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

May 22 and June 26, 1973

MEETING #410-1 A regular meeting of the State Board of Higher Education was held
in Room 338, Michael J. Smith Memorial Center, Portland State Uni-
versity, Portland, Oregon.

ROLL CALL The meeting was called to order at 9:00 A.M. (P.D.T.), Tuesday,
May 27, 1973, by the President of the Board, Mr. George H. Layman,
and on roll call the following answered present:

Mr. George H. Corey
Mrs. Elizabeth H. Johnson
Mr. Robert D. Holmes
Mr. John D. Mosser
Mr. John W. Snider
Mr. Loran L. Stewart
Mr. Edward G. Westerdahl II
Mr. George H. Layman

Absent: Mr. Philip A. Joss was out of the country.

OTHERS PRESENT

Centralized Activities--Chancellor R. E. Lieuallen; Mr. D. R. Larson,
Assistant Chancellor; Miss Jean Oglesby, Assistant Board Secretary;
Mr. R. L. Collins, Board Secretary (present at June 26, 1973, adjourned
session); 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. H. A. Bork, Consultant;
Dr. George Dietl, Director, Communications Development; Mr. John B.
Leahy, Assistant Attorney General; Mr. Wayne Sims, Assistant to Vice
Chancellor for Academic Affairs.

Oregon State University--President R. W. MacVicar; Dr. Roy Young,
Vice President for Research and Graduate Studies; Mr. Will Post,
Assistant to the President; Dr. J. W. Long, Director, Division of
Health and Physical Education; Dr. David B. Nicodemus, Dean of
Faculty; Dr. H. Ronald Cameron, Faculty Status Committee; Dr. Edward H.
Heath, Head, Department of Recreation; Dr. Helen F. McHugh, member of
the Faculty Senate Executive Committee.

University of Oregon--President Robert D. Clark; Dr. Eugene F. Scoles,
Dean, School of Law; Mr. H. P. Barnhart, Director of Housing.

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

University of Oregon Nursing School--Dean Jean Boyle.

University of Oregon Dental School--Mr. Eugene Bauer, Assistant Dean
for Business Affairs.; Mr. F. J. Marshall, Professor of Dentistry;
Dr. Howard R. Cramer, Associate Professor.
Portland State University—President Gregory B. Wolfe; Mr. W. T. Lemman, Vice President for Business and Finance; Mr. Robert Low, Vice President for Administration; Dr. Joseph Blumel, Vice President for Academic Affairs; Dr. Whitney Bates, Professor of History; Dr. Frederick Waller, Head, English Department; Dr. Judah Bierman, Professor of English and General Studies; Dr. George C. Hoffman, Professor of History; Dr. J. S. F. Heath, Associate Professor of History; Miss Jeannette Roslak, Writing Assistant, Office of Communications.

Oregon College of Education—President L. W. Rice; Dr. Ronald L. Chatham, Assistant to the President; Dr. Bert Y. Kersh, Dean of Faculty; Dr. Leland E. Hess, Associate Professor of Political Science.

Southern Oregon College—President James K. Sours.

Eastern Oregon College—President A. M. Rempel.

Oregon Technical Institute—President W. D. Purvine.

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. Robert Peck, Assistant Director, Educational Coordinating Council; Mrs. Ardis C. Hitchcock, President, Oregon Division, American Association of University Women; Mr. R. W. Nahstoll, Chairman, Board of Visitors, University of Oregon Law School; Mr. Don Chalmers, President, Student Bar Association, University of Oregon Law School; Mr. George Rives, Chairman, Broadcasting Advisory Committee; Mr. Bernard Saalfeld, Program Specialist, Educational Coordinating Council; Mrs. Jeanne Keenan, Executive Director, FORE; Mr. Harry H. Porter, Jr., Member, FORE; Mr. Don Anhoury, Committee Member, FORE; Mr. John Werneken, Operations Manager, Portland Student Services, Inc.; Mrs. Louise E. Weidlich, Mothers for Children; Miss Susan Creighton, Research Analyst, State Department of Education.

Student Representatives—Interinstitutional Union of Students, Mr. Don Brophyser, Chairman, University of Oregon; Mr. Tom Bonner and Mr. Rob Olson, University of Oregon.

MINUTES
APPROVED

CHANCELLOR'S
REPORT

Report on Collective Bargaining, SOC

The Board voted to dispense with the reading of the minutes of the last regular meeting held on March 27 and April 18, 1973, and approved them as printed in the preliminary minutes previously issued.

The Chancellor reported that the association of professors at Southern Oregon College had filed a representation petition with the Public Emloyee Relations Board requesting the establishment of a bargaining unit at Southern Oregon College.

Two objections were filed in response to the petition. The first contended that departmental chairmen should be excluded from the bargaining unit because they were a part of management. The second objection was to the designation of the Chancellor as the bargaining representative instead of the president.
Subsequently, a hearing was held and the conclusions of the hearing officer were (1) that the bargaining unit at Southern Oregon College is an appropriate bargaining unit; and (2) that because of the role played by departmental chairmen at Southern Oregon College, it was appropriate for them to be included in the bargaining unit. The report specifically stated that the inclusion of departmental chairmen was not intended to set a precedent for other institutions because the role of departmental chairmen varies among institutions and even within an institution.

With respect to the bargaining representative, the report of the hearing officer stated that the rules of the Public Employe Relations Board specify that the employer -- the Board of Higher Education, in this instance -- designates the bargaining representative. The representative would not be a concern of the Public Employe Relations Board unless it became evident that the designated bargainer was not bargaining in good faith.

The Chancellor indicated that the report stated that all parties favored a bargaining unit for the faculty of Southern Oregon College. However, the issue was not whether there should be a bargaining unit but whether the proposed bargaining unit was an appropriate one. The Chancellor said that his testimony during the hearing had been to the effect that it was an appropriate bargaining unit but that he did not indicate that he favored the establishment of such a unit.

The Chancellor said that the Public Employe Relations Board will review the report and, if it approves, an election will be scheduled to choose among the various choices of bargaining agents for the faculty and also the option of no representation.

Mr. Westerdahl said that the Board is not in a position to negotiate on a number of things involved in collective bargaining because the legislature and the Executive Department make the final decisions. He suggested that the Chancellor initiate a meeting involving the Department of Justice, the Legislative Fiscal Office, the Executive Department, and staff and Board representatives to consider the question of employee organizations in the context of the fact that working conditions are almost the only matters which can be negotiated.

The Board approved a motion to authorize the Chancellor to meet with the Executive Department, the Legislative Fiscal Office, and the Department of Justice to consider the question of collective bargaining.

Boyce Thompson Institute for Plant Research

The Chancellor said that the Boyce Thompson Institute for Plant Research, Inc., is considering the desirability of joining with and operating as a division of a university and that one possible affiliation is with Oregon State University. He distributed the following information concerning the institute, together with a proposal to encourage such an affiliation:

The Boyce Thompson Institute for Plant Research, Inc., located in Yonkers, New York, was organized as a non-profit corporation of the State of New York in 1924 and was generously endowed by William Boyce Thompson and named in honor of his parents. The Institute is a highly respected research organization that has concentrated its research efforts on fundamental problems of plant life.
The staff of the Institute consists of about 160 persons made up of more than 40 senior scientists (Ph.D. or equivalent), 50 junior scientists (M.S. or B.S.), 10 service group heads, 15 stenographers and office assistants, and about 35 maintenance personnel.

The research program is organized on a project basis and most projects are grouped into related fields such as environmental biology, forest biology, and plant chemistry which are administered by a program director. Currently, there are about 40 different projects.

The operational budget of the Institute is approximately $2 million per year with approximately one-half of these funds derived from invested funds of the endowment and the remainder from U. S. Government grants and contracts, industrial contracts, and from private foundations and personal gifts.

The institute maintains its major research facilities at Yonkers, New York but also owns a 440 acre farm in Duchess County, New York, that is used for tree research and recreational purposes; a field branch station in Grass Valley, California, that includes two main laboratory buildings and two residences and other service buildings on a 720 acre tract; and a similar forest research facility consisting of an air-conditioned laboratory, utility buildings, and a residential cottage located in a 195 acre pine forest west of Beaumont, Texas.

The Boyce Thompson Southwestern Arboretum at Superior, Arizona, is not a part of the Institute but is jointly administered by the Boyce Thompson Institute and the University of Arizona under a cooperative agreement.

The Institute was founded with a capitalization of about $12 million. The endowment has grown now to over $20 million when assets are valued at cost of acquisition. Their real value when equity investments and real estate are priced at today's market is nearer to $35 million.

The Board of Directors of Boyce Thompson Institute for Plant Research, Inc., located in Yonkers, New York, is considering the desirability of affiliating with Oregon State University under an arrangement that would permit essentially all of the income from their endowment to be applied toward direct expenses of research.

We believe such an affiliation would be mutually beneficial to the Institute, to Oregon State University, and to the State of Oregon. The interdisciplinary approaches followed by the Institute to the solution of basic research problems in the plant sciences would complement efforts in science, agriculture, and forestry research at Oregon State University. Close association would provide opportunities for interaction of Boyce Thompson Institute research staff with University faculty and graduate students and should offer many mutual benefits.
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To encourage the affiliation, it is proposed that the State of Oregon appropriate a total of $6,750,000 to complete construction, by July 1976, of a building of approximately 110,000 gross square feet and associated greenhouses designed to accommodate the research programs of Boyce Thompson Institute for Plant Research and to provide for the relocation of the Institute on the Oregon State University campus.

Planning money in the amount of $70,000 would be released by the Emergency Board as soon after July 1, 1973, as a memorandum of understanding mutually satisfactory to the Boyce Thompson Institute for Plant Research, Oregon State University and the Oregon State Board of Higher Education could be developed. The remaining planning and construction funds would be released in approximately equal amounts in 1974-75 and 1975-76.

In respect to this matter, the Board considered the question of priorities in the Board's capital construction program. The Chancellor said he would recommend against any modification of the priorities on the assumption that this project ought to be an additional allocation rather than a replacement for previously recommended requests.

Mr. Mosser said that it would be a very desirable thing to have the institute affiliate with Oregon State University but that he would rank the facility below everything in the operating budget and that this meant an appropriation for the operating budget which would prevent an increase in tuition. He said that even a small increase in tuition could create difficulties for institutions which are in a difficult competitive position.

In response to a question about the operating costs for the building which would house the institute, the Chancellor indicated that the space would be constructed by the State of Oregon and that the basic operational costs would be provided by the state. However, it was indicated that some of the operating costs might be recaptured from the indirect cost credits under the gifts and grants program of the institute.

The institute would bring to Oregon a substantial and prestigious research activity of great economic and educational benefit to Oregon. It was also stated that Oregon State University would have substantial representation on the board of directors of the institute. In establishing the contractual relationship, it would be necessary to have it be effective for a period of at least 20 years due to the bonding obligation which will be incurred for the construction of the facility.

Mr. Westerdahl moved that the Board approve the proposal as detailed in the language incorporated in the two paragraphs of the Chancellor's statement shown below:

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The approval is to be granted on the condition that the funds for the estimated operating budget submitted to the legislature are of higher priority than the funds for the institute, but the institute is considered to be of high priority in the capital construction projects. No specific priority in the capital construction program is to be designated.

Mrs. Johnson referred to Mr. Mosser's comment concerning the operating budget and the question of tuition increases. She said that it is becoming imperative for some group to begin to look at the relationship of tuition to costs at the community colleges, the four-year institutions, and any state support which may go to private schools. She suggested that the Educational Coordinating Council would be an appropriate agency to undertake such a study, particularly in view of the increasingly competitive atmosphere among the institutions of higher education.

The Chancellor indicated that the Council for Higher Education in Washington had completed such a study. One of the recommendations in its report called for setting tuition levels for lower-division work in public higher education in Washington, at both community colleges and four-year institutions, at the same level.

The Board approved a motion by Mrs. Johnson to request the Educational Coordinating Council to undertake a study of tuition and costs, with the objective of enabling the appropriate governing boards to develop tuition policies on the basis of the study. Mr. Holmes voted against the motion.

(Considered by Ad Hoc Committee on Medical-Dental School Reorganization, May 3, 1973)

At the Board meeting of November 27, 1972, I proposed that the administrative structure of the Medical and Dental Schools be reorganized. This proposal called for the consolidation of the Medical and Dental Schools into a single institution, headed by a president
with the deans of medicine, dentistry and nursing reporting to him. My proposal was based upon the premise that unified administration is both feasible and desirable, and that it would increase the effectiveness of the various units on the campus. An added factor is that this is an appropriate time for the Board to consider such a proposal in view of the impending retirement of Dean Holman in 1974 and the need to take steps to appoint a Search Committee to help select a new executive officer.

My recommendations were discussed subsequently by the Board's Ad Hoc Committee at its meetings of December 19, 1972, and February 20, 1973. I have reviewed the proposal in detail with Dean Holman, Dean Terkla, and Dean Boyle and have solicited input from others who might be interested, including faculty members of the two institutions and professional societies in medicine and dentistry. Although some minor modifications to the proposal have been suggested, the general reaction has been a favorable one. This has reinforced my opinion as to its merits so that at this time I wish to present to you in somewhat more specific terms a slightly modified version of my previous recommendations. However, before doing so I think it would be pertinent to provide some background data which may be helpful to you in considering this matter.

I. Historical Perspectives

The University of Oregon Medical School has been in continuous operation since 1887 when it was granted a charter by the University of Oregon. It was operated as an administrative unit of the University until the System of Higher Education was established in 1932 at which time the Medical School was given administrative autonomy but continued as an academic unit of the University. Therefore, in effect, the Medical School has operated as a separate institution in the System for over forty years.

The University of Oregon Dental School came into existence in 1945 as a result of action by the Oregon State Legislature which authorized the transfer to the State of Oregon of the old North Pacific College of Oregon, including its School of Dentistry. In 1956 the Dental School moved to its present location on the Medical School campus and since has operated on the same administrative basis as the Medical School with the Dean responsible to the Chancellor.

The program in nursing began with the Portland Division of the School of Social Work in 1920, and was transferred to the Medical School in 1932 as part of the reorganization of the Oregon State System of Higher Education. From 1932 until 1960 the program in nursing was operated as a Department of Nursing Education. In 1960, the name was changed to the University of Oregon School of Nursing. In 1971 the title of the Director was changed to Dean of the School of Nursing to conform to the title in common use throughout the country for similar positions. The Dean of the School of Nursing is responsible to the Dean of the Medical School.
Since the Medical School campus was established, there has been a very substantial growth in the size and complexity of the various units, particularly the Medical School. The campus on Marquam Hill has gradually developed into a large academic medical center with major instructional programs in medicine, nursing and dentistry and with a full complement of academic, technical and supportive personnel, together with a physical plant containing complex hospital units and supporting physical facilities. In the current year, the official budget approved by the Board for the operation of the Medical, Dental and Nursing Schools is approximately $43,000,000, including operating and service accounts and auxiliary activities. The Medical-Dental-Nursing School complex now has the third largest expenditure budget in the System.

II. Present Administrative Structure

Currently the University of Oregon Medical School and the University of Oregon Dental School, which are adjacent to each other on the same campus, are autonomous institutions and are separately administered. Some service functions have been combined. As previously pointed out, the University of Oregon School of Nursing administratively is under the aegis of the University of Oregon Medical School.

Outlined below are the administrative structures and relationships of each of these institutions.

A. University of Oregon Medical School

1. The Chief institutional executive of the University of Oregon Medical School bears the title of Dean and reports directly to the Chancellor. The institution includes the Medical School, School of Nursing, allied health science programs, graduate program, continuing education, and hospitals and clinics. The Dean also serves as the chief academic officer for the Medical School, having jurisdiction over all departmental chairmen, and is the chief of staff of the Medical School's teaching hospitals and clinics.

2. Assisting the Dean in his capacity as chief executive officer of the institution are an associate dean who is in charge of all fiscal and business affairs and a number of service departments for the entire campus; and an assistant dean who is assigned planning, development, and other administrative functions for the total campus.

In his role as academic dean of the Medical School, the Dean has as staff assistants an associate dean who has been assigned student affairs and special projects, and
an assistant dean who administers the institution's Crippled Children's Division. Also reporting to him is the medical director and administrator of hospitals and clinics who oversees all patient-care activities for the Medical School.

B. University of Oregon Dental School

1. The chief institutional executive for the University of Oregon Dental School bears the title of Dean. He reports directly to the Chancellor. He is the chief academic and administrative officer for the dental curriculum, allied health science offerings, continued dental education, the dental clinics, and business and support functions.

2. Assisting the Dean in his responsibilities are an associate dean for academic affairs (half-time) and an associate dean for administrative affairs.

C. University of Oregon School of Nursing

1. The chief academic officer for the School of Nursing bears the title of Dean. She is responsible for the baccalaureate program, the master's program and continuing education. She reports to the Dean of the University of Oregon Medical School in his role as chief executive officer of the institution.

2. Assisting the Dean of the School of Nursing is an assistant dean to whom is delegated coordination of the academic activities of the baccalaureate program.

III. National Trends Toward Academic Health Sciences Centers

Since World War II, institutions involved in health sciences education (schools of medicine, dentistry, nursing, basic medical science, public health, etc.) grew rapidly. Historically, medicine has sustained a dominant role; but as schools of dentistry and nursing in particular matured, the schools of medicine have moved from dominance toward integration and coordination. With coordination, there has evolved the term "academic health sciences center" as the most descriptive term for this complex.

The continuing shortage of health care professionals in the United States is predicted to continue for some time. It is the only major area in the country now experiencing a deficit of skilled personnel. Academic health centers, therefore, will continue to expand in the foreseeable future.
Increasingly during the past decade, a need has been recognized for administrative health sciences structures which will cope effectively with expanded internal responsibilities and with relationships in respect to governing boards, affiliated units and the public. A pattern for such structures has evolved and has been adopted by a majority of academic health sciences activities. The resulting structure, a coordinated academic health sciences center, is headed by a president or vice president depending primarily on the autonomy of the center. Each professional school within the center is headed by a dean who reports to the center's chief executive.

Dr. James L. Dennis, Vice President for Health Sciences at the University of Arkansas Medical Center and 1972 President of the Association of Academic Health Centers, wrote in March, 1972, "Out of the 110 operating university medical centers today, approximately 75 have executive administrative positions with a title of vice president for health sciences... or its equivalent." (In the case of those medical centers comparable to the University of Oregon Medical and Dental Schools, which are not located on university campuses, the percentage is much higher. Of the 31 centers in this category, 29 have chief executive officers with the title of President, Chancellor, or Vice President.)

Dr. Dennis has also pointed out that the major objectives of establishing such health science units are to:

1. Coordinate multidiscipline program efforts;

2. Minimize duplication in curriculum, equipment, facilities, faculty and resources;

3. Coordinate budget planning, development and operations;

4. Facilitate a "unity in diversity" with common goal of meeting the needs of society;

5. Develop strengths through "critical masses" of excellence;

6. Establish single point of administrative authority--hopefully unbiased and objective. A single point of communication with the Chancellor, etc.

7. Establish central point of responsibility for planning and development where all needs and wants can be evaluated in relation to the reality of resources, relative strengths, and weaknesses.

There appears to be no evidence that the move from individual and separate schools in the health sciences area to coordinated health science units has not been successful.
The composite of changing needs and demands to which health sciences institutions are subjected and the pressures of escalating costs have strongly encouraged establishment throughout the country of improved administrative structures. A capacity for coordination and integration of facilities, equipment and personnel for teaching, research and service purposes is essential if health sciences are to provide for greater numbers and categories of professionals, and if other health care objectives of our nation are to be met.

IV. Recommendations for a New Administrative Structure

Based on the foregoing, the following recommendations are made to provide an administrative structure combining the University of Oregon Medical School, University of Oregon Dental School and University of Oregon School of Nursing.

1. The name of the institution would be the University of Oregon Health Sciences Center. This name would continue to reflect the traditional academic relationship these institutions have enjoyed with the University of Oregon in Eugene. The University of Oregon Health Sciences Center would have administrative, budgetary and faculty autonomy, with the three individual schools involved in this new administrative structure continuing to bear their respective titles:

   University of Oregon Medical School; University of Oregon Dental School; and University of Oregon School of Nursing.

2. The chief executive officer of the University of Oregon Health Sciences Center would bear the title of President, would report directly to the Chancellor, and would relate to the State Board of Higher Education in the same manner as do the other university and college presidents within the System.

3. Serving directly under the President would be the following deans: Dean, University of Oregon Medical School; Dean, University of Oregon Dental School; and Dean, University of Oregon School of Nursing. These deans, with the addition of such institution-wide administrative officers as the President might select, would constitute the institution's executive staff. The President of the University of Oregon Health Sciences Center would have the same authorities and responsibilities as the other college and university presidents in the State System as now outlined in the Board's Administrative Rules.
4. The state Board of Higher Education would allocate sufficient funds to the University of Oregon Health Sciences Center to insure the successful implementation of the office of the new president including:

a. Salary, perquisites, and non-salary benefits comparable to those now granted other institutional executives within the State System of Higher Education.

b. Wages for secretarial and clerical assistance.

c. Funds which may be required for remodeling institutional space to be set aside for the institutional executive and his immediate staff.

V. Methodology for Selection of Search Committee

In order to give proper representation to the various elements concerned with the selection of the new President for the University of Oregon Health Sciences Center, the following methodology for selection of the search committee is suggested.

A. The Chancellor will serve as a member of the committee and will select ten additional members from a panel of persons representing the following institutional elements:

<table>
<thead>
<tr>
<th>Institutional Element</th>
<th>Number of Representatives</th>
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<tbody>
<tr>
<td>1. Nursing School Faculty</td>
<td>1</td>
</tr>
<tr>
<td>2. Dental School Faculty</td>
<td>2</td>
</tr>
<tr>
<td>3. Medical School Faculty</td>
<td>4</td>
</tr>
<tr>
<td>4. Administrative or Service</td>
<td></td>
</tr>
<tr>
<td>Departments</td>
<td>1</td>
</tr>
<tr>
<td>5. Non-academic Employee</td>
<td>1</td>
</tr>
<tr>
<td>6. Affiliate</td>
<td>1</td>
</tr>
</tbody>
</table>

B. The faculties of the three schools will select by whatever process is appropriate to each, double the number of faculty representatives as listed above from which the Chancellor will select one-half.

C. One representative of administrative or service departments within the unclassified service will be selected by the Chancellor from a panel of those individuals who have institution-wide responsibilities as agreed upon and nominated by the three deans.

D. The non-academic employee representative will be selected from two individuals, one to be nominated by the administrative staffs of the medical and nursing schools, and one by the administrative staff of the dental school. Final selection of the employee representative will be made by the Chancellor from the two nominees.
E. One affiliate representative will be selected by the
Chancellor from three nominees, one of whom is to be
named by each of the present Deans from members of
organizations with which each school is affiliated such
as alumni/alumnae associations, development board
and lay advisory groups.

F. Once formed, the search committee will select an
executive secretary who should have adequate clerical
assistance and sufficient time to handle the minutes,
correspondence, and other details necessary to the
success of the committee's work.

Because of the diversity of the student bodies and in the
absence of an institution-wide student organization which
is representative of all students on the campus, no student
member is recommended for the search committee. However,
at the time applicants are interviewed by the search committee
for the position of President, the committee is to set aside
some time where a panel of eight student leaders, two to be
selected from each appropriate student organization (medicine,
nursing, dentistry, interns and residents) may interview each
applicant after which they will make known their views and/or
recommendations to the search committee.

VI. State Board of Higher Education Selection

The University of Oregon Health Sciences Center search committee,
upon completion of its work, will recommend to the State Board of
Higher Education not less than three candidates for the position
of President who in their estimation are qualified and willing to
serve in this capacity. The State Board of Higher Education will
make the final selection. It is entirely proper for the University
of Oregon Health Sciences Center search committee to list in
priority their first, second and third choices.

VII. Selection of a Dean for University of Oregon Medical School

Dean Charles Holman of the University of Oregon Medical School is
scheduled to retire on June 30, 1974. Therefore, it is important
that a President for the University of Oregon Health Sciences
Center be selected without delay so that there will be an orderly
transfer of authority and responsibilities at the institutional
and academic levels of the University of Oregon Medical School.
Following the appointment of a President, the Dean of the Medical
School is to be selected in the same manner as are the deans of
other schools in the colleges and universities in the State System
of Higher Education. This is to be accomplished through the
activation of a faculty search committee named by the new President.
The President may activate such a search committee before he
assumes his new responsibilities on a full-time basis.
VIII. Timetable

Since time is of the essence in this proposal, it is important that the State Board of Higher Education agree upon a plan to resolve the administrative structure of the Medical, Dental, and Nursing schools so that a search committee may be selected soon and begin to proceed with its work. When the committee is formed and as soon thereafter as possible, the Chancellor is to provide to the State Board of Higher Education a timetable upon which will be indicated the various steps involved and length of time required for each in order to complete these tasks so that the Board will be assured that the committee executes its responsibilities in an orderly and expeditious manner.

Committee Discussion and Recommendation

Mr. Snider said that as a result of previous discussions the Chancellor had presented a modified version of the previous recommendation indicated above.

Mr. Mosser said that his main concern was the clear identification of the problems to be solved by the recommended restructuring of the health services.

Mr. Holmes said that in his opinion, the move was neither wise nor necessary, and that it would add an additional layer of government which was not needed.

Mrs. Johnson said that if the reorganization did not occur, there should be a re-examination of the position of the nursing school and the teaching hospitals and clinics in the administrative organization.

The Chancellor said there were several convictions which prompted him to present the recommendation. These included:

1. The need for a clarification of the relationship of the School of Nursing to the Medical and Dental Schools.
2. The fact that it is somewhat inappropriate for the Dean of the School of Medicine to be, in effect, the chief administrator of a number of administrative services currently being provided in the health sciences.
3. The need for a closer coordination among the professional schools.
4. The general trend across the nation toward coordinated health care centers.
The Chancellor introduced Mr. Charles Allen, Budget Analyst from the Executive Department for Medical and Dental Schools and Hospitals and Clinics. He spoke in favor of the new division, to include medical instruction, nursing instruction, dental instruction, and teaching hospitals and clinics. A proposed organizational chart distributed by Mr. Allen is shown below:

EXECUTIVE DEPARTMENT RECOMMENDATION

Chancellor

President
U. of O. Health Services Center

Staff Services

Dean
School of Nursing
- Asst. Dean Academics

Dean
Medical School
- Assoc. Dean
  Student Affrs.
  Spec. Projects
- Asst. Dean
  Crippled Children

Administrator
Dept. Hosp & Clinics
- MSH
- OPC
- TB Hosp.
- Mult. Co.
  Hosp.

Dean
Dental School
- Assoc. Dean
  Acad. Affrs.
  .50 FTE
- Assoc. Dean
  Bus. Affrs.
There was extensive discussion of the intent of the proposed organizational structure and the question of whether the structure should be defined specifically prior to the search for the proposed president and a new dean for the Medical School, or whether the president should participate in the discussions of the proposed structure.

The Chancellor said it was anticipated that the Dean of the Nursing School would be given parallel status with the deans of the Medical and Dental Schools, but that the question of the status of the administrator of the hospitals and clinics should be left to the President if the new organization is approved. It was also indicated that the cost factor would be modest because many of the administrative staff would be transferred from present positions in the three schools or would have already been organized into a single unit for the operation of the three facilities. With respect to the time element, the Chancellor said that if the proposed reorganization is to occur, it should be done soon so that the new administrative head could be identified early in 1974 in time to participate in the selection of the new dean of the Medical School in mid-1974.

The deans of the Medical, Dental and Nursing Schools were then invited to comment on the proposed reorganization.

Dean Holman distributed a statement prepared by the Medical School faculty. He said the essence of the faculty comment was that internally the proposal would not result in any particular benefit to the teaching, research, and patient care activities of the faculty. However, the faculty would not oppose the reorganization because the Chancellor and the Board may have external reasons which would make the change desirable. The faculty indicated agreement with the proposal with respect to the name of the center and the relationship to the University of Oregon. The faculty did express some strong recommendations about the internal organization. One of the greatest concerns was the connection of the hospital administrator to the Medical School. It was indicated also that the new president should be someone who has had experience in the operation of medical centers.

In response to a question, Dean Holman said the proposal had received sufficient discussion among the faculty at the Medical School and that no further hearings would be necessary with the faculty members. With respect to the need for greater detail in the proposal before seeking a chief administrative officer, Dean Holman said that from the standpoint of the new chief administrator it would be preferable to have less detail stated in advance.

Dean Boyle said that the proposed reorganization would strengthen the channels of communication for participation in policy formation and decision making. She said the Nursing School supports the identification of the University of Oregon Health Sciences Center. Dean Boyle said that nursing, as well as medicine, has a responsibility in patient care and accountability for cost and should function on a comparable basis to that of medicine in terms of administration.
and management. She stressed the need for obtaining the type of individual and organization which would assure high quality instructional programs and excellent patient care, together with efficient administration.

Dean Terkla said the Dental School had neither favored nor opposed the proposal because the goals of the reorganization and the method of attaining them were not clearly specified. He said a recharting and reorganization of the attitudes of people might be more beneficial than a reorganization of administrators.

Dean Terkla said there was no objection to the suggested administrative arrangement of the Chancellor, the President and the three Deans, but that the Dental School faculty was of the opinion that the details of the organization below this level would affect the faculty more than the three position levels specified in the proposal.

He said the Dental School faculty had not reviewed the present proposal but previous discussions would indicate that the faculty would support the name that has been chosen and the concept of a president with the three deans reporting equally to him in regard to administration. However, the Dental School faculty, if reorganization is approved, would be adamantly opposed to one of the deans also carrying the title of president. Dean Terkla indicated the Dental School would not object if the President was also a physician but said that the lack of a medical degree should not in itself exclude consideration of candidates who obviously have had successful prior experience in the administration of a total health sciences center.

Dean Terkla also said that the faculty had suggested that the three deans now existing in the health science center should comprise an administrative council for the coordination of conjoint concerns and activities that now exist, regardless of whether the reorganization occurs.

Mr. Joss moved that the Committee recommend to the Board that it approve the reorganization of the health services along the lines proposed in the Chancellor's report, but with tentative consideration of a fourth division for the hospitals and clinics.

Mr. Mosser asked that before the proposal comes to the Board that the Chancellor outline the qualifications of the person to be sought as the president of the new health services unit.

Mrs. Johnson said that her reservation with respect to the proposal is that it will remove the Board further from the important functions performed by the present institutions.

The Ad Hoc Committee approved the motion by Mr. Joss. Mrs. Johnson, Mr. Joss, and Mr. Mosser voted in favor of the motion. Mr. Snider and Mr. Holmes voted against the motion.
Supplementary Report by the Chancellor

The Chancellor said that he had been requested to state in more specific terms the reasons for recommending the new administrative structure for the Medical, Dental, and Nursing Schools, and the objectives which might be achieved through the reorganization. The Chancellor distributed the supplementary report and a statement on the suggested qualifications for the proposed president. These reports appear below.

Reasons for Reorganizing the Medical, Dental, and Nursing Schools into a Single Unit Headed by a President

My observation and analysis of the current operation of the three schools indicate three principal reasons for changing the present organization structure:

1. The present structure does not permit the most effective form of management for the Medical School, Dental School and School of Nursing. Because the Medical School and Dental School are separate institutions there is no central point of direction for overall campus administration. The Dean of the Medical School carries a dual administrative responsibility, since he also serves as the head of an institution (without the title) which includes the hospital and clinic units. Currently, he has 30 departmental chairmen and administrative officers reporting directly to him, plus 22 chairmen of standing committees. Among the officers reporting to him is the Dean of the School of Nursing. The present relationships have created both internal and external problems.

2. The Medical School has grown into one of the largest and most complex institutions in the System, and, together with the Dental School, comprises a major academic health center. It still has an organizational structure, however, which, when compared to both other institutions in the system and other academic health centers in the United States, is now obsolete. A review of the structure of the 30 comparable health centers of the country discloses that it is the only one which does not have an executive officer with the title of President, Vice President or Chancellor.

At the time the Dental School moved to the Medical School campus in 1956 good reasons existed for continuing to retain its status as a separate institution of the System. Over the years, however, these reasons have gradually disappeared as the Dental School has become an integral part of the campus. In view of current relationships, my proposal to combine the two institutions appears to me to be logical, and I am convinced that such a combination under a new President will benefit all three schools and the hospitals and clinics. It is a move which should no longer be delayed.

3. With the impending retirement of Dean Holman in 1974, it is essential that the organizational structure of the Medical, Dental, and Nursing Schools be one which will attract the
best possible candidates for the position of successor to Dean Holman in his role as institutional executive. Presumably such candidates should include individuals with administrative experience in the operation of comparable academic health centers in the United States. Many such individuals, however, already hold the title of President, Vice President or Chancellor, and it is doubtful that they would be interested in a position which has comparable responsibilities but not a comparable organizational structure or title.

Objectives of the Reorganization Proposal

On page 7 of my report to the ad hoc committee for the May 3 meeting I quoted Dr. James L. Dennis, Vice President for Health Sciences at the University of Arkansas Medical Center, as listing several objectives which could best be achieved through an organizational structure of the type I have recommended. I believe that these objectives, repeated below, are applicable to my proposal.

1. Coordination of multidiscipline program efforts.

2. Minimize duplication in curriculum, equipment facilities, faculty, and resources.

3. Coordination in budget planning, development, and operations.

4. Facilitate a "unity of diversity" with common goal of meeting the needs of society.

5. Development of strengths through "critical masses" of excellence.

6. A single point of administrative authority.

I think it appropriate also to add the following to the above list recognizing that in some instances there may a degree of overlap and duplication:

1. To establish an administrative structure which will provide the best opportunity for the institution and its three schools to achieve their respective goals.

2. To centralize in one office, that of the President, the responsibility for overall administration of, and authority to speak for, all units on the campus.

3. To provide long overdue recognition of the status of the Medical, Dental and Nursing Schools as a major academic health sciences center which is deserving of the same type of administrative structure as the other institutions of the System of Higher Education, including the position of President for its chief executive officer. The change would improve both the internal relationships and the external public image.
4. To eliminate problems inherent in the present administrative structure which tend to inhibit effective management utilization of manpower and space. These include, but are not limited to:

a. The overload of responsibilities on the Dean of the Medical School because he is also functioning as an institutional president;

b. The anomalous situation which has the Dean of the School of Nursing reporting to the Dean of the Medical School;

c. The difficulty of accomplishing comprehensive planning efforts because of no central point of direction on the campus;

d. The problem of providing equal access by the three schools to institution-wide service departments.

5. To bring the administrative structure of our health sciences units into conformity with a structure which already has been successfully adopted by the overwhelming majority of comparable institutions in the United State today.

6. To make it easier to utilize more effectively staff and other resources of the three schools in a manner which will benefit the entire institution as well as the schools involved.

7. To provide an administrative structure which will help attract the best possible applicants for the position of chief executive of the institution upon Dean Holman's retirement.

As I have indicated previously, there will be some additional costs required in order to provide this new administrative structure, but the benefits to the institution as well as to the taxpayers over the long run will more than compensate for this incremental investment.

Suggested Presidential Specifications, University of Oregon Health Sciences Center

In view of the major opportunities open to the Medical, Dental, and Nursing Schools, a person should be selected as president who can exert dynamic leadership over the affairs and the future of a health sciences center. He should have the following attributes:

1. Ability to plan and organize the institution—in light of its objectives—to accomplish the mission set out for it by the State Board of Higher Education.

2. Ability and willingness to delegate both responsibility and authority in administrative as well as academic matters.
3. Ability to reconcile or accommodate the sometimes conflicting interests of the multiple constituencies served by the center.

4. Demonstrated successful administrative experience in an academic health center or related activity.

The major critical areas to be faced by the medical center will include the following:

1. Dealing with new health care delivery systems and their impact on educational programs.

2. Designing and implementing new management systems which will satisfy institutional requirements, while at the same time demonstrating accountability to institutional publics.

3. Utilizing a participatory management approach—working with faculty, students, employees, alumni.

4. Dealing with the prospect of accelerated unionization of faculty and employee groups on campus.

5. Obtaining funding from both public and private sources.

Under the proposed reorganization plan, academic leadership for the three schools would fall chiefly under the province of each of the Deans. The president, therefore, would not necessarily be required to be an academician as such, although it would be helpful to have teaching experience in his background. By delegating to his deans academic administration, the president and his chief administrative officers would be left free to plan, organize and initiate action on behalf of the larger center.

Board Discussion and Action

During the Board discussion, the following points were considered:

1. The retention of "University of Oregon" in the title for the Health Sciences Center.

2. The present relationship includes the conferring of degrees and the consideration of some of the requirements for persons receiving the bachelor's degree on the basis of three years of work at the University of Oregon and the completion of the remainder of the work at the Medical School.

3. There is a need to develop further meaningful cooperation between the University of Oregon and the Health Sciences Center if the name of the University of Oregon is retained.

4. The organizational structure would not be affected if the title of Vice President were selected for the administrative officer of the health sciences center, but the title of president increases the capacity to attract a suitable experienced individual for the position.
5. Conflicts with respect to changes in degree requirements, particularly with reference to competency-based or degree-ladder approaches in nursing education, could probably be worked out through negotiation.

Mr. Mosser moved that the Board approve the Chancellor's recommendations.

Mr. Westerdahl said the real policy questions is whether there should be an integrated organization of the health services. There will be a further opportunity for the Board to consider the details of the organization after the executive for the health center is selected. He said, in his opinion, the philosophy was sound and that an integrated operation would inure to the benefit of the people in the program.

Mr. Holmes said that he believed the budgetary impact would be greater than the estimated $100,000. He said the testimony had not presented any need for the reorganization and that he was opposed to it.

The Board approved the recommendations of the Chancellor as presented in his revised proposal for the consolidation of the health services as set forth on the preceding pages. Mr. Holmes and Mr. Snider voted against the proposed reorganization. Mrs. Johnson commented that there are many unanswered questions in the proposal which will need to be resolved by the Board after further consideration.

The Chancellor reported that a propane-powered auto built and driven by a student team from Oregon Technical Institute had captured first place in a reduced-emissions devices drive.

(Considered by Building Committee, May 3, 1973.)

The Board's capital construction requests for 1973-1975 include $1,170,000 for Utility Improvements at the University of Oregon Medical School including improvements to the steam, electrical and water systems. Of the total estimated project cost, $1,125,000 is shown as Priority No. 5b in the listing of educational and general plant projects and $45,000 is shown as Priority No. 1b in the listing of projects to be financed from self-liquidating bond borrowings and/or balances available for auxiliary enterprises.

As reported to the Board at the September 8, 1970 meeting, Cornell Howland, Hayes & Merryfield, consulting engineers of Portland, were commissioned to provide professional services for a comprehensive engineering-economics study of the utilities at the University of Oregon Medical School. Subsequently, on September 26, 1972, a report was made to the Board of the "Utility Systems Study" including a review of existing utility systems, long-range development plans for these systems and a report of the findings and recommendations that could form the basis for future action. The report, which considered the steam and heating system, space cooling, emergency power, electrical distribution system, storm and sanitary sewers, water service and distribution, natural gas, solid wastes and
pathological wastes, identified the most serious utility deficiencies on the campus as those in the present heating, electrical and water systems. The report was accepted by the Board and legislative authorization is being requested for the first phase of these improvements as part of the 1973-1975 capital outlay program. As noted in the minutes of the March 27, 1973, meeting of the Board, the engineers were commissioned for the design and construction administration of the project and were instructed to proceed with the schematic design of planning for this work.

Institutional officials and the project engineers have filed with the Board's Office a copy of the schematic design of "Utility Improvements (Phase I), University of Oregon Medical School, April 1973" with a recommendation for approval. This report extends the results of the previous "Utility System Study" with a review and update of the previous recommendations for the first phase of improvements to the steam, electrical and water systems.

Inasmuch as the existing boilers located within the basement of the Teaching Hospital must now run at full capacity to serve peak loads, leaving no stand-by capacity in the event of boiler failure, and there is no space there for additional boilers, it is proposed that a 30,000 lb./hour water-tube package boiler and associated equipment be installed in the initial unit of a new central boiler plant. This facility would be constructed south of the large parking lot across S. W. Gaines Street from the Crippled Children's Division Building. The plant would be set into the side of the hill to permit foundation on undisturbed soil, easy access and a low profile appearance. Future expansion would occur on the west side of the initial unit. The boiler would be equipped with a combination gas-oil burner and would be operated at low pressure to avoid the need for full-time attendants. Control and instrumentation would be installed as a first phase of a master control center to be monitored remotely using leased telephone lines until the plant is expanded and converted to high pressure steam operation. In addition to the building and the boiler, the work would include the monitoring and control system, a fuel storage tank and a tunnel distribution system connected with the principal buildings on the south campus. It is expected that the plant would provide all of the steam service needed for the buildings on the south campus (the Child Development and Rehabilitation Center, the Crippled Children's Division Building, the Center for Hearing and Speech, the University Tuberculosis Hospital and Gaines Hall) but connection to the present boiler plant in the Teaching Hospital would be retained to assure stand-by service in the event of an emergency. The direct construction costs of this portion of the utility improvements are estimated to be $792,200.

The proposed improvements to the electrical distribution system would expand the institutionally-owned portion of the system and increase the reliability of the electrical service to the various facilities on the campus. A portion of the existing electrical
distribution system is loaded almost to capacity and there are no alternate sources of power available in the event of equipment failure except through the use of emergency generators of limited capacity. The proposed improvements would include new circuits, feeder lines, access manholes, and a small concrete building containing about 800 square feet, located southwest of the Medical School substation, to house switchgear. The direct construction costs of this portion of the project are estimated to be $148,430. The newest buildings on the Medical School campus have been provided with 12.5kV service which, when combined with the proposed improvements would allow metering of service on the north campus at a central point and qualify the Medical School for a more favorable rate structure from the serving utility, Portland General Electric Company. Consolidation of the electrical distribution system to allow the more favorable rate structure would also include the purchase of the company's distribution transformers which are associated with the institutionally-owned 4.16kV distribution system and the Medical Substation at a cost of approximately $196,750 (July 1974 price level).

The proposed water system improvements would increase the amount of water and pressure for both consumptive and fire protection requirements. Newly published fire flow requirements and the fire sprinkler needs for the Teaching Hospital, the Basic Science Classroom and Laboratory Building and the University Tuberculosis Hospital have the net effect of placing greater demands on the water system to move large volumes of water for fire protection throughout the campus. The Portland Water Bureau system will deliver an adequate supply of water to meet the fire requirements of approximately 4,000 gallons per minute in addition to average maximum day-consumptive requirements of 1,600 gallons per minute, but the existing campus system is inadequate due to meter and backflow-prevention flow restrictions and the lack of "looped" piping systems. The proposed improvements would include the installation of five eight-inch loops, sub-meters and check valve assemblies and the installation and relocation of backflow-prevention assemblies at an estimated direct construction cost of $89,100.

The estimated total project cost of the Phase I Utility Systems Improvements for the University of Oregon Medical School are estimated to be $1,460,000, or $290,000 more than the earlier estimate. Basically, the work to be accomplished is the same as that which was programmed originally, but the engineers now have available a more adequate base and details upon which to estimate the construction costs. Of the revised total, $953,470 is applicable to the new central boiler plant and the steam system, $381,270 to the electrical system and $125,260 to the water system improvements.

Staff Recommendation to the Committee

It was recommended that the schematic plans for the Utility Improvements (Phase I) at the University of Oregon Medical School be approved and that the appropriate Board officials
be authorized to instruct the consulting engineers to complete the design development and construction documents phases of planning following appropriate legislative authorization for the project. It was further recommended that the Board's staff be authorized to amend the capital construction requests for 1973-1975 to reflect the revised estimate of $1,460,000 for the utility systems improvements. Of the total estimated costs, $1,405,000 would be applicable to the educational and general plant and $55,000 would be financed from self-liquidating bond borrowings and/or balances available for auxiliary enterprises. Notice of this change would be forwarded promptly to the Executive Department for advice to the appropriate legislative committees.

RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN PHASE OF PLANNING

Project - UOMS Utility Improvements (Phase I)

Engineers - Cornell, Howland, Hayes and Merryfield, Portland

Board's priority - No. 5b (Education and General Plant)
                No. 1b (Auxiliary Enterprises)

Legislative authorization - Being requested in 1973

Estimated total project cost $1,460,000

Estimated direct construction costs $1,029,730
  Steam system improvements $792,200
  Electrical system improvements 148,430
  Water system improvements 89,100

Tentative schedule:
  Bidding - July 1974
  Completion - July 1975

Tentative financing plan:
  General Fund appropriation and/or Article XI-G bonding $1,405,000
  General obligation bond borrowings under Article XI-F(1) of the Oregon Constitution and/or balances available for auxiliary enterprises 55,000

Total $1,460,000

Committee Discussion and Recommendation

Mr. Hunderup called attention to the fact that there was an increase of $290,000 in the estimated cost of the project. Of this amount, $280,000 would be added to the educational and general plant portion, and $10,000 relates to auxiliary enterprises.
In response to a question concerning the site, Mr. Hunderup reported that the site was on undisturbed soil and was relatively level and inconspicuous from the rest of the campus.

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

**Board Discussion and Action**

The Board approved the recommendation as presented.

(Considered by Finance Committee, May 3, 1973.)

**Staff Report to the Committee**

A residual bequest of $55,879.02 cash has been received from the estate of Lillian Anderson, deceased, pursuant to her will of November 21, 1969. The bequest is to the University of Oregon Medical School for the benefit of Doernbecher Memorial Hospital for Children for work with unusually handicapped and blind children.

**Staff Recommendation**

It was recommended that a Quasi-Endowment be established pursuant to 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 Finance Committee, May 3, 1973.)

**Staff Report to the Committee**

A bequest of Mrs. Mildred Anna Williams who died in 1939 stated that

"I give and bequeath to the University of Oregon, the sum of Two Hundred and Fifty Thousand Dollars ($250,000.00) in memory of Dr. Kenneth A. J. MacKenzie, to be known as the KENNETH A. J. MACKENZIE MEMORIAL FUND. The Trustees of the University may use this fund for such purposes as they in their absolute discretion may deem to be to the best interests of the University."
At the Board meetings of March 12, 1940, and October 28, 1941, the Board accepted joint recommendations of the President of the University of Oregon and the Dean of the Medical School that the bequest assets were to be invested; and that of the annual income therefrom, the first $1,000 was to be available for five scholarship-fellowship awards each for $200, for the benefit of a pre-medical student in his last year at the University, and for medical students. The remainder of the income from the memorial fund was to be utilized to establish the Kenneth A. J. MacKenzie Professorship of Surgery in the Medical School, with allocation to be upon recommendation of the President of the University and Dean of the Medical School.

Recommendation from U of O and UOMS

It was recommended by the President of the University and the Dean of the Medical School that starting with 1973-74 the five annual scholarships be for $500 each or a total of $2,500, and that the remainder of the estimated annual income of $6,975 be used to support the Kenneth A. J. MacKenzie Professorship of Surgery at the Medical School. It was further recommended that of the $37,176.43 balance in the investment income account of the Quasi-Endowment, after providing for scholarships for 1972-73, $6,500 is to be transferred to the 1972-73 MacKenzie Professorship account at the Medical School to cover previously authorized expenditures and the remaining balance is to be applied to increase the principal of the Quasi-Endowment.

Staff Recommendation

It was recommended that the preceding joint recommendation from the University of Oregon and the University of Oregon Medical School be approved.

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.

Certificate or M.S. Degree in Endodontics, UODS

(Considered by Committee on Academic Affairs, May 3-4, 1973.)

The University of Oregon Dental School requests authorization to offer a graduate program in the dental specialty of endodontics (Diagnosis and treatment of diseases of the pulp and periapical tissues), leading either to a certificate in endodontics or to an MS degree. The University of Oregon Dental School presently offers certificate MS programs in the specialty fields of orthodontics (correction of placement of teeth), pedodontics (children's teeth),
and periodontics (diseases of supporting structures of the teeth). The program in endodontics, thus, would be the fourth graduate program at the University of Oregon Dental School in the clinical specialties. Clinical specialties in which programs are not presently available, in addition to endodontics, are oral surgery and prosthodontics (artificial replacement of missing parts of the mouth and jaws). A 36-month intern-residency program leading to a certificate in oral surgery, supported by federal funds, has been suspended because of expiration of the federal funding. The program will be reinstated if funding for the hospital dental service and related educational programs, included in the Governor's budget, is approved. There are no plans at present to offer a graduate program in the prosthodontics.

Need for the Program

There is a serious shortage of persons qualified in the field of endodontics, both in teaching and in clinical practice. On the national level, a recent survey\(^1\) identified 35 budgeted but unfilled teaching positions in endodontics, plus an additional 104 full-time teaching positions presently unbudgeted. In addition to these full-time needs, it was projected that 139 full-time equivalents were needed as part-time teachers. There is an equal need for graduates to practice the specialty in Oregon and elsewhere. Only five dentists are practicing this specialty full-time in Oregon as Board-eligible specialists (educated in formal, accredited graduate programs), and all are located in urban areas (Portland and Eugene) and thus offer only limited service to the remainder of the state.

The need for specialists in endodontics is expected to increase when the full impact of prepaid dental health care programs is felt. Endodontics along with periodontics is in the forefront of preventive dentistry, and under prepaid dental programs, there is greatly increased opportunity to save teeth through early detection and treatment of disease.

Course of Study

The 18-month (six term) course of study includes formal courses, clinical practice, and library and laboratory research leading to certification and eligibility to become, upon examination, a Diplomate of the American Board of Endodontics. If the student is interested in a career in teaching and research, he may elect to do additional course work emphasizing research and pedagogy, leading to a master of science degree. For most students, completion of MS requirements would probably extend the program by one or two terms. Basic course work for both of these programs is presently available in the Dental School. Opportunity will need to be added for research, seminars, and clinical experience pertaining particularly to endodontics. Admission requirements will be the same as those for other certificate/MS programs in the dental specialties offered by the University of Oregon Dental School.

\(^1\)Reported at the 1972 meeting of the American Association of Dental Schools.
Student Interest

Four students would be admitted to the program each year after the program is fully operational. However, the program would be phased in over two biennia. During the first biennium (1973-1975), only one group of four students would be enrolled. They would enter in 1973-74 and complete the program in 1974-75. A second class of four students would enter in 1975-76 (the first year of the second biennium), and a third class in 1976-77, at which time the program would be fully operational. Thereafter, four students would be admitted annually.

Resources to Offer Program

Faculty. The department of endodontics presently consists of two full-time faculty members (2.00 FTE) and seven part-time faculty (.80 FTE). Didactic instruction is offered by the two full-time people. The part-time staff supervises clinical practice in endodontics for students enrolled in the dental program. One of the full-time members of the staff, the chairman, Dr. F. James Marshall, is a Diplomate of the American Board of Endodontics. The other, Dr. Robert Watkins, is Board-eligible, and thus qualified to instruct in the program.

Didactic instruction and research and their supervision in the new program specific to endodontics would be handled by the present staff during the first three years of the program's operation, when only four students would be enrolled at any one time. Clinical supervision would be handled by five endodontists, each working two days per term (.10 FTE). When the program becomes fully operational, with eight students enrolled (four first-year, four second-year), in 1976-77, an additional 1.00 FTE faculty would be added, one clinical associate at .20 FTE and one assistant or associate professor at .80 FTE. This faculty addition will be in addition to the .10 FTE added in 1973-74 for clinical supervision.

A certified dental assistant (1.00 FTE) will be employed the second year of the program's operation (1974-75) to assist with the clinical practice of the students, the management of the clinical supplies, patient appointments and recall of patients.

Library. Dr. Marshall has reviewed the library and states that it is adequate for the proposed program.

Facilities and Equipment. The Dental School states that no additional facilities in terms of buildings, laboratories, or equipment is necessary to offer a quality program.

The Dental School has discussed the needs for part-time faculty to supervise clinical experience with the five endodontists now practicing in Oregon and they have assured the Dental School of their willingness to participate. Some part-time clinical faculty may also be available from the State of Washington.
Funding. Additional costs during the first three years of the program (1973-74, 1974-75, and 1975-76), when only four students would be enrolled at any one time, would result entirely from the costs of providing clinical experience in endodontics, and would be offset by income from the students' tuition and by clinic fees. The balance of the instruction will be provided in already scheduled classes or in specialized instruction offered by the present endodontology staff. The program as proposed for 1973-1975 would not require a request for an increase in state appropriation, but would require authorization for an increase in the expenditure limitation.

In 1976-77, when the program is in full operation, with 8 students enrolled, additional instructional costs for the program over costs presently (1972-73) budgeted will total an estimated $32,828. Income accruing to the state from fees paid by these students would not offset the incremental cost of a fully operational program.

The increase in the University of Oregon Dental School instructional budget required to continue the endodontics program at a fully operational level would need to be included in the Dental School 1975-1977 budget as a program improvement request.

Board's Office Recommendation

The Board's Office believes the Dental School has presented a modest proposal to prepare needed specialists and recommended that the Board's Committee on Academic Affairs recommend approval of the request for authorization to offer an instructional program leading to a certificate or the degree of master of science in endodontics, effective 1973-74.

Committee Recommendation

The Committee discussed briefly the request. Mrs. Johnson observed that specialists of the kind that would be produced by the endodontics program are in considerable demand, and asked about the extent of the effort that is being put into the identification of the need for such dental specialists and to seeking support for the dental education programs needed to produce these and similar dental specialists.

Dean Terkla responded that requests to the legislature for funding of special programs are made, often without favorable results, but that he will keep trying. He said that no special funding would be requested for the proposed program during the 1973-1975 biennium, but that an increase in the expenditure level for the University of Oregon Dental School would be needed. He noted that to continue the proposed program in 1975-1977, would require special allocation of funding by the legislature in the amount of just over $32,000. This will permit the operation of the program with a total of eight
students, four in the first year of the 1975-1977 biennium, an additional four in the second year, and the graduation of four students at the end of the second year of the 1975-1977 biennium and succeeding years.

The Academic Affairs Committee recommended that the Board approve the University of Oregon Dental School request.

**Board Discussion and Action**

Mrs. Johnson said the Board should be concerned about responding to the needs of the state. If additional funding is required, she said the Board should present a case to the legislature for those funds.

The Board approved the recommendation as presented.

(Considered by Committee on Academic Affairs, May 3-4, 1973.)

**Staff Report to the Committee**

Under present Portland State University degree requirements an undergraduate student interested in a major program in speech or theater arts must complete requirements for a combined program in the two fields leading to a baccalaureate degree in speech-theater arts.

Portland State University requests authorization to modify degree requirements, dropping the present combined degree, and substituting therefor programs leading to (1) a BA/BS in speech and (2) a BA/BS in theater arts.

**Requested Programs**

Present requirements for a major in speech-theater arts, with emphasis in speech, call for 25 credit hours in speech, 18 credit hours in theater arts. The major in speech-theater arts, with emphasis in theater arts, consists of 24 credit hours in theater arts, 18 credit hours in speech.

The proposed requirements would provide for 45 credit hours of speech in the speech program, and for 49 credit hours of theater arts in the program leading to the BA/BS in theater arts.

**Discussion of the Request**

Since 1963, when Portland State University was first authorized by the Board to offer an undergraduate degree program relating to the areas of speech and theater arts, Portland State University students interested in either speech or theater arts and desiring to earn a degree in either field had open to them only a combined program in speech and theater.

At the time this program was authorized Portland State University, it was felt that such a combined program was the best program for Portland State University, given the number of the student enrollments, the
interests of the students enrolled, and the nature and extent of the resources (faculty, courses, physical facilities) then available in these fields at Portland State University.

In the past decade, a variety of developments has introduced new factors which lead Portland State University to request authorization to offer separate baccalaureate degree programs in (1) speech and (2) theater arts. Let us examine these factors briefly.

Student enrollments in speech and theater arts have grown substantially, and the speech and theater students are more heterogeneous in their curricular interests than they were a decade ago. The combined program serves these disparate interests less well than it served the interests of the students enrolled in the early 1960's.

Fall term 1961, speech and theater arts classes enrolled 451 students. Fall term 1972, the speech department enrolled 1,036 students. Departmental majors in the combined speech-theater arts program, but with special emphasis in speech, numbered 130 to 140, and there were, in addition, 60 full-time and part-time students who were working toward the MA/MS or MAT/MST (master of arts or science in teaching) degree in speech.

In 1961, the theater arts had in the fall term an enrollment of 70 students. That number had increased to 298 by fall term 1972, of whom 70 to 80 were majoring in the combined speech-theater arts program, with special emphasis in the theater. There were also enrolled 14 graduate students working toward the master's degree.

The students interested in the speech program include the following:

- Those who, like many students in the early 1960's and since, are interested in qualifying for certification to teach speech in the secondary schools.

The interests of these students will be better served by their having access to a BA/BS program in speech than if they are restricted to the present combined program in speech-theater arts available at Portland State University. The reason for this is that the certification requirements for teachers in the secondary schools have recently been modified by the State Board of Education (December 3, 1971, effective 1972-73), which allows a greater concentration of work in speech than was true under certification rules applicable in the mid-1960's.

Under certification requirements effective July 1, 1965, speech-theater arts was one of the four areas of the language arts in which a teacher might be certified by
the State Board of Education to teach in the secondary schools of Oregon. (The other three were: literature, writing, and language; journalism; language arts-social studies.)

The basic teaching norm in speech and drama established by the State Board of Education called for the completion of "18 quarter hours, including fundamentals of speech, speech arts (oral interpretation and fundamentals of acting), and speech science." The standard teaching norm in speech and drama established by the State Board of Education called for "30 quarter hours - an additional 12 credit hours beyond basic norm requirements - including those areas required for the four-year norm and advanced preparation in fundamentals of speech, speech arts, and speech science."

The foregoing teaching norm requirements continued unchanged as the basis for certification by the State Board of Education to teach in the secondary schools until new teaching norms were adopted by the State Board of Education December 3, 1971, to become effective 1972-73.

The new teaching norms in the language arts field were established in the following language arts fields: language arts; speech; journalism; drama; language arts and social studies (for teaching combined classes of language arts and social studies in grades 5-12). In each of these five areas there are teaching norms at the basic and standard certificate levels.

The new basic norm in speech (which is the teaching norm that a student desiring to teach speech in the secondary schools would wish to complete) requires that the student complete a minimum of 15 credit hours in speech and a minimum of 27 credit hours in literature and communication. (Literature includes such areas as American literature, English literature, world literature, contemporary and traditional literature, literary criticism. Communication includes such areas as written expression [advanced expository writing], creative writing, business and technical writing, mass media, oral expression - for example speech, film television, or drama; language study [semantics, communication, communication theories]; cultural linguistics [history of the English language, modern grammar, language and culture, dialects].)

The new basic norm in drama requires that a student complete a minimum of 15 credit hours in drama, and a minimum of 27 credit hours in literature and communication, as defined in the paragraph immediately above.
Those who wish to specialize in the speech and hearing sciences and who wish to meet the national certification requirements and the basic teaching norm requirements as a speech correctionist. For these students the present combined program in speech-theater arts, with its requirements in theater arts is somewhat alien to the special interests of the prospective speech correctionist.

Those who wish to concentrate on a general speech program with a view to entering industry or business or some field other than teaching in the secondary schools, for whom the required work in drama that is presently a part of the combined speech-theater arts program seems largely irrelevant. For these students, too, the theater arts requirement in the present combined speech-theater arts program at Portland State University may be not nearly so useful or of as much interest as work in speech or in other areas that might be substituted for it were work in theater arts not required.

The departments have grown in staff and other resources during the past decade to the point at which they are now able to offer an effective baccalaureate program in each of the two areas (1) speech and (2) theater arts.

The staff in speech in 1961 consisted of 4.75 FTE faculty. That number has grown until fall term 1972, it was 14.53 FTE.

In theater arts the staff in 1961 consisted of 1.5 FTE faculty. Fall term 1972 that number had increased to 6.0 FTE faculty.

Courses in the department of speech and the department of theater arts have increased as the faculty has grown and as student enrollment has increased, as cited earlier in this discussion. In a like manner, physical facilities have improved. For instance, Portland State University now has a 650-seat multipurpose theater and a studio theater, with a second studio theater to be completed within a year.

Since 1961, the Board has authorized Portland State University MA/MS and MAT/MST degree programs in speech and in theater arts.

Resources Required To Mount the Requested BA/BS Degree Programs

No additional staff, classroom, library, or physical plant resources are needed to offer the requested programs.

Board's Office Recommendation

The Board's Office recommended that the Board's Committee on Academic Affairs recommend to the Board that Portland State University be authorized to offer a BA/BS degree in speech and a BA/BS degree in theater arts in lieu of the present BA/BS degree in the combined fields of speech-theater arts.
Committee Recommendation

Following a brief discussion which illuminated further some of the problems incident to the offering of the present combined major in speech-theater arts, and the extent and nature of the need for the separate majors in speech and theater arts being requested by Portland State University, the Board's Committee on Academic Affairs agreed to forward the Portland State University request to the Board with a recommendation that the request be approved by the Board.

Board Discussion and Action

The Board approved the recommendation as presented.

(Considered by Finance Committee, May 3, 1973.)

Staff Report to the Committee

Portland State University has reported expenditures of $7,192 for the National Committee for Accreditation of Teacher Education accreditation visit recently conducted at that institution. Expenditures consist primarily of the accreditation fee, visitation team travel and per diem, and duplicating costs for the report.

Staff Recommendation

Consistent with past actions by the Board to fund non-recurring accreditation expenses, it was recommended that $7,192 be allocated to Portland State University from the Board's Unallocated Reserve to cover expenses incurred during fiscal year 1972-73.

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.
Curricular Requests, OCE

(Considered by Committee on Academic Affairs, May 3-4, 1973.)

Staff Report to the Committee

Oregon College of Education requests authorization of the Board to offer programs leading to:

1. A standard norm in counseling (Oregon College of Education now offers only a basic norm in counseling).

2. An MA/MS in Interdisciplinary Studies.

3. An MS in Administration of Justice.


5. A BA/BS in General Studies: Social Science-Business Economics.

The Basic Questions Raised by OCE Requests

Oregon College of Education's program requests present the Board with the need to make some basic decisions concerning Oregon College of Education's future directions. Oregon College of Education's proposals are consistent with the guidelines statements earlier discussed by the Board for Oregon College of Education, and represent the first opportunity to test the application of those guidelines. For purposes of this analysis, the programs proposed can be divided into four categories:

. The request for authorization to offer a standard norm program in counseling, which raises the questions as to (1) whether there is a state need for an additional program in counseling at that level, given the fact that there are already three such programs in the Willamette Valley (UO, OSU, PSU); (2) whether, if there is no demonstrable need for another program to accommodate qualified students or to produce needed personnel for the field, there are other valid reasons for authorizing the program to Oregon College of Education.

. The request for authorization to offer an interdisciplinary studies program leading to the master's degree, which raises the question as to whether there is a valid purpose to be served by such a master's program at Oregon College of Education and whether the resources are presently available at Oregon College of Education to permit the offering of the program, or if not, whether they can be made available.

. The request to offer a master's degree program in the administration of justice, which moves Oregon College of Education into a non-teacher education field at a level at which there is presently no existing State System program. This raises questions as to (1) whether there is a need for a program at this level in the State System at this time; (2) if there is, whether
Oregon College of Education is the institution at which the program ought to be lodged, considering all relevant factors.

The request for two programs (baccalaureate degree in law enforcement, baccalaureate program in business economics) which move Oregon College of Education into fields outside of teacher education into areas in which there are already two or more such programs in the State System. This raises questions as to (1) whether there is a state need for an additional program in the field in question, and (2) whether, in the absence of a demonstrable state need for another program of that character, there are other reasons for authorizing Oregon College of Education the requested programs.

Oregon College of Education's request for employment-oriented programs in non-teacher education fields reflects Oregon College of Education's desire to diversify its programs so as to appeal to a wider clientele in the face of lessening student demand for admission into teacher education programs.

It is almost inevitable that in its effort to diversify its programs and the clientele to which it appeals, Oregon College of Education should propose to offer some programs which are already well established in other institutions of the State System. The question then arises as to whether there is a state need for the program which Oregon College of Education proposes, and if it appears that there is not sufficient state need for an additional program in the field, are there reasons why the proposed program should nonetheless be authorized Oregon College of Education, for instance, the need to find some means to assist Oregon College of Education to maintain enrollment at a level necessary to efficient operation of the institution.

Ultimately, the Board is faced with a number of alternatives, of which the following are the most obvious:

- To protect Oregon College of Education in the teacher education field in a fashion to give reasonable assurance that in the face of generally declining interest in teacher education, Oregon College of Education's enrollments are likely not to suffer too precipitate or too great a decline.

- To authorize Oregon College of Education programs in non-teacher education fields in which Oregon College of Education can offer good quality programs using the resources at hand or that can be made available by the Board, even though to do so will permit Oregon College of Education's entry into fields in which other State System institutions are firmly established.

- To elect neither the first nor second option above, and to accept, rather, whatever may eventuate in the way of enrollment decline at Oregon College of Education, should the general lessening of student interest in teacher education continue or accelerate.
Request for Authorization To Offer A Standard Norm in Counseling

Present program authorizations in counseling in the State System are as follows:

The three universities (UO, OSU, PSU) all offer basic and standard norms for counselors. Oregon College of Education is, as we have earlier noted, authorized only a basic norm for counselors, as shown below—

<table>
<thead>
<tr>
<th>Institution</th>
<th>Norms for Counselors Offered and Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO</td>
<td>Basic Norm</td>
</tr>
<tr>
<td>OSU</td>
<td>x</td>
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<tr>
<td>PSU</td>
<td>x</td>
</tr>
<tr>
<td>OCE</td>
<td>x</td>
</tr>
</tbody>
</table>

It will be observed that three institutions (UO, OSU, PSU) offer both basic and standard norm programs in counseling, and that one (OCE) offers only the basic norm program. The University of Oregon and Oregon State University programs in counseling lead to a baccalaureate, master's, or doctoral degree; the Portland State University programs to a baccalaureate or master's degree; and that the Oregon College of Education basic norm program in counseling is offered as a minor program and does not lead to a degree in counseling.

University of Oregon Program. One of the distinctive features of the University of Oregon program in counseling is that it enrolls substantially more students who are interested in non-school counseling (rehabilitation, community college, and other agency counseling) than it does candidates interested in school counseling. It is unlike Oregon State University, Portland State University, or Oregon College of Education in this respect.

The University of Oregon offers a year-round and a summer program in counseling. The year-round program presently enrolls some 180 students, divided about equally between master's and doctoral candidates. Of the approximately 90 master's candidates, fewer than a fourth (approximately 20) are interested in school counseling.

Oregon State University Programs. Oregon State University offers programs for the preparation of elementary school counselors, secondary school counselors and college counselors. Some students have been enrolled who were employed in a counseling capacity in a human resources agency or who plan a career in agency counseling, but Oregon State University does not offer a separately-planned program for these students.

Oregon State University offers a year-round and summer program for counselors. Approximately 50 students are enrolled in the academic-year program, of whom 35 are master's students, 15 doctoral. Combined, the academic year and summer programs produce some 75 graduates each year who meet requirements for basic or standard certification in counseling.
Portland State University Programs. Portland State University's program in counseling is a graduate program, leading to the master's degree, although an occasional student requests and is granted endorsement for certification short of the master's degree program. The Portland State University program is primarily directed toward preparation of school counselors; however, Portland State University admits persons whose interest is in non-educational counseling, up to 10 percent of the program enrollment.

Portland State University offers a year-round and summer term program for counselors. About 20 percent of those admitted to the Portland State University program in counseling already hold the basic norm in counseling. The program graduates about 60 students a year with the standard norm, 30 from the summers only program, and 30 from the combined year-round and summer-term program.

Oregon College of Education Program. The Oregon College of Education program in counseling is limited to a basic norm program. It is taken by persons enrolled in post-baccalaureate work, some of them in programs leading to a master's degree in a field other than counseling, since Oregon College of Education is not authorized a master's in counseling program.

Oregon College of Education reports an enrollment of approximately 47 students (full-time and part-time) in its basic norm program as of spring term 1973. Approximately three-fourths (36) of these are interested in the field of school counseling; 11 are either presently employed or are interested in employment in non-school counseling.

Oregon College of Education expects that enrollment in the counseling program will level off at about 29 full-time students enrolled at any one time, including those who will enroll for the standard norm program if it is authorized.

What Is the Basis of the Oregon College of Education Request?

1. Oregon College of Education does not make this request for the authorization to offer a standard norm in counseling primarily on the grounds that there is a shortage of qualified counselors to staff the public schools.

2. Oregon College of Education's request can be said to rest almost totally on what it considers student needs, and the desire to utilize resources it feels that it has that could be turned to the advantage of students who would be accommodated in the proposed standard norm program.

Oregon College of Education is presently preparing counselors at the entry level of employment in its basic norm program. These teachers, if they are to continue in a primary assignment as counselors in Oregon's public schools must subsequently complete requirements for a standard norm in counseling.
With standard norm programs being offered at Oregon State University, Portland State University, and the University of Oregon, the question might be asked as to why a student who elects to earn a basic norm in counseling at Oregon College of Education (minimum of 24 credit hours) could not thereafter transfer to one of the institutions offering a standard norm program. There are two complicating factors, both of which relate to the students involved:

a. Oregon College of Education reports that its basic norm students have not always been able to gain admission to the institutions offering the standard norm program (UO, OSU, PSU), owing to the limitations on graduate enrollments in these institutions.

The Board's Office has discussed this issue with the representatives of these institutions and we have been assured that the universities will, in the admission of students to their counselor preparation programs, give priority to qualified Oregon teachers who have acquired certification on the basis of completing an Oregon basic norm in counseling.

b. A second factor relates to the additional time and credits generally required of the student who chooses to earn a basic norm in counseling at Oregon College of Education and who then transfers to one of the universities to complete a standard norm.

Most students admitted to counselor preparation programs in institutions offering basic and standard norms in counseling (UO, OSU, PSU) complete the basic and standard norm during the course of their master's program. Students who elect to earn a master's degree at Oregon College of Education cannot complete both norms, and must, therefore, transfer to one of the universities for the standard norm, which results in their having completed anywhere from 25 to 35 credit hours of work beyond the number their counterparts in the universities would have completed in meeting basic and standard norm requirements.

If the Oregon College of Education student elects not to earn a master's degree at Oregon College of Education but only to complete the basic norm requirements (minimum of 24 credit hours) before transferring to one of the universities for the standard norm program, the student ends by having completed anywhere from 3 to 9 credit hours of work more than he or she would have had to earn had he chosen to complete both the basic and standard norm at one of the universities, or than he would have to earn were Oregon College of Education authorized a standard norm program.
Allied with the foregoing concern for the well-being of the students who elect to complete basic norm requirements at Oregon College of Education is Oregon College of Education's desire to make more effective use of its faculty and other resources to serve the state.

- **Faculty.** Oregon College of Education has four faculty members qualified to offer graduate level instruction in counseling. Three are presently assigned to the program a total of 1.75 FTE per term. Oregon College of Education asserts that lower enrollments in other programs will make it possible to shift assignment of these faculty to permit them to offer the three additional courses that would be required for a standard norm.

- **Courses.** Oregon College of Education has a variety of courses that could apply toward the standard norm requirement. But at least two additional courses would be required. These courses—one an intra-school relations course and one a course on special programs in counseling—would be offered in conjunction with the full-time practicum experience called for in the third term of a standard norm program. Staffing of these courses would be accomplished by shifting instructional assignments.

- **Library, Facilities, Equipment.** The library holdings consist of roughly 2,000 volumes in the field of psychology and counseling psychology and 70 periodicals that are considered serviceable in such a program. Facilities include observation centers for group and individual work, group and individual counseling rooms, seminar rooms, psychology laboratory and testing center, facilities of an education evaluation center, tape recorders, video machines.

In 1967, when Oregon College of Education was authorized a basic norm in counseling, there was a shortage of qualified counselors. The Board noted at the time that major programs in counseling were then available at Oregon State University and the University of Oregon and that it was the Board's intention to develop at Portland State University a third program in counselor preparation.

In authorizing Oregon College of Education the basic norm program, the Board felt that Oregon College of Education would then be able to offer the initial training in counseling declared by the state to be necessary to initial placement in the counseling field, thus contributing to the supply of counselors available for employment.

But the Board stated that students who elected to earn the basic norm in counseling at Oregon College of Education could do so as (1) a minor, in an undergraduate program in elementary or secondary education, with the certification in counseling to occur after the student had completed two years of teaching, as required by the state's certification requirements, or (2) as a minor in a post-baccalaureate program not leading to a master's degree, or as a minor in the elementary or secondary degree option in the M.S degree in education. Specifically to this point, the Board's Committee said, "We think it unwise for
Oregon College of Education to offer the basic norm program in counseling as the specialized core of a master's degree program described as a master's program for professional counselors."

Committee Discussion and Recommendation

During the course of the discussion of the Oregon College of Education request on May 4, President Rice emphasized the desire of Oregon College of Education to serve the needs of students interested in counselor preparation. He commented that Oregon College of Education had all of the resources necessary to a standard norm program, with the exception of the two courses cited earlier. He expressed the hope that the Board would authorize the program.

Mrs. Johnson asked about the feasibility of Oregon College of Education and Oregon State University working out some form of joint program which would permit students to take advantage of the counseling education resources at either institution or at both, without disadvantage to themselves.

Dr. Romney observed that Oregon State University had modified its transfer policies so as to allow the transfer of 21 credit hours in counseling, rather than 15 credit hours as is the usual limit on the number of credit hours that may be transferred toward completion of a 45-credit-hour master's degree program, and that Oregon State University had expressed a genuine interest in ensuring that standard norm opportunities are made available at Oregon State University to Oregon teachers holding a basic norm certificate in counseling, including those from Oregon College of Education.

After further discussion, it was agreed that there should be further exploration as between the Board's Office and the two institutions (OCE, OSU) concerning further possible steps in coordination of the counseling programs in the two institutions.

Request for Authorization To Offer MA/MS in Interdisciplinary Studies

Oregon College of Education requests authorization to offer a master's degree program in interdisciplinary studies providing a means by which students not interested in teaching can use existing resources at Oregon College of Education, developed in support of teacher education programs, to develop programs more nearly fitting their educational and occupational interests.

The Nature of the Requested Degree

The MA/MS in Interdisciplinary Studies degree would require completion of 45 credit hours of graduate work in a planned program incorporating course work from a minimum of three subject areas, with a minimum of 9 and a maximum of 21 credit hours in each area. The three areas selected by the student and his advisor may be in different departments or they may be in different divisions (i.e., science, social science, humanities).
The program would be planned by the student with the assistance of a faculty committee, which would monitor the student's progress toward his educational objective and would recommend the means by which his work would be evaluated for purposes of awarding the master's degree. The distinction between the MA and the MS degree in interdisciplinary studies relates to whether the program incorporates a preponderance of work in the arts as opposed to the sciences.

Similar Programs in the State System

The proposed Oregon College of Education program in interdisciplinary studies is similar in design and objectives to the interdisciplinary studies master's degree program at the University of Oregon, or the MA in general studies and MS in general science at Oregon State University.

The University of Oregon master's degree in interdisciplinary studies program offers students opportunity to pursue interdisciplinary studies programs which are (1) planned in the light of and which are specific to the individual student's interests, (b) established, separately-identified, board-approved curricula administered by interdepartmental faculty committees, or (c) designed to meet fifth year certification requirements for Oregon teachers.

The University of Oregon, over the years, has developed a number of separately identified interdisciplinary curricula (e.g., international studies, Asian studies, juvenile correction, public affairs, industrial and labor relations, dance, linguistics). The programs in public affairs and international studies have recently been transferred to the administration of the School of Community Service and Public Affairs; the other-named interdisciplinary programs continue to operate under interdepartmental committees. Programs meeting teaching certification requirements (a use not contemplated in the Oregon College of Education proposal) are administered by individual departments.

If the student follows an established interdisciplinary studies curriculum (e.g., industrial and labor relations, teaching), the specific name of the program is listed on the transcript (e.g., IS: Ind & Lab Rel, IS: Tech). Individually-designed programs, on the other hand, are identified on the transcript simply as IS.

The Oregon State University master of arts in general studies and master of science in general science degree programs are similar to that proposed by Oregon College of Education. The MA in general studies program is described in the catalog as follows:

This degree is granted for the attainment of a broad advanced knowledge and cultural achievement rather than for work in a specialized field under the traditional program of the departmental master's degree.
A minimum of 9 hours in each of three departments (at least one of which must be in a field in which graduate majors are allocated to the institution) is required, with not more than 21 hours in any one department. The course work must be integrated and organic.

The MS in general science is offered within the context of requirements for a departmental MS degree at Oregon State University, but special requirements for the major make the program interdisciplinary. Requirements for a departmental MA/MS degree at Oregon State University provide for completion of 45 hours of work approximately two-thirds (30 hours) in the student's major and one-third (15 hours) in a minor. The department of general science stipulates that those completing a major in general science must complete course work in at least three areas in addition to research and/or thesis.

The Uses of the Proposed OCE Degree

Students who are not interested in a teaching career have been enrolling in graduate programs designed for teachers at Oregon College of Education (and in the schools or divisions of education in the other institutions of the State System) for years. Oregon College of Education accommodates these students by waiving its requirement that all students in its graduate programs hold, or qualify to hold, a public school teaching certificate, but it does not waive any of the course requirements for the degree. Rather it seeks to help these students to plan programs within the regular requirements for the degree so as to meet the interests of the student. For instance, all students, including those who are not interested in qualifying for a teaching career, who enroll in the MS in education degree program for educational specialists (e.g., speech correction) are required to complete the 9 hours of the professional education core (i.e., research procedures in education, philosophy of education, developmental psychology or psychology of learning).

The waiver of the requirement that they qualify for a teaching certificate permits the MS degree in education to serve fairly well the needs of the non-teacher-oriented students in audiology and speech pathology, who are interested in working in a clinical rather than a public school setting, and students in counseling and in education for the socially and educationally disadvantaged, who are engaged in or anticipate careers in counseling in a nonschool setting or in the field of corrections. These students want the highly specialized work available in the educational specialist program. But this arrangement does not serve equally well those non-teacher-oriented students who want a more flexible, general studies type program.

The interdisciplinary studies program proposed by Oregon College of Education would permit students to draw from graduate course work already available at Oregon College of Education in designing a program focusing on a problem of personal or social importance. The degree requirements would not permit the kind of specialization in a single discipline characteristic of departmental master's degree
programs in the subject areas (which normally provide for a concentration of 30 credit hours in a given field), and thus, would not require the addition of specialized course work designed specifically for the program.

Whether a student could work out a satisfactory program of interdisciplinary studies would depend upon whether there were at Oregon College of Education courses of interest to him which would permit the putting together of a proposed program acceptable to his faculty advisor and the faculty committee responsible for the interdisciplinary program. No new courses would be established to serve students enrolled in an interdisciplinary studies program on an individual program basis.

It should be noted, however, that should a particular pattern of interdisciplinary degree in a given subject matter field develop which appeared to be of interest on a continuing basis to a sufficient number of students, Oregon College of Education would propose then to seek Board authorization, as the University of Oregon has done in similar circumstances, to identify the program through the addition of an identifying suffix to the title of interdisciplinary studies (e.g., IS: corrections).

Board's Office Recommendation

The Board's Office recommended that Oregon College of Education be authorized to offer an interdisciplinary studies master's degree program leading to the MA/MEd in interdisciplinary studies, using the courses developed in support of other authorized programs, with requirements proposed in the Oregon College of Education presentation.

The Board's Office is of the view that institutions should make it possible for persons living within their commuting areas to take advantage of the general education resources of the institution which they find interesting and useful within a planned program format without having to complete the complete specialized degree requirements in which they are not interested.

In thus extending educational opportunities, Oregon College of Education expects that to some degree the interdisciplinary studies degree program may increase the enrollments in some graduate courses, thus making existing programs more economical. Many 400 (G) and (g) and graduate classes are small, particularly so at the smaller institutions, yet they must be offered to meet requirements of the institution's major programs. If the courses can serve another clientele - students who would like some advanced work but who are not interested in meeting professional requirements or in the high degree of specialization characteristic of departmental degree programs - enrollments in these already existent classes may be increased.

Discussion and Recommendation by the Committee

There was but brief and fleeting discussion of the request for authorization to offer an MA/MEd degree in interdisciplinary studies. No formal action on the request was taken by the Committee.
Request for Authorization To Offer A Program Leading to the MA/MS Degree in Administration of Justice

The Board's Office presentation and analysis of the Oregon College of Education request for authorization to offer a program leading to the MA/MS degree in administration of justice was presented in the document "Request of Oregon College of Education for New Instructional Programs To Provide Occupationally-Oriented Alternatives to Teacher Education" (pp. 21-40), was sent to members of the Board in advance of the May 3-4 meeting of the Academic Affairs Committee. We shall not reproduce that presentation and discussion here, since the material is available to members of the Board in the earlier document, but will confine ourselves to a brief review of the discussion at the Academic Affairs Committee.

Issues Raised by the Board's Office

The Board's Office acknowledged that the Oregon College of Education request has much to commend it:

- It is presented by an institution (OCE) that has had great success in the offering of an undergraduate program leading to the baccalaureate degree in social science-corrections.
  - Oregon College of Education has more than 500 students enrolled in its undergraduate program in social science-corrections, largely funded from federal sources.
  - Oregon College of Education has been the recipient of very large federal grants in support of its undergraduate program in corrections, amounting last year to more than $400,000.
  - Oregon College of Education is considered to have an excellent staff in the field of corrections.
  - Oregon College of Education has worked closely and effectively with state corrections agencies and state and federal parole agencies in the development of its undergraduate corrections program, and has won high praise from these agencies for the nature and quality of its corrections program.

- Oregon College of Education's request for authorization to offer a master's program in the administration of justice has the vigorous support of an advisory committee on which are represented key officials from the state's board on police standards and training, state corrections agencies, state and federal parole and probation bodies, and selected members of the state and federal courts.

- Oregon College of Education has presented a proposed master's program, many of the essential elements of which it reports
that it already has in being, and which would require the addition of but three new courses.

Oregon College of Education anticipates that there would be an immediate enrollment of 100 students drawn from the master of science in education program for the disadvantaged and the program in counseling, graduates from Oregon College of Education's undergraduate social science-corrections program, and agency employees in the Salem area. Oregon College of Education estimates that over the next five years, it would graduate approximately 300 master's students.

But the Board's Office noted also that there are a number of considerations to be examined in considering the Oregon College of Education request:

- Administration of justice is a term embracing corrections, law enforcement, and related matters. Oregon College of Education's experience, and its resources (faculty, library) relate to corrections only, or primarily. Oregon College of Education proposes to offer the MA/MS program in administration of justice utilizing three of the four faculty who are presently handling the undergraduate program in social science-corrections.

There is question concerning the wisdom of seeking to offer an MA/MS program in administration of justice with staff whose experience and academic preparation lie almost totally in the corrections area. It is to be acknowledged that one of the four faculty now offering the undergraduate social science-corrections program will retire in two years permitting Oregon College of Education to add a faculty member with expertise in law enforcement or criminology, but with that addition, the law enforcement-criminology aspect of the proposed program would be supported directly by but one faculty member.

- The proposed MA/MS program consists of 45 credit hours of work, distributed as follows:

  - A professional administration of justice core (15 hours)

    Organization and Administration of Law Enforcement
    Organization and Administration of the American Judicial System
    Institutional Organization and Administration (correctional and jail)
    Administration of Justice - International Survey
    Juvenile Delinquency
- Related areas to be chosen in consultation with the social science department chairman 15 hours
- Practicum and related research 15 hours

Of the courses listed in the professional administration of justice core (15 credit hours), the last two named above were developed for the undergraduate program but are no longer to be offered there. The third course listed (institutional organization and administration—correctional and jail) has been offered as a summer workshop as a service to agency personnel.

The foregoing proposed program is designed to serve graduates of Oregon College of Education's undergraduate program, which includes a minimum amount of professional course work (12 hours in professional course work, 15 hours of practicum and accompanying seminar), and professional practitioners who do not have a professional education base for the work they are doing or would wish to qualify for.

The program would be much less suitable for graduates of baccalaureate degree major programs in administration of justice, law enforcement, or corrections having a strong professional component—programs of which the Portland State University and Southern Oregon College programs are examples.

Possible alternative locations for an MA/MS program in administration of justice. There is one other possible alternative location for the state's first master's program in the administration of justice, namely Portland State University. (Southern Oregon College is not considered a possible alternative because of its geographic remoteness from the state's population centers.)

Briefly, the following are the elements of the Portland State resources that seem relevant to the consideration of Portland State University as a possible alternative site for the program here under discussion:

- Portland State University has an undergraduate program leading to the baccalaureate degree in the administration of justice, which was described in greater detail earlier in this document.

The current program has evolved from a certificate program in law enforcement, first authorized Portland State University in 1965. In its earlier years, the program developed rather slowly, for a number of reasons. It was a certificate program, not a degree program. Hence, it suffered from an identity problem, and was a subsidiary program to some of the basic social science programs, without the autonomy necessary to its rapid development. Since its emergence as a degree program in the administration of justice, with full support of the University administration, it has developed much more rapidly.
Portland State University has graduate facilities in the major social sciences which undergird the administration of justice program.

Portland State University has an interdisciplinary Ph.D. program in urban studies which was a major element in Portland State University's meeting the qualifications required of applicants to the Law Enforcement Assistance Administration of the U.S. Department of Justice for consideration as a possible designee as a "center of excellence" in the field of administration of justice, with ensuring federal grants in support of the center's development.

The goals of a center of excellence, as defined by the foregoing Law Enforcement Assistance Administration are as follows:

1. Plan, develop, strengthen, design, and demonstrate improved methods and coordination within the criminal justice system.

2. Promote the development of criminal justice-oriented educators through specialized courses, workshops, and a close working liaison with the regional criminal justice system.

3. Guide the expansion of undergraduate and graduate educational programs available to criminal justice personnel.

4. Provide the necessary laboratory and experimental research necessary to strengthen academic work and practical application of innovative methods and systems in the field of criminal justice to the end that crime and delinquency are reduced and controlled.

5. Encourage the academic community to carry on research in building a new body of knowledge related to criminal justice.

6. Assist in the development of educational materials and curricula for students, faculty, and criminal justice personnel.

7. Stimulate the creation of a regional urban criminal justice laboratory making full use of all agencies within the accepted criminal justice field as well as those institutions having a peripheral contribution.

8. Explore the feasibility of the eventual establishment of a new doctoral program in criminal justice.
We do not mean to imply that Portland State University has been selected as such a center of excellence by the foregoing federal agency, or that it has the assurance that it will be. Portland State University has applied for that designation and for the funding to be made available to institutions thus designated. The federal agency has responded with interest to the Portland State University proposal, and further word is expected shortly.

- Portland State University has the only professional master's degree program in Oregon in the field of social work.

- Portland State University is situated in the major metropolitan area of the state and therefore within commuting distance of a very substantial bloc of the state's population.

- Through its long association with an extensive evening class program, Portland State University is accustomed to accommodating its scheduling and programming to the needs of part-time, professional people.

- Two members of the Portland State University full-time administration of justice staff hold recent doctoral degrees in criminology (1970, 1971) and the third is a candidate for this degree. The full-time and part-time staff have substantial professional experience in positions of responsibility in the three areas of criminal justice—law enforcement, corrections, and the courts. The program director served as chairman of the task force on education, training, and manpower development, National Advisory Commission on Criminal Justice Standards and Goals, 1971-72. Another full-time staff member came to the program from Stanford Research Institute, where he was senior research criminologist, 1970-72.

The Board's Office observed that Oregon College of Education's faculty strength in the law enforcement-corrections fields, as represented by the undergraduate program they offer in social science-corrections, lies in the field of corrections. If Oregon College of Education were to serve the Salem area agencies utilizing its present staff it should probably be in the field of corrections rather than the administration of justice.

Discussion at the Committee Meeting

President Rice referred to the three alternative courses of action cited by the Board's Office as being open to the Board in considering Oregon College of Education's curricular requests, namely: (1) to
protect Oregon College of Education in the teacher education field in a fashion to give reasonable assurance that in the face of generally declining interest in teacher education, Oregon College of Education’s enrollments are likely not to suffer too precipitate or too great a decline; (2) to authorize Oregon College of Education programs in non-teacher education fields in which Oregon College of Education can offer programs of good quality with the resources at hand, or which the Board can make available, even though to do so will permit Oregon College of Education’s entry into fields in which other State System institutions are already firmly established; or (3) to elect neither the first or second option, and to accept rather, whatever may eventuate in the way of enrollment decline at OCE should the general lessening of student interest in teacher education continue or accelerate.

He stated that he considered the first alternative not a realistic one, and that the third alternative would have the gravest consequences for Oregon College of Education’s future. He spoke of the desire of Oregon College of Education to make use of its existing resources to serve other clientele than teacher education students, noting that Oregon College of Education was committed to providing employment-oriented educational opportunities for students. He noted that shifts in enrollments make it possible — indeed imperative — that Oregon College of Education make use of its faculty strengths in ways not possible when teacher education enrollments were growing apace.

President Rice and Dean Bert Kersh spoke of the quality of the program offered at Oregon College of Education in the field of corrections; of the close and effective working relationships Oregon College of Education has had with a vigorous advisory committee consisting of a variety of officials at the state and federal levels in the corrections and law enforcement fields, as they (OCE) have developed their corrections program at the undergraduate level. They spoke of the sustained interest of the advisory committee in having Oregon College of Education offer a master's program in the administration of justice, and of the fact that some individuals who would enroll in the proposed program, were it authorized Oregon College of Education, are currently enrolled at Oregon College of Education in master's programs in education available there, even though these programs do not carry the title desired by these students, and do not altogether fit their needs. President Rice estimated that perhaps as many as 100 students would enroll in the proposed program were it to be authorized by the Board.

President Rice then introduced Mr. Walter Evans, Chief U. S. Probation Officer, U. S. District Court, Portland, as chairman of the Oregon College of Education advisory committee on corrections and stated that Mr. Evans would first testify in behalf of the Oregon College of Education request and would then introduce others of the committee who would likewise testify. Among those making statements to the Board in support of the Oregon College of Education request were, in addition to Mr. Evans, Paul Bettiol, Director of the Board on Police Standards and Training; Hoyt Cupp, Superintendent of the Oregon
State Prison; Professor J. E. Dunn, Law Enforcement Department at Chemeketa Community College; Leonard Skinner, President, Oregon Peace Officers Association; John Williams, Captain, Oregon State Police.

The general tenor of the testimony was to the effect that those testifying felt:

1. That Oregon College of Education has developed an outstanding undergraduate program in social science-corrections - a program, they testified, that has attracted attention beyond the boundaries of Oregon.

2. That a companion undergraduate program in social science-law enforcement is needed at Oregon College of Education to serve those in the Salem-Monmouth area who would prefer a degree in law enforcement to one in corrections.

3. That the demand for trained law enforcement manpower in the future is likely to ensure a continuing good enrollment in law enforcement programs at the baccalaureate level. One official observed that if there should be established a requirement that law enforcement officers in private employment must have professional preparation, the demand for access to law enforcement programs will increase rather substantially.

4. That Oregon College of Education's proximity to Salem, with its large concentration of corrections institutions and agencies, makes Oregon College of Education the logical place to offer an undergraduate program in law enforcement and a master's degree program in administration of justice, in order that employees in these institutions and agencies may pursue their studies without an undue loss in travel time.

5. That there are presently enrolled in master's programs in education at Oregon College of Education individuals who would prefer a master's degree in administration of justice were one available there, and that there are persons enrolled in the baccalaureate program in social science-corrections at Oregon College of Education who would prefer a degree entitled law enforcement were one available at Oregon College of Education. These persons would be better served, it was testified, were Oregon College of Education authorized the law enforcement and administration of justice programs being requested.

6. That Oregon College of Education has demonstrated to the Salem institutions and agencies through its social science-corrections program that it has the capacity to translate their statements of educational need into effective programs of education; that they desire that Oregon College of Education be given the same opportunity to translate the Salem area's needs in the field of law enforcement education and the administration of justice into educational programs at the undergraduate and master's levels, respectively.
7. That although the proposed BA/BS in social science-law enforcement has only a minimal amount of law enforcement work in it, it could evolve over time into a stronger professional program in law enforcement, in time affording associate degree graduates of law enforcement programs (such as are offered at Chemeketa and Linn-Benton community colleges) access to a strong upper-division professional program in law enforcement.

8. That there is no disposition on the part of the Oregon College of Education advisory committee to wish to inhibit Portland State University's development of its administration of justice program, nor Southern Oregon College either, yet, if a choice must be made between Portland and Monmouth as the location of a master's program in administration of justice, the preference would be Monmouth.

Members of the Board carried on a vigorous discussion with representatives of the Board's Office, Oregon College of Education, and the Oregon College of Education advisory committee on corrections concerning various aspects of the program proposals and the alternative courses of action open to the Board. The Board members' questions sought to get at such questions as:

1. Where ought a master's program in administration of justice be located in order to be most readily accessible to the largest number of prospective master's candidates? (Mr. Bettiol indicated that although he had not reviewed the figures recently, he would hazard a guess that perhaps as many as 60 percent of Oregon's police officers are within the Portland metropolitan area, but he nonetheless felt that a master's program in administration of justice should be available in Monmouth because of the concentration of potential students in the Salem area.)

2. What resources does Oregon College of Education now have that can be turned to meeting the staffing and other resource requirements for offering an MA/MS degree in administration of justice? Are these resources (faculty, library, etc.) adequate to the needs of a good quality program? What specific plans does Oregon College of Education have for putting additional faculty and other resources into the proposed program over the next five years to build strength in the program, were it authorized Oregon College of Education by the Board?

3. If the Board were to elect to authorize Oregon College of Education to move into programs designed for non-teacher education students, are the programs presently being requested by Oregon College of Education the programs in which its staff and other resources can most effectively be used?

4. Are there additional ways in which Oregon College of Education can plan and work together with other institutions in its vicinity, notably Oregon State University, Portland State
University, and the community colleges in the vicinity to assure that resources are shared where feasible and that unnecessary duplication of resources and programs is avoided?

Committee Recommendation

Out of the discussion emerged the suggestion that if Oregon College of Education is to look toward a possible master's program in the field in question or a related field, they should look to the possibility of building in the area where they have strength at the undergraduate level, namely, corrections; that Oregon College of Education should outline what would be required to establish a quality program, and should indicate what plans it would hope to follow over the period of the first five years of the program in building staff, library, and other resource strength into the proposed program; and that there ought to be further exploration of ways in which Oregon College of Education and Portland State University might work together to the end that there not be unnecessary duplication of resources or effort.

One or two members of the Board indicated that they were not averse to Oregon College of Education's developing along the lines of the suggestion above, if the program offered were good quality. But it was the consensus of the Board members that this matter should be brought before the Board as a whole for review, inasmuch as there was but a minority of the Board present when the MA/MS proposal was discussed.

Oregon College of Education Request for BA/BS in Law Enforcement

It is Oregon College of Education's position that there are three reasons why Oregon College of Education should be authorized to offer an undergraduate program focusing on law enforcement.

1. Some of its part-time students are employed full-time in law enforcement careers and would be interested in a program of the character Oregon College of Education proposes.

2. Some of its preservice students are more interested in a career in law enforcement than in corrections, a program Oregon College of Education is presently authorized to offer.

3. Graduates of associate degree programs in law enforcement of the community colleges in Oregon College of Education's commuting area (Chemeketa and Linn-Benton) would be better served by a baccalaureate degree program with a law enforcement orientation than by the present social science-corrections program.
Oregon College of Education would propose to serve these student needs by offering a program leading to the BA/BS in law enforcement. The proposed program would be identical to the present program in corrections, except that there would be substituted for the 12 hours practicum in corrections, a 12-hour bloc in law enforcement, as follows:

**Proposed Law Enforcement Bloc, OCE**

Survey of Law Enforcement, 3 hours  
Law Enforcement Process and Functions, 3 hours  
Law Enforcement and Community Relations, 3 hours  
Law Enforcement and Society, 3 hours

The courses would be taught by Oregon College of Education's present corrections staff. The program would be identified as a general studies program in Social Science—Law Enforcement.

**Resources To Offer the Program**

**Faculty.** Course work in law enforcement would be offered by the present corrections staff. The staff's educational preparation and experience do not lie in law enforcement, but the imminent retirement of one of the members of the staff would give Oregon College of Education an opportunity to employ a replacement with a background in law enforcement.

**Library, Facilities, and Equipment.** No special physical facilities or equipment is needed to offer the proposed program. Oregon College of Education has developed library resources in the area of corrections, with limited resources in the broad field of administration of justice. Library resources specifically directed to law enforcement would have to be developed. Oregon College of Education proposes to do this gradually, as funds can be made available from regular library allocations or from nonstate sources.

**Student Interest.** Oregon College of Education estimates that approximately one-fifth of the students enrolled in the corrections program would prefer a program with an emphasis in law enforcement. Present enrollment in corrections totals about 500 persons. Oregon College of Education would expect about 100 of these to transfer to the law enforcement program if it is authorized. Oregon College of Education recognizes that the present enrollment will probably decline as federal support funds for students in corrections and law enforcement programs diminish. However, it would hope that a program in law enforcement would attract new students graduating from community college law enforcement programs.

**Board's Office Recommendation**

The Board's Office recommended against the approval of the proposed undergraduate program in law enforcement.
The Board's Office believes that the authorization to Oregon College of Education to add 12 hours of course work in law enforcement as proposed would create an unstable situation which would likely be resolved by (a) adding the staff, library, and other resources necessary to create a genuine upper-division program in law enforcement providing professional course work for the four-year student comparable to what he could get at Portland State University or Southern Oregon College, or (b) abandoning the law enforcement program and pulling back to the program in social science-corrections, which has been very successful.

The proposed program would seem not to fit well the needs of the associate degree graduate in law enforcement from the community colleges (Chemeketa, Linn-Benton, and eight other community colleges), for Oregon College of Education proposes to waive the 12 hours in law enforcement for these students — which is all the law enforcement work that Oregon College of Education proposes to offer in its BA/BS degree program. Oregon College of Education's program does not offer any upper-division professional work in law enforcement, and only 12 credit hours of lower-division law enforcement.

If Oregon College of Education wishes to serve graduates of the community college law enforcement programs better than it is now doing in its corrections program, it is going to have either to: (a) inaugurate an upper-division major program providing advanced work in law enforcement, or (b) recognize that the associate degree graduate has completed at the lower-division level a very substantial body of professional course work and build on this base an upper-division program of advanced work in the social and behavioral sciences and general education in an inverted curriculum arrangement such as has been developed at Eastern Oregon College, to which further reference is made below.

Graduates of the strong community college law enforcement programs that have developed in Oregon have a number of alternatives now, should they wish to go on for a baccalaureate degree: They have access to (a) major programs in law enforcement at Portland State University and Southern Oregon College, leading to the baccalaureate degree; (b) the social science-corrections program at Oregon College of Education; (c) the general social science programs at Eastern Oregon College, which pioneered this kind of inverted curriculum arrangement in cooperation with the law enforcement programs at Blue Mountain and Treasure Valley community colleges; or (d) programs in community service at the University of Oregon or social science at Oregon State University.

OCE does not propose to develop a major program in law enforcement such as is offered at PSU and SOC. Such a development would require staff resources not justified by the needs of the state for another baccalaureate program in law enforcement or by OCE's estimate of prospective enrollment - about 100 students in all, many attending on a part-time basis.
2. Oregon College of Education can serve those place-bound students who have completed an associate degree in law enforcement at a community college, by offering them access to a baccalaureate degree in general social science, after the manner of the Eastern Oregon College general social science program through which it is serving the graduates of law enforcement programs in Blue Mountain and Treasure Valley community colleges.

This is an acceptable alternative to an integrated four-year curriculum so far as federal LEEP program officials are concerned, and is, to many educators, preferable to the very heavy concentration of professional course work resulting from the combination of two years of professional work in an associate degree program followed by two years of major work at a four-year institution. Students, however, tend to feel that there is an advantage in employment when the degree title indicates a completion of a major program of study in a professional area.

3. The State of Oregon already offers a wide variety of educational opportunities in law enforcement at the undergraduate level, including associate degree programs in 10 community colleges located throughout Oregon, two of which are located within easy commuting distance of Oregon College of Education (Chemeketa, Linn-Benton) and the two baccalaureate professional degree programs at Portland State University and Southern Oregon College.

The development of a program in law enforcement at Oregon College of Education attractive to the community college graduate it wishes to serve would require the development of additional staff and library resources, which the Board's Office questions can be justified by the state's needs, given the number of law enforcement programs already available in Oregon.

However, in the event the Board should decide that it wishes to authorize Oregon College of Education the proposed BA/BS program in social science—law enforcement, staff and other resources should be made available at Oregon College of Education such that a strong program in law enforcement can be made available—one which will offer to both the generic student and the associate degree graduate of a professional law enforcement program in one of our community colleges, a vigorous, sound professional program in law enforcement.

Committee Action

The Academic Affairs Committee members and other members of the Board present discussed the proposed program, centering their attention upon questions as to (1) the need for another law enforcement program in Oregon, given the fact that there are already 10 associate degree professional law enforcement programs available (two in the immediate vicinity of Oregon College of Education) and two baccalaureate degree programs; (2) the nature of the clientele Oregon College of Education would propose to serve with its proposed program; (3) the adequacy
of the staff and other resources available to service the program, and the adequacy of the proposed curriculum for serving the needs of the clientele for which the program is being planned.

Action by the Committee was deferred to allow further examination of the extent to which another program is needed in Oregon, and the requirements in staff and other resources that would be necessary to offer a high quality program to serve the clientele that Oregon College of Education has indicated it wishes to serve.

BA/BS in General Studies with Major in Social Science-Business Economics

Oregon College of Education requests authorization to offer a program in general studies leading to a BA/BS degree in general studies with a major in social science-business economics. Oregon College of Education's presentation of the proposal is to be found on pp. 37a-48a of the report to the Committee.

Proposed Degree Requirements

Oregon College of Education has, in recent years, developed a number of occupationally-oriented programs, using as the vehicle the BA/BS degree in general studies, as they proposed to do in the case of the program here under discussion. Illustrative of these programs, which are multi-disciplinary in their approach are the following:

<table>
<thead>
<tr>
<th>Program</th>
<th>Occupational Orientation</th>
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<tbody>
<tr>
<td>social science-corrections</td>
<td>corrections</td>
</tr>
<tr>
<td>social science-geography</td>
<td>government service related to planning</td>
</tr>
<tr>
<td>social science-psychological</td>
<td>social service</td>
</tr>
<tr>
<td>studies</td>
<td></td>
</tr>
<tr>
<td>physical science-biology</td>
<td>health sciences (preprofessional)</td>
</tr>
</tbody>
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All of Oregon College of Education's general studies degree programs have an applied emphasis in that they are primarily directed toward preparation for employment at the baccalaureate level, as contrasted with the traditional subject matter major which provides opportunities for specialization needed to meet requirements for graduate study. The graduates of Oregon College of Education's general studies programs sometimes do find their way into graduate study, but the primary objective of these programs is preparation for employment at the baccalaureate level.

General Studies Degree Requirements. Oregon College of Education's general studies degree requires completion of a 72-hour major within one of the broad divisions of study (social science, mathematics-natural science, humanities, the arts) including upper-division work in at least two areas of study within the division and a 27-hour minor in a subject area or in related subject areas not included in the major. Thirty-six hours of the 72-hour major and 12 hours of the 27-hour major must be upper-division.
45 Hours in Economics and Business

24 hours of economics
Ec 201, 202, 203 Principles of Economics 9
Ec 318 Money and Banking 3
Ec 457, 458 Micro and Macro-economics 6
Ec 432 Regional Economics 3
SSc 407 Seminar: Applied Economics 3

15 hours in business
BA 211, 212, 213 Introduction to Accounting 9
BA 310 Managerial Accounting 3
BA 410 Managerial Decision Making 3

6 hours of electives in economics and business 6

Total hours in economics and business 45

27 Hours in Supporting Fields

Related course work to be selected by the student in consultation with his advisor.

Oregon College of Education observes in its presentation that some of the most urgent problems faced by citizens of the United States, both collectively and individually, are economic and in some way involve business. The philosophical objective of the proposed program is to broaden the Oregon College of Education curriculum by introducing a program which will open up to interested students at Oregon College of Education access to this area. The immediate objective of the program is said by Oregon College of Education to be preparation for employment.

Oregon College of Education defines business economics as "economic analysis applied to the solution of business problems." The 72-hour major program, outlined above, is essentially a program in applied economics buttressed by courses in accounting and management, statistics, and computers, and selected work in philosophy, psychology, and speech.

Resources To Offer the Proposed Program

Faculty. Three faculty members of the social science division at Oregon College of Education, who have drawn up the program and who would teach the required course work in economics and business, would have primary responsibility for the program. All hold the Ph.D. degree in economics.

Library, Facilities, Equipment. Oregon College of Education library personnel reviewed Oregon College of Education's library resources and report that the library possesses more than 3,000 volumes in the
field of economics (most are of recent publication) including the
basic material in economics education suggested by the joint council
on economic education. The library is weak in the area of business,
as might be anticipated, given Oregon College of Education's principal
focus upon teacher education. This situation Oregon College of
Education would hope to rectify over time if the proposed business
economics program is approved. Meanwhile, Oregon College of Education
would augment its present collection in economics, and collection of
government publications (many related to economics and business)
which come regularly to Oregon College of Education as a U. S.
government document depository, by interinstitutional loans.

Oregon College of Education has five computer terminals available for
instructional use. These facilities, and desk calculators available
in the department of mathematics are considered adequate to instruc-
tional requirements of the new program.

Courses. Oregon College of Education offers all the course work
required in the proposed program except two required one-term courses
in business administration:

- BA 310 Managerial Accounting, 3 hours
- BA 410 Managerial Decision-Making, 3 hours

At present, Oregon College of Education is authorized to offer 42
hours of course work in economics (39 of which are upper-division)
in addition to basic introductory work. The institution offers a
single sequence in business administration, Principles of Accounting.
If the program in business economics is approved, Oregon College of
Education would propose to drop 12 credit hours of work in economics
and replace these courses with four 3-hour courses in business admin-
istration, the two courses required in the program (BA 310 and 410)
and two additional courses to be used as electives.

Student Interest

Oregon College of Education estimates that approximately 200 students
a year would enroll in the proposed program, and believes that most
of those attracted to the proposed program would not otherwise enroll
in Oregon College of Education.

There is no way of knowing to what extent the students attracted to
Oregon College of Education by the authorization of the business
economics program would otherwise have attended some other State System
institutions. Oregon State University presently enrolls some 1,200
students from Marion County, and the University of Oregon more than 800.
Portland State University's enrollments from Marion County are approxi-
mately 280; Southern Oregon College's, 140; Eastern Oregon College's,
30.
Need for the Program

Although there is no program in the State System precisely paralleling that proposed by Oregon College of Education, all of the institutions, except Oregon College of Education, have programs consisting of various combinations of business and economics, serving the kind of needs which Oregon College of Education sees its proposed program serving:

- The University of Oregon has programs in economics and in business administration leading to baccalaureate, master's, and doctoral degrees in each of these fields.

- Oregon State University has programs in agricultural and forest economics leading to the Ph.D. degree, and baccalaureate degree programs in economics available in the school of humanities and social studies. In business administration, Oregon State University has programs leading to the baccalaureate and master's degrees.

- Portland State University has baccalaureate and master's degree programs in economics and in business administration, and the school of business administration is a participant in the systems science Ph.D. program.

- Southern Oregon College has baccalaureate programs in economics and business.

- Eastern Oregon College has a baccalaureate program leading to a degree in business and economics.

The proliferation of programs in these fields reflects the fact that student enrollments - reflecting student interest - are large enough in these fields to make them reasonably economical in their offering. It is a common experience in higher education that teacher education and business administration are among the professional fields drawing the heaviest enrollments. This level of student interest is in substantial measure a reflection of the students' perception of the employment opportunities in these fields.

Oregon College of Education, as the sole remaining one of the multipurpose institutions in the state system without such programs, is now asking for that authorization. Among the motivations which prompt this request is the desire on the part of Oregon College of Education to:

- Open up a new education and career option to those students or prospective students who are not interested in teacher education, the principal focus of Oregon College of Education's programs.

A significant factor in this desire is the wish to build a hedge against possible enrollment stabilization or enrollment losses resulting from diminishing enrollments in teacher education in the face of a depressed employment market.
Serve the business community of the Salem area.

Oregon College of Education visualizes its proximity to Salem as offering it a unique opportunity to serve the business community of the Salem area as it has sought to serve the corrections community of that area. Such service takes two forms: (1) the production of able graduates competent to meet the employment needs of the Salem area, and (2) the offering of in-service educational opportunities to professional people living in Salem who would find the programs more accessible in Monmouth than they would in Corvallis, for instance, which is twenty miles further from Salem.

Offer to its teacher education and other students access to resources that will enable them to gain knowledge of basic economic and business principles relating to many of the problems with which society is faced (e.g., inflation, unemployment, consumer protection, taxation, pollution, and many others).

Of the foregoing benefits that Oregon College of Education sees in offering the proposed program, the one which would appear to the Board's Office to have greatest validity is the first, namely, the offering of a program in an area of instruction that has generally been, in other institutions, an area popular with students and, therefore, in Oregon College of Education's case, a means of shoring up enrollments in a time of anxiety for many institutions faced with stabilized or declining enrollments.

We do not question Oregon College of Education's capacity to work effectively with the Salem business community. It has demonstrated in its working with the correctional institutions in the Salem area its effectiveness in meeting the needs of target clientele. However, that function conceivably could be served through Oregon State University, which is but 20 miles beyond Monmouth for Salemites, or through Oregon State University, the University of Oregon, and Portland State University, all of which have major programs in economics and business administration.

As for the third of the purposes, namely, making available to Oregon College of Education's teacher education candidates courses in the business economics field, Oregon College of Education has already developed a substantial array of courses in economics which are readily available to Oregon College of Education's students.

Board's Office Discussion

Because of Oregon College of Education's heavy reliance on teacher education programs for the maintenance of an economic enrollment level, the Board has encouraged the institution to develop proposals for alternate program opportunities.
The curricular areas of study most likely to shore up enrollments are obviously areas that have proven popular to students over the years in a great variety of institutions. Business is one such area. The proposed program would enable Oregon College of Education to provide a basic education from which students could move into a variety of entry-level positions in business and government. The program is correctly identified as business economics - not business and economics - and as such would require no additional development in business beyond that proposed.

However, Oregon College of Education has signaled that it envisions the possibility - indeed the likelihood - of expansion into areas of business specialization as the need becomes evident. The first of these fields identified by Oregon College of Education is real estate. Others which it has identified as possible areas of specialization, dependent upon the expressed student need, are finance, insurance, marketing, and administration. Oregon College of Education asserts that, "From among the many subspecialties which could be developed, however, only those for which a definite need is expressed will be selected for inclusion."

If the proposed business economics program is approved by the Board, it may be anticipated that the approval will prove to have constituted approval of the eventual development of a sixth undergraduate program in business administration in the State System of Higher Education. Business is a totally new field for Oregon College of Education. Any development beyond that requested here would involve the employment of new or additional staff and library resources.

Oregon College of Education's interest in this unusually high enrollment field - a field open to the University of Oregon, Oregon State University, Portland State University, Southern Oregon College, and Eastern Oregon College - is a natural reflection of Oregon College of Education's interest in maintaining its enrollment base in the face of lessening student interest in teacher education. And were it not for the fact of Oregon College of Education's location - within 20 miles of Oregon State University, which has a vigorous school of business administration - there would be no hesitation in recommending approval of Oregon College of Education's proposed program.

Approval of the proposed program will assist Oregon College of Education to maintain its enrollments at a more nearly optimum level, because the program is expected to appeal to a different clientele than is presently served by Oregon College of Education. In approving the program, however, the Board should anticipate that there will in all likelihood be subsequent requests for authorization of additional work in business administration at Oregon College of Education which, acted upon favorably, will result in Oregon College of Education's development of a business administration program.

Conceivably, the Board could approve the proposed program with the stipulation that the authorization is restricted to business economics as defined by the course authorizations tied to the present request,
and that there is no intention on the part of the Board to authorize
the expansion of the program beyond the present authorization. Such
a restriction would not prevent Oregon College of Education's return-
ing to the Board at some point in the future with further requests
for expansion in the field of business administration, when, in the
light of the circumstances, it appeared that such a course of action
was defensible. The Board could either then fall back to its
original statement of intent, or, if the facts seem persuasive,
review the proposal.

Committee Discussion and Recommendation

The discussion of the business economics program by the Board's
Committee on Academic Affairs was brief. It centered about two
major questions, namely: (1) Why had Oregon College of Education
chosen to request a program in business economics in preference to
some other possible fields of study, such, for example, as business
personnel administration or business counseling? (2) Are there
any further possible ways in which Oregon College of Education and
Oregon State University can collaborate in sharing of staff and other
resources and/or the better articulation of their programs such that
unnecessary duplication of resources and programs is avoided.

The choice of business economics was explained in terms of the fact
that Oregon College of Education has three Ph.D. faculty in economics
who are interested in the development of business economics, with its
orientation toward business administration, and the further fact that
there are few fields of study that have attracted more student enroll-
ments in a variety of institutions than business administration.

It was agreed that further efforts would be made to ensure that all
reasonable efforts had been made to discover ways of sharing of staff
and other resources and of providing for the best possible articula-
tion between the programs at Oregon College of Education and Oregon
State University, and to assure that if the program in business
economics requested by Oregon College of Education were to be approved
by the Board, it would be a quality program, and to ensure that if the
program in business economics is in fact the first step in the develop-
ment of a program in business administration, that the business admin-
istration program which develops is a good quality business adminis-
tration program.

Board Discussion and Action

Mrs. Johnson noted that Oregon College of Education's curricular requests
before the Board raise basic questions as to the direction Oregon College
of Education is to take in the future. The Committee on Academic Affairs
discussed this basic issue at considerable length, she said, examining
how new programs might undergird the enrollment at Oregon College of
Education, the needs of the state and of students that might be served
by these programs, and the need for schools and colleges of education
to maintain research capabilities in the improvement of teacher educa-
tion at all levels – elementary, secondary, and college. She stated
that the Academic Affairs Committee would continue discussion with
Oregon College of Education concerning these matters.
Mr. Westerdahl agreed, saying the Academic Affairs Committee, and not the full Board, should continue discussion of Oregon College of Education's needs. He suggested that the entire matter of development of new programs at Oregon College of Education be referred back to the Academic Affairs Committee.

Mr. Corey observed that the Committee had discussed some of the Oregon College of Education program proposals rather thoroughly and arrived at recommendations, but that these programs are interconnected with others that will require further study.

Mr. Mosser emphasized the need to give Oregon College of Education and Portland State University an indication fairly soon, before further staff time is spent in developing separate plans, as to whether there are to be one or two graduate programs in administration of justice in the state. He said that member of the Board present at the May 3 meeting of the Academic Affairs Committee had considered this matter carefully and had indicated they were favorable to the approval of two programs (one at Oregon College of Education and the other at Portland State University) provided they were worked out in cooperation, made maximum use of exchange faculty, and provided for some specialization at each institution. Mrs. Johnson said she was prepared to make a recommendation to the Board along these lines, noting that there was consensus that Oregon College of Education has strength in the area of corrections.

The Board approved referring back to the Committee the Oregon College of Education curricular requests with the expectation that the need for master's degree work in the administration of justice will be met by programs at Oregon College of Education and Portland State University, with Oregon College of Education's emphasis being in the field of corrections.

In respect to business economics, Mrs. Johnson said that one of the important lacks in teacher education and in the education of children is a basic understanding of economics. She said she hoped the proposal in business economics would not be directed toward development of another school of business administration, but would have some definite objective of its own.

The Committee will also consider a suggestion by Mr. Westerdahl that the Board adopt the principle of designating lead institutions in specialized graduate areas. Under such a policy, institutions which identify regional needs in a specialized area would know that they should work with the lead institution in developing a proposal, either for a cooperative program or for a separate program coordinated with the lead program, rather than working independently.
Improvements Along Siskiyou Boulevard East of Indiana Street, SOC

(Considered by Building Committee, May 3, 1973.)

Staff Report to the Committee

Officials of Southern Oregon College have received notice that the City of Ashland, in cooperation with the State Highway Division, plans to widen Siskiyou Boulevard to four lanes between Indiana Street and a point approximately 240 feet easterly from Walker Avenue, and to make various curb, sidewalk and paving improvements in this area. An assessment district is being formed to underwrite the cost of the curbs and sidewalks. Based upon preliminary information obtained from the City's Director of Public Works, the estimated portion of the project cost to be assessed to the Board for affected property owned on behalf of Southern Oregon College is $4,000.

Although the Chancellor has authority under most conditions to allocate funds from the Board's reserve for physical plant rehabilitation and minor capital outlay, Section 70.180 of the Administrative Rules excludes from such general authority all items of work involving "contractual arrangements with or assessments by other units of government (e.g., the improvements of streets or highways, the installation of traffic signals, the construction of sewer systems, etc.)." Consequently, it is necessary to seek specific Board approval for the proposed curb and sidewalk improvements.

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to allocate from the Board's reserve for physical plant rehabilitation and minor capital outlay the amount assessed to the Board by the City of Ashland for curb and sidewalk improvements along Siskiyou Boulevard east of Indiana Street benefitting property within the campus boundaries of Southern Oregon College. Tentatively, it is estimated that these expenditure requirements approximately $4,000.

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.
Naming of College Union, SOC

(Considered by Building Committee, May 3, 1973.)

Staff Report to the Committee

Dr. Elmo N. Stevenson, former president of Southern Oregon College from 1946 until his retirement in 1969, passed away on April 20, 1973.

As noted in a resolution approved by the Board on April 21, 1969, when his retirement plans were announced, Dr. Stevenson's experience in higher education spanned a period extending from 1929, when he served at Eastern Oregon College as instructor of biology and dean of men. After serving five years as professor of science and coordinator of personnel at Oregon State, he assumed the presidency of Southern Oregon College of Education, now identified as Southern Oregon College, and guided that institution from an enrollment of fewer than 100 students to more than 4,000 students.

In paying tribute to Dr. Stevenson recently, Chancellor Lieuallen stated that "Not only was he one of the state's very distinguished and energetic educators, but also he engaged wholeheartedly in civic affairs of the state and his community, working especially in the interests of the young. Few individuals invested so many years, 40 in all, of untiring and devoted services to higher education in the state. His remarkable record as president of Southern Oregon College earned him the full respect of thousands of students and educators throughout the nation."

At dedication ceremonies approximately one year ago, the students of Southern Oregon College honored the former president by indicating their intent to identify the new College Union as the Stevenson Union. Members of the Faculty Senate and officials of the institution also have urged that this building be named in his honor and memory.

Staff Recommendation

It was recommended that the new College Union Building at Southern Oregon College be named the Elmo N. Stevenson Union.

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.
Resolution in Memory of E. N. Stevenson

Mr. Snider presented the following resolution in memory of Dr. Elmo N. Stevenson, former president of Southern Oregon College:

RESOLUTION OF THE OREGON STATE BOARD OF HIGHER EDUCATION
ON THIS 22nd DAY OF MAY IN THE YEAR 1973
IN MEMORY OF ELMO N. STEVENSON

WHEREAS, Dr. Elmo N. Stevenson, President of Southern Oregon College for 23 years before his retirement in 1969, passed away on April 20, 1973, and,

WHEREAS, he presided over the institution during a dynamic period of expansion and enrollment growth and exerted strong leadership in serving the needs of students and other citizens of the state; and

WHEREAS, he was widely recognized among his colleagues, both in Oregon and in wider circles, for his energy and expertise as an educational administrator and earned the respect of thousands of students and educators alike; and,

WHEREAS, he was energetic and dedicated in his participation in civic affairs of the state and his community, especially in the interests of the young; now therefore,

BE IT RESOLVED, that the Board express its great appreciation for his more than 40 years of service to higher education and the State of Oregon; and,

BE IT FURTHER RESOLVED, that an expression of sympathy to his family, a copy of this resolution and a letter of transmittal from the Secretary of the Board be sent to Dr. Stevenson's wife, Caroline.

On motion by Mr. Snider, the Board unanimously adopted the above resolution.

(Considered by Building Committee, May 3, 1973.)

City of La Grande Sewer Assessments EOC

Staff Report to the Committee

Eastern Oregon College officials have been advised by the City of LaGrande that sanitary sewer improvements adjacent to campus property at Twelfth Street and Gekeler Lane have been undertaken recently and that the assessments to the Board for such work are in the total amount of $6,763.25. A portion of the cost, in the amount of $3,763.25, would be paid from balances available to the institution from the rental of miscellaneous housing, but the remainder of $3,000.00 needs to be financed from the Board's reserve for physical plant rehabilitation and minor capital outlay. Under the provisions of Section 70.180 of the Administrative Rules, allocations for such assessments are subject to specific Board approval.
Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to allocate from the Board's reserve for physical plant rehabilitation and minor capital outlay $3,000.00 to supplement an allocation of $3,763.25 from net rental income from miscellaneous housing operations at Eastern Oregon College to cover assessments by the City of LaGrande for sanitary sewer improvements benefiting campus property west of Twelfth Street and north of Gekeler Lane.

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.

At the March 27, 1973, meeting of the Board, on recommendation of the Committee on Public Service Activities, a resolution was adopted in respect to educational and public broadcasting. The resolution reflected much of the intent conveyed to the Board a proposal made by the Advisory Committee for Broadcasting. The resolution adopted by the Board is as follows:

RESOLVED, that the Oregon State Board of Higher Education, respectful of its statutory responsibilities concerning governance of the television stations licensed to the State of Oregon, Acting By and Through the State Board of Higher Education, express its conviction that

1) Ultimate responsibility for the determination of general policy and national programming priorities, and for the provision for leadership for public television must rest with both the Corporation for Public Broadcasting and the licensees of public television stations.

2) The Board of the Corporation for Public Broadcasting and public television station licensees must create jointly and on a fully equal and participatory basis, procedures which will assure the establishment of general policy and national programming priorities, and will provide leadership for public broadcasting in the United States.

3) Responsibility for the operation of a public television national interconnection must rest with the Corporation for Public Broadcasting and the licensees of public television stations, and a mechanism must be established which is reflective of such responsibility.
On April 24, 1973, the Advisory Committee on Broadcasting reviewed current conditions pertaining to the Corporation of Public Broadcasting and Public Broadcasting Service relationships and adopted an additional resolution to be submitted to the Board for its consideration and action. Inasmuch as it was not possible, because of timing, to present the second resolution to the Board's Committee on Public Service Activities for its consideration, it is brought before the Board at this time in order that the request of the Advisory Committee for early consideration may be honored and because of the current conditions prevailing in the CPB-PBS discussions.

RESOLVED, that the Oregon State Board of Higher Education, which has the statutory responsibility for the governance of the television stations licensed to the State of Oregon, Acting By and Through the State Board of Higher Education, express to the Oregon congressional delegation, the officers of Public Broadcasting Service, the officers of the Corporation for Public Broadcasting, and to other appropriate persons, its conviction THAT:

1. National public affairs programing should continue to be a fundamental element of public broadcasting;

2. Public affairs programing, considered in its entirety, should in the long term meet broad standards of fairness and balance;

3. The actions of the Corporation for Public Broadcasting to eliminate public affairs broadcasting through the cessation of financing, the apparent intent to deny use of national network facilities, and the rejection of the compromise agreement negotiated in good faith between committees of the Corporation for Public Broadcasting and Public Broadcasting Service strikes directly at the basic concept of free speech and the right of citizens in our free society to be informed on the crucial events and issues of the day;

Board Discussion and Action

Mr. George Rives, Chairman of the Broadcasting Advisory Committee of the Oregon Educational Public Broadcasting Service, said that presentation of a second resolution reflects the considerable concern on the part of the advisory committee with respect to an apparent withdrawal of support for public affairs programing by the Corporation for Public Broadcasting.
Mr. Rives said the principal difference between the Board's resolution and the further resolution being proposed to the Board by the advisory committee lies in the emphasis on public affairs programming which is specified more directly in the advisory committee resolution. The resolution also takes a slightly more definite position with respect to Corporation for Public Broadcasting relationships with local stations and public broadcasting service.

The Board approved the recommendation as presented and adopted the resolution as presented.

(Considered by Committee on Academic Affairs, May 3-4, 1973.)

Staff Report to the Committee

Request for Authorization To Change the Name of the BT Degree in Auto-Diesel to BT in Industrial Technology and To Admit Thereto Graduates from the Metals Curricula

Oregon Technical Institute requests authorization to increase the number of associate degree programs which qualify their graduates for the admission to the bachelor of technology degree programs. Specifically, Oregon Technical Institute requests authorization to:

1. Change the name of the bachelor of technology degree program in auto-diesel technology to industrial technology and to permit graduates of the associate degree programs in metals technologies (machining processes, small arms processes, and welding processes) to enter this re-named bachelor of technology degree program.

2. Permit the graduates of the associate degree programs in (a) dental hygiene and (b) medical radiologic technology, to be eligible for admission to the bachelor of technology degree in allied health. At present only the graduates of the medical laboratory technology program are eligible for admission into the BT program in allied health.

Bachelor of Technology in Industrial Technology. The Board could authorize the change in the title of the BT in auto-diesel degree to BT in industrial technology and could authorize Oregon Technical Institute to admit qualified associate degree graduates of the metals curricula into the BT program without proliferation of courses. This is so because of the fact that the upper-division courses in the present BT in auto-diesel degree program (to be renamed the BT program in industrial technology, under the Oregon Technical Institute proposal) can also be used to serve the metals curricula students who enroll in the upper-division program leading to the BT degree. The junior and senior years of the foregoing two-plus-two curriculum leading to the BT degree requires completion of 100-105 credit hours of work beyond the associate degree, consisting of: (1) A block of 30 quarter hours required of all students in the program, as shown below: (2) nine hours in the humanities; (3) nine hours in social science; (4) 24 hours in junior and senior projects; for a total of 72 hours; plus (5) 20 hours of required courses and approved electives in mathematics,
science, and business and technology, the specific courses required selected according to the student's major interest and background; (6) 8-13 hours of free electives.

Associate degree graduates of community college programs in metals would also be eligible for admission into the proposed BT in industrial technology program, as auto-diesel and engineering technology associate degree graduates of community colleges are now eligible for admission into the BT programs in auto-diesel and engineering technology. The number of associate degree students from the community colleges transferring to the Oregon Technical Institute BT programs in auto-diesel and engineering technology has ranged over the past six years (1967-68 to 1972-73) from 27 in 1967-68 to 107 in 1970-71. There were 53 in 1972-73.

The Oregon Technical Institute request stems from two considerations: (1) the upgrading of the associate degree programs in metals which has occurred over the past two years, (2) the evidence that there are employment opportunities for graduates of a bachelor of technology degree in industrial technology built upon associate degrees in metals.

The upgrading of the metals curricula has grown out of a concerted effort by Oregon Technical Institute over the past two years to bring these curricula to a level meeting current industrial needs. Oregon Technical Institute faculty representatives have made more than 25 visits to metals industries, and have worked assiduously with an advisory committee from the metals industries of Oregon in designing their metals curricula to serve current industrial needs.

From this interaction with industry in the metals area has come major changes in the metals associate degree curricula, of which the following are illustrative.

- **Welding Processes Technology.** Welding is but one joining process, and by itself meets only a small segment of industrial need in this broad area. Other joining processes include soldering, brazing, bonding, and mechanical joining, which singly or together provide the means for joining materials consisting of metals, plastics, ceramics, and composite materials.

  The welding processes curriculum is being revised to include instruction to include the broader concept of joining processes of materials used in industry. When the revision is complete, the title of the program will be changed - probably to "joining processes technology" - to indicate the scope of the program.

- **Machining Processes Technology.** Numerical control methods of materials removal have substantially changed the image of the machining processes technologist. To be employable, he must have knowledge of physical properties, applications,
fabricability limitations, and special skill techniques required of materials used in industry. The mastery of such knowledge requires a broader base of mathematics and science than has hitherto been a part of this program at Oregon Technical Institute. The required curricular changes necessary to this greater depth and breadth in mathematics and science have been included in the revised curricula at Oregon Technical Institute.

Small Arms Processes Technology. The small arms processes associate degree curriculum would not be retained as a base for the BT program. In recent years the curriculum has been used to prepare students for employment in the tool and die area, in precision machining, or in quality control. Oregon Technical Institute will retain course work preparing graduates for employment in these areas, but small arms processes, as a separate associate degree curriculum, is being phased out. Some of the courses in gunsmithing, which has been popular with Oregon Technical Institute students and which has provided employment opportunities for a small number of graduates, will be retained as electives.

Oregon Technical Institute feels that graduates completing the small arms processes program currently being offered have the background to move into the BT program and should not be excluded from doing so, but Oregon Technical Institute does not plan to offer the small arms processes program after current enrollees are graduated.

Employment Opportunities for BT Graduates in Industrial Technology. Upon the basis of its placement experience with BT graduates in the auto-diesel technologies, and its discussions with industrial representatives concerning the revision of the metals curricula, Oregon Technical Institute has identified two areas of employment for which the proposed BT program would prepare graduates (1) first-level supervisory positions in industry and (2) positions as vocational-technical teachers in high schools and community colleges.

Industrial Placement. Associate degree graduates in metals curricula are placed in jobs with titles such as: general machinist; production machinist; inspector, quality control; production welder; tool and die maker; heat treatment technician (quality control); non-destructive testing technician (quality control); tool design technician; foundry technician; metallurgy technician; numerical control technician; machine tool operator.

BT graduates will be qualified to move into first-level supervisory positions, either upon graduation or soon after entering employment. These positions have titles such as: assistant service manager; service manager; assistant shop foreman; shop foreman; assistant parts manager; parts manager; field service manager; area service manager; assistant production foreman; production foreman.
Educational Placement. A second area of placement for BT graduates, which is likely to become more important with increased emphasis on vocational-technical instruction in the public schools, is as teachers in vocational-technical education.

For some years the State Department of Education has been certifying Oregon Technical Institute graduates in appropriate occupational fields as vocational-technical teachers for Oregon high schools and community colleges. The certificate granted is the one year special vocational certificate. Teachers working under these certificates must complete specified work in vocational teacher education (usually at Oregon State University) and obtain required work experience (during the summer months) for certificate renewal. While certificates have been granted to Oregon Technical Institute associate degree graduates, both the State Department of Education and employers prefer graduates of the BT program. Oregon Technical Institute, in recognition of the fact that its BT graduates are considered desirable candidates for vocational education positions, and increasing numbers are accepting these positions, has sought to give students interested in teaching, supervised teaching experience in its own laboratories and classrooms as junior and senior projects. Oregon Technical Institute BT graduates are admissible to master's degree programs in education. Oregon State University, which has the responsibility in the State System of Higher Education for preparation of trade and industrial teachers has been accepting Oregon Technical Institute graduates into its programs in trade and industrial education at the appropriate level (baccalaureate or graduate) for some years. The two institutions work closely together and are, for instance, conducting a joint workshop on Industrial Processes Technology for teachers on the Oregon Technical Institute campus during the 1973 summer term. The workshop will carry Oregon State University graduate credit (IED 508) and Oregon Technical Institute upper-division credit (ADT 408). Metals is an important area of vocational instruction in both high schools and community colleges.

Student Interest

Students in the metals areas are well aware of the placement opportunities opened up by the BT degree. Over the past several years 26 students originally enrolled in metals programs transferred to other options in order to become eligible to complete a baccalaureate program. Of these students, Oregon Technical Institute reports, 20 transferred to other programs at Oregon Technical Institute, 5 transferred to Oregon State University, and one transferred to California State Polytechnic College.

Enrollments in the metals programs at Oregon Technical Institute have been small, but with the revisions now underway and with the opportunity to move into the BT program, Oregon Technical Institute expects
enrollments to increase. Sixteen students graduated in metals in 1972, and 21 are expected to graduate in June 1973. A survey of these graduating sophomores indicates that an estimated 10 will enroll in the BT program fall term 1973, if the program is authorized Oregon Technical Institute. To this number would be added possibly an equal number from community college programs, making a total entering junior class of about 20 students. This number would be expected to increase somewhat after the nature of the program and placement experience of its graduates become well known.

Cost of the Program

It has earlier been noted that the associate degree programs in metals are not heavily enrolled. In view of this fact, and in view of the fact that students preparing to become trade and vocational teachers will do supervised teaching in the metals laboratories as a part of their junior and senior projects, unless enrollment increases beyond present estimates, Oregon Technical Institute will be able to staff the junior and senior projects in metals required in the BT program with its present metals staff, all of whom are competent to undertake these assignments.

No other special course work is required for the program, since metals students will be enrolled in the same upper-division courses presently taken by students from engineering technology and auto-diesel curricula. Oregon Technical Institute will accommodate the metals students within its regularly scheduled classes as staffed within the institution's instructional budget.

A total of 427 students (juniors and seniors) were enrolled on Oregon Technical Institute's BT programs in the engineering and auto-diesel technologies fall term 1972. An increase of some 40-50 students, from metals curricula, when the program becomes fully operative, would bring this number to approximately 470 (a 10-11 percent increase).

Library

The library for the BT program has been developed out of regular library allocations. Books are purchased on the basis of recommendations from faculty members knowledgeable in the field. This policy will continue in adding to the holdings in industrial technology.

Facilities and Equipment

No new facilities or equipment are needed to accommodate the addition of metals students to the BT program. Laboratories used for the associate degree program are suitable for junior and senior project requirements. In the remainder of their upper-division courses, students will be enrolled in courses already being offered in the bachelor of technology programs in the auto-diesel and engineering technologies.
Other Programs in State System

There is no program in the State System paralleling the BT program at Oregon Technical Institute. Oregon State University offers integrated four-year programs in the technologies in some of the same areas as engineering programs at Oregon Technical Institute (e.g., engineering technologies) and the two institutions work closely together through a joint committee in these fields. The program nearest to the metals technologies at Oregon Technical Institute is the Oregon State University program in manufacturing engineering technology offered by the department of mechanical engineering at Oregon State University program in manufacturing engineering technology offered by the department of mechanical engineering at Oregon State University. This program is not directed toward the "hands on" operations characteristic of the proposed Oregon Technical Institute program and required for placement in the jobs toward which the Oregon Technical Institute program is directed.

Board's Office Recommendation

The Board's Office recommended that the Board authorize Oregon Technical Institute to admit graduates of metals technology curricula to the bachelor of technology degree program in industrial technology.

Discussion and Recommendation by the Committee

Seven representatives of Oregon industries who have advised with Oregon Technical Institute concerning industrial needs in industrial technology and whose companies endorse the proposed BT program were present at the May 4 meeting of the Academic Affairs Committee and testified in support of it, asserting that their companies, and others like them in Oregon and the Northwest, would have placement for graduates of the program. Included were representatives of Omak Industries, Electro-Scientific Industries, Jantzen, Mac-Fab Mfg. Company, Esco Corporation, Tektronix, Freightliner.

The Board's Committee on Academic Affairs recommended that the Board approve the foregoing Oregon Technical Institute request for authorization to change the name of the BT degree in auto-diesel to the BT degree in industrial technology, and authorize Oregon Technical Institute to admit into the program associate degree graduates in metals technology.

Board Discussion and Action

The Board approved the recommendation as presented.

**BT in Allied Health Technology**
- Dental Hygiene

**Allied Health Technology**
Oregon Technical Institute offers the following programs in allied health technologies:
BT Degree Programs

BT in Medical Laboratory Technology (3 years at OTI and
12 months AMA-approved school of medical technology)
BT in Allied Health Technology (4 years at OTI in a
program in medical laboratory technology)

Three-Year Associate Degree Programs

AAS in Dental Hygiene
AAS in Medical Radiologic Technology (2 years at OTI and
12 months in an approved externship program)
AAS in Radiologic Electronics Technology

Two-Year Associate Degree Programs

AAS in Environmental Health Technology
AAS in Dental Assisting
AAS in Nursing
AAS in Physical Science Technology

Oregon Technical Institute now requests authorization to admit associate degree graduates of two of the three three-year associate degree programs (dental hygiene and medical radiologic technology) to the BT program in allied health technology, now reserved for students in medical laboratory technology.

The BT in allied health technology resembles an integrated four-year program with the difference that students can "stop out," on completion of three years of study, qualified for employment, in the fields of dental hygiene and medical radiologic technology, or, in the case of medical laboratory technology, for admission to a hospital school of medical technology. The fourth year, leading to the BT degree, provides opportunity to broaden the student's background in his technical field as well as giving him opportunity for work in general liberal arts and elective courses characteristic of baccalaureate programs.

The BT in allied health technology requires a minimum of 195 hours, including work completed in the associate degree, distributed as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved course work in technology</td>
<td>91</td>
</tr>
<tr>
<td>Approved courses in related science</td>
<td>44</td>
</tr>
<tr>
<td>Humanities or social science sequence</td>
<td>18</td>
</tr>
<tr>
<td>Approved courses in communications skills</td>
<td>12</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Approved electives</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>195</strong></td>
</tr>
</tbody>
</table>

How these requirements would be met in the fields in which Oregon Technical Institute is requesting BT authorization is shown in the discussion of the Oregon Technical Institute request as follows.
BT in Allied Health Technology with Major in Dental Hygiene. Admission to the associate degree dental hygiene program is at the sophomore level. Freshman students complete a one-year preprofessional program from which they move into Oregon Technical Institute's dental assistantship program or, upon acceptance for admission, into the two-year program in dental hygiene. Because of limited facilities, total enrollment in the two-year program is restricted to 18 students.

Following two years of specialized work, the student is awarded the AAS degree, and a certificate in dental hygiene. At this point the student has completed his professional preparation and is eligible to sit for the licensure examination in the state in which he wishes to practice.

Dental hygiene programs are by virtue of requirements of the accrediting body, the American Dental Association, college transfer in nature. The Oregon Technical Institute student, upon receipt of his AAS degree and certificate in dental hygiene could (upon licensure) enter professional practice or he could transfer to one of the multi-purpose institutions of the State System and complete requirements for a baccalaureate degree in health education (UO) or general science (OSU, PSU, OCE, SOC, EOC).

The Oregon Technical Institute students in dental hygiene thus have the same opportunity to earn a baccalaureate degree, by transfer into a general science or health education program at one of the multi-purpose institutions, as have graduates of the dental hygiene certificate programs of the community colleges or students who have completed the dental hygiene certificate program at the University of Oregon Dental School following a one-year preprofessional program. Students at the University of Oregon Dental School who have completed a two-year preprofessional program are awarded the baccalaureate degree upon completion of the two-year program in dental hygiene. In granting the University of Oregon Dental School authorization to award the BS degree in dental hygiene to students completing two years of preprofessional work and two years of dental hygiene, the Board noted that the requirement that students holding the certificate in dental hygiene complete a major in general science or health education in order to receive the baccalaureate degree constituted what amounted to a double major and in most cases required the student to spend more than four years in a baccalaureate program.

Approval by the Board of the Oregon Technical Institute request would permit students completing associate degree programs in dental hygiene at Oregon Technical Institute and at the community colleges to earn the baccalaureate degree without having to complete a second major, an opportunity now restricted to students completing the dental hygiene certificate program at the University of Oregon Dental School.

The AAS graduate in dental hygiene at Oregon Technical Institute has completed a minimum of 150 hours of work, 91 in his technical area. As is shown in the Table below, 45 hours would remain to be completed to meet requirements for the BT degree.
Drawing upon courses already available at Oregon Technical Institute, the student and his advisor would draw up a program appropriate to the students' occupational and general education interests meeting requirements for graduation with the BT degree.

Students transferring into the program from dental hygiene programs of the community colleges would generally have met most of the technical and related science requirements but would need to complete additional work to meet requirements met by the Oregon Technical Institute student in the preprofessional program.

ANALYSIS OF HOURS REMAINING TO BE COMPLETED FOR BT DEGREE IN ALLIED HEALTH TECHNOLOGY BY GRADUATES OF OTI'S AAS PROGRAM IN DENTAL HYGIENE

<table>
<thead>
<tr>
<th>Course Area</th>
<th>BT Requirements</th>
<th>Completed in AAS Program</th>
<th>Remaining for Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Technology</td>
<td>91</td>
<td>91</td>
<td>-</td>
</tr>
<tr>
<td>Related science</td>
<td>44</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>Humanities or social science</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>sequence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications skills</td>
<td>12</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>7</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Approved electives</td>
<td>32</td>
<td>-</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>150</td>
<td>45</td>
</tr>
</tbody>
</table>

Oregon Technical Institute assumes that most of the dental hygiene students electing to complete the baccalaureate degree would do so because they wished to prepare themselves to move into administrative, supervisory, and teaching positions.

The senior year program which might be followed by a student interested in becoming an instructor in dental hygiene, would include, in addition to six credit hours of social science, 21 hours of electives and six credit hours in communications and report writing, the following courses:

- Mth 411 Statistics
- Z 370 Radiation Biology
- Z 395 Investigative Zoological Problems
- BI 407 Seminar

Hours

3
3
9
3

The course, Z 395 Investigative Zoological Problems, hours to be arranged, is the allied health technologies equivalent of junior and senior projects in the engineering and auto-diesel BT programs. Oregon Technical Institute would use this course to give senior dental hygiene students opportunity to pursue individual studies appropriate to their occupational goals, in the instance cited above, an opportunity for research in course planning.
Cost To Offer the Program

The number of students who will elect the BT program for dental hygiene students is expected to be small. Oregon Technical Institute graduates a maximum of nine associate degree students a year in dental hygiene. In 1972, graduates from community college dental hygiene programs totaled 32. Upon licensure the associate degree students are qualified to enter a well-paid profession and most do. Only an occasional associate degree graduate now transfers to a four-year institution to complete a baccalaureate program in general science or health education, and although the proposed Oregon Technical Institute program would be more attractive in professional orientation and time involved, it is not expected that more than a few students will be involved in the program at any one time.

If a separate program were required in order to offer the BT program option to the dental hygiene students, the cost might be excessive. But as it is, the dental hygiene students could be accommodated in already-scheduled classes. The opportunity for individual study and research is available at Oregon Technical Institute in the course Z 395, and the enrollments likely to result from opening up this course to dental hygiene candidates for the BT degree are not expected to cause serious problems at Oregon Technical Institute.

Board's Office Recommendation

The Board's Office recommended that Oregon Technical Institute be authorized to admit graduates of associate degree programs in dental hygiene to the BT program in allied health technology. This will offer to associate degree graduates in dental hygiene a bachelor's degree option that is much more direct than the present options, namely, to complete requirements in general science or health education.

Discussion and Recommendation by the Committee

After a discussion of the proposed request, involving a series of questions from Mrs. Johnson and Mr. Corey clarifying the relationship of the proposed degree authorization to the dental hygiene program at the University of Oregon Dental School, and to dental hygiene programs offered in the community colleges in Oregon, the Committee voted to recommend to the Board the granting of the requested authorization to Oregon Technical Institute to admit into the BT in allied health program, associate degree graduates in dental hygiene.

Board Discussion and Action

The Board approved the recommendation as presented.
BT in Allied Health Technology with a Major in Medical Radiologic Technology

The AAS program in medical radiologic technology is a three-year program comprising two years at Oregon Technical Institute and 12 months externship in an approved hospital program. Upon completion of the program, the student is awarded the AAS degree, and is eligible to sit for examination for registration by the American Registry of Radiologic Technologists and to enter professional employment.

Students wishing to qualify for a baccalaureate degree would remain at Oregon Technical Institute for a third year of work, which, with one year's externship at a hospital, would constitute the requirements for the BT degree. The hours required for graduation would be 195, distributed as shown in the table below. Actually, however, the student graduating will have completed 202 credit hours because Oregon Technical Institute has allowed for the counting of but 91 credit hours of technology in the total of 195 credits required for the degree, whereas AAS graduates of the Oregon Technical Institute program will complete a total of 98 credit hours in technology (38 credits in courses at Oregon Technical Institute, 60 credits in the hospital externship).

<table>
<thead>
<tr>
<th>BT Requirements</th>
<th>Completed in AAS Degree at OTI</th>
<th>Externship</th>
<th>Remaining Year at OTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>91</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Related science</td>
<td>44</td>
<td>42</td>
<td>-</td>
</tr>
<tr>
<td>Humanities or social science sequence</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Communications skills</td>
<td>12</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>7</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Approved electives</td>
<td>32</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>101</td>
<td>60</td>
</tr>
</tbody>
</table>

The third year of work at Oregon Technical Institute would be planned in accordance with the student's interests and career objectives. A sample program, designed for the student who wishes to acquire managerial skills for possible promotion to an administrative position has been included in the OTI presentation on page 93.

The only other program in medical radiologic technology in Oregon is an associate degree program offered by Portland Community College in cooperation with the University of Oregon Medical School. Qualified graduates of this program would be eligible to enter the proposed Oregon Technical Institute BT program.
Need for the Program

There are not likely to be large numbers of students who will elect a BT program in radiologic technology. Oregon Technical Institute graduates approximately 15 associate degree students in medical radiologic technology each year. And the fact that employment is readily available upon the completion of an associate in applied science degree (two years at Oregon Technical Institute and one year's externship in a hospital) will not dispose many students to remain for a third year at Oregon Technical Institute before the externship in order to earn the BT degree, or, having earned an associate degree and entered employment to return for a final year at Oregon Technical Institute. But there will be some, and it is anticipated that there will be some from the Portland Community College, and from community colleges outside the state, and some from the ranks of the employed radiologic technologists who will find the proposed program attractive.

That there is a need for radiologic technology personnel with baccalaureate training is a matter of frequent mention in the field, as was illustrated by the materials presented to the Academic Affairs Committee on May 4. Oregon Technical Institute is not alone in its desire to help to meet the need. The 1972 issue of the Allied Medical Education Directory, published by the Council on Medical Education, American Medical Association, lists 22 institutions which offer bachelor's degrees in radiologic technology.

Courses. Of the courses proposed by Oregon Technical Institute as constituting the third year of the proposed BT program (the fourth year being the hospital externship), most are courses that are presently being offered at Oregon Technical Institute in connection with other programs, the exceptions being an individual studies course for two credit hours and a radiologic seminar for 3 credit hours.

Faculty. Oregon Technical Institute reports that adjustments in assignment in the radiologic staff would permit the handling of the foregoing two courses with the present staff.

Facilities. Oregon Technical Institute reports that the courses that would be specific to the BT degree in radiologic technology, cited immediately above, could be handled within the existing facilities. All of the other courses are currently being offered and could accommodate the small numbers of students anticipated in the program here under discussion.

Library. Oregon Technical Institute has been building library for the courses involved in the additional course work necessitated in the proposed BT program, for some years, since most of the courses have been offered for some years. It has likewise developed a substantive core of library holdings covering the technology.
Board's Office Recommendation

The Board's Office recommended that the Board's Committee recommend approval of the Oregon Technical Institute request to be authorized to admit medical radiologic technology students into the bachelor of technology in allied health technology.

Discussion and Recommendation by the Committee

After a brief discussion of the proposed program, the Academic Affairs Committee voted to recommend to the Board approval of the Oregon Technical Institute request to be authorized to admit associate degree graduates in medical radiologic technology into the bachelor of technology in allied health programs.

Board Discussion and Action

The Board approved the recommendation as presented.

(Considered by Building Committee, May 3, 1973.)

Staff Report to the Committee

The Board's capital construction program for 1973-1975 includes, as Priority No. 1 within the listing of educational and general plant projects, $2,500,000 for Classroom, Laboratory and Office Facilities and Water Chiller at Oregon Technical Institute. Of the estimated total project cost, $2,365,000 is applicable to the proposed instructional facilities and the remaining $135,000 is applicable to the water chiller which will be installed in the existing Mechanical-Electrical Building west of the administrative unit, Snell Hall.

Before describing the plans which are to be reviewed with the Committee and other members of the Board on May 3, it may be helpful to trace some of the background applicable to this project.

As reported to the Board at the October 24, 1966, meeting, Architects Skidmore, Owings & Merrill were commissioned to provide professional services relating to the design and contract administration of these additional facilities. On February 18, 1969, the Board approved the initial basic studies for what was then identified as Laboratory Building II, a separate one-story structure containing about 33,250 square feet expected to be constructed southeast of Semon Hall at a right angle to the existing building. Authorization to proceed with construction was requested both in 1967 and 1969 but was not obtained from either session of the legislature.

Subsequently, on December 8, 1970, during the preparation of capital outlay requests for 1971-1973, the Board approved a revised schematic design reflecting a two-story structure, plus partial basement, containing a gross area of approximately 60,375 square feet and providing
the structural capacity for the future construction of an additional floor. The total project was estimated to be $3,260,000. It was indicated, however, that even though a very high priority had been assigned to these facilities within the Board's listing of educational and general projects, it did not appear likely that they could be included within the total capital outlay program of $6,000,000 recommended by the Governor.

At the March 9, 1971, meeting, the Board approved revisions to the plan in order to reduce the gross area to about 40,950 square feet and the cost estimate to $2,345,000. In this scheme, the basement was somewhat larger than in the previous one, but the second floor level was deferred for future addition. The minutes of that meeting indicate that "While there does not appear to be any prospect of integrating any portion of the proposed Laboratory Building II at Oregon Technical Institute within the Governor's capital outlay budget recommendation of $6,000,000, the need for these facilities is clearly demonstrated by the crowded conditions on that campus." Regrettably, authorization to proceed with construction was not granted by the 1971 Legislature.

When the Building Committee and other members of the Board discussed the capital outlay program for 1973-1975, it was suggested that the proposed Classroom, Laboratory and Office Facilities at Oregon Technical Institute, assigned Priority No. 1 in the listing of educational and general projects, should be planned as an addition to Semon Hall without provision for future vertical expansion. Consequently, Architects Skidmore, Owings & Merrill were authorized to make further revisions to the schematic design.

Institutional officials and the project architects have filed with the Board's Office a copy of the latest revised schematic design for this project reflecting current facility needs. In order to meet code requirements and achieve the most economic solution, the proposed new construction would be physically independent of Semon Hall, but it would appear generally as an addition at the south end of the building. This location conforms to the master campus plan developed for the institution in 1960. To accommodate the current facility needs, which are very similar to those provided by the plans approved in 1971, it is expected that the space would include 50 office stations, 380 classroom stations, a total of 232 laboratory stations for biology, chemistry, computer science and mechanical drafting and related service areas. The gross area of the one-story structure, including a partial basement for mechanical and storage rooms, would be about 47,400 square feet. The design character and outline specifications conform generally to those of the existing building. The direct construction costs of the building and fixed equipment, excluding the water chiller and site work, are estimated to be $1,930,000, averaging about $40.72 per square foot.

Staff Recommendation to the Committee

It was recommended that the revised schematic design phase of planning for the Classroom, Laboratory and Office Facilities and Water Chiller
project at Oregon Technical Institute 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 following appropriate legislative authorization.

**RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN**

**Project** - OTI Classroom, Laboratory and Office Facilities and Water Chiller

**Architects** - Skidmore, Owings & Merrill, Portland

**Legislative authorization** - Being requested from 1973 Legislature

**Board’s priority** - No. 1 in 1973-1975 (Educational and General Plant)

**Estimated gross area** - 47,400 square feet

**Estimated total project cost** - $2,500,000

**Estimated direct construction costs:**
- Building and fixed equipment - Total $1,930,000
- Average per square foot - $40.72
- Water Chiller $130,000

**Tentative schedule:**
- Bidding - January 1974
- Completion - August 1975

**Tentative financing plan:**
- General Fund appropriation and/or Article XI-G bonding $2,500,000

**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.

**Accreditation Expense, OTI**

(Considered by Finance Committee, May 3, 1973.)

**Staff Report to the Committee**

An accreditation visit by the Engineers’ Council for Professional Development was conducted at Oregon Technical Institute on April 11-13, 1973. Expenses for the visit were $2,800, covering the seven Engineering Technology curricula conducted at Oregon Technical Institute. The purpose of the visit was to obtain reaccreditation on the programs.
It was recommended that funds in the amount of $2,800 be provided from the Board's Unallocated Reserve to cover the accreditation expense for Oregon Technical Institute.

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. It was indicated that the name of Oregon Technical Institute had been changed to Oregon Institute of Technology by legislative action.

(Considered by Committee on Academic Affairs, May 30, 1973.)

Staff Report to the Committee

OSU, Request for Authorization to Offer a BS Degree in Residential Institutional Management

Oregon State University requests authorization to offer an interdisciplinary program in residential institutional management leading to the bachelor of science degree.

The program is being presented jointly by the school of business and technology, the school of home economics, and the division of health and physical education. Students majoring in the proposed program could designate either of the two schools or the division of health and physical education as their major academic unit.

The objective of the proposed program is to provide sound professional preparation for administrators of specialized resident institutions (i.e. health service organizations such as nursing homes and extended care facilities, retirement residences and homes for the aged, and children's resident facilities). The rapid proliferation of these resident care facilities and the importance of their being well administered makes the Oregon State University request a significant one.

Analysis of the nature of the competencies required by administrators of various kinds of resident facilities suggests that there are certain commonalities in the kinds of competencies they need, whether administering a nursing home, a retirement residence, or a child care facility. These include: Competence in business management, competence in institutional management, knowledge of community health requirements, understanding of human growth and development, and ability to make manifest an understanding of human motivations and of human understanding.

Beyond these basic commonalities there are special understandings and competencies required, depending upon the particular kind of residential institution to be administered.
Oregon State University has therefore devised a program consisting of (1) general education requirements of from 54 to 58 credit hours, (2) core requirements for the majors which core contains the work necessary to achieve the competencies considered necessary to all majors, 91 credit hours, and (3) two areas of specialization, of 42-47 hours each, one for those administering or preparing to administer health service organizations or retirement residences (Option A), and a second, designed for administrators of children's resident facilities (Option B).

We briefly summarize the requirements of the proposed program on a later page of this section of the minutes.

Resources Required

The courses required in the proposed curriculum would be taught by the Oregon State University faculty currently teaching them, for all of the elements of the proposed curriculum are presently available at Oregon State University. The proposed curriculum is designed to make maximum use of existing course offerings.

However, it is anticipated that some modifications in some existing courses may make them more serviceable to the proposed curriculum as well as to the existing curricula for which they are offered. This is true, for instance in some of the health courses. As these courses are revised, it is anticipated that they will be more effective both for the curricula they now serve as well as the proposed curriculum.

It is also likely that, should the proposed program be approved, certain courses in the School of Business and Technology necessary to the program will be sectioned differently than they currently are so as to provide the needed focus for the proposed curriculum. Illustrative of these courses are: BA 494, Organizational Dynamics; BA 496, Management and Labor; BA 499, Business Policy.

Outside funding from the Health Services and Mental Health Division and from the Administration on Aging will be sought to supplement support of certain courses, namely those currently partially supported by the Gerontology Training Grant, special sections of business and technology courses directed toward the examination of health organizations and field experience.

It is anticipated that 0.5 additional faculty FTE would be necessary to initiate the proposed program and that this will grow to 1.00 faculty FTE during the third to the fifth year. An additional 0.5 faculty FTE to provide leadership in a program of extension service for administrators of resident facilities would be desirable, given the need for help which these administrators have indicated. Additional support personnel to the extent of 0.25 FTE would be needed during each of the two years of the 1973-1975 biennium.

The additional FTE estimated as necessary to the program is contingent upon the growth of the program and will be accommodated by adjustments in programs of low enrollment, President MacVicar indicates.
Library

Library resources are currently adequate to the need of the programs being offered in business administration, institution management, health, and human development and human relationships, and the library resources for support of gerontology have been developed in recent years. What is limited are the trade publications relating to the field for which the proposed program would provide preparation. The field is so new little is being published. Oregon State University would expect to subscribe to responsible professional journals when they are developed.

Facilities and Equipment

No additional special facilities in terms of buildings, laboratories, or equipment will be necessary for the offering of the proposed curriculum. Oregon State University asserts that the existing facilities are adequate in kind and quality for the numbers of students anticipated. Field experiences will be provided in operating service institutions.

Funding

Oregon State University is not requesting additional funding for the proposed program. The additional FTE required and the proposed expenditures for library are nominal and Oregon State University indicates that it proposes, with such funds as it can secure from outside funding, notably from the Health Services and Mental Health Administration, to provide for these needs from its going-level budget without any request for special funding.

Student Demand

In summary, it is anticipated that there might be an enrollment of perhaps as many as 100 in the first five years of the program, with perhaps 40 to 50 graduates over that period. However, as Oregon State University notes, changing pressures brought by state licensing bodies or federal legislation could increase the anticipated number significantly.

Oregon State University anticipates that the proposed program would prove a significant option for students already attracted to Oregon State University by its programs in business administration, institution management, human growth and development and health, and because of particular competencies of faculty and programs related to gerontology and children.

Board's Office Recommendation

The Board's Office recommended that the Academic Affairs Committee recommend Board approval of the Oregon State University request for authorization to offer an interdisciplinary program leading to a Bachelor of Science degree in Institutional Management, effective 1973-74.

Discussion and Recommendation of the Committee

The Committee discussed the proposed program briefly. Mrs. Johnson inquired as to whether Oregon State University anticipated preparing
hospital administrators in the proposed program. She also inquired concerning the possibility that Oregon State University might use its instructional resources in preparing administrators of hotels and motels and other residential facilities closely allied with the tourist industries. President MacVicar responded that it was not Oregon State University's intention to prepare hospital administrators, that these administrators are being prepared in other kinds of programs elsewhere in the United States. He said further that Oregon State University has given thought to the development of a preparation program for the second category of administrators to which Mrs. Johnson had referred.

The Committee agreed to recommend that the Board approve the Oregon State University request for authorization to offer a BS degree in residential institutional management.

Board Discussion and Action

The Board approved the recommendation as presented.

Oregon State University requests authorization to offer a program leading to the BA/BS degree in resource recreation management. A description of the proposed program, and an analysis of the program request by the Board's Office is presented in detail in the document entitled "Oregon State University Request for Authorization to Offer a Program in Resource Recreation Management Leading to the BA/BS Degree" (dated May 3, 1973) which was sent to members of the Board as the basis for discussion at the May 3-4 meeting of the Board's Academic Affairs Committee.

We shall not, therefore, repeat the contents of that document here, but turn directly to some of the issues that were discussed at the Academic Affairs Committee meeting.

1. This request is the second formal request from Oregon State University for authorization to offer a program leading to the BA/BS in resource recreation management. The previous occasion was in January 1970. On that occasion, the Academic Affairs Committee took the view that while Oregon State University's stated aim was to offer a recreational resource management program, the curriculum which they presented was not consistent with that aim and hence, the program request was not approved.

2. The present request is for a program in recreational resource management with options in outdoor recreation, environmental interpretation, park resource administration. The curricula are much altered from the curricula presented in 1970. They do reflect much more than the 1970 curricula, a recreational resource orientation.

3. The proposed program is now lodged in the division of health and physical education. The Board's Office considers that there would be at least two advantages to lodging it in a resource-oriented
school, such as the school of forestry or agriculture, rather than in a program-centered, activity-oriented division such as health and physical education.

a. The Board's Office believes that placing the recreational resource management program in a resource-oriented school such as agriculture or forestry would provide needed support and encouragement for the program's remaining a recreational resource management program in the face of what the Board's Office believes will be insistent pressures for the recreation department to provide a program blanketing the recreation management field. These pressures will generate because:

- There is an inadequate number of employment opportunities to absorb the increasing numbers of graduates from recreation curricula. The number of recreation graduates in the West — and elsewhere, according to reliable reports — exceeds very substantially the number of unfilled budgeted positions in recreation. The result is that many graduates of recreation programs in California, Washington, Oregon — the West generally — are unable to find employment in the recreation field.

- The largest number of positions in the recreation field is in municipal recreation and park programs. The majority of employed recreation workers in the United States are employed in these departments and voluntary organizations.

In a tight employment market there will be an insistent pressure upon the Oregon State University recreation department to provide, through elective courses and the otherwise, means for Oregon State University recreation students to qualify themselves for the full range of employment opportunities in the recreation field — including, in particular, the municipal recreation and park management field — even though Oregon State University's proposed focus is resource-based recreation having to do with the development and management of what Oregon State University has referred to as "recreation lands" managed principally by federal and state agencies (e.g., Bureau of Outdoor Recreation, Bureau of Fisheries and Wildlife, Corps of Engineers, Soil Conservation Service, Federal Power Commission, National Park Service, and state park systems), and private agencies.

It will require the strongest kind of commitment from within the recreation department, and the strongest kind of faculty and administrative reinforcement and supervision from outside the department of recreation if the foregoing pressures are to be resisted successfully and Oregon State University's focus kept centered on a resource-based recreation curriculum.
b. We believe that lodging of the recreational resource management program in a resource-centered school would have advantages for the graduates of the recreation program when they seek placement in the resource-oriented programs of the federal, state, county, and private agencies.

Board's Office Recommendation

The Board's Office recommended that Oregon State University be authorized to offer a resource recreation management program, contingent upon the program's being established in and made responsible to a resource-oriented unit of the university, such as the school of forestry or school of agriculture.

Committee Discussion

Mrs. Johnson called upon President MacVicar to provide the Board members with his views concerning the proposed program.

President MacVicar observed that upon his assuming the presidency he had set in motion a review of the recreation request that had been considered by the Board in January, 1970. Consistent with the Board's action on that occasion, he said he had requested that the staff develop a recreational resource management program for consideration by the Board. In the development of the proposed program, he said, there had been consultations with the Board's Office, and with potential employers of the products of Oregon State University's proposed recreational resource management program. The present proposal reflects, he said, a sound curricular design and one which accords with the views of prospective employers as being capable of producing the kind of people they will wish to employ.

He noted the key roles that Dr. Heath and Dr. Long (head of the division of health and physical education) have played in the development of the proposed program. He described the interdisciplinary character of the program and the nature of the interdisciplinary committee that has been established to further the interests of the program in the University and to give general oversight to the program.

He affirmed the desire and the intent of the University to create and maintain a first-rate recreational resource management program and to hold the program on a steady course in the recreational resource management area.

Members of the Board inquired concerning the present status of the program, the cost of the program, the extent of collaboration between the University of Oregon recreation and park management program and the Oregon State University recreational resource management program, the relationship of the proposed recreational resource management program to the forest recreation program available at Oregon State University, the advantages to be gained from placing the proposed program in a resource-oriented school such as forestry or agriculture.
President MacVicar stated that he thought that it would be desirable, if the Board approves the proposed program, to simply emphasize that the program being approved is resource-oriented and resource-based and must remain so, leaving it to the institution to determine where best to place the program in the administrative structure of the University. If, however, the Board should stipulate that in the interests of protecting the nature of the program it is approving, the program should be placed in the school of forestry or agriculture, then Oregon State University would consider how it could best do so to provide the most efficient operation in terms of use of personnel, physical plant resources. President MacVicar also indicated that if the proposed program were to be placed in a resource-oriented school, the school of forestry would necessarily have some important part of the responsibility for its management. He indicated that the placing of the program in a resource-oriented school might very well require a realignment within the resource management area involving perhaps the area of fisheries and wildlife in agriculture, which has, he noted, significant recreation complements, and forest management and forestry.

Committee Action

Members of the Academic Affairs Committee agreed to pass the requested program on to the Board of Higher Education, without recommendation.

Board Discussion and Action

Mrs. Johnson summarized developments leading up to the present request of Oregon State University for authorization to offer the BS degree in recreational resource management, beginning with Oregon State University's request in 1970 for authorization to offer a baccalaureate degree program in recreation. She noted that the 1970 request had been denied by the Committee because the program proposed appeared not to be in recreational resource management but more nearly a duplication of the program available at the University of Oregon. She noted that at the May 3 meeting, the Committee had discussed various aspects of the present request, including its relationship for the University of Oregon program in recreation management; the desirability of locating the program in a resource-oriented school at Oregon State University, probably the School of Forestry; and designation of the program as a program in recreational resource management. Because only two members of the Committee were present for the discussion on May 3, it had been decided to forward the request to the full Board without specific recommendation.

Mr. Stewart said that as chairman of the state park and recreation advisory committee, he had had an interest in the development of a program in recreational resource management. He said employees competent in the field are needed by the Army Engineers, the Forest Service, the state and county park systems, Bureau of Land Management,
Bureau of Outdoor Recreation, and many private companies such as
Pacific Power and Light, Weyerhaeuser, Georgia-Pacific, Crown
Zellerbach, and others. He emphasized that it is important to
distinguish between a program preparing people for urban recreation
programs - the city park systems for example - and rural, outdoor
recreation, for example, the national park service, Mr. Stewart
said, adding that it was his belief that this distinction had been
made in the proposal before the Board.

Mr. Stewart concluded by moving that the Board authorize Oregon State
University to offer a baccalaureate degree program in recreational
resource management, to be established in the School of Forestry.
Mrs. Johnson indicated her agreement with the motion, saying it was
one she had intended to offer.

President MacVicar expressed appreciation of Oregon State University
for Board support of the development of the proposed program. He said
he agreed that there is a valid need for individuals who are oriented
towards the proper and appropriate management of the interface between
humans and the environment in the sense of parks and recreational
facilities that are nonurban in their setting. He said Dr. Long, the
director of the division of health and physical education, and
Dr. Heath, chairman of the recreation department, had worked dili-
gently with advisory committees and others to develop a truly resource-
oriented program, and they quite naturally have some qualms about the
severance of this relationship. However, he continued, Oregon State
University recognizes that at some time there will be another presi-
dent, another dean, and another department head, and if the program
is to continue to be resource-oriented, it should perhaps most
logically be placed in a resource-oriented school, such as forestry.
He said Oregon State University understands the motivation of the
Board's Office and the Board in giving this kind of directive and he
affirmed that Oregon State University would do its best to mount a
program of high quality reflecting credit on the University and the
State System.

The Board approved the motion as presented.

(Considered by Building Committee, May 3, 1973.)

**Staff Report to the Committee**

The capital outlay requests for 1973-1975, which the Board approved
at the July 24, 1972, meeting, included $1,730,000 for Student Union
Facilities at Oregon State University. This item was assigned
Priority No. 4 in the listing of projects to be financed from self-
liquidating bond borrowings and/or balances available for auxiliary
enterprises. The cost estimate reflected the proposed remodeling
within Snell Hall, currently serving as a residence hall and cafe-
teria, but did not include the internal transfer of funds required
for the conversion of the buildings to student union use. (Based
upon the policies approved by the Board on September 26, 1972, the
adjustments to the appropriate bond sinking fund reserves upon the
re dedication of buildings and facilities from one type of use to another may be accomplished either on a lump-sum basis or on a contract over a period of time equal to the difference between the age of the building and thirty years.)

It was acknowledged at that time that architectural planning of the proposed remodeling had not been authorized, nor had the fiscal feasibility of the project been determined, but the need for some relief to the crowded conditions within the Memorial Union seemed sufficiently clear to warrant the recommendation to seek legislative authorization for this project.

Within the past few weeks, arrangements have been made with Architects Jeppsen, Miller & Tobias of Corvallis, for assistance in determining the feasibility of future alterations to Snell Hall and in developing conceptual studies for such work and for related remodeling within the Memorial Union Building. Utilizing a comprehensive program developed by institutional officials, reviewed and approved by the Board's staff, the architects have just begun their assignment.

Because it appears unlikely that all of the planning and contracting for a major project for student union facilities at Oregon State University could be achieved within the next biennium, and because reductions in enrollment projections at several of the institutions have the effect of reducing estimated student building fees available for debt service requirements, alternate means of solving some of the most critical space problems within existing resources have been explored. Institutional officials have indicated their willingness to defer the proposed conversion of the multi-story residence hall to union use, at least until July 1, 1975, but have urged that the re dedication of the cafeteria unit be accomplished by July 1, 1973, so that the space therein can be utilized as a supplement to the food service facilities within the Memorial Union.

Snell Cafeteria was completed in 1959. It contains a gross area of approximately 23,887 square feet and has a capitalized value of $469,014. Its estimated replacement value, reported for Restoration Fund coverage, is $716,610. Its share of the debt service assessment applicable to all single student housing and related food service facilities throughout the State System is 0.905 percent. Based upon the estimated total assessment of $2,118,633 for 1973-74, the share applicable to the cafeteria would be about $19,174. Consistent with Board policies it is proposed that this amount be paid to the Oregon State University Housing Department as the rental or annual payment for the next fiscal year. Assuming that the re dedication is permanent, similar payments would be made until 1989, adjusted annually to reflect the actual debt service requirements applicable to the building.

For 1973-74 and 1974-75, it is proposed that the payment of $19,174 be financed from commingled student building fees, but for subsequent years, other potential sources of income need to be considered as possible substitutes for such fees. Initial remodeling costs are expected to be less than $50,000 and would be financed from reserves currently available to the Memorial Union in its repair and replacement accounts.
It is expected that a more precise determination of needs and financial capabilities for a major remodeling project involving Snell Hall and/or the Memorial Union will be formulated for a subsequent biennium following the study now being started by Architects Jeppsen, Miller & Tobias.

**Staff Recommendation to the Committee**

It was recommended that:

1. The capital outlay requests for 1973-1975 be revised to exclude the $1,730,000 item for Student Union Facilities at Oregon State University previously assigned Priority No. 4 in the listing of projects to be financed from self-liquidating bond borrowings and/or balances available for auxiliary enterprises; and

2. Snell Cafeteria be rededicated from student housing and related food service use to Student Union use effective July 1, 1973, with the understanding that a payment of approximately $19,174 would be made from commingled student fees equal to the debt service requirements applicable to that building during each of the next two fiscal years, 1973-74 and 1974-75. Subsequent annual payments would be required through 1988-89, but the source thereof shall be determined at a later time.

**Committee Discussion and Recommendation**

During the discussion, Mr. Hunderup indicated that the rededication of Snell Cafeteria was being requested so that it would, in effect, be a part of the Memorial Union. Some remodelling within the existing Memorial Union will be involved.

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

**Board Discussion and Action**

The Board approved the recommendation as presented.

(Considered by Finance Committee, May 3, 1973.)

**Staff Report to the Committee**

Oregon State University has reported the March 7 approval by Extension Directors of the the western states of a plan for establishment of a Western Regional Agricultural Engineering Service. The objective of the Service would be "to facilitate the programs of the participating states through the preparation and distribution of design data, publications, and related educational materials based on coordinated recommendations resulting from research and other sources."
The first year's budget, beginning July 1, 1973, will be $32,000, of which $26,000 is to be provided by formula contribution from ten (or possibly eleven) participating states. The balance is expected to be derived from fees and sales. The total budget for the second year of the biennium should be $34,000.

Initially, the WRAES should be staffed by a director having an academic appointment as an extension specialist, a technical assistant, and a secretary. The unit would be administratively responsible to the Director of the Cooperative Extension Service and housed with the Agricultural Engineering Department.

Examples of work to be undertaken on a regional basis by WRAES include housing for migrant workers, safety, noise control, and waste management.

Staff Recommendation

It was recommended that the Finance Committee recommend Board approval of the request of Oregon State University for authorization of the establishment of the Western Regional Agricultural Engineering Service at Oregon State University at the indicated level of support from the sources designated.

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 Finance Committee, May 3, 1973.)

Staff Report to the Committee

The Forest Research Laboratory at Oregon State University receives financial support from a forest products harvest tax, authorized by State law on merchantable forest lands, at the rate of five cents per thousand feet, board measure. ORS 321.037 requires the Board of Higher Education to determine as of February 16 of each year the unexpended balance of funds in the "Forest Research and Experiment Account" and also the amount budgeted for expenditures for the remainder of the current fiscal year and for the following fiscal year. If the projected balance at the end of the following fiscal year remaining from the unexpended balance as of February 16 is not estimated to equal or exceed $400,000, then the tax during the following fiscal year shall continue at the maximum statutory rate. A one-cent surcharge, imposed by Chapter 49, Oregon Laws 1971, for the 1971-1973 biennium, is included in the calculations. If the estimated balance exceeds $400,000, then there is to be a fifty percent reduction in the tax rate.
An examination of the financial condition of the Forest Research Laboratory account as of February 16, 1973, and projection of expenditures to June 30, 1974, using the formula prescribed by the statute, shows the following:

Actual Unexpended Balance as of February 16, 1973 $ 151,188

Less - Budgeted Expenditures:
February 16, 1973, to June 30, 1973 $ 203,832
July 1, 1973, to June 30, 1974 595,000

Statutory Reserve Base as of February 16, 1973 Negative ($ 647,644)

Staff Recommendation

It was recommended that, pursuant to law, the State Tax Commission be notified that the Reserve Base as of February 16, 1973, has a projected negative balance of $647,644.

Based on provisions of ORS 321.037, it follows that the Forest Products Harvest Tax will continue to June 30, 1974, on merchantable forest lands at the rate of five cents per thousand feet, board measure, plus the one-cent surcharge, unless increased by the Legislature. It is expected that the income from the tax during the entire period of February 16, 1973, to June 30, 1974, will total about $650,000.

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, May 3, 1973.)

Staff Report to the Committee

Lane County officials have advised the University of Oregon of their desire to construct a scenic and recreational waterway system within Alton Baker Park north of the Willamette River and adjacent to Autzen Stadium. A minor portion of the waterway is proposed to be constructed immediately south of the stadium parking lot on undeveloped property which is presently owned by the Board. The routing of the waterway has been chosen because of favorable land contours and ground characteristics.
Inasmuch as a federal grant has been obtained by the County to help finance the park improvements, and the grant award stipulates that the project must be completed by October 1974, it is necessary that the County commence construction within the very near future. Although the master plan for the total development of Alton Baker Park has not been completed, and may require as much as a year or more before it is finalized and approved, the location of the proposed waterway has been determined and construction can be undertaken promptly if appropriate arrangements can be made for the entire route.

University of Oregon officials are anxious to cooperate with the County in its development of the park and have recommended that an agreement be executed with the County to provide for an exchange of land in or adjacent to the park. The Board would agree to convey to the County approximately two acres of land needed for the waterway, identified on a plot plan furnished to the Board's office, and the County would agree to convey to the Board, within three years, property of equal value which is adjacent to the Autzen Stadium parking lot. The specific property to be deeded to the Board would be determined by mutual consent.

The agreement would provide that the County would be required to correct water seepage problems, if any, caused to adjacent Board property by the waterway system. The County also would provide necessary and convenient access and egress to the Autzen Stadium parking lot and would maintain a pedestrian and bicycle pathway access between the Alton Baker Park bridge and Autzen Stadium at no expense to the Board. Final plans for construction of the waterway would be subject to the approval of University of Oregon and Board officials.

Staff Recommendation to the Committee

It was recommended that the appropriate Board officers be authorized to enter into an agreement with Lane County for an exchange of properties in order to facilitate the County's construction of a waterway system within Alton Baker Park adjacent to Autzen Stadium at the University of Oregon. It was also recommended that the appropriate Board officers be authorized to execute such deeds and/or other documents as may be required to effect the actual transfers of title.

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.
Replacement of Foundations for Single-Story Buildings within Amazon Housing Complex, UO

(Considered by Building Committee, May 3, 1973)

Staff Report to the Committee

Upon the recommendations of institutional officials, arrangements were made with Frank Honey and Associates, Inc., structural engineers, Portland, to investigate the structural conditions of 30 one-story units within the Amazon Housing Complex at the University of Oregon. These wood-frame buildings, along with several two-story units, were obtained from the federal government at the conclusion of World War II and were moved to the present site west of Patterson Street and north of 24th Avenue to provide "temporary" housing for married students. Each of them contains four apartments, providing 120 of the total complex of 247 apartments.

From their observations and measurements, the engineers concluded that the framing of the one-story buildings is basically sound, but that the existing foundations need to be replaced. They indicated that there is a problem of settlement of these foundations around the perimeter walls, with rotation of some of the support members, and there is some evidence of settlement of certain interior foundations also. The problem has been aggravated by the presence of surface water around the foundations due, in part, to the poor soil conditions.

The engineers have recommended that the foundations be replaced with concrete footing pads and a pre-cast concrete grade beam wall with a 2x4 treated plate around the perimeter to support existing floor joists and stud bearing walls, new vent openings with wire mesh would be installed and the ground surface would be sloped away from the buildings to improve drainage. For those units where some settlement of interior partitions has occurred, appropriate leveling and repair of finish surfaces would be accomplished also.

The estimated total cost of this maintenance and repair project is $170,000, of which approximately $139,000 relates to direct construction costs. Funds are available in the repair and replacement reserves and excess sinking fund balances from married student housing operations at the University of Oregon to cover the expenditure requirements.

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to approve plans and specifications for the replacement of foundations and related repair and maintenance work for the 30 one-story buildings within the Amazon Housing Complex at the University of Oregon, solicit bids and award contracts for such work within a project budget of approximately $170,000 with the understanding that all of the funds required therefor would be provided from balances available to the institution in the repair and replacement reserves and sinking fund reserves applicable to married student housing.
Committee Discussion and Recommendation

During the discussion, Mr. Westerdahl said that minor maintenance of facilities is consistent with the philosophy of getting the longest useful life out of them. However, he said that major maintenance, such as that involving structural renovation which would substantially outlive the original facilities, would not be consistent with good business philosophy nor would it be in the best interests of the Board.

Mr. Hunderup responded that these buildings are in better condition now than at the time they were acquired and that they provide 120 low-rent, debt-free housing units for married students within walking distance of the University. The proposed foundation replacement is not only intended to prolong the life of the housing units but also to comply with local building codes. Mr. Westerdahl said that if the objective of the Board were to provide a certain number of low-rent housing units, there were alternative ways of accomplishing this objective which should be considered, including direct rent subsidies and encouragement for outside development through subsidization. Mrs. Johnson also expressed concern over the question of subsidies.

It was stated during the discussion that the repair cost of approximately $1,800 per unit was economically feasible and that it would be unlikely that legislative authorization could be obtained for additional housing construction to replace these apartments. Furthermore, the investment required for new construction would dictate much higher rental rates than those now being charged to the student occupants.

In answer to a question from Mr. Joss, Mr. Hunderup indicated that there was no intent to effect a rent increase as a result of the proposed maintenance and repair project. The entire cost would be financed from balances currently available in the married student housing reserves.

Mr. Westerdahl said his concern was not with the question of whether low-cost housing should be made available, but with the best way of providing it. He said he would be willing to refer the question to the full Board, but requested additional information for consideration at the Board meeting. Specifically, he requested a summary of the maintenance expenses for the Amazon project during the last ten years and a forecast of such expenses for each of the next five years.

In response to Mr. Corey’s inquiry concerning the estimated remaining life of the apartments if the project were approved, Mr. Hunderup stated that an additional five years would be the minimum length of time, but more likely it would be much, much longer.

The Building Committee recommended that the Board approve the recommendations as presented by Mr. Westerdahl with the understanding that the requested information would be available at the Board meeting.
Board Discussion and Action

Mr. Hunderup referred to the information concerning operating maintenance costs which was distributed to the Board members prior to the meeting. He said that all of the resources on hand have been accumulated for the purpose of making repairs and maintenance on the project. He emphasized the importance of keeping the units in good operating condition and reaffirmed the recommendation that the improvements be made.

The Board approved the recommendations as presented. Mrs. Johnson said that the University should examine its guidelines for occupancy, length of occupancy, and the relationship of low-cost housing to the financial aid program.

In accordance with Board regulations, Mr. Edward C. Westerdahl II represented the Board at the 1973 Winter Commencement exercises of Portland State University and acted for the Board in approving candidates for degrees and diplomas. The signed copies of the list of approved candidates are on file in the Board's Office.

Board Discussion and Action

The Board confirmed the action of Mr. Westerdahl in approving the candidates for degrees and diplomas.

Mr. Mosser said that national and state officials are concerned with the potential energy crisis during the next few months and years and suggested that the Board should be giving consideration to this problem.

The Chancellor said that the subject had been discussed at meetings of the institutional executives. He said it is an urgent problem as to possible steps which could be taken within the State System and also with respect to adequate publicity to insure public acceptance of necessary restrictions.

Mr. Mosser said there may also be problems with certain types of equipment if voltage is not maintained at the proper level.

It was agreed that a report would be made to the Board on the energy crisis, including conservation policies and related matters.

Board Discussion and Action

Mr. Hunderup reported that the Governor had appointed a special task force to study the energy crisis. He said the physical plant directors already are taking steps to conserve energy but that any formal directives are being withheld pending completion of the task force study by the May 31 deadline.
Library Report

(Considered by Committee on Academic Affairs, May 3-4, 1973)

The library report, entitled "The Joint Library Study - A Status Report as to Selected Aspects of the Recommendations," was only briefly reviewed. Dean Carl Hintz was present and made a brief oral presentation. Mrs. Johnson indicated that the members of the Board would examine the written report in greater detail and that if there were further questions concerning materials presented in the report, they would be raised at a subsequent meeting of the Committee.

Board Discussion and Action

The Board accepted the report as presented.

Hearing on Proposed Changes in Administrative Rules - Tenure

(Considered by Committee on Academic Affairs, May 3-4, 1973)


President Layman stated that during this public hearing, presentations in connection with proposed changes in the Administrative Rules regarding tenure were in order. In response to a procedural question raised by Mr. Westerdahl, Mr. Leahy reported that the hearing and the general topic of the hearing have been properly noticed, there was no requirement that the Board act on the subject of the hearing at any particular time. The Board may consider the submissions made at the hearing and act at some later time, without discussing and renoticing, he said, or continue the present hearing at a later date, should it so desire.

Mr. Mosser observed that the May 22 document had been distributed to interested persons about a week before the hearing and that changes from the May 3 document, which also had wide distribution, were minor. He said he would expect further changes would be made in the document before final action by the Board, and that it would be helpful to the Academic Affairs Committee, which was to discuss the entire matter further at its June meeting, to have the benefit of hearing those who wished to present testimony.

Mrs. Johnson noted that the 1971 Legislature in the budget message had indicated that if the Board were going to make substantive changes in tenure, the legislature should have an opportunity to participate in, or at least be aware, these changes. She said this did not mean that action had to be completed, but rather that the legislature be informed of the broad concepts of the proposed action.

Mr. Layman ruled that since there was no motion to continue the hearing at another date, testimony would be heard on a limited time basis for those who wished to appear. (Note: This ruling was modified by a subsequent motion at the conclusion of the testimony to continue the hearing at the July 23, 1973, Board meeting.)
Testimony of Robert McMahon, OSU

Dr. McMahon appeared in his capacity as chairman of the faculty affairs committee of the Interinstitutional Faculty Senate. His testimony included the following observations and comments.

1. While faculty members individually and as representatives of different groups have had considerable opportunity for input in the documents leading to the May 22 document, the Interinstitutional Faculty Senate and other faculty groups as a whole have not had time to review the May 22 version. The decision to provide opportunity for further review by the Academic Affairs Committee at its June meeting gives the additional time needed for faculty review by organized groups, he said.

2. The Board is urged to review items 10 and 11, pp. 25-37 of the document, particularly in respect to the definition of "cause" [AR 41.330] versus evidence to demonstrate cause.

   Mr. Mosser and Mr. Corey emphasized that the Board had spent a great deal of time developing the present language in respect to definition of cause [AR 41.330]. Mr. Mosser said faculty groups had been invited to propose alternative definitions, but none had been received.

   Dr. Romney said it had been the position of the Interinstitutional Faculty Senate that conviction of a felony or crime involving moral turpitude during the period of employment or conduct proscribed by AR 42.410 ought to be considered evidence of cause for dismissal and not cause itself.

3. Regular part-time faculty should be eligible for tenure.

4. Provision should be made to provide a written statement of reasons for non-reappointment of nontenured faculty, if requested.

5. Provision should be made for termination due to disability. Dr. McMahon said both the national American Association of University Professors and the national commission on academic rank speak to this point.

6. Notice for tenured faculty should be designated "terms of service for the coming year," rather than as "annual notice of appointment," a title inconsistent with tenure status.

7. Specific provision should be made for faculty involvement in the development of staff career support programs [AR 42.800]. Paragraph 2 of AR 42.800 should be deleted from the Administrative Rules and this information provided in an administrative directive.

   Mrs. Johnson and Mr. Corey indicated that they, too, had some question as to the appropriateness of including the material in paragraph 2 in the Administrative Rules. Mr. Mosser suggested that modification of paragraph 2 would be preferable to limiting the rule to a broad statement of policy. He suggested that the
institutions begin preparation of their institutional plans and, if in so doing they find modification of paragraph 2 advisable, recommend the specific modifications desired.

8. AR 41.150 should be modified to change "a definite written understanding" to "a mutually acceptable written understanding." On page 14, line 2, the word "tenured" should be deleted to conform to a change made on the previous page.

9. Procedures should be provided for review of an institutional decision to declare a financial exigency.

10. Definition should be developed as to what constitutes a program. Dr. McMahon and Dr. Whitney Bates, Portland State University, expressed apprehension that the present wording would permit an institution to declare a financial exigency requiring the reduction of a particular portion of a program taught by a single individual in order to terminate this individual. President Clark suggested that wording be added to the first paragraph on page 26 to protect faculty members from this kind of action, e.g.: "Procedures for program reduction shall be taken with full regard for the affected academic staff members and such procedures may not be utilized as the substitute for the provisions specifying the procedural protections to be accorded an academic staff member who is under sanction for cause."

Testimony of Dr. Whitney Bates, PSU

Dr. Bates said he found the proposed document on tenure an impressive document, one in which the purposes and rationale of tenure are well stated and in which the elements of a sound tenure plan are present. As for specific concerns, he said he shared Dr. McMahon's request that the Board look again at the language of AR 41.330 and consider substituting the words "evidence for cause" for "cause" in the first sentence of that section.

He said he had spoken at an earlier hearing as representative for the state AAUP Federation on the matter of financial exigency, and he still felt it was not possible, on either legal or moral grounds, for an individual institution to declare financial exigency when the Board is the employer of law and of record and where there is a common source of funds. He continued that this did not imply that tenure was system-wide, that he himself was strongly persuaded that tenure was within the institution.

In respect to tenure for part-time faculty, Dr. Bates said an increasing number of people in our society seek permanent part-time employment, as distinguished from people who are employed on a short-term basis to meet unexpected circumstances. Permanent part-time people should have the opportunity for tenure, he contended, suggesting .50 FTE might be a reasonable cutting point. In respect to the appointment beyond the seventh year, AR 41.140, Dr. Bates said procedures should be provided requiring that the nature of all such special arrangements be clearly delineated and mutually acceptable.
Mr. Mosser asked whether tenure was for a full-time position or for a fixed percentage, e.g., .5 FTE, .8 FTE. He said the document in talking about a maximum fixed percentage of the faculty on tenure appeared to be talking about full-time positions. He asked if a better solution might be for the faculty to accept that tenure meant a minimum of .6 or .8 FTE, thereby providing opportunity for adjustments in employment between full-time employment and the established minimum to bring in new blood, meet financial exigencies, and other things. He said this arrangement is not uncommon in law partnerships, where the relationship with the firm is fairly permanent, but workload and compensation arrangements are flexible from year to year. He noted that objectives concerning percentage of the faculty on tenure could be expressed either as 2/3 of the full-time faculty or 2/3 of total faculty FTE. Dr. Bates agreed this was a possibility, noting that it would not mean that everyone on the faculty would be employed at 2/3 time, but that the total tenured assignment would not exceed 2/3 FTE.

Mrs. Johnson asked whether faculty should not have the same obligations for timely notice as the institutions. Dr. Bates responded that the faculty member who does not give the institution maximum possible notice is behaving irresponsibly, but that the requirement for notice should be different, reflecting the fact that it is generally easier for a university to find an effective and acceptable substitute than it is for a faculty member to find employment on short notice.

Testimony of Mr. Gil Polanski, OSEA

Mr. Polanski said the Oregon State Employees Association had drafted some 17 amendments to the tenure document for the consideration of the Board, but that since there were going to be further hearings on the subject he would speak at this time on his general concerns.

Oregon State Employees Association was concerned, he said, that the document appears to offer not just a system of tenure, but an alternative to tenure, e.g., a system of contracts. The language is so vague, he continued, that implementation would be at the discretion of the institution. Without more specific language, every member of the faculty not on indefinite tenure might be deemed to be on the nontenure track next fall. Faculty members under contract might have no entitlement to timely notice at all. He said it might be desirable for some positions to be held by faculty not eligible for tenure, but to adopt a rule that makes it possible that everyone who does not already have indefinite tenure is eligible for it is unacceptable. He said there was nothing in the document to indicate which appointments or which positions would not be tenure-related.

The Oregon State Employees Association's statement of proposed amendments is included in these minutes as Supplement A.
Testimony of Dr. David Smeltzer, PSU

Dr. Smeltzer spoke in his capacity as president of the Portland State University faculty senate. He made the following points:

1. Provision should be made for timely notice for part-time faculty.

2. Consideration should be given to adoption of the AAUP timely notice provision, which permits notice to a faculty member by December 15 of the second year of service for termination at the end of the second year. He said this provision allows a department to review a faculty member after he has completed one year of teaching, and is more flexible than the present arrangement.

3. Limitation on percentage of faculty who can be tenured would place a particularly onerous burden on those people hired under the affirmative action program.

Testimony of John Brookhýser, IUS

Mr. Brookhýser said the Interinstitutional Union of Students had two amendments to suggest, copies of which had been provided the Secretary of the Board. These amendments are included in these minutes as Supplement B. The amendments deal with provisions for student input in the evaluative process.

Continuation of Hearing to July Meeting

Mr. Stewart moved that the administrative hearing be continued until July 23 at 11 A.M.

Mr. Layman noted that anyone present having suggestions concerning the proposed changes in Administrative Rules should file these suggestions with the Board's Secretary so that they will be available for deliberations of the Committee on Academic Affairs at its June meeting. In response to a question from Mrs. Louise Weidlich, president of Mothers for Children, who expressed concern about legislation providing for student evaluation of tenure, he noted that the hearings conducted by the Academic Affairs Committee would have broad scope.

The Board approved continuation of the hearing as proposed.
In preparing for the review of institutional programs (beginning with Portland State University in October), it would be helpful to have Committee guidance as to those aspects of the University program lying within the purview of the Committee that should have special attention. Without further Committee instruction or guidance, it may be expected that a background report will be provided pursuant to the following outline:

1. The budget
   a. Components and trends
      (1) Income
      (2) Expenditures
   b. Processes
      (1) Preparation
      (2) Control

2. Accounting

3. Business Management
   a. Auxiliary enterprises
   b. Contracts
   c. Property management
   d. Endowments and other gifts

4. Institutional research

5. Data processing

6. Legal services and requirements

Staff Recommendation

It was recommended that consideration be given to additions, deletions, changes, or matters of emphasis.

Committee Discussion and Recommendation

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

During the discussion, Mr. Mosser said that in the Portland State visitation he wished to see whether a clear-cut budget process had been developed and whether a budget manual had been prepared.
Mr. Mosser also said that all of the institutions should indicate any complaints or suggestions with respect to forms generated within the institution, how much of the flow of paper is caused by Board regulations, and how much could be eliminated profitably.

Board Discussion and Action

The Board accepted the report as presented.

(Considered by Finance Committee, May 3, 1973)

Staff Report to the Committee

"Independent affiliated organizations" is a phrase which has been used by the Board and its staff to identify certain nonprofit corporations created to assist institutions of the Department of Higher Education. These organizations are established primarily to encourage gifts for the benefit of the institution with which they are affiliated. It may be said of these organizations that:

1. The legal status of an affiliated organization is beneficial to the institutions.

2. The organizations are established to assist the institution in fulfilling its policy and mission.

3. Gifts to an affiliate are in support of the institution.

It is important that the activities of the several institutions in relation to these affiliated organizations be clearly defined and understood.

In 1971, an audit of the financial accounts and records of one of the organizations affiliated with one of the institutions was received from the Secretary of State. The audit report recited portions of Board policy governing the relationship of institutions to the affiliated organizations. In subsequent communications with the Secretary of State the specific comments of the audit were satisfactorily accommodated. However, in a letter, dated October 11, 1971, the Secretary of State's Office indicated the expectation that the relationship between the institutions and the organizations be further clarified by the development of more specific guidelines relating to the receipt and expenditure of funds. (Copy attached.)

This is not a new topic either for the Board or for the Secretary of State. In 1964, an audit report of the Secretary of State asserted (quite accurately) that the affiliates "were not under the financial and accounting control of the Board of Higher Education." Less appropriately, the audit report referred to "failure...to properly include them in the financial reports of the Board of Higher Education. The Board approved (at its July 27-28, 1964, meeting) a statement of the Chancellor rejecting the latter criticism: "The Board of Higher Education has no authority to require that the assets and liabilities of these affiliated bodies be included in its financial reports."
The Board has on several subsequent occasions dealt with the subject of the relationship of the affiliated organizations with the institutions and the conditions that should govern the acceptance and expenditures of gifts and grants. Although there are some elements of ambiguity in the policies, the relationship is fairly clear. What appears to be needed is a degree of clarification of guidelines and procedures, in reference to the subjects outlined by the Department of State on October 11, 1971.

**Present Statutes, Rules and Policies**

There is no lack of statutory authority for the Board to receive and use gifts received for the benefit of the institutions either directly or indirectly through affiliated organizations. (ORS 351.060(3), 351.130, 351.490, 352.240, 354.230 and 731.704, among others.) It is important, however, to note the language of ORS 351.130. It requires that "the board of higher education shall encourage gifts to the institutions by faithfully devoting such funds to the institutions for which intended and by other suitable means" (emphasis supplied). The Board has concluded that the encouragement of gifts to the affiliated organizations is a "suitable means."

The Board's Administrative Rules speak not at all to the matter of the affiliated organizations. AR 61.130 does provide that institutions may provide office space for alumni associations and subsidize (wholly or in part) the maintenance of alumni records. AR Section 63.000 governs the accounting for gift and grant funds received by an institution.

In other actions, however, the Board has approved statements of policy or procedure relating to the acceptance and expenditure of gifts and grants generally and to the Board's expectations concerning the operation of affiliated organizations. The former (relating to acceptance of gifts and grants) was accomplished in a statement adopted on January 27, 1964. The latter action (relating to operation of the affiliated organizations) was taken at the September 13-14 meeting of the Board in 1965.

For present purposes, only the 1965 action is pertinent. In summary, the Board adopted six policies and a rationale for the continuation and encouragement of the affiliated organizations. The six policies were:

"1. State-paid personnel engaged in fostering gift-giving should encourage the making of gifts and grants direct to the Board for an institution. If, however, the donor prefers, for whatever reason, to contribute to an affiliated organization in support of an institution, or if he wishes to incorporate in the terms of his gift restrictions or objectives which are not contrary to public policy but which are not achievable through a contribution direct to the institution, he should be advised as to how to meet his objectives through an institutional affiliate, a trustee bank, or other person."
"2. Where an affiliate directly performs operations involving the use of state-owned property, and the operation is of a nature and type which is, in the opinion of the Board, essential to the purposes of the Board of Higher Education, the institutions should effect a change of responsibility as soon as possible, following the request of the Board.

"3. In view of the statutory obligation to encourage gifts to the institutions, and in view of the fact that these foundations produce substantial amounts of money to assist with achieving the objectives of the institutions...the Board reaffirm(s) its policy of permitting the institutions when approved in the budget to subsidize, to a limited and reasonable degree, the operation of some of these organizations.

"4. Consonant with the Board's view that these affiliated organizations are independent, even though closely allied to the institutions whose interests they serve, the Board's policy is to exclude the assets and liabilities of these affiliated organizations in submitting its financial reports.

"5. In general, persons who render .51 FTE or more service to the Board should not receive compensation from the affiliated organization. This arrangement, though, is not intended to prohibit contracts between the affiliate and the Board of Higher Education under which the affiliate provides funds to the Board which may be applied toward the payment of the salary of the employee. Any exceptions are to be recommended each year by the institutional executive to the Chancellor for review and incorporation in the budget of the Board so as to show the FTE and the compensation from the Board and also from the affiliate.

"6. No state funds shall be expended in support or subsidy of any alumni organization or activity of any of the institutions under the Board's control. This does not preclude the institutions providing office space for the associations, or subsidizing wholly, or in part, the maintenance of alumni records, which are vital to the institutions' development."

The rationale for encouraging the use of affiliated organizations rested then—as now—on several persuasive considerations:

1. Some donors prefer (for persuasive reasons) to give to an independent organization rather than directly to a public institution.

2. The independent organization may be able to perform certain activities that are helpful to the institution, consistent with sound public policy, but for some reason inappropriate for the institution to perform.

3. The independence of the affiliate precludes the possibility of its resources being used as a substitute for state appropriations.
A fourth consideration cited in 1965—greater flexibility in the type of investment permitted—applies with less force since the action of the 1971 Legislative Assembly to authorize investment of the Board's endowment funds in common stocks.

A fifth consideration, not mentioned in 1965, should be added: Enlistment and utilization of private citizens in the management and direction of the affiliated organizations is a valuable means of strengthening the supporting constituency of the institution.

These policies and the rationale for them are appropriate and pertinent. Some of these policies should be incorporated in the Administrative Rules, partly as a reaffirmation of Board policy inadvertently omitted from the Administrative Rules when originally adopted. Certain operating guidelines should also be incorporated in the Administrative Rules. The following guidelines are suggested:

Guidelines for Institutional Relations with Affiliated Organizations

The affiliated organizations came into being for the benefit of the institutions with which they are affiliated. The Board has authorized a degree of subsidy of their operations in recognition of these benefits. Each institution shall be governed in its relations with such organizations by the following requirements.

1. The receipt of gifts and grants

Gifts to the institutions, either directly or through an affiliated organization, shall be encouraged by employees of the Department.

Gifts to an institution should be deposited to the credit of the State Treasurer unless the donor intended the gift to be made to an affiliated organization. In the latter case, deference to the donor requires that the institution assure that the donor's intent is honored.

The institution should maintain a memorandum record of gifts received directly by it as a result of efforts by an affiliated organization.

2. Budgeted support of affiliated organizations

When approved in the budget of the institution, operations of an affiliated organization may be subsidized, to a limited and reasonable degree from funds otherwise available to the institution.

The subsidy so provided shall be clearly and specifically identified in the biennial and annual operating budgets and accounting records of the institutions.
3. Accounting records of the institution

The assets, liabilities, income and expenditures of affiliated organizations shall be excluded from the accounting records of the Board, its institutions and divisions.

Expenditures of an institution funded by gifts received through an affiliated organization shall be made from restricted accounts established for such purposes. Expenditures made by the institution for purposes designated by the affiliated organization shall be made only after the transfer of funds from the affiliate to the institution.

The institution shall prepare an annual report at the close of each fiscal year, summarizing the amounts received from each affiliated organization, the purposes intended, the expenditures therefrom, and such other information about the relationships between the affiliated organization and the institution as may be pertinent to the full disclosure of the resources held for the institution.

Staff Recommendation

If the foregoing report described policies and guidelines that are acceptable to the Committee on Finance, it was recommended that, following public hearing by the Board, the Guidelines be adopted as Administrative Rules.

Committee Discussion and Recommendation

Mr. Mosser suggested that the institutions encourage gifts in broad general categories and let the Board members know their preferences in such categories. It would then be possible for the Board to publicize these requests and encourage gifts for the preferences approved by the institutions (such as endowed chairs for distinguished professors, research in certain designated broad categories, etc.).

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

Board Discussion and Action

The Board approved the recommendation as presented, with the understanding that a public hearing will be scheduled for the July Board meeting.
DEPARTMENT OF STATE
SALEM 97310

October 11, 1971

Dr. Roy E. Lieuallen, Chancellor
Oregon State System of Higher Education
P. O. Box 3175
Eugene, Oregon 97403

Dear Dr. Lieuallen:

Pursuant to our discussion, there is submitted some suggestions with respect to certain cash transactions of various gift raising foundations and corporations affiliated with institutions of the System of Higher Education which you may wish to consider in developing your guidelines governing such operations. These suggestions included:

Cash Receipts from Gifts and Bequests

1. Employees of the System of Higher Education should give priority to encouraging gifts to the institutions rather than individual corporate entities.

2. Proceeds from gifts, where the gift document indicates an intent of the donor that the gift be to an institution under the control of the Board of Higher Education, should be deposited to the credit of the State Treasurer.

3. Endowment funds should be solicited in the name of the institutions and maintained under accounting and management control of the Board of Higher Education.

4. Foundations or affiliate corporations should report all gifts developed whether received by the institution or by an affiliate corporation.

5. In cases of doubt as to the donor's intent as to the actual donee, the question of the proper depository of the gift should be resolved by the institutional executive consistent with state law and the Administrative Rules of the Board of Higher Education.

6. Gifts made to affiliate corporations for specific projects should be reported to the institutional business offices and recorded by them as memo accounts.
Expenditure of Gifts to Affiliates

1. Expenditures of gifts for specific purposes involving institutional facilities should be accomplished by transfer of funds from the affiliate to the institution prior to incurring the obligation so that use of institutional funds or overdrafts be avoided.

2. Detail budgets of affiliates for instructional and research activities of instructional departments should be approved by the institutional executive and filed with the institutional business office as memorandum records.

3. It is the sense of 1., above, that actual disbursements would be made by institutional expenditure routine from transfers made by affiliates and duly set up as restricted accounts in the Board of Higher Education records.

4. Expenditure policies of affiliates on direct disbursements by affiliates on behalf of the institutions should be filed with the institutional executives and the Board's office.

These suggestions are not intended to be inclusive as mention has not been made of adherence to appropriate Administrative Rules. Additionally, it is believed that some consideration should be given by the Board's office to the amounts of institutional support of affiliates at each of the several institutions.

When you have finalized the guidelines for the operations of corporate affiliates, will you please furnish this office with a copy to aid in the audit of the financial records of the System of Higher Education.

Yours very truly,

D. F. DeCew, Supervisor
Division of Audits

DFD/f
Law School Budget Alternatives, UO

(Considered by Finance Committee, March 7, 1973.)

Staff Report to the Committee

In April 1972, University of Oregon President Clark and Law School Dean Eugene F. Scoles presented to the Finance Committee certain views concerning proposed tuition changes for students of the Law School. Among the significant proposals advanced by Dean Scoles was the suggestion that the income resulting from any significant increase in tuition for the Law School should be earmarked for improvements in the Law School budget.

The Finance Committee requested that a comprehensive report be provided which would describe the budget needs of the Law School in detail. This report was prepared and forwarded separately to all Board members prior to the March 7, 1973, meeting of the Finance Committee.

The report notes that the average expenditure per student at the Law School is less than that of the average graduate program at the University of Oregon. It describes the needs of the Law School for added expenditures for library books and staff, additional faculty and classified positions and for related expenditures. It suggests that if Law School tuition is increased that the added revenue be used in part for these expenditures and in part for student financial assistance. It specifically recommends against a nonresident tuition differential.

Staff Recommendation

Since the Law School is a major school serving only graduate students, similar to the Medical and Dental Schools, it is appropriate to charge a tuition for law students that is different from that for other graduate students. On the same basis, it is appropriate to treat the budget for the Law School as a special case.

It was suggested that the Committee may wish to recommend (in accord with the suggestion on p. vi of the Law School report) a $300 per year increase in Law School tuition, with the increased income to be utilized at the rate of $50,000 per year for student financial aid and the remainder (approximately $70,000 per year) for program improvement, including amounts for added library acquisitions and service.

Committee Discussion and Recommendation

At the request of President Clark, Dean Scoles presented his report to the Finance Committee. In his summary, Dean Scoles suggested that there be a substantial increase in the annual tuition assessed for professional law students, with the increased income to be allocated to the operating budget of the Law School.
There was an extended discussion including: The needs of the Law School, financial implications of those requirements, the need to seek legislation to implement some of the proposals suggested, the application procedure and the possibility of admission and application fees being used to meet some of the financial needs resulting from the application and admission procedures, the admission of Oregon residents versus out-of-state residents, the advantages and disadvantages of establishing a nonresident tuition fee, and the type of financial aid which would be most beneficial to law school students.

Mr. Westerdahl moved that the Committee recommend an out-of-state tuition fee for the Law School comparable to the fee assessed at the University of Oregon Medical School or University of Oregon Dental School. In the discussion, it was pointed out that law students, usually over 21 years of age, would probably qualify as residents after one year. Mr. Westerdahl's motion was not approved.

Mr. Corey moved that the Finance Committee recommend to the Board the assessment of a Law School library fee to produce about $50,000 per year for library acquisitions and service. The motion was approved, with the understanding that at the March 27 meeting, the University should comment on the appropriateness of the proposed fee and the amount to be produced. The University should also comment on other suggestions brought out in the discussions and make any recommendations which might be appropriate.

Mr. Mosser indicated that the use of such a fee might help to care for the immediate situation, but that there is need to formulate a long-term plan to care for the accumulated financial needs of the Law School. He also indicated that he would be opposed to an increase in enrollment beyond the present level until the program for the present number of students is funded adequately.

Revised Recommendation from University of Oregon Law School

In accordance with the request of the Finance Committee on March 7, 1973, Dean Scoles presented to the Board a revised set of recommendations to provide financing of Law School operations as follows:

Recommended School of Law Tuition and Fee Schedule, Revised

1. It was recommended that there be instituted a:

   School of Law Application Processing Fee $ 20.00

Explanation: This is a recommended charge for processing an application to the School of Law and upon collection should be allocated to an appropriate Law School income account as are other special charges for services rendered to person or entity. Authority is found in O.R.S. 351.070