-high school educational institutions increase their efficiency of operation, so as to produce more for the dollars spent? Can not measures of output be devised that will permit the more effective measurement of educational efficiency on the part of our institutions?
Objectives of the State System of Higher Education

1. To admit and to provide post-high school educational opportunities for as many students as can be accommodated effectively, given: (a) the role assigned to the state system by the state in meeting the state’s post-high school goals, and (b) the level of financial and other resources available to the state system from state and other sources.

2. To provide programs of general education for all those who enter state system institutions, to the end that: (a) they may have the health knowledge basic to sound and effective health practices, (b) they may have the capacity to communicate effectively in written and oral forms at an appropriate level, (c) their lives may be enriched by an appreciation of the arts and sciences, (d) they may have a fuller knowledge of the impact of science, scientific methodology, and technology upon the world in which we live, (e) they may more effectively discharge their responsibilities as citizens of Oregon and the larger world, and (f) they may, from the strong base of general knowledge thus acquired, find the resources and incentives for learning new skills or for otherwise increasing their educational capital, as changing times will require, during the whole of their active lives.

An important aim of education is the development of the individual in the liberal and humane tradition. It is this aim which general education serves. It makes of man a more intelligent participant in the culture, providing him a sound basis for intelligent citizenship at home and in the larger world community.

In a time of accelerating technology, characterized by rapid obsolescence of specific skills and of knowledge generally, a sound general education contains within itself the seeds of its own continuing regeneration. For there is evidence that "the more education people have had the more likely they are to make the effort to get whatever special training they may later find useful."

3. To provide educational programs that will prepare students for meaningful entry into the world of work and lead to economic self-sufficiency, and which will provide society with the qualified manpower it requires.

Except in those rare instances in which economic self-sufficiency is otherwise assured, gainful employment at a level reasonably commensurate with the individual’s potential is essential both to the individual’s contentment and Oregon’s social and economic progress.

The fulfillment of the state system's responsibilities to provide educational and training programs to this end requires that the system provide:
a. Some sub-baccalaureate programs of a vocational-technical character (particularly at Oregon Technical Institute and at the two regional colleges, Southern Oregon College and Eastern Oregon College) which will give entry into semi-professional, technical, or vocational job opportunities for those whose interests and abilities direct them into these channels.

This responsibility is shared with the community colleges which offer a wide array of such opportunities in the areas of the state they serve, and with other such agencies as the proprietary schools, management, labor, the armed forces.

b. Bachelor's, graduate, and graduate professional programs appropriate to the capacities and interests of persons desiring to develop specialized abilities and skills required in business, government, and the professions.

This is a responsibility shared with the independent colleges and universities of Oregon.

Important is this responsibility for meeting society's manpower needs and for providing students with the knowledge and skills giving them entry into a vocation, it is not to be assumed that it is the principal or primary role of post-high school education to provide for these needs alone, or that a society's manpower demands ought to control the structuring of our colleges and universities. Particularly at the baccalaureate level, education is more than preparation for a vocation.

4. To make significant contributions to the development of knowledge through encouragement and development of scholarship and research. The development of vigorous, well-supported research activities in state system institutions having major graduate programs is critical to the health and vigor not alone of higher education in Oregon, but of the general social and economic well-being of the state.

Research is important to the quality of undergraduate education principally because the quality of teaching-learning generally in undergraduate programs is dependent upon the accumulated fund of knowledge that is being added to through high quality research that pushes back the frontiers of man's knowledge.

In advanced graduate education, research and instruction are inseparable. For two of the principal obligations of graduate education rest solidly upon a research foundation, namely, the extension of the bounds of knowledge, and the production of qualified researchers to supply the needs of higher education, government, and business and industry for such personnel.

If Oregon would be a center of educational strength and technological power, it must be prepared to encourage its principal graduate institutions of higher learning in their work at the boundaries of knowledge. For if those who are capable of advancing knowledge are supported only in their teaching and training of others, research will suffer. So, too, inevitably, will teaching and training, which make it possible to produce
and retain men and women of advanced education, important to the new technology from which the wealth and power of the future are likely to flow.

High quality research - whether basic or applied - is a high yield investment. The development of educational resources capable of such research in a state having limited economic resources is possible only if the state concentrates its resources in strategic centers where the "critical mass" necessary to effective research can be accumulated. And only under a system of curricular specialization, as outlined on pp. 97-102 of this present document.

In sum, the roles to be played by the individual institutions of the state system in the achievement of objective 4 will necessarily vary rather markedly. Some will have a major responsibility; others but a slight one.

5. To make available to society the research and other knowledge generated in the state system institutions, that society may utilize that knowledge in illuminating its problems and in seeking solutions thereto.

Research accomplished in educational institutions has literally transformed the world. Society has come to expect its institutions of higher education, particularly its universities, to generate knowledge that may be turned to society's advantage in dealing with problems that plague it.

In Oregon, the universities' success in this function has generated great expectations as to what they may contribute in the future to Oregon's benefit. As repositories and purveyors of existing knowledge - and as generators of new knowledge - state system institutions view the above objective as one of their most important.

6. To provide the state with a program of continuing education, both formal-involving course credit and degrees - and informal, without credit.

It has been said that to be educated is not to have arrived at a destination; it is to travel with a different view.

In that same view it may be said that the ultimate aim of education must be to make the student effectively independent of his teachers, giving him both the capacity and the incentive for continuing through a lifetime an independent search for knowledge as his needs will demand. Long an educational ideal, this has now become a social necessity. For, however effective our institutions, they cannot hope to provide their students with a fund of knowledge sufficient to endure through a lifetime. What these institutions can and must do is to teach their students how to learn on their own and give them the incentive for learning. For in a future in which change is the only constant, the individual who lacks either the capacity or the incentive for renewing continuously his educational capital will suffer the inestimable losses flowing from an early and inexorable obsolescence.

The board of higher education see no diminution in the demand for continuing education in Oregon, or nationwide. Societal forces decree otherwise. Evidence is that the need and the demands for it will increase in the future, not abate.
The state system of higher education has substantial resources capable of contributing to the achievement of this objective - the institutions themselves, and particularly the Division of Continuing Education and the OSU Cooperative Extension Service. There are also numerous other agencies - public and private - which are engaged in continuing education. The coordination of planning and development is essential if these diverse resources are to be used to the maximum effect.

The state board of higher education and the state board of education have jointly adopted a statement of policy establishing the framework for coordination of the efforts of the institutions and agencies under their direction which are involved in offering continuing education opportunities. Major effort must now be given to the realization of the full potential for coordination of continuing education in Oregon.

7. To maintain within the state system institutions a climate favorable to free and open inquiry, discourse, and opinion.

The climate of inquiry, of free expression and of learning that has traditionally characterized the state system institutions has established an environment hospitable and attractive to able teacher-scholars from throughout the world who have been drawn to Oregon in some measure by the intellectual climate that here exists. This is an asset that must not be dissipated either by its slow undoing or by frontal attacks upon it either from the broader community or from within the academic community itself.

The protection and enhancement of this climate will require the vigilant concern of the broader community which has established and supports our institutions, as well as that of the board of higher education and the members of the academic community who are in a unique position to protect the freedom of our institutions against incursions from within the academic community.

8. To develop and maintain a comprehensive program of self-study as a basis for planning and future development of higher education in Oregon. The board is committed to the view that continuing and extensive self-study is essential if the state system and its institutions are to make effective and efficient use of their resources, human and material.

The illustrative questions cited in item 12 of the premises (pp. 88-89) suggest some of the matters that the board desires shall be given attention in these self-studies. Specifically to be included in the self-studies are: (a) a periodic, systematic review, and, where necessary, modification of (1) state system guidelines and goals, and (2) institutional guidelines and goals, and (b) periodic and systematic review of programs offered in the institutions of the state system.

9. To coordinate the educational programs of the several institutions in the Oregon State System of Higher Education. Coordination should:

(a) provide adequate instructional programs for the state, (b) recognize
regional needs, including general education, and make provision to meet these needs, (c) provide in a single institution or in a limited number of institutions those programs that are specialized or unusually expensive, (d) conserve the resources available to the state by avoiding unnecessary and unwise duplication of educational programs, (e) encourage cooperative programs among the institutions, (f) recognize and promote the uniqueness of each of the several institutions.

10. To foster the growth of cooperative arrangements between the state system and other educational agencies within the state. The articulation and coordination of state system courses and programs with courses and programs offered in other educational agencies or institutions which serve the same students (e.g., public schools, community colleges, independent colleges) is an essential element in the development of a well integrated system of education in Oregon. The fruits of the rather extensive efforts that have in the past been made to achieve a higher level of articulation and coordination have demonstrated dramatically the good will of Oregon's diverse educational agencies and institutions, their ability to work together, and the benefits to the state of such collaborative efforts. The board enthusiastically reaffirms its desire to see such articulation and coordination expanded in the future on the substantial base that now exists.
I. To provide educational opportunities of high quality, within the designated scope of the university’s functions, to all who can benefit from them.

II. To maintain emphasis upon excellence in teaching.

Emphasis should be placed upon superior instruction by selecting and making available, to both undergraduate and graduate students, outstanding teachers and by encouraging a climate in which good teaching receives recognition.

III. To preserve, as one of the university’s distinctive characteristics, an atmosphere of freedom.

The University of Oregon reaffirms its historic policy that a university is by definition a place of free inquiry and expression. Without freedom to seek information in the library, in the classroom, in the laboratory, in field studies, and in the words of campus speakers, the objectives of a university cannot be achieved.

IV. To provide students of the university with an education which will help them acquire the knowledge, skills, and wisdom for (1) personal development and enrichment; including emphasis on the arts, letters, and other expressions of the human spirit; (2) an understanding of science and technology; (3) an understanding of other peoples and cultures as well as our own; and (4) responsible participation in a democratic society.

V. To provide the kind of professional education for both undergraduate and graduate students which will enable them to render to a rapidly changing society effective service consistent with high ethical standards.

The objectives of professional education are not limited to the designated professional schools but also extend to other divisions of the university including the college of liberal arts. The university accepts responsibility for the development of professional curricula in fields such as the following:

- Architecture and Allied Arts
- Biological Sciences
- Business Administration
- Dentistry
- Librarianship
- Mathematics
- Medicine
- Military and Air Science
VI. To provide opportunities for graduate study in areas appropriate to the university that will help meet the needs of the state and nation for teachers in our schools, colleges, and universities and for persons with graduate preparation in business, government, and the professions.

VII. To advance knowledge through the encouragement and development of scholarship, research, and artistic and professional achievements.

Providing the facilities and conditions which will attract outstanding faculty members who will stimulate research and creative activity is an important responsibility of the university. Fundamental to the research program of the university is the obligation to search out new knowledge for its own sake, for its applied meaning and significance, and for its stimulation of effective teaching.

VIII. To provide to the state of Oregon those services which are appropriate to the functions and resources of the university and the needs of the state.

IX. To maintain and strengthen the university library, art collections, and museums.

Related to these basic objectives and in some instances derived from them are the following additional objectives:

X. To provide a program of continuing education, both formal, involving course credit and degrees, and informal, without credit.

A major objective of formal education is the stimulation of the ability and desire to continue to study and learn throughout life. If this objective is to be satisfied, opportunities for continuing education must be made available to Oregon's citizens as a joint responsibility of the university and the continuing education program of the state system of higher education.

XI. To relate the university curriculum to the secondary schools and community colleges in such a fashion that secondary education and college and university education will have maximum continuity and logical sequence.
XII. To make available to interested persons and groups the results of research and other resources of the university in the study and solution of local, state, national, and international problems.

The well-being of the state and nation is to a large extent dependent upon the quality and availability of research facilities. Development of a strong research program at the university can result in strengthening the economy and promoting the welfare of the state of Oregon.

XIII. To disseminate the results of scholarly, scientific, and artistic activities.

The university has an obligation to use its resources to increase the dissemination of ideas and information. An important part of this function should be directed toward the free exchange of ideas between the members of the several disciplines on the university campus and in other institutions.

XIV. To provide the opportunity for the total development of the student.

This objective is based upon a recognition of the importance of the interrelationship between the student's social, emotional, physical and moral well-being, and the effectiveness of the learning processes.

XV. To encourage study of and experimentation with new curricular concepts and programs and with new media and procedures for teaching.

XVI. To maintain a program of self-study for evaluating the university's objectives and operations and for planning the development of the university.

Continuing self-study is essential to improve higher education and to utilize the resources of the university to the best advantage.

XVII. To participate in the most effective manner possible in the program of the state system of higher education.

The university works within the framework of the following statement of the board of higher education:

This coordination should (1) provide adequate instructional programs for the state, (2) recognize regional needs, including general education and make provision for them (3) provide in a single institution, or in a limited number of institutions, those programs that are specialized or unusually expensive, (4) conserve the resources available to the state by avoiding unnecessary duplication, (5) encourage cooperative programs among the institutions, (6) recognize the varying functions of the several institutions, and (7) encourage the development of as much autonomy in the several institutions as is consistent with the purposes of the state system.
The board does not envision any significant expansion in the 1970's in the curricular allocations given the University of Oregon. The university is a mature, well-developed institution with substantial obligations to the state growing out of the wide-ranging curricular allocations given the university by the board of higher education. The university's primary emphasis in the 1970's will be in carrying out its present assigned missions in the state system.

Should additional allocations be given the university in the years just ahead, it appears likely that they will lie in the health service area. In the board's continuing exploration of the health service needs of Oregon and the obligations of the state system of higher education to serve these expanding needs through preparation programs for the production of health service personnel of various kinds, the resources of the University of Oregon and of the private health centers of Eugene, as well as the resources of other institutions of the state system and the private health centers in their vicinity, will be examined with a view to determining whether these resources as they are - or augmented - ought to be used to increase the state system's production of qualified health service personnel.

The foregoing reference to health service areas is not to be interpreted as an intention on the part of the board of higher education to establish a second medical school in the 1970's. The board envisions no such need. If, in the board's continuing assessment of educational needs, it becomes evident that a second medical school will be required in the 1980's and beyond, the board will initiate a study of alternative locations for the school.
Institutional Objectives

Oregon State University's basic goal is to create a more adequate academic community for the intellectual and humane development of the men and women of the Oregon State academic community; to maintain OSU as a center in which are encouraged freedom to think, to learn, to relate, to experiment, and to develop standards of criticism and standards of excellence.

Output Goals

Output goals are defined in terms of (1) teaching and learning, (2) research and creative activity, (3) extension education and service.

Teaching and Learning. It is Oregon State University's aim:

. To develop in students an understanding and appreciation of scholarship, scientific research, and creative endeavor.

. To assist the student to develop his intellect to the maximum, as well as to develop his physical, social, moral, and esthetic potentialities.

. To confront the student with the experiences that will create an awareness of the relevant social, political, technological, and moral issues, and to provide him with the attitudes and skills which will enable him to evaluate consequences of decisions about these issues.

. To encourage the development of a life-long love of learning and enjoyment of the pleasures of the life of the mind.

. To assist students to develop objectivity about themselves and their beliefs, and hence to examine these beliefs critically.

. To encourage the student to take responsibility for his own education; to learn his own learning process, to learn what he needs to learn and how to communicate with other people.

. To enlarge the student's horizons by exposing him to the great ideas and great minds in all cultures and to avoid provincialism.

. To provide the student with the skills, attitudes, contacts, and experiences which will maximize the likelihood of his making an effective contribution toward the development of a more humane and democratic society and permit him to pursue a useful career in this context.

Research and Creative Activity Goals at OSU are:

. To encourage those activities that extend the frontiers of knowledge and which provide outlets for the creativity of faculty and students.
To encourage the use of research results in the solution of social, economic, and environmental problems.

To encourage the communication of research methods and findings in the classroom.

To encourage the exploration of the consequences stemming from the application of new knowledge and technology.

**Extension Education and Service Goals at OSU are:**

- To further the concept of education as a life-long process by encouragement of the continued intellectual and professional development of the individual citizen.

- To assist groups of citizens to use the resources of the university for the solution of common problems.

- To provide cultural leadership through university-sponsored programs in the arts, public lectures by distinguished persons, and to serve as a center for the preservation of the cultural heritage.

**Adaptation Goals at OSU are:**

- To provide appropriate procedures whereby the planning and evaluation of the university may proceed on a continuous basis.

- To provide for the periodic reappraisal of goals, missions, and objectives of the university and its component parts.

- To provide for a continuous two-way flow of information between the university and the larger community.

- To educate, to his utmost capacity, every student who meets the entrance requirements, but also to encourage the admission of students with high potential in terms of the specific strength and emphasis of this university.

- To recognize the special need of minority and disadvantaged students in this state and provide adequate funding and special assistance to them.

- To give attention to the needs of this region and the state of Oregon without neglecting national and international obligations and responsibilities.
The foregoing output goals are to be interpreted in the light of OSU's principal curricular and instructional obligations, namely, to offer:

- A sound program of general education at the undergraduate level.

- Effective baccalaureate degree programs in the arts and sciences and in the professional and technological schools for which OSU has been given sole or a primary allocation by the board.

- Strong graduate programs in:
  - the sciences which undergird the professional and technological schools assigned to OSU;
  - the professional and technological schools allocated OSU by the board.

- Extensive continuing education programs such as are generally characteristic of land-grant universities.

In the 1970's the board will continue to look to OSU for continuing and increasing excellence in the undergraduate and graduate programs already allocated to it. If, in the 1970's, there are to be additional graduate programs authorized OSU by the board, they are likely to be programs emerging from OSU's efforts to do better what it is now doing, or to fill state and national needs that the board feels the state system has an obligation to meet and which lie clearly within the general areas of OSU's expertise as alluded to above. The board would not presume at this juncture to specify what these might be, but illustrative of the kinds of areas that will need investigation as potential educational needs that might be met through allocations to OSU by the board is a program of veterinary medicine, a study of which is currently under way.

The board believes that OSU's continuing improvement of programs of education already allocated to it, with the possible additions of other allocations during the 1970's in areas building upon or closely related to OSU's present allocations, will require the full resources that the state can make available to OSU. It believes, therefore, that OSU ought not to look to the development of graduate programs in the humanities and social sciences - now or in the future.

This is not to say that faculty in the humanities and social science fields may not participate in graduate programs in the sciences or professional school programs allocated to OSU, where faculty interest and expertise would indicate. Or, that should it be demonstrable that the excellence of OSU's graduate work in the science and professional schools is dependent to an important degree upon the authorization of graduate work in limited aspects of a limited number of social science fields, the board would be unwilling to review the evidence as to the need for such programs. But the board believes that efforts to add graduate programs in the humanities-and social sciences would be diversionary to OSU's main functions as a great land-grant, sea-grant university within the Oregon state system of higher education.
Portland State University

Institutional Objectives

Part I: Introduction

The academic concentration of PSU is in the liberal arts and sciences. This emphasis is intended to help provide the people of the community and the state with broad opportunities for satisfying their intellectual, social, aesthetic and moral aspirations. The university also has, and may be expected to develop further as the need is evident and the resources can be made available, professional curricula appropriate to its public status and urban location in Oregon's largest metropolitan area. These include the variety of professions and occupations that are dependent on new knowledge and technological advance, and therefore specialized higher education and training. As the largest public center of higher education in greater Portland, the university expects to work continuously to integrate itself with its surroundings, and thereby enrich the lives of all who experience its educational services.

Portland State will continue to emphasize high quality instruction at both the undergraduate and graduate levels and encourage curricular innovation as well as improvement in the techniques of instruction. Moreover, the university recognizes that high quality instruction, particularly at the graduate level, requires the involvement of faculty and students in research activities, both basic and applied, and it will continue to provide the climate and support for such activities.

Part II: Objectives

1. To organize PSU for optimum development of its learning resources to meet the university-level needs of the people and institutions in the Portland metropolitan area.

Portland State is a sizeable multipurpose university. As an urban institution located in the heart of a growing metropolitan area, it must of necessity husband, and develop its space and other resources imaginatively. In so doing, the university will work cooperatively with other institutions serving the post-secondary educational needs of the metropolitan area to the end that unnecessary and unwarranted duplication of effort is avoided.

The core university facility will house research activities and other university functions that can best be performed centrally. Among these the library will foster the present trend toward development of a learning resources center with facilities and technological instrumentation designed to serve both the main campus and such university activities as are offered off-campus. Long-range future building plans under consideration by the university include the construction of a commuter center to serve as a university interchange and transportation and communications facility. Such a structure would provide for out-of-traffic boarding and disembarking from buses and for student amenities such as locker storage, study, eating, and social space.

One of the primary functions of an urban university is to provide quality university-level educational services to metropolitan residents, many of whom lack the financial resources to attend a university located elsewhere.
Portland State serves and will continue to serve a heterogeneous student population, which includes a greater age mix than is traditional. While community colleges seem destined to accommodate a substantial portion of the lower-division undergraduate population, the board of higher education believes that Portland State University should maintain a balanced undergraduate program of upper-division, lower-division students.

Undergraduate university curricula giving increased emphasis to upper division work will emphasize humanistic and liberal studies. Much of the professional training will be concentrated in the post-baccalaureate years along with other graduate specialization. Academic options available to students will become more numerous and more flexible, with greater emphasis on independent study, and characterized by variable attendance spans and a wider range of curricular and multi-disciplinary choices.

2. To concentrate on both the liberal and professional arts and sciences.

"Who am I?" and "What can I do?" are the foremost questions in the minds of most undergraduates. To assist their reaching satisfactory answers to these fundamental questions, in an atmosphere of free inquiry, is a principal objective of the university. In keeping with that end, the university will seek to advance understanding of all peoples and cultures, and responsible participation in the social, political, and cultural activities of western civilization.

The tempo of our society is making ever more necessary and valuable a continuation of the learning process by people of all ages. There are, for example, approximately 10,000 teachers in the metropolitan area, a large percentage of whom require continuing educational enrichment opportunities close at hand. The university intends to assume the obligation to make its resources available to the needs of qualified adults in the metropolitan area who wish to pursue continuing education.

3. To provide opportunities for professional and graduate study in areas appropriate to a public state university located in the Portland metropolitan area.

In the development of the university's capacity to serve its mission at the graduate level, the board of higher education has (1) provided the university with the authority and resources to offer masters degrees in a wide array of liberal arts and professional fields, consistent with a basic policy decision made by the board in 1964 that, as the need became evident and the resources were available, the board would authorize masters degree programs at PSU in a wide variety of fields, and (2) authorized the establishment of three interdisciplinary doctoral programs, namely Systems Science, Environmental Sciences and Resources, and Urban Studies. The doctoral programs have been designed to provide the base of interdisciplinary training, research, and service that the conduct of business, industrial, economic, political, and environmental activity increasingly requires. They are also illustrative of future graduate program developments that will combine new knowledge with educational formats intended to advance educational opportunity and to enable constructive use of new knowledge in our society.
The board sees the university's primary need in graduate education during the 1970's as the strengthening of its authorized graduate programs. This is not to say that the board will decline to consider requests for new authorizations, but that the board views as foremost the need to strengthen existing programs.

4. To grow as a major community resource in research, education, and culture, serving the registered student as well as the larger community.

Through the implementation of this objective, the university can make reasonable contributions that will influence the actions and decisions that affect the quality of life. Examples of programs now operative involving instruction, research, or service are: the recently authorized Pacific Rim Studies Center; the Urban Studies Center; the Center for Population Research and Census; the Education Center; the schools of Social Work, Business Administration, and Education; and the doctoral programs in Systems Science, Urban Studies and Environmental Sciences and Resources. Also in operation are enrichment programs for the disadvantaged and a University Scholars Program.

The health and vitality of intellectual life of all people is intimately linked with the level of their physical health. While the first commitment of the university is to provide health, physical education, and athletic opportunities for students, faculty, and staff, it recognizes a service role in making these opportunities available for community involvement also.

The excursions of the university with its own and cooperative ventures in music, theater, lecture, and other programs are suggestive of cultural roles the university has in the community. It is expected they will continue and reflect originality in form and substance.

5. To provide credit courses for students matriculated in degree programs as well as, in cooperation with the Division of Continuing Education, non-credit offerings in continuing education.

Portland State University originated as an offspring of the Portland branch of the Division of Continuing Education. The two units have always enjoyed close ties and shared goals. Many of the programs and activities the two organizations mount fulfill objectives that fall within areas that could be served as well by either. Their combined continuing education offerings provide university students and the people of the metropolitan area with varied enrichment opportunities. Some of these consist of special programs or services; others help upgrade individuals or retrain them for new careers. In many cases the university conducts such programs in collaboration with the Division of Continuing Education; many it operates independently. Continuing education will become even more significant in the future. As it does, the demarcation between "continuing" and "university" education will gradually disappear. This will require a modified relationship, with PSU assuming responsibility for what have traditionally been regarded as continuing education courses offered on the PSU site, and sharing responsibility for non-credit continuing education programs offered in the metropolitan Portland area.
Southern Oregon College serves the southern region of Oregon and the state of Oregon through programs of instruction, research, and service based upon programs in the liberal arts and in selected professional fields.

SOC's capacity to respond vigorously and effectively to future opportunities for service to the southern region and to the state depends in important measure upon SOC's capacity for husbanding its resources and using them effectively in pursuit of carefully defined objectives. To that end these guidelines are set forth.

1. **SOC's most important function is that of instruction.** The goal of that instruction is to offer students, through curricular and extracurricular activities, learning opportunities that will:

   a. Provide them with a sound general education that will enable them to gain an appreciation for the arts, letters, and science that undergird civilization and will provide them with the ability to think rationally and communicate effectively.

   b. Sensitize them to their responsibilities as citizens in the broader community; encourage the development of democratic ideals that are basic to political, social and cultural problems and processes.

   c. Offer them the means to develop the knowledge, skills, and abilities that will enable them to become economically self-sufficient through employment reasonably related to their capacities and interests.

   d. Enable them to develop the skills and abilities for pursuing knowledge independently so that they may continue learning throughout a lifetime.

2. **Research is not regarded as a major mission at SOC, although it is viewed as an important aspect of institutional life, particularly insofar as it relates to the instructional improvement and especially in those instances in which faculty and students can share in the effort. Efforts will be made to improve both the climate and the support for appropriate research efforts.**

3. **As a regional educational center serving the burgeoning southern region of the state, SOC considers service to be an important aspect of its mission in the 1970's. Limited only by the prior claims that instruction makes upon SOC's resources, SOC will seek to give fullest possible expression to its commitment to service through a variety of activities of which the following are illustrative:**
a. SOC will serve the region as an academic, cultural, and informational center.

b. Recognizing the need for industry, business, the professions, and government to keep abreast of developments in a fast-changing world, SOC will seek to find ways of making the expertise of its faculty and the resources of the institution maximally available to the broader community, consistent, of course, with the institution's primary function - instruction.

c. In cooperation with the division of continuing education and independently too, SOC will seek to expand its efforts to provide appropriate continuing education activities - credit and non-credit - on and off-campus.

d. SOC will endeavor to improve existing avenues for providing ready communication between the college and the broader community it serves. SOC's regional advisory council and the "Listening Post Forums" it sponsors have provided an invaluable avenue in this respect. During the decade of the 1970's SOC expects to expand and improve these organized, planned means for maintaining effective two-way communication between the college and its publics.

e. SOC will seek to improve personnel services to its students.

(1) SOC looks to the movement of the student counseling center into more adequate facilities with the completion of the new Education building in 1972. With that move, certain other reorganization within the center will be possible. Group counseling may be instituted; counselors may be assigned to dormitories; psychiatric service will be sought. In general, the 1970's should see an improved counseling service for SOC's students.

(2) SOC looks to the general improvement in the 1970's of the service the college provides its students through the registrar, the business office, financial aids office, job placement office and health services. As to student housing, SOC desires to offer a greater variety in housing accommodations, remodeling existing facilities as necessary. Addition of a learning resource to the residence halls (language laboratory, computer console, education TV, teaching machines) would be desirable, but funding is a limiting factor.

4. Southern Oregon College will seek to capitalize on (a) the resources of its faculty and campus, (b) its location adjacent to a renowned theater center, to the development of which SOC faculty have made major contributions, and (c) regional resources in the arts, to develop as a center for the theater, music, and allied performing arts such as the dance, and art.
5. Southern Oregon College will explore fully the opportunities for utilizing the specialized resources of the increasingly substantial hospital and medical center complex that is developing in Medford in the development of baccalaureate programs in the health sciences and allied health fields in which the demand for qualified practitioners suggests the need for additional preparation programs in the state system.

6. SOC has the obligation through its instructional programs to provide leadership in meeting, initiating, and responding to opportunities and challenges in a changing society. This will necessitate a continuing evaluation of existing curricula and emerging needs with a view to the elimination of selected existing programs where indicated, modification where feasible, and additions where the need can be clearly demonstrated within the state system of curricular allocations and when the resources are available or can be made available with which to mount an acceptable program.

As SOC's growth continues, but at a slower pace, and its instructional resources improve, it will wish to seek board consideration of possible changes in SOC's curricular authorizations as these can be demonstrated to be consistent with the board's curricular allocations policies and defensible in terms of the board's need-resources analyses.

7. SOC will continue to expand its present systematic, planned efforts, department by department, to improve the quality of instruction. The college-wide "instructional council" which has been charged with studying and recommending the "means to evaluate and improve the instructional program" will sponsor seminars on improvement of instructional quality, scholarly activities aimed at instructional improvement, expansion of test grading and evaluation services, and the like. The impetus already evident in the departments at SOC looking to instructional improvement, will be systematically supported by the instructional council and the SOC administration.

8. SOC will work systematically to reduce the attrition rate among students. Although student financial problems are known to be an important causative factor, SOC intends to study ways of improving curricular programs, teaching, counseling, and the social environment in the interest of achieving a higher student retention rate.

9. SOC will maintain a program of self-study for evaluating the college's objectives and operations and for planning the development of the college as a cooperating unit within the state system of higher education.

10. SOC will seek to maintain an effective learning environment in which free inquiry, freedom of opinion and of expression, and freedom to dissent in ways consistent with a center of learning are protected.

11. Recognizing the current interest in the Jackson-Josephine area in the development of broader public post-high school education and training opportunities in the southern region, SOC will continue to work
cooperatively with interested groups in the region in the exploration of the most effective way to achieve an expansion of these services with the least possibility of unnecessary duplication of effort and services.

12. Recognizing that diversity of background among students makes for an effective learning environment, SOC will seek to enroll additional students from minority group backgrounds.

13. As resources will permit, SOC will seek also to serve the needs of a limited number of academically disadvantaged students who are unable to meet SOC's regular admission requirements but who give promise of being able to succeed in college-level work if given special assistance.

The board of higher education does not envision the development at SOC, in the period to which these guidelines address themselves, of graduate programs to any degree beyond those in teacher education and general studies (to serve non-teacher education students). The board is aware of the fact that SOC has in the past expressed interest in the development in the future of master's programs in selected departmental areas in the humanities, social sciences, and sciences; and possibly also in theater, business administration, and counseling, and the board is not unwilling to examine the case for such programs should it develop that a demonstrable need for the programs can be shown to exist and that resources are or can be made available. What the board wishes to signal is that present enrollment trends and other factors do not dispose the board to consider lightly the addition of master's programs at SOC - or other institutions in the state system.
Institutional Objectives

OCE is designated by the state board of higher education as a liberal arts college with special emphasis on the preparation of elementary and secondary teachers and research in teacher education. It links professional education and the liberal arts disciplines. This linkage is essential because, correctly understood, the education of teachers should and can be one of the broadest and most all-encompassing of intellectual endeavors, involving an understanding of self, a sensitivity to needs and attributes of others, and a substantial familiarity with the accumulated knowledge of mankind. The following assumptions are made as to the mission and role of OCE during the 1970's.

1. OCE will continue its special mission to educate public school teachers and to resolve problems of teaching and learning through research.

2. A strong liberal arts program will be further developed as a major element in its teacher education programs and as essential to other programs as well.

3. OCE will develop in areas other than teacher education by building in areas of present strength and by enlarging its functions in areas where educational services are needed by Oregon citizens.

4. OCE will continue to emphasize excellence in college teaching as it develops its faculty and facilities.

5. OCE will continue to work with the Teaching Research Division in pursuit of its research mission in teacher education.

Institutional Goals: Instruction

1. To assist all students in achieving certain characteristics which, we believe, should characterize all mature persons in contemporary society.

2. To prepare teachers for the public schools of the future at all levels.

3. To prepare persons for special instructional roles in industry, business, and government where such roles exist or may develop.

4. To prepare persons for careers in a variety of professions and occupations where fundamental knowledge is required in human behavior, biological and physical science, mathematics, social science, communications, fine arts, health and physical education, and other basic liberal arts subjects.
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Institutional Goals: Research

1. To carry on research which increases fundamental knowledge, particularly in the area of human learning and instruction.

2. To employ the problem-solving techniques of research in the development of the instructional resources of the college.

Institutional Goals: Service

1. To cooperate with agencies such as the state department of education, units of state government, correctional and rehabilitative institutions, public service organizations, other educational institutions, school districts, and business and industry so as to make available to them the resources of the college.

2. To perform for students essential services in counseling, job placement, housing, and financial aids.

The Board of Higher Education recognizes that OCE wishes to consider how it may use its existing resources to provide at the undergraduate level for meeting needs of non-teacher education students to the extent that it can do so without impairment of its primary responsibility, which is to teacher education broadly conceived. The Board encourages OCE to pursue its present course of providing interdisciplinary programs of study which are instrumental to the career goals of individual students rather than developing discipline-oriented departmental-type degree programs. Also, rather than OCE developing a wide variety of career-oriented programs, the Board wishes OCE to be selective and to concentrate in a few areas of special strength along with teacher education.

At the graduate level, the Board does not presently envision the development at OCE of discipline-oriented degree programs beyond those in teacher education. The Board recognizes that OCE has expressed interest in professionally-oriented programs in non-teaching fields (e.g., administration of criminal justice, speech and audiology for clinicians, counseling in non-school agencies) leading to the master's degree, and in specialist degree programs (terminal programs lying between the master's and doctoral degrees) in a variety of areas. The Board is willing to examine the case for such programs when a demonstrable need for them can be shown to exist and when the resources are or can be made available. What the Board wishes to signal is that present enrollment trends cause the Board to think conservatively of the addition of graduate programs at any institution in the state system.

In summary, the Board of Higher Education considers it to be in the best interests of each of the smaller state colleges to develop a distinctive reputation in restricted areas. For OCE the area of teacher education, broadly conceived, has been and should continue to be the area of
special emphasis. In view of present employment problems for public school teachers, and recognizing that some OCE students may wish to prepare themselves for alternative careers without being subjected to difficulties through transfer to another college, the Board is supportive of a limited expansion in career-oriented disciplinary degree programs such as corrections and the health-related professions.
Institutional Objectives

As it looks to the 1970's Eastern Oregon College will develop its curricular and instructional programs in accordance with the following general projections;

1. EOC will continue to emphasize quality undergraduate teaching in the liberal arts and professional studies, with substantial emphasis on teacher education. Undergraduate teaching is and will remain through the 1970's, EOC's primary function.

2. EOC affirms that in its instructional program it has the obligation:
   a. To provide its students with a sound general education that will provide them with the knowledge and skills they need for personal development, enrichment, effective participation as a responsible citizen, and an understanding of other cultures as well as our own.
   b. To offer opportunities that will permit students to develop skills in communication, operational processes, methods of inquiry and research, and the incentives to continue their learning after their formal education is completed.
   c. To provide students with access to programs offering preparation for entry into and progress in the world of work.

3. A strong liberal arts program will continue to be a primary focus as the basis for an effective teacher education program and as essential to EOC's other educational commitments. The rate at which EOC seeks to increase the number of liberal arts subject matter fields in which it offers baccalaureate departmental major programs (six at present) will be governed by demonstrated need, relationship to institutional functions, and availability of the resources necessary to mount a program of acceptable quality.

4. As need can be demonstrated and resources made available, EOC will prepare for board consideration proposals for the development of interdisciplinary instructional programs relating to some of the complex problems of contemporary society. The general studies program, with appropriate modifications, might conceivably provide the degree structure for these programs, as it has done for the recently authorized (1972) community services program.

5. Additional emphasis will be placed upon field experiences in recognition of: (a) the demonstrated educational worth of well-planned field work in which theories may be applied and tested and problems studied in their real world environment, and (b) the manifest increase in student awareness and desire for involvement in problems of the real world.
6. The preprofessional curricula in such fields as prelaw, premedicine, agriculture, journalism, and engineering will continue to serve the needs of many of EOC's students. These will continue to be a significant aspect of EOC's instructional services to the region.

7. Semi-professional programs of two-year's duration in such fields as secretarial science and medical or dental assistantship, serve the needs of some students and will be continued and perhaps expanded, as the need is manifest and the resources can be made available.

8. EOC will continue its commitment to serving the continuing education needs of the region through cooperation with the Division of Continuing Education and other educational agencies and institutions serving the region. The college will hope to exercise more direction than in the past in the planning and administration of the resources it extends through programs of continuing education.

9. EOC will continue to work cooperatively with community colleges now serving eastern Oregon, and with other educational agencies and institutions serving the region in providing a broad program of post-high school opportunities without unnecessary duplication.

10. EOC will give special attention to the students it admits who are disadvantaged. The demonstrated success of the recently-initiated program for American Indian students can be expected to lead to increased enrollment of Indian students and the offering of additional courses in Indian studies and the diversification of the Indian program to provide a wider variety of curricular materials for off-campus field experiences.

11. Graduate study at the master's level will be limited to programs in elementary and secondary teacher education.

12. EOC will maintain an environment conducive to learning — an environment in which freedom and responsibility are joined in the protection of the freedom to inquire, freedom of opinion and of expression, and the right to dissent in a manner consistent with the integrity of the institution and the freedom of the academic community.

13. Research is not considered a major mission at EOC, although it is regarded as an important aspect of institutional life insofar as it is directed towards the improvement of the undergraduate education of students, and the graduate programs in education.
Oregon Technical Institute

Institutional Objectives

Oregon Technical Institute, the state system of higher education's polytechnic college is dedicated to meeting the following objectives:

1. To offer college programs in technical education which will produce the qualified technical workers required to meet the staffing needs of science, business, industry, government, and related needs.

A 1970 assessment of need made by the Bureau of Labor Statistics of the U. S. Bureau of Labor states that: "More than 1 million technicians will be needed between 1966 and 1980 to meet employment growth and to replace technicians who will die, retire, or separate from the labor force for other reasons, or transfer to other occupations." It is this demand that OTI's programs respond to in the preparation of qualified technicians, technologists, or advanced technical specialists in a wide variety of technical fields.

Technical education programs offered in the 1970's will continue to be offered at both the associate degree and baccalaureate degree levels.

a. Associate degree programs. Until 1966, associate degree programs were the only programs available at OTI. They remain today (1972) the predominant program in terms of numbers enrolled. Sixty-five percent of OTI's student body was in lower-division courses in fall term 1971.

In the engineering and mechanical (auto-diesel-metals) technologies, OTI's associate degree programs are both preparation for direct entry into employment and supportive of upper-division technical programs leading to the bachelor of technology degree.

b. Baccalaureate degree programs. During the 1970's bachelor of technology programs will become an increasingly important part of OTI's offerings.

OTI's bachelor of technology programs in the engineering technologies received ECPD accreditation September 1970. This represents significant recognition for OTI, which is playing a conspicuous role in the development of engineering technology programs in the United States.
OTI has also been accredited by the Northwest Association of Secondary and Higher Schools at both the associate degree and baccalaureate levels.

There is every indication that the importance of the baccalaureate degree in technology will increase in the 1970's. The four-year curricula in engineering technology are a contemporary development nationally. Their emergence began scarcely 15 years ago. The forces that have influenced their development give no promise of subsiding or of diminishing in influence in the 1970's. They include: (1) the demands of industry and business for trained technologists to fill the occupational gap left when engineering education programs were upgraded (in response to demands of science-based industries) and began turning out engineering scientists who were "overtrained" for many kinds of jobs that were formerly filled by engineers, and (2) the inability of associate degree programs in technology to provide in two years all that a student needs to qualify him for positions in technology at the supervisory and administrative level.

During the 1970's there will be an increasing tie between OTI and the community colleges, many of whose associate degree graduates in the mechanical (auto-diesel-metals) and engineering technologies will look to OTI for further education leading to the baccalaureate degree. Graduates of community college associate degree programs in the technologies in which OTI offers baccalaureate degree programs are admitted now to OTI bachelor of technology programs on block transfer, which gives them full credit toward the baccalaureate degree for their associate degree work.

It is to be anticipated that during the 1970's there will be continuing modifications of OTI's curriculum, involving some program eliminations and some additions. In the technologies, where change is so rapid, it is difficult to foretell precisely the nature of the programs that could desirably be added during the next decade, but OTI, through the kinds of activities suggested in item 9, will fit its curricula to the needs.

2. To serve an adjunct regional function for the Klamath county and surrounding region by offering lower-division college transfer courses.

OTI presently offers liberal arts courses sufficient in number and variety to permit students with a college transfer objective in mind to meet the lower-division requirements in some 25 different subject matter fields.

3. To provide the quality of technical and applied science programs which will enable its graduates to be immediately employable and to advance within the occupation.

The primary objectives of OTI's technical and applied science programs are to ensure that the graduate shall possess:

a. The knowledge and skills essential to immediate employment in his selected technological area.
b. A sufficient understanding of the basic principles underlying the occupational spectrum of his professional field to permit his advancement to supervisory and managerial positions.

c. The qualities of intellectual curiosity and individual initiative which will enable him to exert leadership in the advancement of technology.

d. The breadth of preparation essential for adjustment to technological change.

4. To provide its students with general education which will contribute to their ability to participate as responsible members of a democratic society.

5. To offer instruction of a level and content such that when course requirements have been successfully completed, credit may be transferred to appropriate degree programs at other accredited colleges and universities.

Although OTI's primary objective is to prepare students for immediate employment within an occupation for which their training fits them, the instruction should be at a level such that the credits completed could be transferred and applied towards degree requirements in some other college and university should the student's objectives require transfer.

6. To assist the graduate to secure employment in the occupation for which he is trained and at a level reasonably commensurate with his abilities.

This is a significant aspect of OTI's responsibility. OTI will continue its follow-up studies of its graduates that it may know how its students fare on the job. In addition, OTI will continue and expand its periodic systematic interrogation of the employers of its graduates to learn the employers' assessments of OTI graduates and their preparation. From these two sources--former students and their employers--OTI will continue to secure leads as to how its programs may be improved.

7. To cooperate with other educational institutions and agencies in efforts to integrate programs offered so that the transfer of students among and between institutions may be made readily and without loss of time for the students.

In OTI's case this is particularly crucial where the community colleges are concerned. For an increasing number of community college students with an associate degree in technology are seeking entry into OTI's bachelor of technology degree programs. It is also of importance to OTI's students who wish to transfer from OTI to other institutions.

OTI is presently providing ready transfer possibilities for community college students who have completed an associate degree in one of the
fields of technology in which OTI offers a bachelor of technology degree. Begun as an experimental program in 1967-68, OTI expects to continue the program indefinitely on the basis of success thus far realized.

8. To maintain a continuing evaluation of curricula in recognition of the rapidly changing technologies to which they relate.

Nowhere is the phenomenon of change more evident than in the technological fields for which the college prepares its students. Programs must be kept abreast of the developments in the technology into which graduates will move. Major attention will, therefore, be given to a continuing evaluation of curricula to ensure that they reflect these developments. The following are illustrative of the means that will be employed: (a) use of advisory committees from science, business, industry, government, and other appropriate agencies; (b) interviews of recruiting teams who come to the OTI campus; (c) surveys of business and industry for determination of manpower and technical needs; (d) follow-up of graduates; and (e) surveys of institutions having comparable objectives.

9. To maintain a program of staff improvement which reflects the necessity for staff members to keep abreast of rapidly changing technologies to which their teaching or other professional assignment relates.

Faculty members must have the characteristics of an effective college teacher. These include skill in the basic teaching-learning processes, a capacity for effective communication, a thorough knowledge of the subjects to be taught and knowledge of supporting subjects, interest in the over-all development of the student, and personal and professional integrity. Important, too, is that faculty members have an employment background in the pertinent technological fields in which they teach, or, in the case of those in the arts and sciences, a thorough understanding of the application of their subject matter to the college's objectives.

Faculty members must be encouraged to follow a regimen which will ensure that they keep abreast of rapidly moving developments in business and industry. Summer employment in the technology; attendance at appropriate summer institutes or college sessions; performance of consultative services for business, industry, or education; research in the appropriate fields; development of contributions to technical literature—these all are illustrative of the kinds of activities in which the faculty participates on a continuing and planned basis.

10. Although research is not considered to be one of OTI's primary responsibilities, OTI does believe that scholarly activities related to inquiries into and experimentation with new teaching technologies and improved teaching techniques are important functions closely related to OTI's primary function—instruction. It will encourage such activities.

11. To provide cultural, social, and recreational activities for the campus community, and, within limits, to the community at large.

12. In cooperation with the division of continuing education, to provide a program of continuing education to the extent that such programs are called for.
University of Oregon Medical School
and
University of Oregon Nursing School

Institutional Objectives

As the specialized educational institution in the State System of Higher Education for instruction in medicine, nursing, graduate studies in both nursing and the sciences basic to medicine, and allied health science programs, the University of Oregon Medical School has the following objectives:

1. **To provide Oregon residents, and to a limited extent out-of-state students principally under the WICHE program, access to effective education programs in the medical and related health sciences, leading to the M.D. degree and to M.S. and Ph.D. degrees in the sciences basic to medicine in accordance with the needs of the state and the educational resources available to the Medical School.**

2. **To provide internship programs for M.D.'s in an appropriate number of fields (currently a rotating internship and internships in the four areas of medicine, pathology, clinical pathology, medical psychology) as indicated in this rapidly changing aspect of medical education.**

3. **To provide residencies of from 1 to 5 years' duration in a wide spectrum of medical specialties. To the residencies offered by the Medical School in 1972-73 in more than 20 medical specialty fields, the Medical School will add residencies in an additional half-dozen or more medical specialty fields in the years just ahead (e.g., clinical pathology, nuclear medicine, physical medicine, plastic surgery, pediatric surgery, oral surgery), as the resources can be made available.**

4. **To continue to provide in approximately 25 medical specialty fields post-residency fellowship programs of study for physicians and other medical scientists who have completed residency programs.**

5. **To provide Oregon residents, and to a limited extent out-of-state students, access to a baccalaureate program in nursing (Bachelor of Science) and a master's programs in nursing (i.e., Master of Science in Nursing Education and Master of Nursing).**

6. **To provide nursing graduates with baccalaureate and master's preparation to meet nursing needs of Oregon's citizens and communities. To this end, it is expected that the School of Nursing will increase its enrollment of baccalaureate students from 451 enrolled in 1972-73, to approximately 590 by 1979-80; and increase its enrollment of master's and special students from the 39 enrolled in 1972-73, to approximately 65 in 1979-80.**