OREGON STATE BOARD OF HIGHER EDUCATION

Minutes of Board Meeting Held on March 23 and April 29, 1976

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

The meeting was called to order at 9:30 A.M. (P.S.T.), March 23, 1976, by the President of the Board, Mr. George H. Layman, and on roll call the following answered present:

- Mrs. Jane H. Carpenter
- Mrs. Betty Feves
- Mr. Edward C. Hamms, Jr.
- Mr. Robert C. Ingalls
- Mr. Philip A. Joss
- Mr. Marc F. Maden
- Miss Valerie McIntyre
- Mr. W. Philip McLaurin
- Mr. Louis B. Perry
- Mr. George H. Layman

Absent: Mr. Loran L. Stewart was absent due to illness.

OTHERS PRESENT

Centralized Activities--Chancellor R. E. Lieuallen; Secretary D. R. Larson; Mr. J. I. Brunderup, Vice Chancellor for Facilities Planning; Dr. Miles C. Romney, Vice Chancellor for Academic Affairs; Dr. Rex Krueger, Vice Chancellor for Educational Systems; Mr. Edward Branchfield, Assistant Attorney General; Mr. Richard Mita, Director of Publications; Mr. John Richardson, Assistant to the Chancellor; Dr. Richard S. Perry, Director, Division of Administrative and Analytic Services; Mr. Keith Jackson, Budget Director; Mr. Davis Quenzer, Assistant Budget Director; Mr. Ennis White, Fiscal Analyst; Miss Alison Baker, Fiscal Analyst; Mr. John L. Watson, Controller; Miss Linda Gabrielson, Information Representative; Miss Wilma Foster, Assistant Board Secretary; Miss Francetta Carroll, Administrative Assistant.

Oregon State University--President R. W. MacVicar.

University of Oregon--President William B. Boyd; Dr. Gerald Bogen, Vice President for Student Services; Mr. H. P. Barnhart, Director of Housing; Mr. Ralph Malloy, International Education Center.

University of Oregon Health Sciences Center--President Lewis W. Bluemle, Jr.; Mr. W. A. Zimmerman, Vice President for Administration; Mr. Ralph Tuomi, Director, Physical Plant; Mrs. Michele Wiley, Media Relations Officer.

Portland State University--President Joseph Blumel; Dr. Ken Harris, Director of the Budget; Dr. Leon Richelle, Vice President for Academic Affairs; Mr. James Todd, Vice President for Finance and Administration; Mrs. Orcilia Forbes, Dean of Students; Dr. L. R. Pierson, Associate Dean for International and Continuing Education; Dr. George C. Hoffmann, Dean, College of Social Science.

Oregon College of Education--President Leonard W. Rice.

Southern Oregon State College--President James K. Sours; Mr. Donald E. Lewis, Dean of Administration; Dr. William Purdom, Professor of Science.

Eastern Oregon State College--President R. A. Briggs; Dr. Gerald Young, Chairman, Science Division.

Oregon Institute of Technology--President W. D. Purvine.

Others--Dr. Terry K. Olson, Executive Director, Oregon Educational Coordinating Commission; Mrs. Elizabeth H. Johnson, Member, Oregon Educational Coordinating Commission; Mr. Bob Stevens, Fiscal Analyst, Oregon Educational Coordinating Commission.
Commission; Mr. Chuck Schaumburg, Program Coordinator, Oregon Educational Coordinating Commission; Mr. Clem Lausberg, Research Coordinator, Oregon Educational Coordinating Commission; Miss Melissa Morris, Executive Assistant, FORE; Dr. Victor C. Dahl, Chairman, Interinstitutional Faculty Senate; Mrs. Maxine Warnath, Vice Chairman, Interinstitutional Faculty Senate; Mrs. Deanne Kinsey, Administrative Assistant, Interim Committee on State Government; Mr. Daniel Dorritle, Faculty Representative, OSFA; Mr. Dennis Mulvihill, Coordinator, Associated Oregon Student Lobby; Mr. Jeff Lee, Executive Director, Oregon State Scholarship Commission; Mrs. Eleanor Beard, Member, Oregon Board of Education.

STUDENT REPRESENTATIVES: University of Oregon: Mr. Jim Bernau, Mr. Mark Cogan, Mr. Kent Lamoreaux, Mr. Brad Home, Miss Carmen Castro, Mr. Don Chalmers; University of Oregon Dental School: Mr. Steven Erickson, Mr. Randy Wooton, Mr. Dick Haglund; University of Oregon Medical School: Mr. Steve Barley; Oregon State University: Miss Cleora Adams; Portland State University: Mr. Roy Conant, Mr. John Lemon.

The Board voted to dispense with the reading of the minutes of the regular Board meeting held on January 20, 1976, and approved them as previously distributed, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

The Chancellor recommended that the Board approve the sabbatical leave application of President James K. Sours of Southern Oregon State College, from September 1 through November 30, 1976, on full salary. President Sours will lecture at the University of Korea during this period.

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Oregon State University requests authorization to offer a certificate program to provide training and educational experience for students interested in working in human service areas in positions open to baccalaureate degree graduates. The certificate would be completed in conjunction with an existing major program offered by Oregon State University. The program would be administered by the college of liberal arts in cooperation with the college of science and professional schools at Oregon State University and interested community colleges in the area.

The Oregon State University presentation of the request is found on pp. 1a-9a of the full report.

Staff Recommendation to the Committee

The Board's Office recommended that Oregon State University be authorized to offer a certificate in human services, effective 1976-77.

Description of Proposed Program

The program leading to the certificate in human services would consist of:

1. Demonstrated proficiency in each of three skill areas, as indicated below:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Collection: Interviewing and Testing</td>
<td>3</td>
</tr>
<tr>
<td>Understanding and Dealing with People</td>
<td>6</td>
</tr>
</tbody>
</table>

Description of Proposed Program

The program leading to the certificate in human services would consist of:

1. Demonstrated proficiency in each of three skill areas, as indicated below:

<table>
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<tr>
<td>Understanding and Dealing with People</td>
<td>6</td>
</tr>
</tbody>
</table>
c. Effective Communication and Administration
   Minimum course requirement: 3-4

d. Interdisciplinary seminar in each skill area
   One three-hour seminar in each area: 9

2. Minimum of 6 hours of course work in one of the following areas: 6
   Corrections, Drug Abuse, Disabilities, Health, Children and Adolescence, Gerontology, Family

3. Minimum of 9 credit hours in internship experience: 9

Minimum total hours required for certificate: 36

Oregon State University has identified courses regularly offered by the institution from which students may select those most suitable to their interests, background, and skill level. The program director, appointed by the dean of the college of liberal arts, (in coordination with the students, and in coordination with an advisory committee representing cooperating schools, departments, and community college programs, and human service organizations with which students are placed for internship experience) will work in developing criteria and evaluative techniques relating to the skill proficiencies. The program director would chair the advisory committee, approve student programs, maintain and audit student records, and notify the dean of liberal arts of the students qualifying for the certificate, and would be a member of the staff of the college of liberal arts, working out of the dean's office. Oregon State University expects to develop transfer arrangements with community colleges offering vocational-technical programs in human resources whereby skills developed in those programs can be recognized in transfer.

Objective of the program is to help students planning on seeking employment in human service fields to become skilled in dealing with human service problems. As stated in the presentation from the institution:

Each of the three skill areas will include course work from various disciplines and an interdisciplinary seminar to help the student to apply classroom and experimental learning to the problems facing the human services field. The concentration areas will allow the student to gain specific knowledge and skills in the area of his/her choice. Internships will allow the student to apply classroom skills to a job situation as well as to serve as a laboratory learning situation.

Student Enrollment. Oregon State University is presently placing between 50-80 students each year in internship experiences with the Oregon Corrections Division and another 25-30 students with institutions for the mentally retarded, alcohol and drug abuse centers, and juvenile homes. Many of these students will be interested in completion of a certificate program. Another 5-10 graduates of vocational-technical human resource programs of nearby community colleges are expected to transfer to Oregon State University each year. While there will be no formal restrictions on admission to the certificate program, each student must be approved for individual concentration areas by designated advisors in that area and his or her total program approved by the advisor and by the director of the human services certificate program. Oregon State University estimates that staff time can be made available without budget adjustment to accommodate 20-30 students enrolled in the program. If student interest exceeds this number, Oregon State University may have to restrict admission to the program. If it is necessary to limit admissions at any time, Oregon State University will go to a rolling admissions policy, working students into the program as openings occur.
Budgetary Impact. Resources in human services come primarily from the fields of social sciences, health, home economics, and business administration. Faculty from these areas have contributed to the design of the program. They will continue to participate by serving on the advisory committee, team teaching interdisciplinary seminars, directing internships, and advising students. The Oregon State University librarian has reviewed the proposed program and indicates that library resources developed primarily in support of the social sciences are more than adequate to support the proposed program. The director of the program will be a member of the dean's office staff of the college of liberal arts.

Future Development of Program. The program will be monitored with respect to student interest, faculty and administrative support, employment experiences of students after graduation, and numbers of opportunities for internship and employment placement as a basis for recommendations as to program modification, enrollment increase, and assignment of instructional funds beyond what can be accomplished within present budget allocations to the dean of liberal arts.

Impact on Other Programs in State

Five of the six multi-purpose institutions in the State System of Higher Education offer some kind of formal undergraduate preparation for liberal arts students interested in human service careers that can be entered at the baccalaureate degree level. These programs are:

- University of Oregon - BA/BS in Community Service, School of Community Service and Public Affairs
- Southern Oregon State College - BA/BS in General Studies - Social Science or BA/BS in Sociology with option in social service
- Oregon College of Education - BA/BS in Psychological Studies
- Portland State University - BA/BS in Social Services
- Eastern Oregon State College - AS/BA/BS in Community Service

At Oregon State University, students interested in human service employment who are enrolled in the school of home economics may elect to complete their major programs with an emphasis in gerontology or in social or community services. The Oregon State University proposal would extend this opportunity to students throughout the university in a planned program of study aimed at the development of identified competencies, completion of which would be recognized and recorded by the awarding of a certificate.

The number of students who can be accepted into human service programs is limited by field experience placement opportunities.

Duplication of programs, thus, results from two situations.

1. Human services represent an important employer of liberal arts graduates at the baccalaureate level and institutions feel obligated to give their students interested in this area as a possible career field some opportunity to gain practical experience in a human service occupation and opportunity to gain basic skills useful in entry-level employment.

2. Field experience placements are most convenient to students and supervising faculty, and administration and coordination of the placements most economical in faculty time and travel and telephone expense, when they are located within the commuting area of the campus.
The Oregon State University proposal was mailed to public and independent four-year colleges and universities in Oregon. None of those responding thought the program would have any effect on student enrollments in their own programs. However, the deans of the state's two largest programs raised questions as to the duplication of programs already being offered at their institutions.

Dean James G. Kelly, of the Lila Acheson Wallace School of Community Service and Public Affairs at the University of Oregon, asked as to the criteria to be used by the Board in considering requests for approval of programs preparing students for baccalaureate level employment in the human services. He observed:

"If I look at this program with the criteria of redundancy in mind, the proposed program does appear to be similar to the content of CSPA and almost identical to the ethos and purpose of CSPA, e.g., to design field-based experiential education for professional careers in the human services."

"If the program is reviewed by others and approved, certainly its scope and direction should be directly coordinated with the work of CSPA. I would be enthusiastic to participate in collaboration with this program."

Dean Kelly has the largest program in community [human] services in the state. Admission to the major program is limited. Students apply for admission at the end of their sophomore year. Options are offered in general community service (in a variety of areas) and social work. Fall term 1975, 378 students were enrolled as pre-community service or community service majors.

The BA/BS degree program in social services at Portland State University is in its first year of operation (1975-76). However, Portland State University has offered a certificate program in this area (now being phased out) since 1967-68. The program is offered by Portland State University's graduate school of social work and is primarily directed toward preparing students for baccalaureate level employment in the field of social work although placement is not limited to social work agencies. The certificate program at Portland State University was quite large—approximately 150 students enrolled at any one time—and open to students completing majors in any of the fields of study offered by Portland State University no matter how unrelated to social service employment. Enrollments in the major program are much lower—only 26 undergraduates identified themselves as social service majors fall term 1975—but are likely to increase as the certificate program is phased out.

The school of social work at Portland State University, in a memorandum forwarded to the Board's Office by Vice President Leon Richelle, points out difficulties in offering undergraduate preparation for employment in the human services, an area Portland State University describes as "... a loose collection of professions... a hybrid that does not belong anywhere, specifically." Portland State University observes that some of the services identified as human services, social work, for example, the area of principal emphasis at Portland State University, have accrediting processes—and thereby identified program standards—but others do not. Portland State University also points out that "establishing manpower need is difficult... when we consider the services the society is prepared to provide at this time, there is a surplus. The job market is very tight, now, all over the country."

Employment Opportunities in Human Services

The "human services" collection of activities is a large employer of baccalaureate level graduates in the social sciences. In the State of Oregon, for example, the Department of Human Resources accounts for one-third of state employees. Identification of numbers of positions for baccalaureate-prepared persons is difficult to pin down, in part because so many different agencies and organizations, both
public and private, are engaged in these kinds of activities, and in part because job descriptions are often imprecise as to knowledge and skill levels required. Nationally it has been estimated that 70% of entry level positions in what might be described as professional or paraprofessional human service jobs require the baccalaureate degree.

One indication of employment in this field is a survey of 733 new employees of the Department of Human Services in client-service jobs made by Dr. John Rude, of the Educational Coordinating Council staff in 1972. Of the 733 new employees, 511 returned the survey questionnaire. All but 31 of the 511 reported baccalaureate education or above. The study further revealed that 176 (34.4%) of the 511 new employees (hired over a two-year period) had received their education in out-of-state colleges and universities, 303 (59.3%) in Oregon institutions, 32 (6.3%) no response. Of the 303 from Oregon institutions, 72 were from Portland State University, 62 from the University of Oregon, 54 from Oregon College of Education, 34 from Oregon State University, 9 from Southern Oregon State College, and 7 from Eastern Oregon State College.

Of those surveyed, 409 (80.0%) had majored in subjects in college related to human service careers (e.g., social sciences, psychology, education, health, community services, home economics) and 76 (14.9%) had major preparation in fields not directly related to human services (e.g., business, engineering, sciences, English).

Rationale for Recommendation for Approval

1. The Board's Office believes each institution in the State System graduating students in the liberal arts should seek to identify occupational outlets for their graduates at the baccalaureate level, counsel with their students concerning career opportunities, and suggest ways in which the liberal arts student can supplement his program of study to acquire entry level job skills that will assist him in attaining and retaining employment.

2. Experience within the state and nationally indicates that the collection of activities known as the human services is a large employer of baccalaureate level graduates, particularly from the social sciences.

3. Oregon State University students are finding employment in human service fields. They will compete for these jobs whether or not the institution offers the certificate program. The proposed program organizes resources already available at Oregon State University to supplement students' major programs of study with a planned minor (certificate) program designed to provide human service skills and practicum experience which will help prepare them for this kind of employment.

Discussion and Recommendation by the Committee

Mrs. Carpenter commented that as a former social worker, she felt uneasy about a 36-hour certificate program. She said the program seemed minimal and suggested that it might offer false assurance to the student that he was qualified to enter human service occupations. President MacVicar responded that the certificate program should not be construed as the equivalent of a professional degree in social work by either the student or the prospective employer. He said the program is not expected to change the numbers of Oregon State University students going into human service fields or to increase the numbers of seniors who are being placed in field experiences, but it is an effort to bring selected field experience, individual counseling, and opportunities for skill development already available at Oregon State University together in a more focused situation. Hopefully, he said, students graduating from Oregon State University and going into human service fields will realize better than at present that they are not fully prepared for professional assignments and some will be encouraged to enter professional programs at an advanced level. He said the question of how one awards a certificate without conferring on the individual or prospective employer an expectation which is unrealistic is a valid concern and Oregon State University will do its best in the individual counseling of students enrolled in the program to see that this does not happen.
Mrs. Carpenter asked if certificates usually call for 36 hours of work. Mrs. Kahananui said a certificate is a way of recognizing a strong minor program, and 36 credit hours out of the 192 credit hours required for graduation would be considered a strong minor. She noted that the faculty committee at Oregon State University which had developed the proposal conceived the skill development portion of the proposal as a proficiency standard, with credit hour requirements stated in terms of minimum requirements. The certificate will not be awarded until the student is able to meet both credit hour and proficiency requirements, she said.

Mrs. Carpenter said a second area of concern was that the program appeared to be administratively awkward. She asked how much time the director of the program and the faculty involved in advising and supervision of practicums would be able to devote to the program, noting that a practicum, if it is to have educational value, must be carefully supervised.

President MacVicar said most of the 10-20 faculty members who would participate in the program are members of the college of liberal arts, although faculty from the school of home economics and the department of health also have significant contributions to make to the program and will be involved in it. Management of the program will be in the college of liberal arts. It is Oregon State University's intention that the person who will direct the program will be competent and will be able to devote sufficient time to the program to assure a good quality program for the limited number of students who will be involved--20-30 at the most at any one time. (Subsequent to the meeting, Oregon State University announced that if the program is authorized, Dr. Donna Cruse, Assistant Dean of Liberal Arts, will assume responsibility as director. Dr. Cruse is assigned .50 FTE with the dean's office and .50 FTE with the department of psychology.) Oregon State University is now devoting .50 FTE in the office of undergraduate studies to assist departments in the development of appropriate, adequately supervised internship opportunities for undergraduate students. This service will be available to the new certificate program. He said he recognized the problems of identifying support services for a program which draws upon the resources of several participating departments, but he said he did not know of any way to offer the program without involving more than one school or college. He continued that Oregon State University has been conducting follow-up studies on graduates of its college of liberal arts and has found the largest number of these graduates employed in business and the second largest number in government. Within government, he said, the area of largest employment of Oregon State University liberal arts graduates is the human services field.

Mr. Schaumberg, of the Oregon Educational Coordinating Commission staff, said he felt any movement in the direction of identifying the occupational outlook for liberal arts graduates was much to be desired. He added that he personally felt it would be unfortunate if liberal arts graduates of Oregon State University, perhaps the largest repository of practical applied knowledge in the state, were not able, during the course of their liberal arts programs, to tap the repository of knowledge available in neighboring departments. He said that, without endorsing the proposed program, he would like to comment on how important it is to begin to acquire knowledge of the job market early in one's educational career so as one progresses one can see the applicability of skill development and other components of an academic program to preparation for entry into the job market.

The Committee recommended that the Board approve the recommendation as presented, with the following voting in favor: Directors Feves, Harms, and Maden. Director Carpenter voted no.

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.
Oregon State University requests authorization to offer a BS degree program in biology, effective 1976-77. The complete Oregon State University presentation is found on pp. 11a-20a of the full report.

Staff Recommendation to the Committee

The Board's Office recommended that Oregon State University be authorized to offer a BS degree program in biology, effective 1976-77.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Nature of the OSU Request

Oregon State University, following a curricular pattern typical of land-grant institutions across the country, offers undergraduate students interested in biology a selection of major programs: biochemistry and biophysics, botany and plant pathology, entomology, microbiology, zoology, general science with an option in biological science, and science education with an option in biological sciences. Head-count enrollments in these programs fall term 1973-74, 1974-75, and 1975-76 are shown in Table I, below.

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 1973-74</th>
<th>Fall 1974-75</th>
<th>Fall 1975-76</th>
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<tr>
<td></td>
<td>LD  UD Grad</td>
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<tr>
<td>Biochemistry and Biophysics</td>
<td>72  20 29</td>
<td>63  32 28</td>
<td>63  39 31</td>
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<tr>
<td>Botany and Plant Pathology</td>
<td>26  30 60</td>
<td>41  46 50</td>
<td>52  56 59</td>
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<td>Entomology</td>
<td>4  3 23</td>
<td>7  10 34</td>
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<td>Microbiology</td>
<td>52  73 47</td>
<td>43  94 49</td>
<td>55 104 55</td>
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<tr>
<td>Zoology</td>
<td>148 120 64</td>
<td>117 123 59</td>
<td>124 118 59</td>
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<tr>
<td>Total, Biological Sciences</td>
<td>302 246 223</td>
<td>271 305 220</td>
<td>300 329 238</td>
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<tr>
<td>General Science</td>
<td>161 120 37</td>
<td>160 126 39</td>
<td>121 123 29</td>
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<tr>
<td>Science Education</td>
<td>42  83 50</td>
<td>28  76 43</td>
<td>24  74 40</td>
</tr>
</tbody>
</table>

1Includes enrollments of students completing options in physical sciences.
As shown in Table I, instruction in the biological sciences is a very important instructional activity at Oregon State University, enrolling 867 students fall term 1975 (5.2% of Oregon State University's total enrollment of 16,396), with additional enrollment in students completing options in the biological sciences in general science and science education. Yet Oregon State University offers no undergraduate degree curriculum in biology.

Essentially, Oregon State University is requesting authorization to offer its undergraduate students opportunity to major in biology, rather than requiring them to select a specialized major--biochemistry and biophysics, botany and plant pathology, etc.--or a curriculum identified on their transcripts as "general science," a designation which does not communicate to future employers or graduate and professional schools depth of work in biology.

Oregon State University estimates that approximately 120 students will elect a major in biology in preference to one of the other programs in the biological sciences, if the degree program is authorized. Most of these will be pre-health science students, although other students will also find the curriculum useful.

The proposed program will have no effect on instructional programs in biology at Oregon State University--all the courses needed in the new program except one four-credit-hour course (Bi 483 Introduction to Population Biology (G)) are already being taught. The program will be administered by the chairmen of the biological science departments in the college of science, who already cooperate in the offering of 37 credit hours of core courses in biology at Oregon State University under the Bi prefix. No staff are needed for the new program, no additional library resources, facilities, equipment, or reallocation of budget.

Effect on Other Institutions. The Board's Office mailed copies of the Oregon State University proposal to four-year public and private colleges and universities in Oregon. No one suggested that the program would affect enrollment in biology at other institutions. The only negative response questioned why Oregon State University, with authorization to offer programs in five specialized fields in biology, could not devise ways of obtaining the flexibility it needs in undergraduate programming without adopting the "biology" designation used by all the other institutions offering major programs in this field.

Rationale for Recommendation for Approval

Oregon State University offers a very extensive program of instruction in the biological sciences, with five specialized degree programs at the baccalaureate level. The resources in biology are more than adequate to offer the more general degree pattern proposed. The new degree program will encourage the further coordination of resources in the biological sciences, as well as provide a curriculum more useful to some of Oregon State University's undergraduates in the biological sciences than those now available.

(Considered by the Committee on Instruction, Research, and Public Service Programs, February 24, 1976; present--Carpenter, Feyes, Harms, Madden.)

Under an administrative reorganization to facilitate administration of a very large area within the school of forestry, Oregon State University is removing from the department of forest management responsibility for graduate degree offerings in the "forest science" area, and placing responsibility for those degree offerings in a new department of forest science. With the division of administrative responsibility, Oregon State University wishes to list in its catalog MS, MF, and Ph.D. programs in forest science, and requests Board authorization to do so. A complete statement of the Oregon State University proposal is presented on pp. 21a-25a of the full report.
Staff Recommendation to the Committee

The Board's Office recommended that Oregon State University be authorized the new designation in forest science, effective 1976-77.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

The Board approved the recommendation as presented with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Explanation

This represents no real change in programs offered at Oregon State University. The graduate work leading to MS, MF, Ph.D. degrees that to the present has been offered under the aegis of the department of forest management (forest economics, resource economics, forest biometry, forest management, forest ecology, forest genetics, forest tree physiology, silviculture) would in some of these fields (forest economics, resource economics, forest biometry, forest management), continue to be offered by the department of forest management. Graduate programs in the other fields (forest ecology, forest genetics, forest tree physiology, and silviculture) would be offered under the aegis of the new department of forest science.

Undergraduate work in forest management would continue to be offered in the department of forest management. No undergraduate work would be offered in the department of forest science.

The change in listing of graduate degree programs would not involve course additions, or increases in facilities, equipment, library resources, or programs.

The cost of the administrative change being made is $3,000 per year to provide an augmentation of the salary of a full professor who will assume the chairmanship of the department of forest science. These funds would be provided by the Forest Research Laboratory.

As a matter of interest, it might be noted that the present department of forest management consists of 35 faculty, 50 technicians, and graduate assistants, 389 undergraduate students, 75 graduate students, a million-dollar research program, an extension program, and numerous short courses and other continuing education.

(Considered by Committee on Instruction, Research, and Public Service Programs, February 24, 1976; present--Carpenter, Feves, Harms, Maden, Layman.)

The Office of Academic Affairs distributed a report entitled, "Report of the Commission on the Oregon State University Extension Service," dated February 24, 1976. The complete report is on file in the Board's Office and incorporates the following material:

The Report of the Commission on the Oregon State University Extension Service entitled, "Extension Education in Oregon: Preparing for Tomorrow," was presented to the Board's Committee at its February 24 meeting, by Mr. Howell Appling, Commission Chairman, former Oregon Secretary of State, presently a Portland business executive. (See Supplement A to these minutes.)

A brief sketch of the programs, the modus operandi, and the sources of funding of the Cooperative Extension Service, was prepared by the Board's Office as an aid to Board members in refreshing their memories as to the nature of the Cooperative Extension Service's characteristics.
Staff Recommendation to the Committee

The Board's Office recommended:

1. That the Board accept the report of the Committee.

2. That the Board commend Chairman Appling, the other members of the Commission, the Commission's staff, and all those at Oregon State University who have contributed to the development of the report and recommendations.

3. That the Committee charge the Board's Office--in collaboration with Oregon State University--with reporting to the June meeting of the Board's Committee, setting forth the specific plans through which those recommendations calling for action will be pursued, and identifying for further review with the Committee any Commission recommendations concerning which there may be question.

Mr. Appling's Presentation of Report of the Commission

Mr. Howell Appling reported to the Committee highlights of the Commission's report, as follows:

He said it would be impossible for anyone to spend any appreciable time studying the Cooperative Extension educational program as it has existed since its inception in 1914 without developing an appreciation for the substantial contributions that Cooperative Extension education has made to (1) production agriculture in Oregon, (2) enhancement of rural living, (3) development of 4-H youth, and more recently (4) the areas of forestry, community development, and marine resources. The commission believes the off-campus educational mechanism of Cooperative Extension is fundamentally sound and has, over the years, demonstrated sensitivity and responsiveness that is well proven. This does not mean, Mr. Appling continued, that Extension has not changed in meeting drastically changed circumstances in its 61 years of existence, and he pointed out, the Commission has opened its report by enumerating some of these changes (Section 2 of the report).

Mr. Appling directed the Committee's attention to findings and recommendations of the Commission in respect to program development (Section 3), program delivery and evaluation (Section 4), administration (Section 5), funding (Section 6), and interinstitutional relationships (Section 7). The final section of the report, he said, simply anticipates that the same kind of changes affecting the cooperative extension programs will occur in the future as have occurred in the preceding 61 years.

Mrs. Carpenter asked Mr. Appling to discuss the question of program duplication with the community colleges. Mr. Appling said that first of all, the members of the Commission did not believe duplication was necessarily undesirable. A program in a community college in Bend, for example, has little value to someone located in Portland or Ontario. However, he continued, the Commission did find a certain awkwardness in Oregon State's attempting to draw on a base of knowledge existent on another campus. Traditionally, Cooperative Extension education has been limited to Oregon State University's knowledge base, but as problems become more multi-disciplinary, the program may need to have a way of drawing on knowledge that may not be available on the Oregon State University campus. Considerable attention also needs to be given, he said, to the relationship between Cooperative Extension education and the programs of the community colleges.

Mr. Maden inquired as to whether the Commission has examined relationships of Extension with the Division of Continuing Education. Mr. Appling acknowledged this was an area of interest, but said the Commission had not examined this relationship in detail.
Mr. Maden asked for amplification of Recommendation 11 dealing with reorganization of the administration of the Extension service. President MacVicar responded that Cooperative Extension is now administered by a director, who reports to the dean of agriculture. The awkwardness identified by the Commission results from the fact that the Extension program draws upon the resources of other schools in the University (e.g., home economics, forestry) while the director of the Cooperative Extension program is situated in the School of Agriculture and reports to the dean of the School of Agriculture. It is a somewhat awkward administrative relationship for a dean of home economics or forestry, for example, to report with respect to the conduct of a program under his or her supervision to a director who in turn reports to the dean of the School of Agriculture. This awkwardness is overcome by a general spirit of good will and the recognition that the management of the total program is of necessity vested in a director responsible for the totality. President MacVicar said the institution will give careful consideration to the recommendations of the Commission in respect to administrative structure. However, he noted, what appears on an organizational chart to be an administratively awkward arrangement has, in fact, worked remarkably well.

Mr. Appling said the Commission agreed that what appeared on an organizational chart to be quite complex had indeed worked well. He said Oregon State University has a three-fold mission, instruction, research, and service. While Dr. MacVicar has emphasized that these are co-equal missions, from the standpoint of status, opportunity, and realistic commitment they are not co-equal. Mr. Appling said. The Commission's recommendation is predicated on the possibility that if the program is broadened to draw on Oregon State University's total knowledge base in those areas of off-campus education where educational assessment would indicate that there is a valid need, then it would be desirable to have a reorganization of administrative responsibility along the lines recommended by the Commission.

Mr. Layman asked if the recommendation was concerned with administration of Cooperative Extension within the University or within the State System. He recalled that one of the questions leading to the appointment of the study commission was the question as to whether Cooperative Extension had moved into the area of general education perhaps a little more than was originally intended. He noted that recommendations in Section 7 on interinstitutional relationships spoke of coordination with the community colleges, and said he assumed that the Commission did not intend to preclude cooperation with institutions within the State System. He said that so long as interinstitutional relationships are understood to cover the whole field of education, he felt the recommendations were a reasonable goal.

Mr. Maden asked whether the Commission examined the feasibility and desirability of charging fees for service. Mr. Appling said both this Commission and the earlier commission, which examined the program of the Agricultural Experiment stations, had done so. The first difficulty in charging fees is the difficulty of collecting. But beyond this, he said, is the question of just who is the beneficiary of the activity.

The earlier commission study of the Agricultural Experiment stations found that if application of improved technologies to production agriculture had not occurred, food prices would very likely have been 50% higher in 1972 than was the case. The principal beneficiary of this holding the line in respect to food costs was not the farmer but the consumer, Mr. Appling said. The third question reviewed by the Commission was as to whether or not the recipients of the Cooperative Extension services, particularly as they apply to production agriculture, are not already paying for the better part of the service through general taxation and property taxes.

Mr. Maden asked if there were any fee programs. Director Joseph Cox, of the Extension Service, said there were some fee programs, for example, the seed certification program and the soil testing service. Cooperative Extension is continually reviewing its activities to see which might appropriately be put on a fee basis, he said, in order to make its limited money go further. Mr. Maden expressed the hope that this matter would be given continuing attention by the Cooperative Extension Service.
Mrs. Elizabeth Johnson, of the Oregon Educational Coordinating Commission, noted that the people of Crook County had approved a special tax district for Cooperative Extension so that funding of that activity would no longer be part of the county budget. She said she felt this would provide more local control in decisions as to programming in the county.

Mrs. Carpenter inquired as to the percentage of the Cooperative Extension services offered to clientele in urban areas as contrasted with rural and semi-rural urban areas. Director Cox reported that approximately one-third of the clientele of the 4-H program is in rural areas, one-third in small towns and suburban communities, and one-third in cities. The great proportion of clientele in agricultural programs is in rural areas. Programs in family living are distributed across urban and rural populations, with significant programs in the Portland metropolitan area as well as in rural sections of the state. Much of the foods and nutrition program, which is totally federally funded, is aimed at low income people in urban situations.

Mrs. Carpenter expressed the appreciation of the members of the Board for the great contribution made by members of the Commission in their study. President MacVicar said he would like to express, on behalf of Oregon State University, profound appreciation to Mr. Howell Appling, personally, for the very substantial contribution he has made to the people of Oregon through the leadership he has given to the studies of the Agricultural Experiment Station and the Cooperative Extension Service, and to the other commissioners, many of whom came from out of state, for their substantial contributions.

Dr. Romney noted that the Board's Office recommends (1) that the Board accept the Commission report, (2) that it commend Mr. Appling and other members of the Commission, the Commission staff, and all those at Oregon State University who have contributed to the development of the report, and (3) that the Committee charge the Board's Office, in cooperation with Oregon State University, with reporting to the June meeting of the Committee setting forth specific plans through which these recommendations of the Commission calling for action will be pursued and identifying for further review with the Committee any Commission recommendations concerning which there may be some question.

Mr. Harms moved adoption of the Board's Office recommendations with the addition that recommendation 2 be incorporated in a formal resolution for adoption by the Board.

The motion was approved unanimously.

Board Discussion and Action

The Board approved the recommendations as presented with the following voting in favor: Directors Carpenter, Feyes, Harms, Ingalls, Joss, Marden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None. The resolution specified by Mr. Harms appears below.

Explanation

The Commission was appointed in March 1975, by Chancellor Lieuallen under authority of the State Board of Higher Education, and charged with the following responsibilities:

- To review and examine the program of the Oregon State University Cooperative Extension Service and to determine to what degree it is meeting the obligations laid upon it as an extension agency of a Land Grant-Sea Grant University by federal and state statutes and Board policies.

- To examine Cooperative Extension Service management processes to determine whether they are resulting in effective and efficient management.
To determine whether or not the program priorities (agriculture, forestry, marine resources, family living/home economics, 4-H youth, and community development) of the Cooperative Extension Service are those most likely to meet the critical needs of Oregonians for the remainder of this decade and to report any recommended reordering of priorities or reallocation of resources.

To identify those unmet needs of the state that it appears the Cooperative Extension Service has the capabilities for serving--either by itself or in collaboration with other state and federal agencies having compatible missions--and to identify procedures for meeting those needs.

To make any recommendations the Commission feels appropriate with respect to any aspect of the conduct of the affairs of the Cooperative Extension Service that would enhance its capabilities for achieving its assigned mission.

The Commission met in formal sessions a total of six times over an eight-month period. It presented to the Board the summary of its major observations, conclusions, and recommendations.

Mrs. Carpenter read the following resolution which had been prepared in response to the Board's Office recommendation:

Certificate of Recognition
Commission on OSU Extension Service

WHEREAS the Commission on the Oregon State University Extension Service, appointed by Chancellor Roy E. Lieuallen under authority of the Oregon State Board of Higher Education, did conduct an intensive review and analysis of the role of Cooperative Extension programs in relation to the educational needs of the state; and

WHEREAS the members of the Commission and its staff, under the leadership of Mr. Howell Appling, did meet over a period of eight months and devote much time, effort and talent to this task in the true and generous spirit of public service; and

WHEREAS the Commission did develop innovative recommendations to improve the efficiency and effectiveness of Cooperative Extension to better serve the educational needs of the state; therefore

BE IT RESOLVED that the Oregon State Board of Higher Education commend the Commission on the Oregon State University Extension Service, its staff and all those at Oregon State University who participated in the study for significant contributions to Extension Service program development, to higher education and to the state.

Upon motion by Mrs. Carpenter, the Board approved the above resolution, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

(Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present--Perry, Ingalls, McIntyre, Stewart.)

It was recommended that the schematic design phase of planning for the proposed School of Music Addition and Alterations at the University of Oregon be approved and that the appropriate Board officials be authorized to instruct the architects, Broome, Oringdulph, O'Toole, Rudolf & Associates, to proceed with the design development and construction documents phases of planning, solicit bids and award a construction contract within the total project budget of $2,070,000 authorized by the 1975 Legislature.
In addition, it was recommended that the appropriate Board officials be authorized to coordinate the planning and contracting for this capital construction project with the correction of safety deficiencies within the existing facilities of the School of Music, budgeted separately and estimated to cost approximately $200,000, and also with a proposed solar demonstration project if the federal government approves all or a portion of the grant request of $164,875 filed recently with the concurrence of the State Emergency Board.

Discussion and Recommendation by the Committee

In response to questions from Mr. Stewart, it was stated that students and faculty had worked closely with the architects in the development of the plans. It is anticipated the proposed addition and alterations will solve most of the problems which exist in the use of the present facilities. A safe location would be available for the storage of instruments when the project is completed. It was indicated also that if money becomes available for the solar energy project, it would be under the direction of Professor John Reynolds of the School of Architecture at the University of Oregon. Mr. Reynolds is a specialist in solar energy research and serves on the Eugene Water and Electric Board.

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

Board Discussion and Action

The Board approved the staff recommendations as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Committee

As reported to the Board on September 23, 1975, Architects and Planners Broome, OringDuph, O'Toole, Rudolf & Associates, Portland, were commissioned to provide professional services for the proposed School of Music Addition and Alterations at the University of Oregon. The project was included as Priority No. 10 within the listing of educational and general plant projects for 1975-1977 and was approved by the 1975 Legislature with an expenditure limitation of $2,070,000.

Institutional officials and the project architects have filed with the Board's Office a copy of the schematic design for the proposed additions and alterations to the School of Music facilities which appear to be consistent with the program requirements developed in cooperation with the user group and campus planning officials. The planning also gives effect to the correction of safety deficiencies which are to be accomplished concurrently under separate funding authorized by Chapter 48, Oregon Laws 1975.

The proposed design contemplates the construction of two major additions plus various alterations within various portions of the existing facilities in order to provide the critical spaces needed for the School of Music's present program.

One of these additions would be a two-story unit north of the Beall Concert Hall. It would provide new choral and group instrumental instruction facilities in close proximity to the existing instrumental rehearsal room, the concert hall and related ancilliary spaces. It is expected that this addition would contain six larger instructional spaces as well as approximately 25 smaller spaces for teaching studios, practice rooms, storage rooms and a music library. The design character of the addition would permit increased visibility and access from the north and central part of the University of Oregon campus with principal entrances leading directly off of the two non-vehicular routes which would be preserved immediately east and west of the building. The concentration of the choral and group instrumental instruction areas within this portion of the music complex, with appropriate consideration for the acoustical requirements, is expected to enhance the quality of spaces provided for other (quieter) functions elsewhere and to simplify the movement and storage of instruments.
The other new addition proposed by the schematic design would also be a two-story unit. It would extend east from the connector between the existing middle and south buildings and would contain approximately 37 small instructional studios and practice rooms. This addition would preserve and further enhance the east garden area which is the site of summer concerts and other institutionally-sponsored events. The present open air corridor between the middle and south buildings of the School of Music would be replaced with a new enclosed circulation area. This space would serve as the School's "hearth" and would also include an elevator for the movement of instruments and for access by the physically handicapped to all spaces not accessible from grade entrances.

Inasmuch as the middle section of the existing facilities is not suitable structurally for economic modifications to provide a high quality acoustic environment for music instruction, the spaces there would be reassigned to quiet functions such as the administrative offices for the School of Music.

If sufficient resources are available, portions of the south section of the present music facilities would be remodeled to accommodate composition and recording, a piano studio, a classroom, and practice rooms in areas vacated upon the transfer of choral and group instrumental instruction to the proposed north addition.

It is anticipated that some remodeling would be accomplished also in the Beall Concert Hall section of the existing music facilities. This would include improvements to organ practice rooms and to the Concert Hall Lobby.

As noted, all of the safety deficiencies applicable to the School of Music which were identified within the three phases of the Department of Higher Education's Safety Deficiency Correction Program, are expected to be corrected simultaneously with the additions and alterations. The necessary corrections would include exitway and access improvements, a fire alarm system, emergency lighting, the upgrading of the electrical system and some structural modifications. The estimated cost thereof is approximately $200,000. Although these corrections are being funded separately, they are being planned integrally and will be incorporated within the bid documents for the project to minimize cost and assure maximum coordination of the work. The final selection of construction materials has not been made, but it is expected that the structural additions would have an incombustible frame with concrete slabs on metal decks and steel joists. Exterior materials would include brick veneer, a metal or built-up roof and double-glazed insulating glass. Interior partitions would include drywall and metal stud partitions, drywall or accessible ceilings, vinyl floor tile and carpet. The architects and their engineering consultants have indicated that every consideration will be given in the design to comply with energy conservation regulations and practices.

The potential of a solar energy system to provide space heating, space cooling and hot water heating for a portion of the School of Music complex is being examined. Such a system, which would complement utility services available from the campus central utility plant, would be planned as a model installation suitable for use in other buildings of the State System of Higher Education, other state and publicly-owned buildings and private commercial buildings. The proposed solar system would utilize solar panels located on the roof of the second (east) addition described above to collect heat energy which would drive an absorption cycle machine. It is estimated that the incremental cost of the proposed energy system, in lieu of using conventional equipment, would be approximately $199,875. Of this amount, $35,000 would be financed from state fund resources available within the expenditure limit of $2,070,000 for the project, and the remaining $164,875 would be financed by the Energy Research and Development Administration of the federal government if approval is obtained on the demonstration grant proposal which was submitted recently following appropriate authorization by the Emergency Board.
Based upon the price level expected to prevail in the summer of 1976 when bids for the project could be solicited following completion of the drawings and specifications, the direct construction costs of the building additions, totaling about 23,417 square feet, are estimated to be $1,435,000, or approximately $61.28 per square foot. These amounts include those features within the building that would allow use of the proposed solar energy system but not the system components. The direct construction costs for the remodeling of approximately 7,900 square feet are estimated to be $137,700 and for the site work and utility costs are estimated to be $57,300, so the total direct construction costs for the addition and alterations are expected to be $1,630,000 exclusive of the safety deficiency corrections. The estimated total project cost of $2,070,000 for the School of Music Addition and Alterations would be financed in equal shares from the General Fund appropriation in Chapter 331, Oregon Laws 1975, and from bond borrowings to be issued under the provisions of Article XI-G of the Oregon Constitution. An additional $164,875 may be available for the solar energy system demonstration project if funds are approved by the Energy Research and Development Administration, but the expenditure thereof would be subject to approval by the State Emergency Board.

**RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN PHASE OF PLANNING**

Project - UO School of Music Addition and Alterations

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

Board's priority - No. 10 in 1975-1977 (Educational and General Plant)

Legislative authorization - Chapter 331, Oregon Laws 1975

Estimated gross area - new addition - 23,417 square feet
remodeling - 7,900 square feet

Estimated total project costs:
School of Music Addition and Alterations (excluding approximately $200,000 from separate authorization for Safety Deficiency Correction Program) $2,070,000

Estimated direct construction costs:
Building additions, including fixed equipment $1,435,000
(Average cost per square foot - $61.28)
Building alterations 137,700
(Cost varies markedly in various building sections; average - $17.43 per square foot)
Site work and utilities 57,300
Total (excluding approximately $170,000 for correction of safety deficiencies) $1,630,000

Tentative schedule:
Bidding - June 1976
Completion - September 1977

Tentative financing plan:
General Fund appropriation within Chapter 331, Oregon Laws 1975 $1,035,000
Article XI-G bond borrowings 1,035,000
Total (excluding approximately $200,000 from separate authorization for correction of safety deficiencies) $2,070,000

(Considered by Committee on Instruction, Research, and Public Service Programs, February 24, 1976; present--Carpenter, Fve, Harms, Maden.)

The University of Oregon Health Sciences Center requests authorization to offer a new graduate program in human genetics, leading to the Ph.D. degree, effective 1976-77.
Staff Recommendation to the Committee

The Board's Office recommended that the University of Oregon Health Sciences Center be authorized to offer the proposed graduate program, leading to the Ph.D. in human genetics, as described in the institution's proposal, effective 1976-77.

Discussion and Recommendation by the Committee

President Bluemle commented on the budget for the proposed program. He indicated that several alternative budgets had been developed, ranging from (1) a budget constructed to take account of circumstances if the National Institutes of Health (NIH) funds requested for the program are not forthcoming and if the program must be carried by the University of Oregon Health Sciences Center within its going-level budget, to (2) a budget built to reflect what would be expended on the program should the requested National Institutes of Health grant be received and should the state provide special funding for 1.0 faculty FTE in support of the program.

President Bluemle said that things are presently quite fluid in terms of budgetary planning, for much depends upon the extent to which the University of Oregon Health Sciences Center is successful in securing federal funding for the various programs and activities for which it is seeking federal funds. He indicated that the fiscal picture would be clearer by the time the 1977-1979 biennial budget is being prepared, for by then he would expect that it would be known what University of Oregon Health Sciences Center federal grant requests for various programs and activities were going to be funded.

When asked by Chancellor Lieuallen whether the proposed program could be launched and maintained without any special state funding should the requested federal funding not be forthcoming, President Bluemle and Dr. Koler both indicated that it could be. That if the program were authorized the University of Oregon Health Sciences Center, effective fall term 1976, the University of Oregon Health Sciences Center could, within its going-level budget, make necessary adjustments to assure funding of the program, and that should the hoped-for federal funding not be forthcoming, adjustments could be made within the University of Oregon Health Sciences Center to maintain the program within the going-level budget.

Dr. Koler asserted that the most critical element of the funding is the student training support.

Mr. Maden asked for a brief review of the work in genetics being carried on in the Oregon Graduate Center. President Bluemle and Dr. Koler both observed that the principal emphasis in genetics at the Oregon Graduate Center is on the development of improved trees.

Earlier in the meeting, Mr. Maden also had asked President MacVicar for information concerning the Genetics Institute at Oregon State University. President MacVicar said the Institute is composed of faculty who are geneticists, regardless of whether they are in botany, zoology, biochemistry, microbiology, forestry, animal science, or agronomy. The coordinative administration of coursework in genetics at the graduate level permits offering an advanced degree in genetics as opposed to one in one of the specific sciences indicated above. The basic work in genetics that would be applicable to any aspect of genetics, including human genetics, is offered. The areas of specialization would be largely in the field of population genetics or plant breeding or animal breeding, the pure and applied kinds of genetics appropriate to a land grant institution.

Assembled as to the housing of the proposed program, Dr. Koler indicated that the clinic activities that are on-going now are primarily carried out in the new Child Development Rehabilitation Center which is sort of a Genetics Clinic. The basic science activities would be housed in the Basic Science Building. For thesis work, individual students would, for the most part, be primarily housed in their faculty advisor's research laboratories so that they may be scattered widely over the campus.
Mrs. Carpenter asked if the Genetics Bank which has been maintained at the University of Oregon Health Sciences Center would be related to the proposed program. Dr. Koler asserted that the backlog of clinical material would constitute a resource for persons interested in a Ph.D. program, particularly if they are interested in population genetics.

Dr. Schaumberg, of the Oregon Educational Coordinating Commission, asked whether there was any possibility of a regional, cooperative arrangement through which the program could serve a regional function and in turn draw upon regional resources. Dr. Koler said that there had been some informal regional cooperation, and the capability for regionalization probably would exist, if it proved to be desirable.

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

Board Discussion and Action

In response to a question during the discussion, it was stated that the option to request funding from the Legislature for an additional 1.0 FTE would not be exercised.

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feyes, Harmas, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Description of Proposed Program

The proposed program consists of a four-year curriculum to provide multidisciplinary training in human genetics, with emphasis on biochemical, cytogenetic, immunogenetic, and population approaches to genetic sources of human variation, including heritable disease. The program would be offered by the division of medical genetics of the school of medicine of the University of Oregon Health Sciences Center. The program would admit five students per year, giving a level of approximately 20 students in the program at any one time if the estimated four-year completion time proves realistic. The admission level was set to provide the optimum number of students required to justify investment of faculty time in the core curriculum, to provide a critical mass of active, involved students, and to permit a useful student-faculty contact ratio.

Curriculum. A normal course load for students enrolled in the program will be 15-18 hours per term. The curriculum is divided into three sections:

1. Background course work essential to the required core of courses in genetics. These courses will be selected to fill out the student's background preparation from offerings of the School of Medicine, School of Dentistry, and Portland State University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>Bi 422</td>
<td>Introduction to Genetics (PSU)</td>
<td>4</td>
</tr>
<tr>
<td>Bi 423</td>
<td>Genetics Laboratory (PSU)</td>
<td>2</td>
</tr>
<tr>
<td>BCH 410</td>
<td>Basic Biochemistry (MS)</td>
<td>3</td>
</tr>
<tr>
<td>CON 410</td>
<td>Cell Organization and Function (MS)</td>
<td>5</td>
</tr>
<tr>
<td>CON 412</td>
<td>Developmental Biology (MS)</td>
<td>2</td>
</tr>
<tr>
<td>St 430</td>
<td>Statistical Analysis I (DS)</td>
<td>3</td>
</tr>
<tr>
<td>St 511</td>
<td>Statistical Analysis II (DS)</td>
<td>3</td>
</tr>
<tr>
<td>Mth 350</td>
<td>FORTRAN Programming (PSU)</td>
<td>3</td>
</tr>
</tbody>
</table>

2. A sequence of required courses, offered by the genetics faculty. Ethical considerations, an essential component in training in human genetics, are dealt with as a part of the instruction in MGen 609 Medical Genetics and in periodic division seminars. (See pp. 62a-63a of the full report for further discussion of this aspect of the program.)
3. Elective courses suitable for a major in human genetics selected in accordance with student's developing research interest.

4. Thesis research project.

The first-year curriculum will consist of courses from sections (1) and (2) above. The second year will involve completion of required courses and some elective courses. The third year will complete the course work for the major program and begin the research project. The fourth year, as required, will be devoted to completion of the research project.

Admission Requirements. Admission to the program will be limited to five students per year. Students will be accepted with undergraduate backgrounds in chemistry, biology, zoology, or mathematics. Admission will be based on appropriate undergraduate degree, undergraduate grade point average, scores on the Graduate Record Examination, letters of recommendation, and, when possible, interviews with the applicant. Students with less than 3.0 grade point average or a combined verbal and quantitative score of less than 1200 on the Graduate Record Examination will be admitted only when extenuating circumstances exist and after personal interview. The faculty is convinced that the quality of the program and its products is a function of the quality of students admitted and admissions criteria will be weighed carefully in selecting students for admission.

Resources To Offer Program

Faculty. Faculty involved in the proposed program include 11 members of the division of medical genetics, 4 members of the department of biochemistry, and one member of the department of microbiology and immunology. All have participated in predoctoral and postdoctoral training in human genetics. Vitae are shown on pp. 27a-50a of the full report.

Library. The University of Oregon Health Sciences Center states that "All professional journals, textbooks, reviews, and monographs relevant to the studies proposed in this program are now present in the University of Oregon Health Sciences Center library, in biochemistry or microbiology and immunology departmental libraries, in the division of medical genetics library, or through interlibrary loans available through the UOHSC library." Continuing subscriptions and purchase of new materials will be necessary to maintain the resource. These expenditures are planned in on-going budgets of the respective libraries.

Facilities and Equipment. The University of Oregon Health Sciences Center states that all of the required facilities are now present at the University of Oregon Health Sciences Center. The reference to needs for remodeling of space in the third floor of Mackenzie Hall, p. 14a of the UOHSC presentation, is not pertinent to this proposal since the decision has been made to move the division of medical genetics into space elsewhere on the campus which does not require remodeling. The University of Oregon Health Sciences Center needs access to newer computer resources, updating of present equipment, and purchase of new equipment. A committee is now at work projecting total institutional computer needs including needs of the division of medical genetics. Updating and purchase of new research equipment will presumably, as at present, be funded from research grants.
Courses. Courses presently offered which would support the proposed program are listed on pp. 9a-8a of the full report. Courses to be added, totaling 15 credit hours, are described on pp. 9a-10a of the full report. Four of the courses to be added, totaling 11 credit hours, are required in the core program (the first four courses listed under item 2, p. i).

Fellowships and Student Support. Application has been made to the National Institutes of Health (NIH) for funds for fellowship and supplies and services support for students enrolled in the program. If the grant is not received the institution will endeavor to locate other sources of support for students unable to afford tuition and other costs. Of the 56 Ph.D. candidates presently enrolled in basic science departments of the Medical School, the University of Oregon Health Sciences Center reports, only 20 have stipends from NIH grants. The rest have no direct support, although some do receive some support from laboratory or teaching assistant funds, or serve as research assistants on individual research grants. The UOHSIC concludes that, based on current experience, failure to receive NIH support would not prevent recruitment of qualified students. Their opportunity to engage in research and to secure access to computer facilities would be, in part, dependent on continued NIH and other federal funding of research grants to individual faculty members.

Budgetary Impact

The budget for the proposed program, if the NIH grant is not received, is shown on p. 17a of the full report. The budget assumes .10 FTE effort of each of 10 division of medical genetics faculty, .15 FTE effort of a division secretary, and 10% commitment of the division supply budget. Since an average of approximately one-quarter of division faculty salaries is derived from federal funds, commitment of state funds from the division budget in support of this program represents 77% of the program budget. The budget is summarized below:

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<tbody>
<tr>
<td>Faculty @1.00 FTE</td>
<td>$31,278</td>
<td>$33,467</td>
<td>$35,810</td>
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<td>Secretary @ .15 FTE</td>
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<td>1,500</td>
<td>1,605</td>
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<tr>
<td>Supplies and Services</td>
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<td>1,322</td>
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<tr>
<td><strong>Total</strong></td>
<td>$33,747</td>
<td>$36,109</td>
<td>$38,737</td>
<td>$41,449</td>
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<tr>
<td>State (going-level) 77%</td>
<td>$25,893</td>
<td>$27,706</td>
<td>$29,745</td>
<td>$31,827</td>
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<td>Federal 23%</td>
<td>7,854</td>
<td>8,403</td>
<td>8,992</td>
<td>9,622</td>
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</table>

An alternate budget (budget #2) included in the University of Oregon Health Sciences Center presentation on p. 18a of the full report, includes special legislative funding for one additional faculty salary (1.0 FTE) which would be sought from the Legislature. However, Dr. Bluemle indicates that this alternate budget will not be used.

Budget #3 (p. 19a of the full report) is simply the budget we have reproduced above, augmented by the NIH funds which have been requested, but which there is no assurance the University of Oregon Health Sciences Center will receive. Budget #4 is the same as budget #2 cited above, but augmented by the same NIH grant funds cited in the preceding sentence.

Employment Opportunities

The request being made to the Board reflects opinions of the staff of the National Institute of General Medical Sciences, that there is national need for graduates with research training in genetics. (See "Manpower Needs in Human Genetics," prepared for the Council of the American Federation of Clinical Research by Dr. David L. Rimoin, reproduced on pp. 23a-26a of the full report.)
The University of Oregon Health Sciences Center has responded in some detail to requests from the Board's Office for information concerning employment opportunities for graduates of the proposed program, in Oregon, the region, and the nation. This response, covering teaching, clinical work, and research, is found on pp. 59a-62a of the full report. This information confirms the report of Dr. Rimoin concerning the rapidly increasing need for persons prepared to work in this area.

Duplication of Effort

The proposed program would be the only Ph.D. program in human genetics in the three Pacific Coast states. The division of medical genetics at the University of Washington is a component of the department of medicine and does not have degree granting status. The University of California Berkeley and Davis campuses offer MS programs in human genetics, but no Ph.D.

The program has been reviewed by scientists and educators in Oregon, including, among others, Dr. William D. Hohenboken, Oregon State University Genetics Institute; Dr. William Montagna, Oregon Regional Primate Research Center; Dr. Rhesa L. Penn, Jr., Oregon Health Division; President Ira C. Keller, Oregon Graduate Center for Study and Research; Dr. Lester Newman, Biology Department, Portland State University; Dr. Aaron Novick, Graduate School, and Dr. Sanford Tepfer, Biology Department, University of Oregon; President James V. Miller, Pacific University; Vice President Michael G. O'Brien, University of Portland; President John R. Howard, Lewis and Clark College; President Rodney A. Briggs, Eastern Oregon State College.

All are supportive of this present proposal. The following comments are illustrative of that support.

Dr. Montagna, of the Primate Center, states:

There is a vast need for scientists training in human genetics. Very few other institutions in the United States have graduate programs in this area, and practically none of them offer a program as sound and comprehensive as the one proposed here.

Dr. Penn, of the Health Division:

The various activities of the University of Oregon Health Sciences Center relating to human genetics have been of considerable interest to me. Our Metabolic Disorders Screening Program, now a multistate regional program, could never have reached its present highly developed state without the support and cooperation of Health Sciences Center personnel. The responsibility for diagnosis and treatment of children suspected of metabolic disorders because of abnormal screening tests is a shared responsibility. Our various joint or cooperative ventures in family planning, perinatal care, intensive infant care, and other efforts frequently draw heavily on the resources of the Health Sciences Center in Human Genetics.

Dr. Hohenboken, Genetics Institute, OSU:

In summary, I do feel that a legitimate and growing demand exists for a doctoral program in human genetics. I think that placement opportunities for graduates of such a program are and will continue to be good. The initiation of the program would not be directly competitive with training or research programs in genetics at OSU. Existing faculty and especially clinical facilities at UOHSC make them the most logical institution to initiate the program. I support adoption of their proposal, feeling it is in the best interests of the State of Oregon, and that it cannot hurt and would probably help genetics programs at OSU.
Dr. Michael Flower, Chairman of the Biology Department at Southern Oregon State College, noted that the summary of the proposed program presented in the original request document, did not discuss what if any consideration would be given in the program to bioethical issues. The discussion presented in supplementary information provided by the Medical School, pp. 62a-63a of the full report and summarized under item 2, p. 19, is in response to Dr. Flower's questions.

**Summary**

In summary, the Board's Office would like to quote from a letter received from Dr. Robert S. Stone, the new dean of the University of Oregon Health Sciences Center School of Medicine, transmitting the human genetics proposal:

Dr. Kaler and his associates in several departments and divisions here have developed a professionally and academically strong program which certainly is much admired elsewhere in the country. There is undoubtedly a national need for medical geneticists in view of the enormous scientific progress which is being made in the field. Medical genetics bridges a hiatus between fundamental biology and direct application to human welfare. Scientists and physicians are becoming much more capable in preventing and alleviating human ills of genetic origin. I do strongly believe that this institution has a great deal to contribute in this field and that our contribution will be greatly enhanced by the establishment of a doctoral level program.

**(Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present—Perry, Ingalls, McIntyre, Stewart.**)

**Staff Recommendation to the Committee**

It was recommended that authorization be given to transfer the sum of $20,578 from the principal of the Arthur H. Devers bequest to the Devers income account.

**Discussion and Recommendation by the Committee**

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

**Board Discussion and Action**

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Ffews, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

**Staff Report to the Committee**

At its meeting on June 16, 1959, the Board established policies to govern the expenditure of a bequest by Arthur H. Devers to the University of Oregon Medical School in the amount of $1,028,937. The income from investment of the bequest was designated for paying stipends of residents in eye, ear, nose and throat, "and, if necessary, a portion of the principal be made available for the payment of salaries of faculty members in ophthalmology and otolaryngology, or for any instructional purposes....""

The Board authorized the use of not more than 2% of the original principal in any one year. Two percent of $1,028,937 is $20,578.

The present need is for funds to pay a portion of the salary of a professor of otolaryngology whose salary has heretofore been met from a National Institutes of Health research grant which has expired and which is not expected to be replaced until some time in the 1976-77 fiscal year.
(Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present--Perry, Ingalls, McIntyre, Stewart.)

Staff Recommendation to the Committee

It was recommended that the Committee approve the allocation of approximately $27,000 from principal of the Hruby Hospital Bequest, a quasi-endowment, for acquisition of specialized equipment related to cataract surgery, Model 707 Cavitrone/Kelman Phaco-Emulsifier Aspirator.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Committee

The Board approved establishment of a quasi-endowment for the Hruby Hospital Bequest on April 28, 1975. The bequest specified no restrictions other than that the funds be used for the Doernbecher Hospital. Currently, the account contains $48,465.45.

The University of Oregon Health Sciences Center has requested that approximately $27,000 from the principal be applied for acquisition of equipment. The instrument to be acquired is a new device used in cataract surgery which will assist in the training of physicians in Ophthalmology and provide a necessary service to patients. Administrative Rule 64.072 permits the expenditure of all or a part of the principal in a quasi-endowment in accord with Board policy or directive.

Additional Alterations within Mackenzie Hall, OHSU (Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present--Perry, Ingalls, McIntyre, Stewart.)

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to proceed with additional alterations within Mackenzie Hall at the University of Oregon Health Sciences Center at an estimated cost of approximately $114,400 to be financed from capital outlay building use credits, other gift and grant funds and resources available within the operating budget of the institution.

Discussion and Recommendation by the Committee

In response to a request from Mr. Perry, Mr. Hunderup clarified the definitions of capital construction and capital improvements. He explained that capital construction normally consists of projects involving expenditures of $50,000 or more, unless they constitute repairs and maintenance. He said the question concerning this project is whether individual items of $25,400 and $29,000 can continue to be classified as capital improvements when simultaneously in the same building another project is under way with an expenditure of $60,000 and a cumulative total of $114,400. The question of whether Emergency Board approval is required for all three elements or on only the $60,000 project is being discussed with Dr. Bernard Saalfeld.

The Committee recommended that the Board approve the staff recommendation as presented.
Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Committee

With Board approval, a request was presented to the 1971 Legislature for authorization to expend a total of $2,315,000 for various alterations within Mackenzie Hall and the Administration Building at the University of Oregon Medical School. The major portion of this request related to the proposed remodeling of spaces within Mackenzie Hall which were to be vacated upon the scheduled completion of the new Basic Science Classroom and Laboratory Building authorized previously. The alterations were required in order to make certain areas of the building usable for other departments and divisions. It was expected that slightly more than half of the expenditure requirements would be financed from gift and grant funds, so the request for state funds was in the amount of $1,155,000.

Because commitments from the federal granting agencies had been obtained only for the remodeling of space within Mackenzie Hall for the School of Nursing, the Legislature and the State Emergency Board authorized the expenditure of only $600,000 for work in that building. Consequently, it was necessary to defer other phases of the remodeling to subsequent biennia. The alterations for the School of Nursing were completed in accordance with the drawings and specifications prepared by Architects Broome, Selig & Oringdulph, and the report of the inspection and acceptance thereof was made to the Board on March 26, 1974.

As resources have become available to the institution, other minor remodeling has been accomplished within Mackenzie Hall. Because these items of work involved capital improvements, rather than capital construction, they have not been reviewed with the Board and it has not been necessary to seek authorization from the Legislature or the State Emergency Board for them. For example, Room 2172 was remodeled to accommodate the Accounting Section of the Business Office of the University of Oregon Health Sciences Center. Formerly, it had been used as a biochemistry laboratory but had been vacant ever since the new classroom and laboratory building had been completed. The expenditures of about $47,500 for these alterations were financed from a combination of capital outlay building use credits and from resources available in the special repairs and alterations account in the operating budget of the institution. (Much of the funding for such special repairs and alterations comes from indirect cost allowances on instructional and research contracts and grants, but a portion also comes from state appropriations.)

Alterations to Rooms 3138 and 3144, to provide space for a new appointee in the Department of Anatomy, were accomplished by the Physical Plant Department at a cost of approximately $36,500. Funds needed for this work were provided from capital outlay building use credits and other gifts and grants.

Similarly, the Neurosurgery Office alterations, involving an area of approximately 1,100 square feet on the third floor of Mackenzie Hall, have been accomplished under a contract with Cloyd R. Watt Construction Co. at a total cost of $46,016, financed from the special repairs and alterations budget.

It is now proposed that some additional remodeling be accomplished within Mackenzie Hall, as follows:

(a) Remodeling of Rooms 3204 and 3221 through 3227 on the third floor for the Department of Medicine. The estimated total expenditures of $60,000 would be financed from capital outlay building use credits and/or operating budget resources currently available to the institution.
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(b) Ventilation improvements to the Business Office areas within Room 2172, estimated to cost approximately $25,400, to be financed from capital outlay building use credits. (When the remodeling of this space was undertaken last year, it was not expected that it would be necessary to make significant changes in the mechanical systems. It has now been determined, however, that air cooling is required and some provision must be made for additional heating at times of extremely low temperature.)

(c) The conversion of a former lounge area into two offices for the Department of Neurology and the renovation of two restrooms in an adjacent area, estimated to cost approximately $29,000, to be financed from gifts and grants.

The total estimated expenditure requirements for the proposed additional remodeling to be undertaken at this time within Mackenzie Hall are $114,400. It may be necessary to seek authorization from the State Emergency Board for all or portions of this work depending upon the recommendations of the Executive Department in the interpretation of definitions of "capital construction" as contrasted with "capital improvements." Normally, projects involving the expenditure of $50,000 or more, unless they constitute repairs and maintenance, are classified as "capital construction" and thus require appropriate legislative review and approval.

Proposed Sale of Miller Property, UOHS C

(Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present--Perry, Ingalls, McIntyre, Stewart.)

Staff Recommendation to the Committee

It was recommended that the appropriate institutional and Board officials be authorized to offer for sale the residential property located at 2775 S. W. Old Orchard Road, Portland, which was donated to the Board in October 1974 by Mr. and Mrs. Harold A. Miller. Although it was expected that this property might be used as the residence of the president of the University of Oregon Health Sciences Center, it does not appear to be suitable for this purpose.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Madden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Board

On November 26, 1974, a report was made to the Board that Mr. and Mrs. Harold A. Miller had given their former residence, including some personal property, to the Board. Although this gift was made without restrictions, it was anticipated that the property would be used as the residence of the president of the University of Oregon Health Sciences Center following some renovation and remodeling. Subsequently, following the preparation of preliminary plans and cost estimates by an architect, Marjorie Wintermute, AIA, Portland, it was concluded that it would not be desirable to make a major investment in the house. While the study of the remodeling and various other alternatives for providing the president's residence were being examined, arrangements were made to lease temporarily a house for Dr. Bluemle and his family, and the Miller property was rented to others. Inasmuch as it will be vacated by the present tenant within the near future, institutional officials have recommended that it be offered for sale. An appraisal is being obtained and if the amount thereof is in line with the value indicated at the time of the
donation, it would be used as the minimum price to be stipulated in the invitation in accordance with the provisions of Oregon law. Similarly, other statutory requirements, such as outlining the terms and conditions of sale, and the regulations of the Division of State Lands would be followed and fulfilled, as applicable.

Dr. Bluemle has reviewed with Mr. and Mrs. Miller the proposal to sell the property and they have indicated their complete understanding and acceptance of the plan to seek another residence.

The proceeds of the sale would be retained and invested pending a determination of the Board in acquiring a substitute property or in making other arrangements for the residence of the president of the University of Oregon Health Sciences Center.

Bequest of Jesse G. Anderson, UOHC

Staff Recommendation to the Board

It was recommended that pursuant to Board action of March 1972, a quasi-endowment be established in accordance with AR 64.072 since the bequest is in excess of $10,000.

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Board

The last will and testament of Jesse G. Anderson, deceased March 5, 1975, provided for a bequest to the University of Oregon Health Sciences Center for unrestricted purposes. The estimated value of the bequest is $20,000, of which $15,000 has been received at this time.

Staff Recommendation to the Board

It was recommended that the boundaries of the area of development of Portland State University be modified to include the site of the Ondine Residence Hall (Lots 1, 2, 5, 6, 7 and 8, and the northerly 27.5 feet of Lot 3, Block 159, CITY OF PORTLAND, in the City of Portland).

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Board

As noted in a separate item in the report section of these minutes, the acquisition of the Ondine Residence Hall was consummated on January 30, 1976. Title to the property is vested with the Board. Because the site is adjacent to the facilities of Portland State University, and parking and other areas will be managed by officials of that institution, it would appear to be most appropriate to include the property within the approved area of development of Portland State University. Currently, the east boundary is on the west side of S. W. 6th Avenue. If revised to include this additional property, containing 32,750 square feet, it would extend to S. W. 5th Avenue at S. W. Hall Street, then south for 127.5 feet, then west 100.0 feet, then south 72.5 feet to S. W. College Street, then west 100.0 feet to S. W. 6th Avenue, then north along the east side of S. W. 6th Avenue to the intersection with S. W. Hall Street. (Stated differently, it would include all of the property within Block 159, CITY OF PORTLAND, except for the area with 100' frontage on College Street and 72.5' on S. W. Fifth Avenue which is improved with a City of Portland fire station.)
Meeting #429-28
March 23, 1976

Request for Authorization To Offer Basic and Standard Endorsements in Reading, OCE

Oregon College of Education requests authorization to offer programs leading to basic and standard subject matter endorsements in reading, as outlined by the 1975 Oregon Rules for Certification of Teachers, effective 1976-77. A complete statement of the Oregon College of Education proposal is presented on pp. 1a-9a of the complete report.

Staff Recommendation to the Committee

The Board's Office recommended that Oregon College of Education be authorized to offer teacher certification programs leading to basic and standard endorsement in reading, effective 1976-77, the basic endorsement to be met by an 18-credit hour undergraduate minor, the standard endorsement by an 18-credit hour minor at the graduate level.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Explanation

The 1975 Oregon Rules for Certification of Teachers provide for certification of teachers in reading. The basic program, normally completed by students as a part of their undergraduate preparation, calls for:

Demonstrated competency or 18 quarter hours designed to develop competency in reading instruction to include the following: language development and communication; foundations of reading instruction; instructional materials and media; managing of reading systems, including classroom, resource center, and support personnel; knowledge of the learner with reading difficulties; diagnosis and correction of reading problems and practicum.

The standard program, normally completed during a fifth year of study, calls for:

Demonstrated competency or 18 additional quarter hours designed to develop further competencies in reading to include curriculum development in reading, implementation and administration of reading programs, and evaluation.

The basic program is a "combined endorsement" meaning that teachers cannot be prepared just in reading but must be recommended for certification by the teacher preparation institution as having completed approved programs in two certification areas, either reading and elementary teaching or, for secondary teachers, reading and a second subject matter area. The basic program is intended to help the classroom teacher do a better job. The standard program is to prepare persons to work in a coordinative function in a reading program.

According to Mr. Richard S. Jones, executive secretary of the Teacher Standards and Practices Commission, it is the desire of the Teacher Standards and Practices Commission that the basic endorsement in reading be offered as an undergraduate minor in conjunction with programs for the preparation of elementary and secondary teachers. While the Commission does not suggest that all students preparing to teach complete the 18-credit-hour basic certification program, it is hoped that the program will be available at most of the institutions preparing teachers.
First subject area: 15-24 hours
Second related subject area: 9-18 hours
Related electives from other subject areas: 9-21 hours

Total minimum credit required: 45 hours

[The Board's Office recommendation would modify these requirements to read, "A maximum of 21 credit hours may be taken from any one department (toward the required 45 credit hours for the degree) ..." and change the credit hours earned in the first subject area from 15-24 to 15-21.]

Within the approved program each candidate would be required to complete one of the following options:

Option One: Thesis, 9-12 credit hours. Approval of thesis committee and oral examination over the thesis problem would be required.

Option Two: Graduate paper from each of two areas (or one multidisciplinary paper involving at least two areas), 6-9 credit hours. A comprehensive examination over the course work of the first and second subject areas would be required.

Candidates for the degree must meet general graduate program requirements of the institution. Each student would be assigned a faculty advisor, who, with two other faculty members, would serve as the student's advisory committee. The advisory committee would assist the student in planning a suitable program of study, officially approve the planned program, and conduct a mid-program evaluation after the student has completed 15 credit hours of work, and before completion of 30 credit hours, to assess the student's progress and advise the director of graduate studies concerning whether the student should be advanced to candidacy for the degree.

Student Need

Southern Oregon State College presently has no way of serving post-baccalaureate students residing in its commuting area other than in non-directed post-baccalaureate enrollment on a course-by-course basis or in its two graduate degree programs for teachers (the MA in general studies and MS in education degree programs). The MA in general studies program is designed to provide a program for teachers who wish to complete more course work in a subject field than is possible in the MS in education program.

Since it is a program for teachers, the MA in general studies requires a minimum of 9-12 credit hours of work in education.

The proposed MA/MS in multidisciplinary studies would permit students to plan programs focusing on areas of interest without having to devote 9-12 hours of their work to courses in education. Examples of areas of interest in the southern Oregon region in which the multidisciplinary focus could be developed from courses regularly offered by Southern Oregon State College are American studies, Renaissance studies, and environmental studies. The program would be designated in the catalog and on the student's transcript as "multidisciplinary studies" without designation of a specialized major.

Program Evaluation

Southern Oregon State College will determine whether the program should be continued by student response to the program. The institution has no desire to offer a "paper" program. However, since the program is designed to serve students in a more effective way (from the student's viewpoint) and a more efficient way (from the institution's viewpoint), the institution is confident the program will have modest success.
Southern Oregon State College requests authorization to add a fourth year of geology to its three-year program in this discipline and to award those satisfactorily completing the four-year program a BA/BS degree in geology.

Staff Recommendation to the Committee

The Board's Office recommended that Southern Oregon State College be authorized to offer a program leading to the BA/BS degree in geology, with the stipulation that if enrollments in geology courses decline to the point that Southern Oregon State College can no longer provide full instructional assignments for the minimum basic staff required to offer a baccalaureate degree program of adequate quality, (3.0 FTE) the program will be brought back to the Board for consideration for termination.

Discussion and Recommendation by the Committee

Mr. Harms said he would support this request as being appropriate for this regional college. However he said the Board appears to be treating regional colleges as teachers' colleges to which programs are being added one at a time. He said the Board needed some general guidelines concerning the total pattern which should be developed at these institutions.

Dr. Romney said the guidelines previously adopted by the Board (1973) were quite specific for the regional colleges and he would appreciate an opportunity to bring them before the Committee for review. He asserted that the programs presented to the Committee for approval have been tested against those guidelines.

Although the program may be appropriate particularly for Southern Oregon State College, Mr. Maden indicated he would vote against it because there were already three institutions offering baccalaureate programs in geology and the state could not afford a fourth program in geology. He said if the proposal were accompanied by a request to eliminate the baccalaureate program in one of the three universities, he would probably give favorable consideration to the Southern Oregon State College request.

Dr. Romney called attention to the provision for cooperation between the University of Oregon and Southern Oregon State College in terms of the summer program. The University of Oregon summer geology camp has been offered in Ashland for several years as part of the University of Oregon's regular baccalaureate program and provides a comparable experience for Southern Oregon State College students. He also commented that the heavy enrollment in geology at the lower-division level permits the offering of the upper-division courses in sufficient number to provide the preparation for teachers as well as for a baccalaureate major.

Dr. Romney asked Mr. Maden whether, if it were feasible to offer a program at the upper-division level which would provide courses with adequate enrollment at Southern Oregon State College, he would still feel those students should be denied the program and the opportunity to remain at the institution for one more year, particularly when the institution is searching for ways in which it can retain students.

Mr. Maden said he was very sensitive to these factors and that it is important to retain students, but he could not favor the proposal with three universities offering the same program.

Mrs. Carpenter commented that it is also necessary to think of the 35 majors at the present time who, after three years of study, are obliged to take a bachelor's degree in general studies if they wish to remain at Southern Oregon State College with an emphasis in geology.
For a period prior to the adoption of the 1975 Rules, Oregon did not certify teachers in reading. A person wishing to work as a reading specialist usually completed certification as a special education teacher in extreme learning problems, although several institutions offered minor programs in reading which might be elected by students preparing to become teachers. Southern Oregon State College offered an 18-credit-hour classroom teacher reading option and a reading specialist option in its MA/MS in education degree program, and Oregon State University offered a master's degree program in remedial reading.

The Oregon State University and Southern Oregon State College programs have been approved by Teacher Standards and Practices Commission (TSFC), the certifying agency, as basic and standard endorsement programs, as have programs at Pacific University and Lewis and Clark College. The Oregon State University and Southern Oregon State College programs did not need approval of the Board of Higher Education prior to submission to the Teacher Standards and Practices Commission because these programs had been approved by the Board some years earlier, prior to adoption by the Teacher Standards and Practices Commission of certification requirements.

The OCE Proposal

Oregon College of Education has been eager to inaugurate a program in reading leading to the new certification endorsements. The institution has for many years offered programs for preparation of special education teachers in the areas of extreme learning problems, education of the mentally retarded, and education of the multiple handicapped, where teaching of reading presents special problems. The institution has also developed a number of courses in reading to supplement its program for the preparation of elementary teachers and in recent years has offered a graduate elective minor in reading for secondary teachers. The institution has a faculty of six with special background in reading, substantial coursework, library, special facilities and equipment to offer a program in reading, as described on pp. 5a-9a of the full report.

The institution proposes to offer an 18-credit-hour undergraduate teaching minor in reading designed to meet certification requirements for the basic reading endorsement, outlined on pp. 2a-3a of the full report, and an 18-credit-hour graduate minor in reading designed to meet certification requirements for standard reading endorsement, outlined on pp. 3a-4a of the full report. All of the course work needed to offer these programs is already regularly offered by Oregon College of Education with the exception of a single course, Ed 4 — Management of Reading Systems (G). If the program is authorized by the Board and approved by the Teacher Standards and Practices Commission, Oregon College of Education will request authorization from the Board's Office to offer this course and assign a number to it.

There will be no special requirements for admission to the certification programs other than admission to appropriate undergraduate or graduate teacher education programs. Oregon College of Education expects that approximately 10% of its undergraduate teacher education students will enroll in the basic norm program and that an additional 100-200 post-baccalaureate students, many of them employed teachers, will begin work leading to the basic and standard endorsement as part-time or summer term students. At any one time, Oregon College of Education estimates it will have 170 students working toward the basic endorsement and 30 students toward the standard endorsement.

(Considered by the Committee on Instruction, Research, and Public Service Programs, February 24, 1976; present—Carpenter, Feves, Harms, Maden.)

Southern Oregon State College requests authorization to award an MA/MS degree in Interdisciplinary Studies, SOSC to students completing a planned program of studies, consisting of 45 hours of credit distributed as follows:
Staff Recommendation to the Committee

The Board's Office recommended that the Board authorize Southern Oregon State College to award the MA/MS in multidisciplinary studies to students meeting requirements of the degree as outlined on pp. 181-182, effective 1976-77 with the provision, however, that maximum work in a single subject area that may be counted toward the required 45 credit hours be limited to 21 hours.

Discussion and Recommendation by the Committee

Mr. Maden asked what the students who would be interested in this degree were doing at Southern Oregon State College, if they were not interested in the institution's teacher education programs. Dr. Romney said they were there because they lived in the region and were, for the most part, place bound.

Mrs. Carpenter asked if the Legislature had not given the Board something of a mandate to steer students away from teacher education programs, since need for teachers had diminished. She said to require students to take 12 hours of education when they did not intend to teach did appear unreasonable.

Mr. Harms commented that the arguments advanced for this degree could be advanced in support of a proposal to offer a master's degree in mathematics or geology, i.e., that there are people residing in the southern Oregon region who want an advanced degree and they do not want a degree in teacher education. He invited attention to the first sentence of the Board's Office explanation, which reads, "The Board has, as a matter of policy, limited development of graduate programs at the regional colleges to the area of teacher education."

Mrs. Carpenter said she too had noted this statement, and asked if the Committee should not have a full review of the mission of the institution in respect to graduate education.

Dr. Romney responded that it was not the intent of the Board's Office recommendation in respect to the interdisciplinary degree to expand the graduate authorization to Southern Oregon State College into subject matter fields. The institution has been told in the guidelines, and the guidelines are very clear, that it is not to look to development of master's degree programs in history or mathematics or any of these liberal arts subject matter fields developed in support of its teacher education programs. The present proposal simply states that when there are courses developed in support of the teacher education program, students at Southern Oregon State College will be permitted to use these courses to develop a general studies program that will serve their interests without being forced to take professional education courses they neither want nor need. These people are not enrolling in the MA/MS program in general studies—a program designed for teachers, and are completing 9-15 credit hours of work in professional teacher education courses, as required for that degree, in order to get the other courses they want in a pattern meeting requirements for a master's degree.

Mr. Harms said that it appeared to him the program being completed by these students was already multidisciplinary and that all they want is a degree. President Sours said that what these students want is an interdisciplinary degree program that doesn't require them to complete 9-15 credit hours in professional teacher education. He said the person Mr. Harms had identified earlier as wanting departmental master's degree programs in mathematics or geology would not be satisfied with an interdisciplinary degree. The proposed interdisciplinary degree is an example, however, he said, of the service a regional college can provide for people living in its vicinity without adding to its program costs.
Dr. Betty Dunlop, director of graduate studies at Southern Oregon State College, said most of the graduate students attending Southern Oregon State College are secondary teachers completing requirements for standard certification. But there are a number of women and some older gentlemen who are not teachers and who have no intention of going into teacher education who wish to enroll in some of the graduate level classes in the subject areas offered by Southern Oregon State College for its master's degree programs for secondary teachers. This term, she said, Southern Oregon State College is offering an evening graduate class in teacher education that is being taken by a good number of teacher education majors, but also enrolled in the class are fifteen unhappy citizens who are enrolled in the course as a part of the 9-15 credit hours in professional teacher education which they are obliged to take to earn the MA/MS in general studies. She said she could not help but think that these people would benefit much more from 9 hours of work in mathematics and statistics or some other field of current interest than 9 hours of education and that the education class would benefit if the 15 students with no real interest in teacher education were not there. She said she felt that as a regional college Southern Oregon State College should try to serve these citizens, who help support the regional college, to the extent it can reasonably do so, and that the proposed interdisciplinary program would permit Southern Oregon State College to do so.

Mrs. Carpenter said it appeared the proposed degree pattern would introduce more flexibility into the curriculum by adapting requirements to a different kind of learner.

Dr. Dunlop said the interdisciplinary pattern enables people to combine courses over departmental and divisional lines in ways that are not possible in a departmental degree program or a teacher education program designed to develop expertise in a teaching field. For example, she said, a person interested in theater arts might combine some of Southern Oregon State College's courses in theater with courses in literature and history to meet the requirements for the proposed interdisciplinary degree.

Mr. Maden said he did not see the interdisciplinary master's being a particularly meaningful degree so far as employers were concerned, but students interested in the program would have to judge for themselves whether the program would be useful to them. He said his interpretation of the proposal was that it was simply a repackaging of graduate resources already offered at Southern Oregon State College to promote a fuller utilization of these resources in view of the fact that there is a decline in the need for graduates in teaching.

Dr. Romney said this was precisely what was being proposed--use of existing resources.

Mrs. Feves moved acceptance of the staff recommendation. Mr. Harms moved amendment of the recommendation to use the term interdisciplinary studies instead of multidisciplinary studies in order to maintain consistency in the designation of these degrees in the System. The motion was approved unanimously as amended.

Board Discussion and Action

The Board approved the staff recommendation as amended by the Committee, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Explanation

Rationale for the above recommendation is as follows:

1. The Board has, as a matter of policy, limited development of graduate programs at the regional colleges to the area of teacher education. The interdisciplinary--or, as Southern Oregon State College suggests, the multidisciplinary--studies degree format provides a means by which persons living within the college commuting area who are not interested in teacher education can use graduate
course work developed by the institution in support of its teacher education program to draw up programs more nearly fitting their individual educational and occupational interests. The interdisciplinary degree as proposed permits the student to complete a planned program of graduate work and receive a degree without forcing him into professional courses in education which he does not need nor want, which would be both educationally and economically unsound.

2. Implementation of the degree involves no additional assignment or reassignment of resources. The only incremental cost to the institution is the time given to advising. Southern Oregon State College sees no reason advising duties necessary to serve the few students expected to be involved in the proposed program cannot be absorbed by the faculty as a part of their regular advising load.

3. Since the program does not permit development of a strong area of specialization in a single subject area, the program is not expected to attract students from outside the Southern Oregon State College commuting area. However, to the extent that, by reason of the multidisciplinary degree program, Southern Oregon State College's regularly-offered graduate course work is made more useful to post-baccalaureate students residing in SOSC's commuting area, Southern Oregon State College's services to its region are increased, and the added enrollments help offset, to some minor degree, a decline in 400g and 500-level class sizes resulting from a reduction in the numbers of teacher education students.

4. Offering post-baccalaureate students this kind of degree opportunity is not unusual in the State System. The University of Oregon, Oregon State University, and Oregon College of Education offer opportunities for students to put together interdisciplinary programs focused on areas of personal interest, provided these programs can be developed from courses offered by the institution in support of its more specialized programs. The Oregon State University and Oregon College of Education programs have essentially the same format as is being recommended by the Board's Office for Southern Oregon State College, namely, a minimum of 9 hours of work in each of three subject areas and not more than 21 hours in any one subject area.

5. By limiting to 21 the number of hours of credit in any single subject area acceptable toward meeting degree requirements, the Board will assure that the programs developed by students will be truly interdisciplinary and that resources of the institution will not be diverted to development of de facto departmental graduate major programs contrary to policies of the Board. The 24 hours proposed by Southern Oregon State College are only 6 hours less than the 30 hours in a single subject area typical of departmental major programs. The 21 hours recommended by the Board's Office provide for 9 hours' less work in a single area than would be permitted in a departmental degree program, and thus, in the view of the Board's Office, constitutes a degree pattern more clearly distinguishable from departmental major programs than the program proposed by Southern Oregon State College.

Resume of Proposed Program

Degree Requirements

Degree requirements proposed by Southern Oregon State College are as follows:

Each candidate would complete a planned and approved program to include a minimum of a total of 45 credit hours of graduate work from at least three different subject areas, a minimum of 15 credit hours to be taken in a first subject area and a minimum of 9 credit hours in a related second subject area, with an additional minimum of 9 credit hours from other subject matter areas. A maximum of 24 credit hours would be permitted to be taken from one department, and no more than 36 hours from one division. These guidelines are summarized as follows:
Mr. Maden said he did not disagree, but it is also important to ask whether a fourth program in the State System is needed.

In response to a question, it was indicated that additional funds would not be required for the program to provide the additional .5 FTE faculty member in geology. Dr. William Purdom, Professor of Geology at Southern Oregon State College, said the funding of the program represented a reallocation of funds within the institution.

Mrs. Feves said that in view of the changing nature of requirements and the desires of students throughout the region, this is the type of program that should be encouraged in the regional colleges so that students can be retained at the colleges through a four-year program. She moved acceptance of the staff recommendation to offer the program in geology at Southern Oregon State College.

Mrs. Johnson and Dr. Schaumberg, of the Oregon Educational Coordinating Commission, raised questions pertaining to the guidelines for the regional colleges and the missions of the institutions in relationship to the approval of new programs. Discussion of these questions and others of a similar nature raised in connection with other curricular requests are presented in a separate agenda item in those minutes pertaining to the missions of the institutions.

The Committee recommended that the Board approve the staff recommendation as presented. Mr. Maden voted no.

Board Discussion and Action

Mr. Perry asked whether the requested authorization in geology was consistent with the long-range curriculum planning effort at either Southern Oregon State College or for the State System. Dr. Romney responded that the guidelines adopted by the Board in 1973-74 designated the function of Southern Oregon State College as a regional multipurpose institution. In addition, an earlier policy statement indicated the Board's intent that the regional colleges, as regional multipurpose institutions, would be granted authorization for departmental major programs in selected liberal arts areas. The requests would be authorized if the institutions presented satisfactory programs based on the strengths developed in support of their secondary teacher education programs.

Dr. Romney also noted that the Committee on Instruction, Research, and Public Service Programs would be considering guidelines for Southern Oregon State College and Eastern Oregon State College at the April meeting of the Committee. At that time, there would be an opportunity for recommending to the Board any desired modifications in the previous guidelines.

Mr. Maden said he had met with the instructors and viewed the facilities. The program, in his judgment, seemed to be a very solid program. However, Mr. Maden stated his intention to vote against the proposal because there are presently three undergraduate programs in geology at the three universities and he had seen no justification of the need for those programs in those locations as contrasted with the possibility of relocating one of them at Southern Oregon State College. He said the institutions are part of a State System of Higher Education and the Board has the authority and responsibility to redistribute programs to appropriate locations.

In response to a question concerning the employment opportunities for geology majors, Dr. William Purdom, Professor of Geology, indicated they were excellent. He said there has been a wide variety of new kinds of jobs available for geologists, particularly positions with governmental agencies seeking solutions to environmental problems.

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, McIntyre, McLaurin, Perry, and Layman. Those voting no: Director Maden.
Mr. Ingalls said that although he voted in favor of the motion, he was sympathetic to the comments made by Mr. Madden and would be in favor of future Board discussion of the questions raised in the comments.

Nature of the SOSC Request

A baccalaureate degree geology major meeting requirements for admission to a graduate program in geology or for entry level professional employment in geology requires 40-50 hours of upper-division geology, including 9 hours of summer field camp experience, and completion of basic college-level course work in chemistry, physics, mathematics through calculus, and, in some programs, biology. Students planning graduate study are encouraged to complete courses in advanced general physics, chemistry, and mathematics.

Southern Oregon State College proposes to offer a standard baccalaureate degree program, similar to programs offered for the preparation of students for professional employment and graduate study at the University of Oregon, Oregon State University, and Portland State University.

Requirements for the major would be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 201, 202, 203 General Geology</td>
<td>12</td>
</tr>
<tr>
<td>G 311, 312, 313 Mineralogy-Lithology</td>
<td>12</td>
</tr>
<tr>
<td>G 321 Structural Geology, G 323 Photogeology,</td>
<td>9</td>
</tr>
<tr>
<td>G 380 Geologic Field Methods</td>
<td>9</td>
</tr>
<tr>
<td>G 341, 342, 343 Paleontology-Stratigraphy</td>
<td>12</td>
</tr>
<tr>
<td>G 406 Field Geology (transfer from UO)</td>
<td>9</td>
</tr>
<tr>
<td>G 414, 415, 417 Petrology and Petrography</td>
<td>9</td>
</tr>
</tbody>
</table>

Total hours in geology required for major: 83

Students would also be required to complete:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics through calculus and elementary statistics</td>
<td>4-24</td>
</tr>
<tr>
<td>General chemistry with laboratory.</td>
<td>15</td>
</tr>
<tr>
<td>General physics with laboratory.</td>
<td>12</td>
</tr>
<tr>
<td>Principles of biology with laboratory.</td>
<td>5</td>
</tr>
</tbody>
</table>

Total hours in supplementary science courses: 36-56

Southern Oregon State College regularly offers all of the work required for the above described program except G 406 Field Geology and G 414, 415, 417 Petrology and Petrography. G 406 Field Geology is summer geology field camp. The University of Oregon has operated its summer field camp either on the Southern Oregon State College campus or at a nearby location since 1968. Southern Oregon State College has cooperated with this program in past years. The University of Oregon has agreed to admit Southern Oregon State College geology majors to its summer field camp program if Southern Oregon State College is authorized a major in geology. Southern Oregon State College will furnish one instructor for the University of Oregon summer field camp to compensate for the additional load its students will generate.

If it is authorized to offer the BA/BS degree program in geology, Southern Oregon State College will add to its regular instructional offerings the senior year sequence, G 414, 415, 417 Petrology and Petrography, for a total of 9 credit hours, and will identify course work now offered as G 407 Seminar as G 380 Geologic Field Methods, 3 credit hours.

Approximately 10 Southern Oregon State College students desiring a major in geology transfer each year to other institutions for their senior year. Others remain at Southern Oregon State College and graduate with a general studies degree with an
emphasis in geology. Southern Oregon State College now has between 30-35 declared majors in geology. With the addition of senior year work in geology the institution expects the number of students with declared majors in geology will rise to 40 to 50.

The geology staff now (1975-76) numbers 2.50 FTE. One staff position was reduced to .50 FTE several years ago during a period of staff retrenchment. President Sours has stated that that position will be restored to 1.00 FTE if the baccalaureate program is approved, giving Southern Oregon State College the three FTE faculty considered necessary to provide the diversity of faculty specialization required to offer the upper-division program. Vitae of the Southern Oregon State College staff are found on pp. 83a-85a of the full report. The three men have special qualifications to conduct a program located at Southern Oregon State College:

- Dr. William Purdom has been in southern Oregon since 1964 and is familiar with local geology. He has conducted National Science Foundation institutes on the interplay of geologic, geographic, and biological aspects of the southern Oregon region and has been a staff member of the University of Oregon geology field camp.
- Dr. Monty A. Elliott wrote his Ph.D. thesis on the Hornbrook Formation, a rock unit which crops out in the Medford-Ashland area and northern California.
- Dr. Murray C. Gardner, currently on half-time appointment with Southern Oregon State College, is an expert on geology of geothermally active areas.

Library, facilities and equipment for geology instruction at Southern Oregon State College are described on pp. 85a-89a of the full report and 103a-106a of the full report. Specialized equipment needed to offer upper-division course work has been acquired with private and federal grant funds totaling more than $30,000. If the baccalaureate degree program is authorized, the library will establish a separate book allocation for geology (which will permit more orderly development of the collection than can occur when geology is a part of a general divisional allocation).

The Board's Office will not repeat here all the information provided in Southern Oregon State College's presentation (pp. 75a-106a of the full report) of its request for authorization to offer a senior year of instruction in geology leading to a BA/BS degree. The presentation is commended to the attention of the Board.

The geologists in Oregon most familiar with the Southern Oregon State College resources and their capabilities for serving as the base for a program in geology leading to a baccalaureate degree, apart from the Southern Oregon State College faculty themselves, are members of the geology faculty at the University of Oregon which has held its summer geology camp in southern Oregon over the past seven or eight years, with headquarters either on the Southern Oregon State College campus or nearby.

Dr. Sam Boggs, Jr., head of the University of Oregon department of geology, in response to a request that he indicate his views on the Southern Oregon State College request, made a number of observations which we summarize below. He indicated:

- That there is a consensus opinion among University of Oregon geology department faculty that Dr. Purdom and his staff are competent and well qualified to offer a BS degree program in geology, provided that the staff is not reduced below the level of three professors. (Emphasis added.)
That the present facilities and equipment at Southern Oregon State College appear quite adequate to support a degree program; that there are a number of departments around the country offering BS degrees in geology with facilities and faculty of comparable size.

That Southern Oregon State College might also take advantage of their strong chemistry and physics departments to support a geology curriculum.

That the University of Oregon would be quite willing to accept Southern Oregon State College students into the University of Oregon summer field geology course, which has received excellent cooperation from Dr. Purdom and his staff over the past several years, to assist in their field preparation for the BS degree. It might also be desirable, Dr. Boggs suggests, for Southern Oregon State College geology majors to attend the University of Oregon for one or more terms to take advantage of special geology courses offered there.

That there is no active opposition among University of Oregon geology faculty to the principle of developing a major in geology at Southern Oregon State College; that there is no particular concern that the program would result in unnecessary duplication of, or competition with, established geology programs at the state's three universities.

That a program established at Southern Oregon State College would (1) be an advantage to Southern Oregon State College students who, for financial or other reasons, do not wish to transfer to another college after two or three years at Southern Oregon State College, (2) permit fuller use of facilities and equipment already available at Southern Oregon State College for geological study, (3) permit the fuller use of the exceptional natural laboratory available in terms of the geological formations exposed in the Ashland area. "It is the wide variety and excellent exposures of these geological formations that first attracted [UO]... to southern Oregon as a site for our [UO's] Geology Field Camp."

That "a stronger geological program at Southern Oregon State College should prove to be an advantage to us [UO] in continuing our field studies in this area, and our Department should also benefit through added input of Southern Oregon State College students into our graduate program."

(The above appraisal, dated October 21, 1974, has been reaffirmed in a communication from Dr. Boggs to Vice President Harry Alpert, dated February 3, 1976, forwarded to the Board's Office.)

Staff Report to the Committee

As observed in Dr. Boggs' letter, the southern Oregon region of the state is an area of considerable geologic interest. Because Southern Oregon State College is located in a natural field laboratory, students in the southern Oregon region and geology faculty at Southern Oregon State College have long been interested in development of a major program in geology.

Previous Board Consideration of a Similar SOSC Request

On two earlier occasions--a year or so apart--the Board has considered this same request from Southern Oregon State College and on both occasions, the Board, on the recommendation of the Board's Office, declined to approve the request.
On those two earlier occasions the Board's Office felt that it could not recommend authorization of a baccalaureate program in geology, principally for three reasons:

- Enrollments in geology courses at Southern Oregon State College seemed to us not yet sufficient to justify the employment of the basic staff (3.0 faculty FTE) requisite to offering a baccalaureate degree in geology.

- There was concern lest in pushing to acquire the necessary equipment and related resources to support an effective program in geology, Southern Oregon State College would be moved to divert resources from other authorized programs—to the detriment of those programs—in order to acquire geology equipment.

- Students in the southern region wishing to major in geology had access to three programs in the State System, namely, the University of Oregon, Oregon State University, and Portland State University.

Conditions have changed in the interim period, in at least two respects:

- Enrollments in lower-division courses in geology at Southern Oregon State College now account for 1,350 student credit hours of instruction per year (the equivalent of 387 individual course enrollments).

  - Southern Oregon State College offers three upper-division sequences in geology (numbered 300 level). One sequence (mineralogy-lithography) is offered on an annual basis and the other two sequences on alternate years.

  This year (1975-76), 20 students are enrolled in the mineralogy-lithography sequence and 18 students in the paleontology-stratigraphy sequence. This enrollment will produce 456 student credit hours over the course of the year.

  - Courses for non-majors, e.g., G 260 Environmental Geology, G 453 Geology of the Pacific Northwest, attract good enrollments when scheduled.

  - With the addition of the senior year of geology, student credit hour production in geology at Southern Oregon State College would be representative of production in science areas (which generally require lower student-teacher ratios than some other areas of instruction) and would justify the continuing assignment of 3.00 FTE faculty to the program. (Three faculty are considered the basic minimum number necessary to provide the diversity of faculty specialization required to offer an adequate baccalaureate degree program. Southern Oregon State College presently has 2.5 FTE assigned to geology, and would plan to add .5 FTE.)

- Geology equipment and library resources have been significantly strengthened in the interim through the acquisition of geology equipment and library resources in the amount of some $30,000 from private gift and federal sources, specifically earmarked for geology. Hence, the danger of significant diversion of equipment funds to geology, to the detriment of other curricular programs, is greatly lessened.

It is still true that students in Oregon—including those in the southern region—who desire to major in geology have the option of attending one of the three universities (UO, OSU, PSU) which offer baccalaureate degree programs in geology.

But if the Southern Oregon State College enrollments in geology are sufficiently large to warrant assignment to geology of the size staff necessary to offer an effective program in geology, and if the equipment and library resources are
available, the question may reasonably be asked as to whether there is any persuasive reason for not offering to students who elect to enroll in Southern Oregon State College, access to a program in geology.

There are 18-20 students enrolled in the third year sequences in geology at Southern Oregon State College. It is expected that that level of enrollments will continue, assuming the present enrollment projections for Southern Oregon State College.

Those outside Southern Oregon State College who are most knowledgeable with respect to the competency of Southern Oregon State College geology faculty and the adequacy of the Southern Oregon State College geology equipment—namely, geology faculty members from the University of Oregon, are unanimous in their agreement that the staff and the equipment at Southern Oregon State College (so long as SOSC maintains 3.0 FTE faculty in geology) are adequate to the offering of an effective program in geology. The University of Oregon and Southern Oregon State College geology faculties are well acquainted as a result of the University of Oregon’s offering its geology summer camp in the Ashland area for the past six or eight years, utilizing to some degree, Southern Oregon State College faculty and equipment resources in the process.

If the proposed program is authorized, Southern Oregon State College expects to enroll its major students in the University of Oregon summer geology camp which will continue to be offered in Ashland and the surrounding area, with Southern Oregon State College sharing with the University of Oregon faculty instructional responsibilities in the camp.

It is not expected that the number of students who would remain at Southern Oregon State College for a program in geology will be so large as to have any significant effect on geology enrollments in the three State System universities. And none of the independent colleges and universities, to whom copies of the Southern Oregon State College proposal were sent, reported any expectation that the proposed program would affect them adversely in any way.

In recommending approval of the proposed program in geology, we should like to emphasize three things:

- Credit hour production in geology at Southern Oregon State College is heavily dependent, and will remain so, on enrollments at the lower-division level. For instance, 600 credit hours are generated each year in G 100 Fundamentals of Geology, a freshman-level course, and 750 student credit hours are produced in G 201, 202, 203, a sophomore-level course.
- Any substantial diversion of lower-division students away from Southern Oregon State College would affect adversely this base of student credit hours and would render it impracticable to maintain sufficient faculty in geology to maintain a baccalaureate program.
- The Board’s Office is of the view that the Board should authorize Southern Oregon State College to offer the proposed program, but with the full understanding that should enrollments in geology decline to the point at which a basic staff (3.0 FTE faculty) could not be justified by the enrollment, the program should be discontinued.
Oregon State College and also to proceed with the construction of handball courts there as part of the Recreational Facilities program for which the Board and the 1975 Legislature approved a total expenditure limitation of $455,000 financed from resources available for auxiliary enterprises.

Discussion and Recommendation by the Committee

During the discussion it was indicated that there was both student and community support for the program and that the facilities would be of interest to the community and to future students as well as to those presently in attendance at the institution.

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

Board Discussion and Action

Mr. Perry emphasized the importance of providing at Southern Oregon State College facilities that will develop community interest in the institution and at the same time will not be subject to change in student desires and interests.

Mr. Hunderup said there has been editorial support for the project. It is also acknowledged that all of the students are aware of the need for additional recreational facilities. There would be no basis for student opposition to the project since it is unlikely there would be a drain of any magnitude from incidental fees for future operation of the facilities.

The Board approved the recommendations as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Committee

As indicated to the Board on August 26, 1975, the 1973 Legislature approved the Board's request for an expenditure limitation of $455,000 for various recreation facilities at Southern Oregon State College, including an all-weather track, tennis courts, handball courts, and the installation of an ice rink within the lower level of the Stevenson Union. Authorization to proceed with the track improvements and the ice rink within resources of $340,000 was granted by the Board on that date and subsequently (on September 12, 1975) was cleared with the State Emergency Board. A report of the bids and contract award for the all-weather track, within a budget of $110,000, was reported to the Board on November 25, 1975. At the same meeting, it was reported that the bids received for the ice rink had been rejected upon the recommendation of institutional officials following action by the student senate in expressing a lack of support for the project.

After considerable further evaluation of the needs for additional recreational facilities on the campus, institutional officials have advised the Board's Office that high priority should be given to the construction of handball courts near or adjacent to the main gymnasium of the Physical Education Building. As reported to the Board on January 20, 1976, arrangements have been made for the professional services of Philip C. Patterson, a Medford architect, in association with Langford & Stewart, city and regional planners also of Medford, for the design and contract administration of this work. Tentatively, it is estimated that the total cost of such facilities will range between $150,000 and $200,000. It is proposed that these expenditure requirements be financed as part of the 1973-1975 Recreational Facilities authorization of $455,000.

Similarly, it is proposed that expenditures of approximately $75,000 be authorized from this total for the initial work applicable to a new baseball field. The site identified is within the 18-acre tract bounded by Iowa Street on the south, Wightman Street on the west, the Southern Pacific Railroad tracks on the north, and Walker Street on the east. All of the property is owned by the Board, having been acquired
from state funds between 1959 and 1973. Because of the joint use of the proposed improvements for physical education instructional purposes as well as for the recreation of students and the residents of the Ashland community, it would not appear necessary to redevote the property for auxiliary enterprises but to recognize the contribution of state funds for land acquisition as an appropriate participation in this development.

The availability of a new baseball field would make it possible to allow greater utilization of the present diamond, located east of the football field and track, for instruction and recreation. Approximately 900 students were involved in intramural sports last spring quarter and the need for additional space has become critical to them and to the Physical Education Department. Furthermore, there appears to be substantial interest on the part of several community agencies, such as the Jackson County Parks and Recreation Department, the City of Ashland and its Summer Recreation Program, and School District No. 5 in Ashland, to cooperate in the physical development of the baseball field and it may be possible to obtain donations of materials, labor and/or equipment, as well as some future financial support in the project. Institutional officials have been meeting with representatives of these other public bodies in an effort to involve their participation in the initial site development and in subsequent phases, such as the construction of a grandstand, restroom facilities, dug-outs and bull pens, field lighting, flag pole, etc.

It is expected that the first stage of development would include the extension of an existing 30" storm drain northerly about four hundred feet; the installation of a subdrainage system; grading to afford a maximum of 2% slope on the playing field; installing an irrigation system and seeding the turf. Installations above ground would include a permanent back-stop, chain link fences along foul lines and 'turf-type' stake fencing around the outfield, a drinking fountain, and graded granite surfaced parking for approximately 160 cars. Of the estimated expenditure requirements of about $102,300, it is anticipated that donations of materials, labor and/or equipment use will reduce the cash commitment from the College and the Board to $75,000 or less.

In combination with the amounts obligated for the track improvements and the architectural planning for the abandoned ice rink, the proposed limitations for the handball courts and baseball field still would provide an unallocated reserve of about $50,000 from the total expenditure limitation of $455,000 authorized by Chapter 592, Oregon Laws 1973 for the various Recreational Facilities at Southern Oregon State College. This reserve would be available for allocation, upon approval by the Board and the State Emergency Board, for other recreation projects either in the Stevenson Union or elsewhere on the campus.

Funds required for all portions of the work would be provided from self-liquidating bond borrowings issued under the provisions of Article XI-F(1) of the Oregon Constitution and/or from other balances available for auxiliary enterprises.

RECAPITULATION

Project - SOSC Recreational Facilities (Handball Courts and Baseball Field)

Architect (for Handball Courts) - Philip C. Patterson, Medford, in association with Langford & Stewart, city and regional planners, Medford

Board's priority - Part of No. 6 in 1973-1975 (Auxiliary Enterprises)

Legislative authorization - Chapter 592, Oregon Laws 1973

Estimated total project costs (out of total expenditure limitation of $455,000)

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handball Courts</td>
<td>$150,000 to $200,000</td>
</tr>
<tr>
<td>Baseball Field (excluding donations)</td>
<td>$75,000</td>
</tr>
</tbody>
</table>
Traffic Signals
at Intersection of Mountain Avenue and Siskiyou Boulevard, SOSC

Staff Recommendation to the Board

It was recommended that the appropriate Board officials be authorized to allocate $2,750, or as much thereof as may be required, from the Board's reserve for physical plant rehabilitation and minor capital improvements to cover up to one-half of the local matching funds required for the purchase and installation of traffic signals at the intersection of Mountain Avenue and Siskiyou Boulevard at Southern Oregon State College if appropriate arrangements are made by the City of Ashland and the Highway Division of the Department of Transportation to proceed with this work.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurlin, Perry, and Layman. Those voting no: None.

Staff Report to the Board

Several years ago, when Mountain Avenue was widened and the storm drainage system there was improved, consideration was given to the installation of traffic signals at the intersection with Siskiyou Boulevard. In the judgment of the Highway Division, the signals were not needed at that time. Based upon recent studies, prompted by substantial local interest, the matter has been reconsidered and it has been determined that the signals should be installed. Inasmuch as they will be of benefit to the students and staff of Southern Oregon State College, institutional officials have indicated their endorsement of the proposal to participate in the cost.

Tentatively, it is estimated that the project costs may be approximately $50,000. The Highway Division would participate to the extent of 11%, principally for engineering, conditional upon action by the City of Ashland in allocating the federal share of 78% of the project costs from federal aid funds currently available to the City. The remaining requirements would be financed in equal shares by the City and the Board. It has been reported that authorization to proceed with the project was granted by the Ashland City Council on March 2, 1976, with the understanding that efforts would be made to seek additional financing from the Board, if possible.

In view of the limitation of resources available in the Board's reserve, the recommendation of the Board's staff is to allocate $2,750, or as much thereof as required, for one-half of the local matching funds.

Eastern Oregon State College requests authorization to offer a program leading to the BA/BS degree in psychology, effective 1976-77. A brief resume of the proposed program is presented below. The complete Eastern Oregon State College presentation of the request is presented on pp. 1a-15a of the full report.

Staff Recommendation to the Committee

The Board's Office recommended that the Board authorize Eastern Oregon State College a BA/BS degree program in psychology, effective 1976-77.
Discussion and Recommendation by the Committee

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

A statement with respect to the three programs requested for Eastern Oregon State College was read by Mr. Wilson Hulley, Executive Director of the Foundation for Oregon Research and Education. He noted that similar considerations applied to Southern Oregon State College. The presentation by Mr. Hulley is included in a separate agenda item in these minutes pertaining to the missions of the institutions.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Joss, McIntyre, McLaurin, Perry, and Layman. Those voting no: Directors Ingalls and Maden.

Resume of Proposed Program

Students earning the BA/BS degree in psychology will be required to meet:

1. All institutional requirements for the BA/BS degree.

2. Major requirements as follows:
   
   . 40 credit hours in psychology or approved related course work, to include:
      
      completion of a planned program of study including a minimum of 24 credit hours of upper-division course work in psychology and a total of at least 30 credit hours in psychology

Programs may be planned in the following areas or in other approved combinations of course work:

Option 1: Psychology as an Experimental Science
Option 2: Psychology as an Applied Science
Option 3: Psychology as Preparation for Life
Option 4: Psychology and Education

Descriptions of the above listed options are found on pp. 4a-6a of the full report.

The psychology staff have identified three patterns of course work which would be possible within the new major (page numbers refer to the full report):

. Program I (p. 4a) would serve students preparing for advanced study in psychology or related disciplines.

. Program II (p. 4a) would prepare students for entry-level positions or advanced study in applied areas such as counseling, community services, social work.

. Program III (p. 5a) would provide a liberal arts background for students not planning advanced study or professional work in psychology but for whom the study of psychology would provide a useful focus around which they, with the help of their advisers, could build a program appropriate to their personal life goals.
The Board's Office recommendation is based on the following views:

1. The request is an appropriate step in implementation of the Board's intent to improve educational services to the eastern and southern regions of the state whenever economically feasible.

   This policy dates from January, 1965, when the Board approved policies providing "... that EOC and SOC, as regional institutions serving the eastern and southern regions of the state, should develop, as resources permit, departmental major programs in selected fields of the humanities, social sciences, and sciences."

2. While the program proposed by Eastern Oregon State College would not offer the varied opportunities available to undergraduate majors in psychology at larger institutions, it would have the resources to offer adequate basic instruction at the undergraduate level.

   The staff. The present staff of three includes an Ed.D. in educational psychology, a Ph.D. in guidance and counseling, and a Ph.D. in physiological and comparative psychology. This staff will be augmented by an additional faculty member having a Ph.D. in developmental psychology, if the program is approved.

   The library. Eastern Oregon State College's library collection totals approximately 86,000 volumes, slightly above the 85,000 volumes considered essential as basic "start-up" library for an undergraduate liberal arts college by a number of states (e.g., Washington, Florida) and by the State System Committee on Resource Acquisition and Allocation (CORA/A).

   According to library standards, it appears that the proportion of the collection devoted to psychology is adequate. A summary of these library holdings is presented in pp. 10a-11a of the full report.

   With a small library, Eastern Oregon State College is quite conscious of the need for wise use of library funds, and special effort is being made to improve the collection in psychology in anticipation of the inauguration of the proposed major program. Some $1,500 from private gift funds was allocated to psychology acquisitions in 1975-76.

   Laboratory facilities. Laboratory facilities, while small, are new and well equipped. They include 1,200 square feet of laboratory space, an animal housing unit, and shop for building and repairing equipment (see p. 11a of the institutional presentation).

   Clinical facilities, developed in support of the teacher education program, include six small counseling/testing rooms, closed circuit videotaping capability, observation rooms, and seminar rooms.

3. Psychology has proven attractive to students.

   Evidence is that the five State System colleges and universities offering programs leading to the BA/BS in psychology have good enrollments, as reference to Table 1, p. 195 reveals.
### TABLE I

UNDERGRADUATE HEAD COUNT ENROLLMENT, MAJORS IN PSYCHOLOGY BY STUDENT LEVEL
UNIVERSITY OF OREGON, OREGON STATE UNIVERSITY, PORTLAND STATE UNIVERSITY,
OREGON COLLEGE OF EDUCATION, AND SOUTHERN OREGON STATE COLLEGE
FALL TERM, 1973-74, 1974-75, and 1975-76 (Fourth Week Report)

<table>
<thead>
<tr>
<th>Student Level</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE(^1)</th>
<th>SOSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F-73</td>
<td>F-74</td>
<td>F-75</td>
<td>F-73</td>
<td>F-74</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Psychology Majors</td>
<td>Lower-Division</td>
<td>303</td>
<td>224</td>
<td>249</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Upper-Division</td>
<td>368</td>
<td>428</td>
<td>352</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>671</td>
<td>652</td>
<td>601</td>
<td>191</td>
</tr>
<tr>
<td>Total Undergraduate Enrollment</td>
<td>12,312</td>
<td>12,497</td>
<td>12,537</td>
<td>13,023</td>
<td>13,414</td>
</tr>
<tr>
<td>Percent Psychology Major Enrollment of Total Undergraduate Enrollment</td>
<td>5.4</td>
<td>5.0</td>
<td>4.8</td>
<td>1.5</td>
<td>1.6</td>
</tr>
</tbody>
</table>

\(^1\)Psychological Studies
Fall term 1975, the number of majors in psychology reported was as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Majors</th>
<th>% Number of Majors Was of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO</td>
<td>601</td>
<td>4.8 percent</td>
</tr>
<tr>
<td>OSU</td>
<td>196</td>
<td>1.4 percent</td>
</tr>
<tr>
<td>PSU</td>
<td>481</td>
<td>5.3 percent</td>
</tr>
<tr>
<td>OCE</td>
<td>109</td>
<td>4.0 percent</td>
</tr>
<tr>
<td>SOSC</td>
<td>203 (fall 1974)</td>
<td>5.0 percent</td>
</tr>
</tbody>
</table>

There is no reason to believe that if Eastern Oregon State College were authorized to offer a psychology major, it would prove any less attractive to Eastern Oregon State College students than it has to students in other colleges in the State System (OCE, SOSC).

As a matter of fact, during 1974-75, although Eastern Oregon State College was not offering a psychology major, enrollments in psychology courses accounted for 7.3% of the total credit hour production at Eastern Oregon State College. Enrollment in upper-division courses in psychology have increased from 83 class enrollments in 1970-71 to 371 in 1974-75. Seven upper-division courses in psychology were offered fall term 1974, with an average enrollment of 14 students. Some 40 students enrolled in the general studies program at Eastern Oregon State College at the present time are developing a concentration in psychology.

Eastern Oregon State College reports that it anticipates that its entering class of psychology majors each year would number 25-30 students which, if realized, would be an adequate number to permit economical instruction.

A strengthened curriculum (eight new courses), and an enlarged staff (one new faculty Ph.D.), which authorization of the proposed program would permit, would more adequately serve Eastern Oregon State College's students, both majors and non-majors interested in psychology.

4. Eastern Oregon State College general studies graduates with a concentration in psychology are entering occupations in the eastern Oregon region for which a psychology background is helpful.

In 1975, when the Eastern Oregon State College request for a program in psychology was under consideration, Eastern Oregon State College made an effort to determine how many Eastern Oregon State College students had graduated in the preceding three years (1971-72 through 1973-74), who had graduated with a baccalaureate degree in general studies and a concentration in psychology. They found that there had been 19 such students, of which three were enrolled in graduate school at the University of Oregon and Portland State University, and 16 others were employed in eastern Oregon in child care, sales, education, mental health, and federal programs administered under the Economic Opportunity Act.

As a matter of interest, it should be noted that 26 of the 76 high schools in the eastern Oregon region offer psychology courses (often "mini" courses) as a part of their regular curriculum. Teacher education students with certification in the social sciences and with some background in psychology are equipped to fill these kinds of positions. This is not to suggest that a major in psychology is required background, but only to indicate that psychology as a social science is of importance to social science teachers.
5. Authorization to Eastern Oregon State College to offer a program leading to a BA/BS in psychology would permit Eastern Oregon State College to offer several additional courses attractive to the general student body, both as electives for personal development and as supporting courses for major programs of study in education, business, community services, pre-health sciences, and Eastern Oregon State College's bi-lingual and Indian education programs.

Courses Eastern Oregon State College anticipates it would add, if the major is approved, are:

- Psy 211 Human Sexuality. 3 hours.
- Psy 214 Psychology of Personal and Social Adjustment. 3 hours.
- Psy 342 Biological Bases of Behavior. 5 hours.
- Psy 344 Perception and Cognition. 5 hours.
- Psy 363 Community Psychology. 3 hours.
- Psy 403 Thesis. 3-9 hours.
- Psy 427 History and Systems of Psychology (g). 3 hours.

6. The proposed program will not result in unwise duplication of programs already offered in Oregon public or independent colleges and universities, nor have an adverse impact on any other segment of Oregon education.

The Board's Office intentionally uses the term "unwise" rather than "unnecessary" in discussing the proposed addition of a baccalaureate degree program in psychology at Eastern Oregon State College. There is no demonstrable statewide societal need for another program in psychology in Oregon. Students in the eastern Oregon region who wish to complete a baccalaureate degree program in this field can continue to travel, as they have in the past, to an institution offering such a program or, if they prefer to attend Eastern Oregon State College, enroll in a program in general studies with a concentration in psychology or some other field in which the institution offers a degree program.

However, Eastern Oregon State College has been developed over the years to serve regional needs and in the serving of regional needs, the offering of programs of study that are available at other institutions in Oregon or elsewhere may be, under appropriate circumstances, both wise and necessary. The question of what programs should be duplicated becomes, in part, one of economics.

Are there a sufficient number of students interested in the program to permit its being offered economically? The Board's Office believes there are, and has earlier presented information concerning the level of student interest in the field of psychology in the other State System institutions in which programs leading to the baccalaureate degree are offered. Eastern Oregon State College, having canvassed the matter, considers that the level of student interest being what it is and what it is capable of becoming, the proposed degree program can be offered economically, and that it is important to Eastern Oregon State College in its effort to increase its capacity for service to the eastern region.

Will the program require costly, specialized facilities which would not otherwise be required? The specialized resources needed for the offering of the degree are, as earlier noted, available in substantial measure at Eastern Oregon State College. The library holdings will, as we earlier indicated, need continuing strengthening which is contemplated under the ORWA funding formula.
Will the establishment of the program divert students from already established programs in psychology in other public or independent colleges and universities in Oregon to any significant degree? We see no such possibility, nor, apparently, do the other public or independent colleges or universities. The Eastern Oregon State College proposal was circulated to the presidents of the public and independent colleges and universities, who were asked to comment on the proposal. None indicated that they felt the program would have any adverse impact on their program offerings. We do believe that offering the program at Eastern Oregon State College will result in the attraction to Eastern Oregon State College of some students who would otherwise have gone elsewhere, and the retention of some Eastern Oregon State College students who would have entered programs in other institutions, but that the impact on any single institution's program will be unfelt.

7. EOSC will fund the proposed program from its going-level budget.

Eastern Oregon State College presently has 3.0 FTE faculty who would form the nucleus of the staff for the major program: one Ed.D. in educational psychology, one Ph.D. in guidance and counseling, and one Ph.D. in physiological and comparative psychology. Three more faculty may be thought of as support faculty: one Ed.D. in education, one Ph.D. in counselor education (director of the counseling service), and one Ed.D. who is employed in the counseling center and who would teach an occasional course.

If the program is approved by the Board, Eastern Oregon State College would add right away one Ph.D. in developmental psychology, and .50 FTE graduate assistant.

Finally, we come to a number of miscellaneous matters not treated in the institutional presentation, but which are called for in the Information Guidelines for proposed new program proposals, which Guidelines will be before the Board's Committee for consideration at its February 24 meeting.

- Postapproval monitoring of the program will be in terms of (1) whether there is sufficient student enrollment to maintain adequate class size to justify the program, (2) number of graduates produced by the program, (3) nature of placement of graduates.
- No enrollment limitations are contemplated.
- No special provisions have been made for making the complete program available for part-time or evening students.
- This program does not contemplate the use of other institutions' resources.
- The internal shifting of funds to permit the allocation to the proposed psychology program is not expected to have an adverse impact on other institutional programs.

Request for Authorization To Offer Program Leading To AS Degree in Early Childhood Education, EOSC

(Considered by Committee on Instruction, Research, and Public Service Programs, February 24, 1976; present--Carpenter, Feves, Harms, Maden.)

Eastern Oregon State College requests authorization to offer an associate in science degree program in early childhood education. A brief resume of the proposed program is presented below. The Eastern Oregon State College presentation of its proposal is presented on pp. 19a-30d of the full report.
Staff Recommendation to the Committee

The Board’s Office recommended that the Board authorize Eastern Oregon State College to offer a program in early childhood education leading to the associate in science (AS) degree, effective 1976-77.

Discussion and Recommendation by the Committee

President Briggs introduced Dr. Felipe Veloz, Director of the Bilingual Education Program, and Mrs. Marilyn J. Feasel, Director of the Head Start Program. He said these staff members at Eastern Oregon State College had been instrumental in drafting the proposal on Early Childhood Education.

In connection with the vocational-technical aspect of early childhood training, Mrs. Feves asked if Blue Mountain and Treasure Valley Community Colleges have such programs that could be coordinated with the one proposed at Eastern Oregon State College.

Mrs. Kahananui responded that some community colleges offer a two-year associate degree program in early childhood education but that Blue Mountain does not. Blue Mountain does offer a two-year program in community service. A two-year transfer program in early childhood education has not been available. If the preparation and coordination available in the proposed Eastern Oregon State College program proves to be satisfactory, college credit would be transferable to an elementary education program with emphasis in early childhood education.

Mr. Maden said he would vote against this program for the same reasons he expressed with reference to Southern Oregon State College. He said he could not vote for approval of any new programs at these institutions until the central mission of the regional schools had been considered.

Mrs. Feves said the regional colleges cannot be allowed to deteriorate while the studies are being made. They must adjust to changing interests and needs.

Eastern Oregon State College requests for authorization to offer associate degree programs have not been made without the concurrence of the community colleges, President Briggs stated.

Mr. Harms indicated it would be his intention to request a report at the conclusion of the first full academic year as to the experience with the proposed programs whose authorization is being requested by the regional colleges. The report should include the number of individuals enrolled, the cost of added staff members, and any other cost information available pertaining to the five programs requested by Southern Oregon State College and Eastern Oregon State College.

Mr. Harms also said he saw no conflict in the proposed program with anything offered by any other segment of education, because currently the only program being offered in eastern Oregon is the human services program at Blue Mountain Community College. The statement from the president of that institution indicates that with proper coordination the proposed Eastern Oregon State College program would not conflict with the human services program.

Mrs. Feasel said the program represents the outgrowth of requests for training and previous work in early childhood education and is proposed to meet a regional need for training for education of young children.

The Committee recommended that the Board approve the staff recommendation as presented. Mr. Maden voted no.
Board Discussion and Action

In the introduction to the request from Eastern Oregon State College for the program in early childhood education, Mr. Harms commented that the Committee had similar concerns to those expressed by Mr. Maden and Mr. Ingalls. Mr. Harms said Dr. Romney had been requested in future presentations to designate specifically how a particular program meets the long-range planning and guidelines for the institutions. Mr. Harms also indicated that a subsequent motion requested a report on specific topics at the end of one year of operation for the five programs recommended for Southern Oregon State College and Eastern Oregon State College.

It was explained that because of redeployment of personnel it would not require an addition to the budget in order to add the necessary staff for the recommended program in early childhood education. President Briggs said he would include specific documentation in the material concerning the mission of the institution which is scheduled for presentation at the April Committee meeting. President Briggs said the early childhood and agri-business programs were in response to regional needs based on discussions with either an area internal advisory committee or an internal committee with external consultants. The requests are also consistent with the planning report presented to the Board in December 1974.

Dr. Romney reported the consultant on early childhood education for the State Department of Education has spoken very highly of the proposed program and the desirability of offering the program in eastern Oregon.

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, McIntyre, McLaurin, Perry, and Layman. Those voting no: Director Maden.

Resume of Proposed Program

The proposed program would consist of a minimum of 93 credit hours of work distributed as follows:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education Core.</td>
<td>48</td>
</tr>
<tr>
<td>*Ed 109 Practicum</td>
<td>6</td>
</tr>
<tr>
<td>*Ed 129 Introduction to Early Childhood Education</td>
<td>5</td>
</tr>
<tr>
<td>Ed 130 Cultural Differences in American Education</td>
<td>2</td>
</tr>
<tr>
<td>Ed 152 Creative Arts for Pre-Primary and Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>*Ed 201 Early Childhood Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>*Ed 202 Development of Language and Motor Perceptual Skills in Young Children</td>
<td>5</td>
</tr>
<tr>
<td>*Ed 203 Administration of Early Childhood Programs</td>
<td>2</td>
</tr>
<tr>
<td>*Ed 222 Child-Parent Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>*Ed 234 Children's Literature in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>*Ed 235 Audio-Visual Aids</td>
<td>3</td>
</tr>
<tr>
<td>*Ed 245 Field Experience</td>
<td>12</td>
</tr>
<tr>
<td>Supporting Course Work</td>
<td>10</td>
</tr>
<tr>
<td>Sp 111 Interpersonal Communication</td>
<td>2</td>
</tr>
<tr>
<td>Mus 192, 193, 194 Class Lessons: Voice Piano, Recorder, Guitar</td>
<td>3</td>
</tr>
<tr>
<td>A 230 Craft Techniques for Elementary Teachers</td>
<td>5</td>
</tr>
</tbody>
</table>
Institutional and General Education Requirements... 10

Wr 100 Inquiry and Response 1
Soc 204 General Sociology or Psy 201 General Psychology 5

Electives, to be selected with advisor 25

Courses marked with an asterisk are those which would be added.

Students completing the early childhood education associate degree program, who then transfer to the elementary education baccalaureate degree program, would need to complete requirements for the BA or BS degree in elementary education and would be credited with having met requirements for an area of concentration in early childhood education.

Students who begin the baccalaureate degree program in elementary education as freshmen, or who transfer to the baccalaureate program before completion of the associate degree, and who wish to complete the degree requirements with an area of concentration in early childhood education, will complete the same program in early childhood education as outlined above for associate degree students, except for the sophomore-level field experience (Ed 245), for which will be substituted in the case of the BA/BS student, the 12 credit hours of Ed 451 Preprimary Education, Ed 458 Advanced Primary Education, and Sp 315 Creative Drama with Children.

The curriculum for the BA/BS degree in elementary education with options in early childhood education and bilingual education, is shown in schematic form on p. 22a of the Eastern Oregon State College presentation.

Explanation

The Board's Office recommendation is based on the following views:

1. The proposed program is designed to meet an identifiable need.

Whatever one's views as to the appropriate locale for the care and education of children under six years of age, the fact is that an increasingly larger number of children are spending a major portion of their early childhood years in group care situations. The quality of care provided in these situations is a matter of concern both to society and to the mothers of these children, many of whom must work to support themselves and their children.

The agencies employing persons with the qualifications represented by the completion of the proposed associate degree program are varied and numerous. They include (1) day and nursery programs, (2) various federally and state funded programs such as the 4-C (Community Coordinating Child Care) programs and the Head Start child care programs, (3) miscellaneous other professional and nonprofessional agencies working with children in their early years.

For instance, illustrative of governmentally funded programs in eastern Oregon are some 85 4-C (Community Coordinating Child Care) programs with an expenditure of more than $700,000 annually, and a number of Head Start programs throughout the eastern region. Eastern Oregon State College is currently working with the State Department of Education and the Division of Continuing Education in the upgrading of the qualifications and competencies of persons employed in Head Start Programs, through an in-service program entitled Child Development Associates.

Miss Jean Spaulding, long-time specialist in Early Childhood Education in the State Department of Education, has this to say concerning her analysis of the proposed program:
I have carefully read the Early Childhood Education draft proposal that I received from Dr. Felipe Veloz. Based on my work with both public and private programs for the education of young children in the eastern section of the state of Oregon, it is my opinion that an educational program of the type offered in this proposal would be a valuable addition to the teacher training programs in the state, and particularly in the eastern part of our state. This program will allow teachers who are certified and working in a public school program to renew their understanding of young children and to update their knowledge, and it will also offer undergraduate training for people who are interested in working with young children in less than a full-time teaching job to gain better understanding and strengthen their programs. Such a program should be useful in Head Start programs, in day-care programs and many of the nonpublic school programs for five-year-old or younger children found through the Eastern Oregon area. I strongly support the idea of such a training program and find the one proposed to be well-designed for the purpose for which it is intended. I hope it is possible for this program to be implemented at Eastern Oregon State College; it will be another step in upgrading the training of primary and pre-primary classroom teachers in the Eastern Oregon area.

Ms. Darrell Johnson, Director of Head Start Technical Assistance and Training Office (STATO) writes:

It gives me a great pleasure to write this letter of support for the proposal for the initiation of a new instructional program leading to an AS degree in Early Childhood Education.

For the past four years, Eastern Oregon State College has been actively involved in early childhood education through the Head Start program. The State Technical Assistance and Training Office has utilized the expertise of the EOSC staff to provide free and inservice training to the Head Start programs in Baker, La Grande, Pendleton, Hermiston and Milton-Freewater. The response on the calibre of this training has always been commendable.

We have received many requests for training programs in early childhood education. Unfortunately, we frequently are unable to respond because our responsibility is to Head Start programs only. If this proposal is accepted, I foresee that the numerous child care agencies who have written requests for training will be happy to respond to a program in early childhood education at EOSC. This will be a first significant move toward bridging the gap between vocational and professional training for child care workers.

Other programs to meet this need. Other programs concerned with early childhood education include the following located in public institutions:

At least five community colleges (Chemeketa, Clackamas, Clatsop, Lane, Mt. Hood) offer vocational-technical programs in early childhood education to prepare students for employment in nursery schools and child care centers. It will be noted that none of these programs is offered in eastern Oregon.

When two-year programs are being contemplated by State System institutions, we notify the community college presidents in the immediate area, and seek their views. In the present instance, we have a letter from President Ron Daniels of Blue Mountain Community College, the community college nearest to Eastern Oregon State College, as follows:
As I review the material [relating to the proposed Eastern Oregon State College program], I do not see any conflict in this program and any of the programs we are currently offering. The potential does exist for some of our area students who enrolled in the Human Services program to change to the program being proposed at EOSC. However, this is conjecture and should not have any noticeable impact.

We do not oppose the program but we do feel it is essential that we meet with EOSC representatives to discuss articulation and transfer possibilities. Perhaps in this respect there are some classes we can offer that will complement the program at EOSC.

President Daniels' suggestion is fully in accord with our views and will be acted upon promptly.

All six elementary education programs in the State System institutions prepare teachers for certification, pre-primary through grade 9, with opportunity for practice teaching and specialized course work in kindergarten teaching. Oregon College of Education offers an elementary education program with an option in early childhood education (birth to age 7). Oregon State University has long offered specialization in nursery school education in its program in home economics and now, in cooperation with the school of education offers a combined program in early childhood education leading to elementary certification. But these are four-year programs. The proposed program is a two-year offering.

None of the independent colleges and universities indicated that the proposed program would have an adverse impact on their operations.

Approval of the program will enable Eastern Oregon State College to work at the issue of articulating programs in the early childhood area in a unique way.

As we have noted above, there is presently in Oregon a variety of programs designed to provide preparation for teachers and others working in the early childhood area. These include a non-credit program (e.g., Head Start Child Development Associates) in which Eastern Oregon State College and Oregon College of Education are both engaged cooperatively with the State Department of Education, two-year associate degree vocational-technical programs in the community colleges, and four-year baccalaureate degree programs in the four-year colleges and universities.

Eastern Oregon State College, as an institution already involved in the Head Start non-credit in-service program, and with a baccalaureate degree elementary teacher education program preparing teachers for pre-primary to grade 9, would be in an enviable position to experiment in working out articulation problems among these three levels, if Eastern Oregon State College were authorized to offer the proposed two-year associate degree program in early childhood education.

Preparation of persons to work in early childhood situations prepares people for different levels of professionalism, ranging from child care workers to child development specialists and college professors. Eastern Oregon State College's proposed program is designed to prepare para-professional persons. Eastern Oregon State College asserts that the work offered in this two-year associate degree program will be articulated with work in the baccalaureate degree program in elementary teacher education so that those completing the associate degree program who later wish to earn a baccalaureate degree in
elementary teacher education will receive credit toward the baccalaureate degree, with the associate degree work counting as an emphasis in early childhood education. Some professionals in early childhood education would question whether the program for preparation of para-professionals can be or ought to be the base for a professional teacher education program. Eastern Oregon State College thinks that it can articulate the associate degree program and the baccalaureate program effectively, and would like to try. The Board's Office believes that they ought to be allowed to.

Eastern Oregon State College does not offer a baccalaureate field of specialty in early childhood education, as such, at present, but would hope to do so if and when certification for elementary teachers in early childhood education is established in Oregon, as it is in more than a score of other states at present.

Eastern Oregon State College, with faculty already involved in the training programs for Head Start workers, with a four-year program in elementary education, and, because it is located in an area in which there is no community college, has the opportunity to work out problems of coordination not possible in other areas of the state where the programs are offered by different faculties, with different orientations, in different locations. This coordination will encourage and facilitate upgrading of nursery school staffs and will become essential should Americans begin to require the same level of preparation for those who teach and direct programs for children below five years of age as for those five and older.

3. Approval of the proposed program would enable Eastern Oregon State College to extend additional services to students in its bilingual and Native American Institute programs who do not wish to complete a four-year baccalaureate program.

Eastern Oregon State College is situated in an area with substantial Chicano and Native American populations. Desirous of serving the youth of these population groups, as well as the population groups themselves, Eastern Oregon State College has developed a bilingual program designed to attract students with bilingual skills and to train others in these skills so that they can work among the Chicanos, and it has also developed a Native American Institute, expressive of Eastern Oregon State College's desire to work effectively with the American Indian population.

Approval of the proposed program would permit Eastern Oregon State College to offer to students with bilingual interests, and the Native American students, opportunity to prepare for service as para-professionals in the early childhood education area, for work either among the Chicano and Native American populations or in the broader community.

The program would also make available to those involved in the Child Development Associates program (Head Start) and similar programs now offered on a non-credit basis, opportunity to work toward the application of their in-service work to an associate degree program through demonstration of competency.

4. The program is economically feasible within EOSC's budget.

Enrollment. Eastern Oregon State College estimates an initial enrollment of 15-25 students in the associate degree program. The initial enrollment is not expected to include Head Start staff who are graduates of the Child Development Associate program. Within three to five years, however, as the number of Child Development Associates certificate graduates increases and as Eastern Oregon State College develops transfer arrangements, Eastern Oregon State College would expect the associate degree program to attract 50-75 new students a year and to graduate between 25 and 35 students each year.
The courses developed for the program will be open to students enrolled in Eastern Oregon State College's elementary education program, who may use them to complete an early childhood area of specialization, either in combination with Eastern Oregon State College's present specializations in primary education and/or bilingual education or as part of a 48-hour concentration in early childhood education. Joint enrollment of two-year and four-year students in the same classes will not only give Eastern Oregon State College experience in the articulation of associate degree work into the baccalaureate degree elementary education program, but will also provide an enrollment justifying addition of specialized staff and resources.

Staff. Position vacancies on the Ackerman school staff during the next two years will provide Eastern Oregon State College opportunity for adjustment of resources in education which will not be available once these positions are filled. If Eastern Oregon State College is going to move into a more active role in pre-school education, now is the time to do it.

Eastern Oregon State College faculty involved in the proposed program include Dr. Felipe Veloz, director of the Bilingual Education Program; Professor Marilyn J. Feasel, director of the Head Start Program; and three members of the elementary teacher education staff. One additional staff, with a Ph.D. or Ed.D. in early childhood education would be added the first year of the program. A half-time position, coordinated with Ackerman School, to direct the laboratory experience, would be added in the second year.

Library. An added increment from Eastern Oregon State College's going-level budget will be required for augmenting library support of the proposed program. Eastern Oregon State College plans on putting $750 into this expansion project the first year of the program, and $1,750 the second year, made possible by a private bequest.

Budget. The budget for the program provides for the addition of one additional faculty member in the first year, and an additional .5 the second year, with the additional costs for the program (all to be met from going-level budget) of $15,250 in the first year, and rising to $21,900 in the third and fourth year.

Budget for the program financed from state funds is:

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, 1.00 FTE</td>
<td>$14,250</td>
<td>$14,250</td>
<td>$14,250</td>
<td>$14,250</td>
</tr>
<tr>
<td>Faculty, .50 FTE</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Library</td>
<td>750</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Supplies and Services</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>$15,250</td>
<td>$21,500</td>
<td>$21,900</td>
<td>$21,900</td>
</tr>
</tbody>
</table>

In the second year, the $1,750 from private sources would be used to augment library holdings.

Responding to a number of miscellaneous questions not dealt with by the institution it should be noted that:

Evaluation of the program will be made on the basis of the number of students it enrolls, the number of students it graduates, the placement of those students.
Meeting #429-57

Request for Authorization
To Offer Program
Leading to BS Degree in Agri-Business, EDSC

Eastern Oregon State College requests authorization to offer a program leading to a BS degree in agri-business, effective 1976-77. (A brief resume of the proposed program is presented below. The complete Eastern Oregon State College presentation is provided on pp. 31a-53a of the full report.)

Staff Recommendation to the Committee

The Board's Office recommended that the Board authorize Eastern Oregon State College to offer a major program in agri-business, leading to the BS degree, effective 1976-77.

Discussion and Recommendation by the Committee

President Briggs introduced Dr. Gerald E. Young, chairman of the science division at Eastern Oregon State College, and Mr. Ralph Hutchison, rancher at Pilot Rock, who served on the advisory committee in the formation of the proposal.

Mrs. Feves asked how the program would be received by young people in the eastern Oregon region who most likely would not enroll in a similar program at Oregon State University but who, because of the developing opportunities in agri-business in the eastern Oregon region, might attend Eastern Oregon State College.

Dr. Young said there was a great deal of student interest in the program, even though no information has been available on the program other than what might have come from members of the Eastern Oregon State College advisory committee. Inquiries concerning the program are being received from high school graduates living in the eastern Oregon area and from students of Blue Mountain and Treasure Valley Community College, who have been told about the program by the directors of the Blue Mountain Community College and Treasure Valley Community College vocational-technical agriculture programs, both of whom are members of the advisory committee.

Mr. Hutchison said he is receiving inquiries from young people who wish to remain in eastern Oregon in some aspect of the agri-business industry.

Mrs. Feves said there are problems of agriculture in the eastern Oregon area which are different from the problems of western Oregon and while Oregon State University has been very helpful to eastern Oregon through the Experiment Stations and Extension Service, a locally-based program would be more attuned to the particular problems of the region than a program on the Oregon State University campus. She said the developing business of agriculture in eastern Oregon is very visible and she, as a resident of the area, would like to see the program supported.
Mr. Hutchison said that he was a graduate of Oregon State University in agricultural engineering and that while the Oregon State University program is excellent and is superior now to that offered when he was enrolled, the agricultural problems of the eastern Oregon region are peculiar to the region and one does not get an education relating to these problems by going to western Oregon.

Mr. Maden asked Mr. Hutchison to explain some of the differences in agriculture between the two regions. Mr. Hutchison responded that eastern Oregon agriculture is basically dry land farming.

Mrs. Carpenter asked how the staff from the Experiment Stations who teach agriculture courses at Eastern Oregon State College are paid. President Briggs said an arrangement has been worked out with Oregon State University whereby Eastern Oregon State College, in effect, provides a part of the salary of these faculty. President Briggs said this relationship has existed for 12 years and that Eastern Oregon State College is delighted with the help and assistance they have received from Oregon State University over this period. The remainder of the proposed agri-business program, he said, will be funded by internal reapportionment of resources.

Mr. Hutchison said he would like to read for the Committee portions of a letter from Mr. Don Cook, general manager of a large eastern Oregon cooperative, concerning employment opportunities for graduates of an agri-business program. He read from Mr. Cook's letter as follows:

A course in agri-business as outlined for implementation at Eastern Oregon State College, appears to be very appropriate to the needs of a company such as the Pendleton Grain Growers. At present we have applicants with either a business education or an agriculture education, usually with emphasis on production and techniques. There is a definite need for young people who have an understanding and foundation in both areas to become supervisors and managers in agri-business. In many instances we can give on-the-job training in specific technical knowledge much easier than we can teach management skills. We also see a definite need for management training in the farmers we deal with. Technical advice is available to them from many sources, but they must provide management expertise themselves. This is rapidly becoming the number one ingredient of a successful farm operation. The proof of this new program, of course, can only be made as we employ young people from the program.

Mr. Maden moved adoption of the program. He said he found the program unmistakably relevant to the region and one that did not unnecessarily duplicate programs of other institutions in the state. The motion was approved unanimously.

Board Discussion and Action

The Board approved the recommendation as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Resume of the Proposed Program

The proposed program is described as:

A four-year bachelor's degree program concerned with the marketing, management, finance and public policies relating to renewable natural resources.

Objectives of the program are as follows:

To provide educational occupational opportunities for Eastern Oregon State College students.
Meeting #429-59

To provide a curriculum program closely related to natural resource-oriented business.

To provide the educational background and training for entry into agricultural business.

To provide a degree program for students choosing to attend Eastern Oregon State College and interested in this specialization.

To provide in-service and continuing education for individuals in the region.

Admission and Degree Requirements

Admission to the program would be at the second (sophomore) or third (junior) year level. Minimum admission requirement would be second-year standing and a 2.25 cumulative grade-point average on all college work completed. Students admitted at the second-year level would be able to complete requirements of the program without difficulty. Students seeking admission at the third-year (junior) level would be required to file a proposed course of study showing how they would propose to complete degree requirements.

Students graduating with a BS degree in agri-business would meet all the institutional requirements for the bachelor of science degree, and major requirements consisting of a minimum of:

- 39 credit hours in business and economics
- 25 credit hours in agri-business (agricultural economics)
- 16 credit hours in agriculture

Explanation

The Board's Office recommendation rests upon the following views:

I. The Board's Office believes implementation of a program in agri-business at Eastern Oregon State College will be a significant step in the economic development of eastern Oregon.

The program will serve three publics:

Agriculture and agriculture-related business in eastern Oregon. Oregon's economy rests on agriculture, lumber, and tourism. Agriculture, a billion dollar industry (see table p. 36a of the full report), is growing at a significant pace in the northeastern region of the state, requiring an expanding expertise, not only for those who own and manage large-scale farm enterprises, but also for those who buy from, sell to, and service the farm industry--feed, fertilizer, machinery, and chemical firms; marketing firms that assemble, process, ship, and merchandise the products of the farms; accountants; bankers.

Young people of the eastern Oregon region who wish to remain in eastern Oregon and participate in the growing economy of the area, either on family farms or ranches, or as employees in agriculture or agriculture-related enterprises. Experience of similar programs located in agricultural regions is that 70% of the graduates of the program will seek employment on the job market in agricultural business, 30% will return to family farms and ranches, enter some other field of endeavor, or continue their education in graduate programs. Eastern Oregon State College estimates that by 1980-81 enrollment in the program at the sophomore, junior, and senior levels will total 38. Ten students are expected to graduate from the program each year.
Students in the technical agriculture programs of Blue Mountain and Treasure Valley community colleges who wish advanced training in business aspects of agriculture oriented to eastern Oregon agricultural industry. Eastern Oregon State College estimates that 8 students from Blue Mountain Community College and Treasure Valley Community College will transfer to the agri-business program at Eastern Oregon State College fall 1976.

One may well ask why, with Oregon State University's strong school of agriculture offering a wide range of programs and attracting very substantial enrollments (1,414 head-count fall term 1976), is it necessary for Eastern Oregon State College to undertake a program in agri-business?

Cannot the needs of eastern Oregon for qualified persons trained in agri-business be met by graduates of Oregon State University programs? Cannot those eastern Oregon students who wish to major in agri-business complete the two-year pre-professional program in agriculture offered by Eastern Oregon State College, and then transfer to Oregon State University for their junior and senior years? Cannot the continuing education and other service needs of business and agriculture be met through Oregon State University's agricultural experiment stations and its cooperative extension service?

The answer is, of course, that Oregon State University does offer a strong program in agricultural and resource economics which, as we shall note subsequently, apparently served as something of a model for Eastern Oregon State College in the construction of plans for its proposed program in agribusiness. And of course, students do have available at Eastern Oregon State College a two-year pre-professional program in agriculture designed to prepare them for the upper-division program in a variety of agricultural specialty areas in which programs are offered at Oregon State University, including the agricultural and resource economics area. And it is certainly true that the service of land-grant university agricultural experiment stations and cooperative extension programs to practitioners in various areas of agriculture is widely heralded.

Why, then, a baccalaureate program in agri-business at Eastern Oregon State College?

Eastern Oregon State College is a regional college serving the eastern region. Under Board mandate to examine how more effectively it might serve the eastern region, President Briggs and Eastern Oregon State College faculty, staff, and students have worked with a very wide range of persons in eastern Oregon to identify the areas of instruction and service in which a regional college such as Eastern Oregon State College could most effectively serve the needs of the region.

The advisory committee consisted of the following:

- 3 cattlemen
- 2 ranchers (one of whom is a member of the Board of the Federal Reserve Bank)
- 1 farm equipment dealer
- 1 person in agri-business
- 1 manager of a seed company
- the Executive Director of the Oregon Wheat Growers League
- 1 banker
- 3 OSU county agents from 3 counties
- 4 OSU agricultural experiment station staff members from Union and Pendleton
- the assistant dean of the OSU school of agriculture
- the directors of the two-year associate degree vocational agricultural program at Blue Mountain and Treasure Valley community colleges
- 3 vocational agricultural instructors
Meeting #429-61

The committee met in formal meetings four times over the period from November 1974 to May 1975. The charge given them by President Briggs was to determine whether there were any regional needs in the field of agriculture that Eastern Oregon State College should endeavor to meet, and the nature of the program(s) which would serve the needs identified.

Out of these deliberations, came the decision that it is in the area of agri-business that Eastern Oregon State College could perform a genuine service to the region. The question then became one of whether Eastern Oregon State College could find the resources to mount an effective program of instruction and service in this area. It seemed obvious that it could not, without the generous and willing cooperation and assistance from Oregon State University's agricultural experiment stations and cooperative extension service staffs.

Accordingly, the matter was broached with key administrative officers at Oregon State University and with selected faculty and staff in agriculture on campus and in the eastern Oregon experiment stations and cooperative extension service. Characteristically, Oregon State University personnel expressed a willingness to be helpful where they could. As we shall note in later paragraphs, Oregon State University agricultural experiment station personnel had been teaching courses for Eastern Oregon State College for some time, as part of Eastern Oregon State College's pre-professional program in agriculture.

With Eastern Oregon State College's growing strength in the business and economics area, and with the help of Oregon State University in offering the courses in agriculture that would be a part of the proposed program, it does appear that Eastern Oregon State College could mount a program of reasonable quality which would attract sufficient students to make the program economically justifiable. As a small regional college, any added strength to be garnered from additional student enrollments and from the ability of the institution to serve more effectively the felt economic needs of the region, must be regarded by Eastern Oregon State College as of vital interest to the future of the college and the region it serves.

We invite the Committee's attention to the letters of endorsement from Blue Mountain and Treasure Valley Community Colleges, and from the Oregon Wheat Growers League and others in the appendices to the Eastern Oregon State College presentation, pp. 45a-53a.

2. The proposed program would be undertaken as being, in a sense, complementary to the programs offered at Oregon State University, and with the cooperative and active--indeed indispensable--assistance of Oregon State University agricultural experiment station personnel in eastern Oregon.

The Eastern Oregon State College proposal provides for the courses in the proposed program to be taught by Eastern Oregon State College personnel and by Oregon State University agricultural experiment station personnel. Eastern Oregon State College would teach all of the courses in business and economics, and, in fact, in all other areas except the basic agricultural areas (animal science, crop production, soils, range resources) which would be taught by Oregon State University staff assigned to the Union and Pendleton agricultural experiment stations.

This collaborative effort is not new to Eastern Oregon State College and Oregon State University. For Oregon State University agricultural experiment station staff from Union and Pendleton have been teaching these basic agricultural courses on the La Grande campus for a number of years as an indispensable part of the Eastern Oregon State College two-year pre-professional program in agriculture.

As might be expected, the proposed program at Eastern Oregon State College in agri-business resembles the Oregon State University program in agricultural and resource economics more closely than any of the other Oregon State University programs (see listing of major fields in agriculture at Oregon State University in Table II, p. 211). Course requirements for the two programs are thrown into juxtaposition in Table III, p. 211 in order that the extent of the similarity may be seen.
### TABLE II

**HEAD-COUNT ENROLLMENT BY MAJOR FIELD OF STUDY AND LEVEL OF STUDENT**
**SCHOOL OF AGRICULTURE, OSU, FALL TERM 1975-76**

<table>
<thead>
<tr>
<th>Major Field</th>
<th>Lower-Division</th>
<th>Upper-Division</th>
<th>Graduate</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Resource Economics</td>
<td>24</td>
<td>36</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Agronomic Crop Science</td>
<td>39</td>
<td>48</td>
<td>51</td>
<td>1</td>
</tr>
<tr>
<td>Animal Science</td>
<td>72</td>
<td>90</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Fisheries and Wildlife Science</td>
<td>181</td>
<td>191</td>
<td>98</td>
<td>1</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>29</td>
<td>39</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Horticulture</td>
<td>86</td>
<td>99</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>Poultry Science</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Rangeland Resources</td>
<td>7</td>
<td>18</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Soil Science</td>
<td>3</td>
<td>17</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>General Agriculture</td>
<td>34</td>
<td>26</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>476</strong></td>
<td><strong>565</strong></td>
<td><strong>371</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

### TABLE III

**ANALYSIS OF BASIC CURRICULAR REQUIREMENTS**
**BS IN AGRICULTURAL AND RESOURCE ECONOMICS AT OSU AND PROPOSED CURRICULUM IN AGRI-BUSINESS, EOSC**

<table>
<thead>
<tr>
<th>Basic Requirements</th>
<th>EOSC</th>
<th>OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Requirements</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>Agriculture</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Communications</td>
<td>7-12</td>
<td>18</td>
</tr>
<tr>
<td>General Education</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>(includes Biology 12, Chemistry 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Electives</td>
<td>18-23</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>186</td>
<td>192</td>
</tr>
</tbody>
</table>

| **Percent**                              | 1    |
| **Percent**                              | 1    |
All the courses in agricultural economics proposed by Eastern Oregon State College except one (AEc 499 Agricultural Business Policy and Strategy) parallel Oregon State University offerings in agricultural economics (see p. 43a for Eastern Oregon State College's course descriptions for the proposed program), and students in the two programs would have approximately the same number of credit hours of work in agricultural economics, namely 25 at Eastern Oregon State College, 21 at Oregon State University.

Basic requirements for the Eastern Oregon State College agribusiness program call for more credit hours in the field of business than do the Oregon State University requirements, but fewer in economics (36 credit hours in business, 10 credit hours in economics in the sample curriculum shown on p. 34a of the Eastern Oregon State College presentation; 5 credit hours in business, 18 credit hours in economics in the basic requirements at Oregon State University). In basic agriculture, Oregon State University requirements call for 24 credit hours, the Eastern Oregon State College sample program shows 16 credit hours.

Eastern Oregon State College proposes to continue to offer the two-year pre-professional program in agriculture, whether or not the proposed baccalaureate program in agribusiness is approved by the Board. The pre-professional program provides a two-year lower-division base from which the student can transfer into any one of a wide variety of agricultural programs at institutions such as Oregon State University. For instance, graduates of Eastern Oregon State College's two-year pre-professional program can transfer into any of the 10 programs in agriculture at Oregon State University listed in Table II, p. 211 except food science and fisheries and wildlife science, in which transfer is only an occasional student who transfers into Oregon State University's agricultural and resource economics program. Those who transfer to Oregon State University from the pre-professional program tend usually to major in agronomic crop science, animal science, or general agriculture.

3. Eastern Oregon State College has most of the resources required to offer the proposed program and can, from its going-level budget, fund the program.

Courses. Eastern Oregon State College presently is offering all of the courses necessary to the degree requirements, except the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sls 210</td>
<td>Soils</td>
<td>5</td>
</tr>
<tr>
<td>AEc 199</td>
<td>Selected Topics</td>
<td>to be arranged</td>
</tr>
<tr>
<td>AEc 311</td>
<td>Agricultural Marketing</td>
<td>5</td>
</tr>
<tr>
<td>AEc 405</td>
<td>Reading and Conference</td>
<td>to be arranged</td>
</tr>
<tr>
<td>AEc 407</td>
<td>Seminar</td>
<td>to be arranged</td>
</tr>
<tr>
<td>AEc 411</td>
<td>Public Policy in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AEc 412</td>
<td>Agri-Business Management</td>
<td>5</td>
</tr>
<tr>
<td>AEc 414</td>
<td>Farm Management</td>
<td>3</td>
</tr>
<tr>
<td>AEc 431</td>
<td>Agricultural Finance</td>
<td>5</td>
</tr>
<tr>
<td>AEc 499</td>
<td>Agricultural Business and Strategy</td>
<td>5</td>
</tr>
</tbody>
</table>

Faculty. The current Eastern Oregon State College faculty in business and economics will be augmented by the addition of one faculty member with a Ph.D. degree in agricultural business and preferably with a number of years in marketing, management, and finance as it relates to agriculture. The position has been set at the associate professor level. A part-time faculty member at .14 FTE will be employed to teach the Soils course which is being added.

The other basic agriculture courses in animal science, range resources, and crop production are already being offered by Oregon State University professors assigned to the agricultural experiment stations at Union and Pendleton.
Library. Eastern Oregon State College has an established library in the area of business and in the areas of agriculture supporting the basic agriculture courses being taught as a part of the two-year pre-professional program in agriculture. Present holdings related to agri-business and soils are limited, however, and $2,950 is to be used to augment holdings in these areas in the first year followed by an increment of $350 to $450 for continuing additions yearly.

Funding. The incremental base costs of offering the agri-business program being requested by Eastern Oregon State College have been set by Eastern Oregon State College at $20,350 for the first year (of which $2,500 is grant funds), and $17,500 thereafter for the following three years.

Eastern Oregon State College estimates that 15 students will enroll in the proposed program in 1976; that eight of these will be transfer students from community colleges. The fall of 1977, Eastern Oregon State College predicts an enrollment of 30 students, 13 of which are expected to be transfer students from the community college programs. Eastern Oregon State College is currently working with Blue Mountain and Treasure Valley Community Colleges to arrive at agreements under which students in the vocational agriculture programs in the community colleges can transfer to Eastern Oregon State College and enter the agri-business program.

Of the predicted 15 students in the fall of 1976, Eastern Oregon State College projects that five will be students who would have enrolled at Eastern Oregon State College whether or not there were an agri-business program available there; 10 are expected by Eastern Oregon State College to be students who would not otherwise have enrolled at Eastern Oregon State College. Within three years, Eastern Oregon State College expects to have more than 35 enrolled in the program.

Mrs. Feves said potential students of Eastern Oregon State College have expressed concern about the future status of the institution. She said the Board should reaffirm its position with respect to Eastern Oregon State College and read the following statement:

At the February meeting of the Board’s Committee on Instruction, Research, and Public Service, consideration was given to proposed new curricular programs at Eastern Oregon State College.

As a consequence of testimony presented at the Committee meeting, on behalf of the Foundation for Oregon Research and Education (FORE), questions have been raised concerning the probable future of the College.

The Board wishes emphatically to affirm its intent to continue the support of Eastern Oregon State College in conformance with the existing guidelines. That is, the Board continues to view the College as a multipurpose regional state college with emphases on teacher education and liberal arts.

The Board is seeking to stabilize the enrollment of the College at a level which will permit the continued offering of cost effective programs. Tuition levels (pricing), curricular changes, and admission requirements, all developed in close cooperation with neighboring community colleges, are considered to be appropriate tools with which the Board will seek to achieve its objective.

Suggestions have been made that, because of declining enrollment, the Board consider turning Eastern Oregon State College into a community college or into a four-year vocational technical institute.

The Board does not believe that a third low-enrolled community college in Eastern Oregon is either feasible or desirable. It likewise rejects the view that a second "OIT" should be created in a region of sparse population.
Meeting #429-65

March 23, 1976

As recently as the 1975 Legislative Session the Executive Department and the Legislature affirmed and supported the Board's efforts to maintain a four-year state college in La Grande. The loss of Oregon's only four-year state college east of the Cascades would significantly erode the quality of living of Eastern Oregon. The Board has no intention of contributing to that erosion.

Mrs. Feves then moved that the Board adopt the third paragraph of the statement as a matter of Board policy. The paragraph follows:

The Board wishes emphatically to affirm its intent to continue the support of Eastern Oregon State College in conformance with the existing guidelines. That is, the Board continues to view the College as a multipurpose regional state college with emphases on teacher education and liberal arts.

The Board approved the motion, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Call for Complete Report on Programs Authorized SOSC and EOSC at End of First Year of Operation

At the completion of the Committee's discussion of the Southern Oregon State College and Eastern Oregon State College program proposals, Mr. Harms moved that the Committee recommend to the Board that it request that the institutions concerned and the Board's Office prepare a complete report, to be rendered at the earliest date following the completion of the first year's offering of the programs, the report to include such information as: enrollments, faculty FTE assigned to the program, cost, and other pertinent information concerning the programs being recommended for approval, namely the interdisciplinary studies and geology programs at Southern Oregon State College and the psychology, early childhood education, and agri-business programs at Eastern Oregon State College.

The Committee unanimously approved Mr. Harms' motion.

Board Discussion and Action

The Board adopted the motion by Mr. Harms as approved by the Committee, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Confirmation of Institutional Degree Lists

In accordance with Board regulations, the following Board members represented the Board in approving candidates for degrees and diplomas for the 1975 Fall Term graduating classes at the indicated institutions:

Miss Valerie McIntyre
Mr. W. Philip McLaurin

University of Oregon
Portland State University

The signed copies of the degree lists are on file in the Board's Office.

Board Discussion and Action

The Board confirmed the action of these Board members in approving candidates for degrees and diplomas, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry and Layman. Those voting no: None.

1976-77 Operating Budget Allocations

(Considered by Committee on Finance, Administration, and Physical Plant, February 24, 1976; present--Perry, Ingalls, McIntyre, McLaurin.)

Staff Recommendation to the Committee

It was proposed that the Committee on Finance, Administration, and Physical Plant recommend to the Board that:

1. The annual budget allocations displayed in the accompanying materials for institutions and divisions be approved as the basis for preparation for 1976-77 expenditure plans.
2. Estimated funding for July 1, 1976, salary adjustments be approved as included in the allocations, subject to revision when actual amounts are provided by the Emergency Board.

3. An academic salary adjustment policy be adopted to establish 6% as a normal minimum increase for full-time faculty providing fully satisfactory service in rank or position, provided that institutions may choose to apply a higher minimum percentage. The recognition of fully satisfactory service in rank or position for salary increase purposes is not necessarily to be extended to promotion in rank or consideration for indefinite tenure, the latter consideration having additional criteria. The remaining funds available within the amount provided for a 10% average increase are to be applied to merit, promotions, and the reduction of inequities. These guidelines will not apply to faculty in the Southern Oregon State College bargaining unit inasmuch as the allocation of the 10% increase fund has been established by contract.

4. State Emergency Board approval of expenditure adjustments be sought to provide for changes in Summer Session enrollments, Oregon College of Education enrollments, and Auxiliary Activities Operations.

Further Staff Recommendation

Following the submission of the 1976-77 annual budget to the Committee on Finance, Administration, and Physical Plant on February 24, 1976, additional adjustments have been identified for the Education and General Services Program. The attached exhibits (as shown on pp. 220 to 226) reflect the recommended adjustments as they affect each of the institutional allocations.

Discussion and Recommendation by the Committee

Further explanation was requested concerning the recommendation for adoption of Board policy establishing a normal minimum increase of 6% for faculty.

Mr. Holmer said funds had been appropriated by the Legislature that would permit a 10% overall adjustment. However, the funds were not designated to provide across-the-board increases to all faculty members but were to be distributed within the discretion of each institution, subject to guidelines the Board might wish to apply and to the requirements of the Administrative Rules. Mr. Holmer said the recommendation is that for fully satisfactory service there should be a minimum salary adjustment in the amount of 6% for each academic employee. The remainder of the available funds would be allocated for outstanding merit, promotions, and to relieve inequities, at the discretion of the responsible institutional officials, the Chancellor, and the Board. It was also recommended that this distribution be stated as Board policy.

Mr. Holmer said the recommendation would not apply at Southern Oregon State College where collective bargaining is involved, except for those staff members not in the collective bargaining unit.

The presidents of the institutions indicated agreement with the recommendation.

In response to a question from Mr. McLaurin, it was stated that the proposed budget was expected to provide sufficient matching funds for federal resources available for National Direct Student Loans.

With respect to the allocation of salary funds among the institutions, Mr. Holmer said the academic salary amounts were allocated on the basis of the current payroll and based on the assumption that the current payroll relationship among the institutions is valid and equitable. He said the actual determination of the proportion of resources allocated to salary and the distribution is subject, in substantial degree, to institutional discretion.
Mr. Holmer indicated the basis on which the funds were allocated would be equalized on the basis of a total cost procedure. The use of the allocation in setting salaries is a local decision.

Dr. Victor Dahl, Chairman of the Interinstitutional Faculty Senate, said consideration had been given to the question of across-the-board increments. Dr. Dahl said the Interinstitutional Faculty Senate had decided to favor an 8% across-the-board increase, with the remainder for discretionary distribution. This rate was regarded as realistic in terms of the current rate of inflation and the prospects for future increments. The rate of inflation in various parts of the state was discussed, and it was indicated that an institution located in an area with a higher rate of inflation could allocate more than 6% of its salary improvement funds to across-the-board increases.

The Committee recommended that the Board approve the staff recommendations as presented, and also the further staff recommendations set forth on p. 219.

Board Discussion and Action

Mr. Perry referred to the testimony of Dr. Victor Dahl with respect to the cost-of-living increase. Dr. Dahl had reported that the Interinstitutional Faculty Senate favored an across-the-board increase of 8%. Subsequent to his testimony, the Portland index showed a cost-of-living factor slightly in excess of 6% on an annualized basis. The recommended 6% minimum with flexibility to 10% would appear to be valid.

The Chancellor said the presidents of the institutions had questioned whether the reference to fully satisfactory service might be interpreted as meaning a person on annual tenure, but on the tenure track, who received the 6% adjustment, would assume the increase automatically qualified the person for indefinite tenure at the appropriate time. The Chancellor proposed the addition of the words "in rank or position" to the first sentence of the salary adjustment policy recommendation (Item 3). He also proposed inserting the following sentence after the first sentence to further clarify rank and tenure implications of the increase:

The recognition of fully satisfactory service in rank or position for salary increase purposes is not necessarily to be extended to promotion in rank or consideration for indefinite tenure, the latter considerations having additional criteria.

These two changes have been incorporated in the material presented above.

The Board approved the recommendations as presented, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, Maden, McIntyre, McLaurin, Perry, and Layman. Those voting no: None.

Staff Report to the Committee

The 1976-77 operating budget allocation plans have been developed within the fiscal constraints resulting from:

1. The program levels approved by the 1975 Legislature, as adjusted to date by State Emergency Board actions.

2. Salary adjustment costs, estimated on legislatively approved staffing levels for the July 1, 1976, increase, not yet released by the State Emergency Board.

3. Program adjustments for enrollment changes at Oregon College of Education and for the seven institutional summer sessions to be submitted for State Emergency Board review.
When the budgets for year 1975-76 were presented for Board approval, it was reported that reserves for year 1976-77 included amounts for planned enrollment changes, inflation allowances, operation of new buildings to come on line and other similar program adjustments included in the budget approved by the 1975 Legislature. Amounts for year 1976-77 have been allocated in accord with that plan except for Oregon College of Education and Summer Sessions.

Salary adjustment funding requirements have been estimated on legislatively-approved staffing levels with the expectation that the July 1, 1976 increases will be fully funded. Program reductions necessitated by the biennial underfunding of the July 1, 1975, increase have been included in the 1976-77 budget plan through continuation of the first year underfunding in the second year of the biennium.

Other directives by the Legislature and staff recommendations which affect the budget allocations can best be described within the context of each program.

**Education and General Services**

The budget allocation for year 1976-77 is recommended at $147,258,670. The distribution among the institutions and divisions is displayed in the budget exhibits. Enrollment projections used in determining the allocations consist of 50,816 three-term FTE, based upon legislatively-approved levels except for Oregon College of Education. All institutions are funded at or below enrollment ceilings established by the Board.

At Oregon College of Education, the enrollment projections approved by the Legislature anticipated an enrollment decline (to 2,695 three-term FTE) in year 1976-77. The allocation plan would maintain the enrollments at the 1975-76 budgeted FTE of 2,798, in recognition of the higher enrollments experienced in 1975-76 and expected for 1976-77. The cost of the enrollment change is $168,095, calculated on the same basis as was approved for other institutions in the biennial request. The budget increase is to be funded by instruction fee income for the added students and an allocation from the Higher Education Emergency Fund held by the State Emergency Board.

Summer Session enrollments are projected to exceed the number planned in the legislative budget, consistent with the experience of 1975-76. An increase from 213,508 credit hours in 1975-76 to 216,941 credit hours in 1976-77 combines with a shift to larger numbers of graduate enrollments to produce $202,552 in additional fee income. Distribution of the additional amount is recommended, subject to State Emergency Board approval, to apply toward expenditures for the larger enrollment.

The expenditure limitation for the Education and General Services Program currently stands at $3,726,431 less than the program level approved by the 1975 Legislature. That amount represents the Other Fund expenditure authority which was withheld from the limitation, pending State Emergency Board review of the 1976-77 budget for the University of Oregon Health Sciences Center (Education and General Services Program). The budget plan as submitted includes the $3.7 million of fee income but State Emergency Board approval is required before it can be expended. The current budget schedule provides for a presentation to the Emergency Board in May 1976.

Funds were provided by the 1975 Legislature in the biennial amounts of $2,414,000 for program improvements and $1,000,000 for computer and library systems development. By Board action the full biennial amount was budgeted to year 1975-76. The funds not committed to current year needs are held in Board's Reserves. It is proposed that $1,207,000 for program improvements and $474,979 for computer services be transferred from 1975-76 to 1976-77 to assure that the funds are budgeted to the appropriate fiscal period. The program improvement funds assigned
to year 1976-77 will be applied to continue program maintenance for Eastern Oregon State College and Southern Oregon State College, Law School improvements at the University of Oregon, and instructional supplies and accreditation needs at the campus institutions. The amount for computer services is assigned to projects scheduled for year 1976-77, in accord with the planned use of the biennial appropriation.

Patient Services Divisions, Health Sciences Center

The budget allocations are based upon the currently authorized expenditures, increased by the estimated cost of July 1, 1976, salary increases. A request is now pending before the State Emergency Board to fully fund the cost of July 1, 1975, salary increases. If approved, it will be reflected in the expenditure plan submitted for Board approval in May 1976. Emergency Board requests, to improve patient services and billing systems in the Hospital and Outpatient Clinic, and to revise the expenditure level for the Dental Clinics will be similarly reported.

Public Service Divisions, Oregon State University

Budgets for the Agricultural Experiment Stations, Cooperative Extension Service and Forest Research Laboratory are allocated at currently approved expenditure limitations, increased by the estimated cost of July 1, 1976, salary increases. Amounts planned for year 1976-77 are consistent with the fiscal year distribution of the biennial authorization which were reported to the Board in the allocation plan for year 1975-76.

Division of Continuing Education

The Division of Continuing Education is to prepare a budget plan for year 1976-77 which is within the expenditure limitation, as adjusted for July 1, 1976, salary increases, or within estimated fee income resources available for year 1976-77. The Division's budget plan is to be totally fee supported inasmuch as the 1975 Legislature directed that a $100,000 General Fund Appropriation be applied in year 1975-76 and that year 1976-77 be based upon income generated by performance of services.

Auxiliary Activities

Auxiliary Activities are to be budgeted within the expenditure limitation with the exception of the University Inn at the University of Oregon and the College Inn at Oregon State University. These two activities were authorized after the biennial budget was submitted and, as a result, expenditure authority for their operation was not included in the legislative approval. A request to the State Emergency Board has been submitted to obtain the necessary expenditure authority for year 1975-76. Approval of the additional authority for 1976-77 is required before funds can be expended at the allocation amount.

National Direct Student Loans and Health Professions Student Loans

The recommended allocation for year 1976-77 consists of the State General Fund Appropriation required to match anticipated federal funds provided for the federally sponsored program. Match funds available for year 1976-77 are below amounts provided in the prior year in anticipation of a return to funding levels more consistent with earlier years' experience.

Academic Staff Salary Adjustments, Year 1976-77

Salary adjustment funds for year 1976-77 have not yet been allocated to state agencies by the State Emergency Board, but amounts required to fully fund planned percentage increases to be effective July 1, 1976, have been calculated. Since underfunding of the biennial cost of increases was determined in the allocations provided for the July 1, 1975, increase, it appears reasonable to assume that the July 1, 1976, increase will be fully funded.
Based upon that assumption, funds are available to provide a 10% average increase for academic staff in year 1976-77. It is recommended that the Board adopt a policy which will establish 6% as a normal minimum increase for full-time faculty providing fully satisfactory service, with the provision that institutions may choose to apply a higher minimum percentage. The remaining funds within the amount provided for an average 10% increase would be applied for merit, promotion and the reduction of inequities. These guidelines will not apply to faculty in the Southern Oregon State College bargaining unit inasmuch as the allocation of the 10% increase fund has been established by contract.

Further Staff Recommendations

Following the submission of the 1976-77 annual budget to the Committee on Finance, Administration, and Physical Plant on February 24, 1976, additional adjustments have been identified for the Education and General Services Program. The attached exhibits reflect the recommended adjustments as they affect each of the institutional allocations.

1. Distribution of Computer Systems Development from Board's Reserves to Institutions

The 1976-77 allocation plan includes $474,979 for Computer Systems Development reflecting the second year expenditures available within the $1,000,000 authorized for the biennium by the 1975 Legislature. The initial recommendation retained the funds in a Board’s Reserve. As revised, the allocation plan distributes the Computer Systems Development funds in accord with the planned use of resources reviewed by the Board in September 1975.

2. Distribution of Program Improvement Funds for Accreditation Needs and Instructional Supplies

The 1975 Legislature provided $2,414,000 for program improvements to be distributed in accord with Board-determined priorities. Funds distributed to each fiscal year total $1,207,000 but the tentative allocations provide for $56,271 available in the second year for inflation allowances on instructional supplies allocated in the first year. The initial staff recommendation retained $56,271 in Centralized Activities pending determination of the allocation by institution. The adjusted staff recommendation distributes that amount as a 1976-77 percentage adjustment to the 1975-76 allocation.

3. UO Health Sciences Center Physical Plant Operation and Maintenance

The UO Health Sciences Center facilities include Emma Jones Hall and the Campus Services Building for which Physical Plant Operations and Maintenance costs were not funded in the current biennium. The 1975 Legislature did not approve funds for operation of Emma Jones Hall on the assumption that it was accommodated in the base established when the Multnomah County Hospital transfer occurred. The Campus Services Building is the former Tuberculosis Hospital which was converted to general services use following the Hospital closure in December 1973. The Budget Request for 1975-1977 included the continuation of $14,617 per year to provide the minimal services necessary to protect the vacant facility but that amount was deleted by the Ways and Means Committee. Costs for 1976-77 are estimated at $68,183 for the Campus Services Building and $67,409 for Emma Jones Hall. Both buildings are in use and current year costs have been absorbed by the institution. It is proposed that the Board authorize the Chancellor to seek $135,592 in State General Funds to fund operation and maintenance costs in 1976-77.
### Recommended Budget Allocation Plan  
**Year 1976-77**

<table>
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<tr>
<th>Category</th>
<th>State General Fund</th>
<th>Other Funds</th>
<th>Total Expenditures Plan</th>
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<td>Education and General Services</td>
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<td>Teaching Hospital &amp; Outpatient Clinic</td>
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<td>Crippled Children's Division</td>
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<td>Dental Clinics</td>
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<td>Rural Medical Practices Act</td>
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<td>Agricultural Experiment Stations</td>
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<td>Cooperative Extension Service</td>
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<td><strong>Total</strong></td>
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<td><strong>$120,290,118</strong></td>
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**NOTE:** Fund groups for Gifts, Grants and Contracts and for Operating Accounts are not included. These programs are not under legislative expenditure limitations. Expected expenditure levels for 1976-77 will be reported by the institutions in the budget plan to be submitted for Board approval.
### 1976-77 Recommended Budget Allocation

#### Six Institutions

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<tr>
<th>YEAR 1976-77</th>
<th>UD</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
<th>SOSC</th>
<th>EOSC</th>
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<td>Initial Budget Year 1975-76</td>
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<td>$34,149,149</td>
<td>$21,720,821</td>
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<td>Change in July 1, 1975</td>
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<td>Pay Adjustment Funding</td>
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<td>(16,597)</td>
<td>(3,970)</td>
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<td>Enrollment Change, Academic Year</td>
<td>16,407</td>
<td>112,079</td>
<td>365,663</td>
<td>(135,015)</td>
<td>3,864</td>
<td>57,144</td>
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<td>Inflation Allowance</td>
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<td>514,205</td>
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<td>97,746</td>
<td>46,815</td>
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<td>Leased Equipment Purchase</td>
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<td>Special Fee Program</td>
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<td>Indirect Cost Credits Adjusted by Legislature</td>
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<td>(195,520)</td>
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<td>(1,737)</td>
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<td>Travel and Per Diem</td>
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<td>12,877</td>
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<td>Summer Session Enrollment</td>
<td>(56,286)</td>
<td>63,700</td>
<td>72,164</td>
<td>35,656</td>
<td>66,575</td>
<td>(4,944)</td>
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<td>Enrollment OCE, Academic Year</td>
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<td>168,095</td>
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<td>New Building Operation</td>
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<td>41,713</td>
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<td>52,217</td>
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<td>Nursing Program, SOSC</td>
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<td>122,040</td>
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<td>Systemwide Improvements</td>
<td>54,494</td>
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<td>(3,640)</td>
<td>(57,144)</td>
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<td>July 1, 1975 Staff Level Change</td>
<td>11,110</td>
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<td>45,240</td>
<td>(9,615)</td>
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<td>Adjustments in Supplemental Staff Recommendations:</td>
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<td>Distribution of Computer Systems Reserve</td>
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<td>10,072</td>
<td>44,424</td>
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<td>15,367</td>
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<td>2,064</td>
<td>3,074</td>
<td>997</td>
<td>42,878</td>
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<td>Adjusted 1976-77 Allocation Plan</td>
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<td>$37,658,641</td>
<td>$24,454,858</td>
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### 1976-77 Recommended Budget Allocation

#### Education and General Services

<table>
<thead>
<tr>
<th>Year 1976-77</th>
<th>Six Institutions</th>
<th>Oregon Institute of Technology</th>
<th>Health Sciences Center</th>
<th>Teaching Research Division</th>
<th>Educ. &amp; Public Broadcast</th>
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<td>Change in July 1, 1975</td>
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<td>(1,327)</td>
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<td>227</td>
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<tr>
<td>Distribution of Computer Systems Reserve</td>
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<td>249,123</td>
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<td>Distribution of Systemwide Improvements (Instructional Suppplies)</td>
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<td>(56,271)</td>
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<td>135,592</td>
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### 1976-77 Recommended Budget Allocation Plan

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<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
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<tbody>
<tr>
<td><strong>EDUCATION AND GENERAL SERVICES</strong></td>
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<tr>
<td>Appropriation Bill and</td>
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<tr>
<td>Emergency Board Action--</td>
<td></td>
<td></td>
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<tr>
<td>General Fund</td>
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<td>Reserve by Emergency Board, HSC--</td>
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<td>Other Funds</td>
<td>--</td>
<td>3,726,431</td>
<td>3,726,431</td>
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<td>Estimated Pay Adjustments, 07/01/76--</td>
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<td>General Fund</td>
<td>--</td>
<td>8,733,435</td>
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<td>Emergency Board Requests Proposed--</td>
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<td><strong>Total</strong></td>
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<td>Total, Allocation Plan--</td>
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<td>201,646,382</td>
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<td>Other Funds</td>
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<td>41,310,103</td>
<td>78,275,748</td>
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<td>Emergency Board Request Proposed--</td>
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<tr>
<td>General Fund</td>
<td>--</td>
<td>135,592</td>
<td>135,592</td>
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<td><strong>Total</strong></td>
<td>--</td>
<td>135,592</td>
<td>135,592</td>
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<tr>
<td>Total, Adjusted Allocation Plan--</td>
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<td>$132,663,460</td>
<td>$147,394,262</td>
<td>$280,057,722</td>
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**NOTE:** For comparability, amounts do not include January 1976 Emergency Board authorizations which affect year 1975-76 only. Those actions include $1,191,642 in student fees applicable to overrealized enrollments and $150,500 State General Funds for the Pine Mountain Observatory operated by the University of Oregon.
### 1976-77 Recommended Budget Allocation Plan

#### TEACHING HOSPITAL AND OUTPATIENT CLINIC

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation Bill and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Board Action--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>$12,413,832</td>
<td>$11,484,024</td>
<td>$23,897,856</td>
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<td>23,784,609</td>
<td>46,975,902</td>
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<td>$34,605,125</td>
<td>$35,268,633</td>
<td>$69,873,758</td>
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</table>

| Estimated Pay Adjustments, 07/01/76-- |         |         |          |
| General Fund                    | --      | 836,209 | 836,209  |
| Other Funds                     | --      | 1,603,139 | 1,603,139 |
| Total                           | --      | $2,439,348 | $2,439,348 |

| Total, Allocation Plan--        |         |         |          |
| General Fund                    | 12,413,832 | 12,320,233 | 24,734,065 |
| Other Funds                     | 22,191,293 | 25,387,748 | 47,579,041 |
| Total                           | $34,605,125 | $37,707,981 | $72,313,106 |

#### CRIPPLED CHILDREN'S DIVISION

|                             |         |         |          |
| Appropriation Bill and       |         |         |          |
| Emergency Board Action--     |         |         |          |
| General Fund                 | $2,672,040 | $2,836,824 | $5,508,864 |
| Other Funds                  | 1,009,679 | 1,067,962 | 2,077,641 |
| Total                        | $3,681,719 | $3,904,786 | $7,586,505 |

| Estimated Pay Adjustments, 07/01/76-- |         |         |          |
| General Fund                    | --      | 101,043 | 101,043  |
| Other Funds                     | --      | 38,135  | 38,135   |
| Total                           | --      | $139,178 | $139,178 |

| Total, Allocation Plan--       |         |         |          |
| General Fund                   | $2,672,040 | $2,937,867 | $5,609,907 |
| Other Funds                    | 1,009,679 | 1,106,097 | 2,115,776 |
| Total                          | $3,681,719 | $4,043,964 | $7,725,683 |

#### DENTAL CLINICS

|                             |         |         |          |
| Appropriation Bill and       |         |         |          |
| Emergency Board Action--     | $543,260 | $561,228 | $1,104,488 |
| Other Funds                  |         |         |          |

| Estimated Pay Adjustments, 07/01/76-- |         |         |          |
| General Fund                    | --      | 35,380  | 35,380   |

| Total, Allocation Plan--       | $543,260 | $596,608 | $1,139,868 |
| Other Funds                    |         |         |          |

#### RURAL MEDICAL ACT

|                             |         |         |          |
| Appropriation Bill and       | 34,871  | 34,872  | 69,743   |
| Emergency Board Action--     |         |         |          |
| General Fund                 |         |         |          |

| Estimated Pay Adjustments, 07/01/76-- |         |         |          |
| General Fund                    | --      | 371     | 371      |

| Total, Allocation Plan--      | $34,871 | $35,243 | $70,114  |
| General Fund                  |         |         |          |
### AGRICULTURAL EXPERIMENT STATIONS

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<th>Appropriation Bill and Emergency Board Action--</th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
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<tbody>
<tr>
<td>General Fund</td>
<td>$6,039,882</td>
<td>$6,181,133</td>
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<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
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</thead>
<tbody>
<tr>
<td>General Fund</td>
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<tr>
<td>Other Funds</td>
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<td>316,659</td>
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<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
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<tbody>
<tr>
<td>General Fund</td>
<td>6,039,882</td>
<td>6,684,837</td>
<td>12,724,719</td>
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<td>Other Funds</td>
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<td>4,198,975</td>
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<td><strong>Total</strong></td>
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### COOPERATIVE EXTENSION SERVICE

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<th>1976-77</th>
<th>Biennium</th>
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<tbody>
<tr>
<td>Continuing Appropriation</td>
<td>$82,000</td>
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<tr>
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<td>4,637,095</td>
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<th>1976-77</th>
<th>Biennium</th>
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<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Appropriation</td>
<td>82,000</td>
<td>82,000</td>
<td>164,000</td>
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### FOREST RESEARCH LABORATORY

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<th>1976-77</th>
<th>Biennium</th>
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<tr>
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<td><strong>$1,916,590</strong></td>
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<table>
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<th>Estimated Pay Adjustments, 07/01/76--</th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
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<tbody>
<tr>
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<td>Other Funds</td>
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<table>
<thead>
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<th>1976-77</th>
<th>Biennium</th>
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<td><strong>$2,085,987</strong></td>
<td><strong>$3,982,827</strong></td>
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</table>
# 1976-77 Recommended Budget Allocation Plan

## Division of Continuing Education

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation Bill and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Board Action-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Other Funds</td>
<td>$2,161,720</td>
<td>$2,194,150</td>
<td>$4,355,870</td>
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<td>Total</td>
<td>$2,261,720</td>
<td>$2,194,150</td>
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<td>Estimated Pay Adjustments, 07/01/76--</td>
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<td>$169,345</td>
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<td></td>
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</tr>
<tr>
<td>Total, Allocation Plan--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>100,000</td>
<td>100,000</td>
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<tr>
<td>Other Funds</td>
<td>$2,161,720</td>
<td>$2,363,495</td>
<td>$4,525,215</td>
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<tr>
<td>Total</td>
<td>$2,261,720</td>
<td>$2,363,495</td>
<td>$4,625,215</td>
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## Auxiliary Activities

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation Bill and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Board Action-</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other Funds</td>
<td>$32,154,600</td>
<td>$34,084,060</td>
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<tr>
<td>Estimated Pay Adjustments, 07/01/76--</td>
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<tr>
<td>Other Funds</td>
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</tr>
<tr>
<td>Emergency Board Requests Proposed--</td>
<td></td>
<td>$473,811</td>
<td>$473,811</td>
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<tr>
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<tr>
<td>Total, Allocation Plan--</td>
<td></td>
<td>$35,768,470</td>
<td>$67,923,070</td>
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<tr>
<td>Other Funds</td>
<td>$32,154,600</td>
<td>$35,768,470</td>
<td>$67,923,070</td>
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## Note:

DISTRIBUTION BY INSTITUTION:

<table>
<thead>
<tr>
<th>Institution</th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon</td>
<td>$11,292,227</td>
<td></td>
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</tr>
<tr>
<td>Oregon State University</td>
<td>10,789,994</td>
<td></td>
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</tr>
<tr>
<td>Portland State University</td>
<td>3,530,323</td>
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<td></td>
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<tr>
<td>Oregon College of Education</td>
<td>1,816,477</td>
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</tr>
<tr>
<td>Southern Oregon State College</td>
<td>3,556,392</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Oregon State College</td>
<td>1,234,675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon Institute of Technology</td>
<td>1,633,347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences Center</td>
<td>1,879,135</td>
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<td></td>
</tr>
<tr>
<td>Oregon Educational &amp; Public Broadcasting Svc.</td>
<td>35,900</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>$35,768,470</td>
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## NDGSL and Health Professions Student Loans

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
<th>Biennium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriation Bill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>$462,943</td>
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</tr>
<tr>
<td>Other Funds</td>
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<tr>
<td>Total</td>
<td>$5,245,327</td>
<td>$3,527,556</td>
<td>$8,772,883</td>
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</table>
1976-77 Tuition

Issues

(Considered by Committee on Finance, Administration, and Physical Plant,
February 24, 1976; present--Perry, Ingalls, McIntyre, McLaurin, Stewart, Layman.)

Staff Recommendation to the Committee

It was recommended that the following tuition and fee policies for 1976-77 be adopted:

1. The instruction fee policy as outlined in the staff report entitled, "College-University Differential." The instruction fee rates recommended for 1976-77 are as follows:

<table>
<thead>
<tr>
<th>Universities and OIT</th>
<th>Resident Undergraduate</th>
<th>$179 (a $18 increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nonresident Undergraduate</td>
<td>$710 (a $62 increase)</td>
</tr>
<tr>
<td></td>
<td>Graduates</td>
<td>$311 (a $46 increase)</td>
</tr>
<tr>
<td></td>
<td>UO Law School, Per Semester</td>
<td>$467 (a $69 increase)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time Students (1-6 credit hours)</th>
<th>Course Levels (100-499)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit hour</td>
<td>$16 (a $3 increase)</td>
<td></td>
</tr>
<tr>
<td>2 credit hours</td>
<td>$32 (a $6 increase)</td>
<td></td>
</tr>
<tr>
<td>3 credit hours</td>
<td>$48 (a $9 increase)</td>
<td></td>
</tr>
<tr>
<td>4 credit hours</td>
<td>$64 (a $11 increase)</td>
<td></td>
</tr>
<tr>
<td>5 credit hours</td>
<td>$80 (a $13 increase)</td>
<td></td>
</tr>
<tr>
<td>6 credit hours</td>
<td>$96 (a $15 increase)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Level (400G/g Plus)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit hour</td>
<td>$35 (a $6 increase)</td>
</tr>
<tr>
<td>2 credit hours</td>
<td>$70 (a $12 increase)</td>
</tr>
<tr>
<td>3 credit hours</td>
<td>$105 (a $18 increase)</td>
</tr>
<tr>
<td>4 credit hours</td>
<td>$140 (a $24 increase)</td>
</tr>
<tr>
<td>5 credit hours</td>
<td>$175 (a $30 increase)</td>
</tr>
<tr>
<td>6 credit hours</td>
<td>$209 (a $34 increase)</td>
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</table>

<table>
<thead>
<tr>
<th>Colleges (SOSC - OCE)</th>
<th>Resident Undergraduate</th>
<th>$174 (a $13 increase)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nonresident Undergraduate</td>
<td>$597 (a $62 increase)</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>$306 (a $41 increase)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time Students (1-6 credit hours)</th>
<th>Course Levels (100-499)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit hour</td>
<td>$15 (a $2 increase)</td>
<td></td>
</tr>
<tr>
<td>2 credit hours</td>
<td>$30 (a $4 increase)</td>
<td></td>
</tr>
<tr>
<td>3 credit hours</td>
<td>$45 (a $6 increase)</td>
<td></td>
</tr>
<tr>
<td>4 credit hours</td>
<td>$60 (a $7 increase)</td>
<td></td>
</tr>
<tr>
<td>5 credit hours</td>
<td>$75 (a $8 increase)</td>
<td></td>
</tr>
<tr>
<td>6 credit hours</td>
<td>$90 (a $9 increase)</td>
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</table>

<table>
<thead>
<tr>
<th>Course Levels (400G/g Plus)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit hour</td>
<td>$34 (a $5 increase)</td>
</tr>
<tr>
<td>2 credit hours</td>
<td>$68 (a $10 increase)</td>
</tr>
<tr>
<td>3 credit hours</td>
<td>$102 (a $15 increase)</td>
</tr>
<tr>
<td>4 credit hours</td>
<td>$136 (a $20 increase)</td>
</tr>
<tr>
<td>5 credit hours</td>
<td>$170 (a $25 increase)</td>
</tr>
<tr>
<td>6 credit hours</td>
<td>$204 (a $29 increase)</td>
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</table>
2. The policies and fee amounts discussed in the Other Fee Issues section of the staff report.

Discussion and Recommendation by the Committee

Miss McIntyre referred to the statement that the differential in the level of incidental fees was the major reason for variations in the total charges paid by students at the different institutions. She said it appeared that the students at the universities would be paying more of the cost of instruction to offset the incidental fee level at the colleges and asked if this would not be a disincentive for the student governments at the larger universities to hold back the incidental fees. She said if she were in student government, she would rather have the students pay more incidental fees for increased services than pay the same amount with more of the funds going for instruction.

Mr. Holmer said there are many incentives which actually do operate on the university campuses to hold incidental fees down. He said the goal is to achieve a situation in which total tuition and fees at all institutions are relatively equal. Mr. Holmer noted that some differential between the colleges and universities in the level of support for the cost of instruction has existed in the past and will be part of the CORA model.

In discussing the percentage of the cost of instruction paid by students under the recommended rates, it was stated that they would be paying between 24 and 25.5% of the costs. The increase of $1 in the fee for senior citizens is roughly proportional to the increase in the total budget during the past two years.

The Committee discussed the rationale involved in setting several of the fees. In considering the request for authorization of a prepayment policy in the amount of $200, it was stated that the policy had not been implemented. Deadlines for publications make it necessary to request authority now in the event that after consultation it appears desirable to implement the fee.
Meeting N429-80

The Committee deferred action on the recommendations until after the coffee break in order to allow time for further anticipated statements on the tuition and fee schedule and for possible adjustments based on replies to questions during the discussion.

President Boyd said he supported the revised recommendations as presented but he cited the following five factors which he viewed as having an adverse effect on the University of Oregon:

1. The University of Oregon has a larger number of graduate students than the other institutions and the modified tuition rate is still a fairly sharp increase and will tend to discourage students from graduate work. The degree to which women and minorities are discouraged from graduate work will have an impact on affirmative action programs since the principal contribution to affirmative action is not in hiring but in educating highly-trained people.

2. The percentage of out-of-state students will decrease.

3. The substantial differential in residence hall charges between Oregon State University and the University of Oregon will hurt the University of Oregon competitively.

4. The college-university differential will result in a competitive disadvantage for the University of Oregon.

5. The funds available for support of foreign students has been held constant in an attempt to minimize the increased costs for in-state undergraduate students. Therefore, when other costs are raised, the foreign student support, in effect, is less.

Two of these factors, President Boyd said, would work against a good educational environment on all the campuses. One is the matter of the continuing decline in out-of-state students and the leveling off which will lead to a decline in the number of foreign students. President Boyd said a parochial environment is not the best educational environment, and the State System should seek policies and methods to make campuses more diverse and more cosmopolitan.

The Chancellor said he could not quarrel with President Boyd's comments but the options available were all unhappy ones because they raised costs to students.

Mr. James Bernau, President of the Associated Students of the University of Oregon, said students were extremely concerned about the tuition increase and would like to join with the Board of Higher Education in searching for alternatives for presentation to the Legislature to avoid tuition increases in the future. He said students need to have a greater understanding of the process of setting tuition. It was pointed out also that the Board policy setting a ratio by which students pay a percentage of their educational costs results in tuition increases. When the Legislature allocates more money for higher education, the charges to students are higher because the percentage paid by students does not change.

The question is not so much a matter of Board policy as a legislative determination in terms of the amount of money appropriated, the Chancellor said. The request to the 1975 Legislature did not include any tuition increase except for nonresident undergraduate students where the Board policy stated these students should pay the full estimated cost of instruction. The resulting percentage of cost to be met from tuition was a consequence of action of the Ways and Means Committee and the Legislature, rather than a specific Board policy.

Mr. Cogan pointed out that while "economies of scale" might justify some differential between the colleges and the universities, the adoption of a differential in the instruction fee would not necessarily equalize tuition because the students might see quite different levels of incidental fee services on the several campuses.
The possibility of a prepayment of dormitory fees at the University of Oregon in an amount not to exceed $200 was raised by Mr. Bernau, and he asked if this authorization was being considered by the Committee at the present time. Mr. Holmer responded that the University of Oregon had called attention to the issue, but it was not being recommended for Board action to authorize the deposit. It would be expected that this matter would be subject to further review and action by the Board, assuming it is even recommended by the Board's staff.

Mr. Bernau summarized the presentation by saying students were unhappy with the tuition increase but could see no alternatives at the present time. However, they would like to work with the Committee and the Board on alternatives for the future. He said students strongly object to the college-university differential and urged the Committee to vote against it.

Mr. Stewart said requesting more money from the Legislature is proposing to shift the burden from one group of taxpayers to another. He said tuition is increasing because of inflation and until steps are taken to stop inflation, the tuition will continue to get higher.

Mr. Bernau said this statement was probably correct but there was some merit in shifting the burden at certain stages in one's life so it can be repaid later.

The Committee recommended that the Board approve the recommendations as presented, with the following voting in favor: Directors Ingalls, McLaurin, Perry, and Stewart. Those voting no: Director McIntyre.

Later in the meeting, a group of approximately 30-35 individuals disrupted the Committee meeting indicating that they represented students opposed to any tuition increase. They indicated that 150 students had demonstrated at the University of Oregon on the previous day and that 2,000 signatures were on a petition protesting the increases.

During the protest and comments, the following points were made:

1. The protesters demanded that the Board meeting to set the tuition and fees be rescheduled from March 23 and that there be no increase in tuition, no cutbacks, and no new taxes on working people. They also said they were united in fighting these attacks on their right to an education and that they would not pay but would continue to fight.

2. It was stated that several months ago one group of students had been denied a tuition increase which they had requested in order to add to the quality of their education. The representatives were urged to become informed on the financial situation and to offer alternatives to the tuition increase.

3. A student from Western Samoa said if tuition were raised again, many international students would be required to return to their own countries with an incomplete education. Others indicated that American students also would be forced to leave school.

4. Objection was indicated to the fee schedule that accompanies the tuition increase, particularly the health service fee or fees for services not used by the majority of students. Students indicated they were willing to pay only for the services which they used. They asked if it would be possible to allocate available funds to avoid an increase in the total fee, because in some instances only a small percentage of the students make use of a particular service.

5. Clarification was requested concerning a tuition increase based on a decrease in enrollment when, in fact, enrollment is larger.
In response to topics brought out during the discussion, Mr. Perry said that the impact on foreign students had been mentioned by the president of one of the institutions. The Chancellor explained that tuition for the current year had been established on estimated enrollments. The estimated enrollments were not based on a decrease in enrollment. The actual enrollment was 2,000 more than had been estimated, and the only money to accommodate the 2,000 additional students was the tuition income received. The Board then authorized adding the amount of the added tuition from the larger number of students to the budgets at the institutions. Consequently, 2,000 additional students are being educated on what might be called a cut-rate basis because no additional money was available except the added tuition income. This limited amount of tuition income provided increased educational services in teaching faculty, library books, and equipment.

The Chancellor also said it is necessary to charge all students a flat fee for various services because otherwise those who would use a particular service would be paying a substantially larger fee. He cited the health services as an example where a flat fee would provide care for anyone who is ill, but charging each individual who becomes ill the full cost for care would result in a much greater charge. The health services are self-supporting and the money collected in fees is only adequate to meet the costs of providing services for students who become ill.

Since the demonstrators had not proposed alternative solutions for meeting the financial needs and some also had additional questions concerning the budgeting process, it was suggested that the demonstrators select three individuals to meet with the Chancellor to secure information and explore alternatives. The demonstrators refused to accept this proposal. Therefore, Mr. Perry adjourned the meeting for lunch and announced the Committee would follow its usual practice and reassemble after its regular luncheon break.

**Board Discussion and Action**

The discussion on the tuition issues was opened by Mr. Layman with an indication that approximately 15 people had requested an opportunity to be heard. He said the recommendation had been considered carefully at the Committee meeting and there had been an opportunity at that time for many individuals to express their views. He said the Board would be pleased to hear additional comments but urged those who were appearing to limit their remarks and to present new material rather than reiterating previous statements.

Reference was made to the following factors and areas of concern which pertain to the tuition issues: The proportion of the cost of instruction paid by students and that paid by the state from tax funds; the position of international students who are not otherwise helped or subsidized; difficulties students have in securing part-time employment; the effect of the rising cost of living; legislative funding decisions which require tuition increases in view of the Board's objective to maintain the same quality of instruction; the differential between colleges and universities; and the relationship of the incidental fees and tuition.

Mr. Perry and Mr. Layman indicated the testimony would be heard before a motion was made. After the motion, discussion would be limited to Board members.

Dr. T. K. Olson, Executive Director of the Oregon Educational Coordinating Commission, was requested to begin the presentations.

A "Budget Note" on tuition policy to the Board of Higher Education stated it was the intent of the Subcommittee of Ways and Means that the Board of Higher Education review its 1976-77 tuition decisions with "an external agency" to compare the tuition rates in the State System with those in other segments of post-secondary education.
Dr. Olson said the Commission has the comprehensive planning responsibility including short- and long-range planning projections and consideration of the impact of student tuition and fees on various types and levels of students and on educational programs and institutions. He said in view of these and other statutory responsibilities, the Commission had distributed copies of a report, including seven recommendations with respect to tuition and the background information upon which the recommendations were based. This material appears as Supplement B to these minutes.

Dr. Olson then commented on the recommendations presented by the Commission.

Whether the calculation of the percentage of the cost of instruction paid by graduate students should be based on 12 or 15 credit hours per full-time equivalent student was discussed. It was indicated that graduate students are paying more than 25% of the cost of graduate instruction because they are usually taking 10 to 12 credit hours rather than the 15 hours which is calculated as the equivalent of a full-time graduate student.

Mr. Perry said two of the recommendations from the Commission referred to the 1976-77 tuition issues under discussion. They are one concerning medical-dental charges and one pertaining to the reduction in nonresident fee remissions for foreign students. The other recommendations would apply to questions for consideration at the April Committee meeting.

The rationale for recommending a reduction of 50% in the foreign student non-resident fee remission was explained by Dr. Olson. He said the cultural mix within Oregon institutions is desirable but reducing fee remissions would give the Board an opportunity to determine how much support was necessary in order to attract a reasonable number of students from other cultures to enrich the educational experience.

Mrs. Carpenter pointed out that implementation of the recommendation would require reaching a decision without sufficient documentation to understand thoroughly the implications of that decision.

Mr. Perry said he was reluctant to make changes in the 1976-77 tuition rates with respect to the two recommendations unless there was an opportunity for further study by the Board. He suggested the two items pertaining to 1976-77 tuition issues be studied further for possible implementation at a later time.

Mr. Joss commented that there were a number of differences in addition to class load which affected the cost of providing graduate education. Mr. Olson responded that differential costs for lower-division, upper-division, and graduate education by level, and also by discipline, were part of the budget proposals considered by the Board. The charges should be based on the actual costs for the class load. It was suggested by Mr. Olson that it would be preferable to include a fixed percentage of the cost to be paid by student fees when requesting legislative funding.

Mr. John Lemon, a student at Portland State University and chairman of the Portland State University Young Socialist Alliance, spoke in opposition to the tuition increase. He said the proposed rates were not an isolated event but part of a national picture of tuition increases and program reductions representing a plot by the rulers of this country to cut the percentage of the national expenditures for higher education. He said proposals had been made by various organizations to require tuition to cover approximately 50% of the cost of instruction rather than 25%.

Mr. Lemon said if the Board were really concerned with quality education and access to higher education, the Board should inform the Legislature that students cannot afford any more tuition and request adequate funding for educational programs.
Mr. Lemon said it is important to consider tuition in human terms because the National Commission on the Financing of Postsecondary Education estimates that each additional $100 per year in tuition results in a corresponding decrease of 2.5% in enrollments. He said it is important for the Board to consider minority groups who are already barely able to survive financially in the educational system and who have a lower proportion of students enrolled than their percentage in the total population. At the same time, available financial aid has declined substantially and employment opportunities have not increased.

Mr. Lemon said it is important to reorder priorities to place human needs above private profits. He said the national defense budget should be dismantled and the funds reallocated for education and other social services. In addition, he suggested that corporations within Oregon that pollute air and water should be taxed 100% to meet educational needs. Mr. Lemon said students cannot rely on state or federal lawmakers but must inform other students, picket, and demonstrate to force the state and federal government to allocate sufficient funds for higher education.

Mr. Kent Lamoreux, Chairman of the Associated Students at Portland State University, said it was not his intention to oppose the proposed tuition increase, although he was not in favor of it. He said he had come to the conclusion that it was inevitable. As a representative of the students he said he wished to express their deep resentment and feeling of futility. When the proposed increase is implemented, tuition will have increased 82% in the past seven years. This is not in line with inflation rates, or most importantly with wage and salary increases. Mr. Lamoreux said in a few years education will be within the reach of only a very few and unavailable for the vast majority who need it most. He said this cannot be allowed to happen and the Board is the primary resource which students and the people of Oregon have to avoid such an eventuality.

Mr. Lamoreux challenged the Board to put its greatest energy to attaining the goal of maintaining a system of education that is available not on the basis of the ability to pay but on the ability and desire to learn. It would then be the responsibility of students to apply that learning so others may benefit. If the required education is allowed to become a privilege according to financial standing, Mr. Lamoreux said, it will become a cultural separator of people instead of a bond, and as the crux of our society will degrade our culture rather than enhance it. He said the Board can help to avoid that and challenged it to accept and exercise its responsibility to do so.

Mr. Roy Conant, a student at Portland State University, proposed eliminating the incidental fees and the University Scholars program. The University Scholars have a disproportionate access to the educational resources of the university relative to the amount they pay, according to Mr. Conant.

In connection with the incidental fees, Mr. Conant recommended that the Smith Memorial Center be commercialized to provide six distinct food facilities designed to attract both the student and community populations. He recommended leasing the facilities on the basis of a basic rent plus a percentage of the gross. The basic rent would cover the cost of maintaining the areas rented, with the percentage of the gross covering the cost of all other activities that take place in the building. Under Mr. Conant's proposal, students would receive the excess rental income and participate in control and management as employees.

Mr. Conant made the following recommendations with respect to other programs funded from incidental fees:

1. Athletics should be funded as a professional or preprofessional program similar to the funding of the School of Social Work or Business Administration.

2. The student newspaper should be funded as a semi-autonomous adjunct to an academic department.
3. Educational activities should be funded from regular state funds.

4. Student government should either become an integral part of the administrative-faculty decision-making core, or remain a voluntary organization.

5. OSPIRG should be funded entirely on a voluntary basis.

6. Child care should become a part of the health services of the University community.

Mr. Conant cited some of the disadvantages in the proposals presented but said he believed the benefits are numerous and outweigh the disadvantages. He particularly dealt with the educational and creative benefits to students from participating in decisions and management.

Miss Cleora Adams, Vice President of the Associated Students of Oregon State University, stated that the Interinstitutional Fee Committee supported the proposed fee differential between colleges and universities on a limited basis to eliminate some of the inequities due to the incidental fee rate. It was not intended that the variation between the colleges and universities would develop into a wide margin over the next several years. Information available from the student governments indicates the incidental fee rates will be closer next year than they are presently.

Miss Adams spoke in favor of having out-of-state students on the Oregon campuses to add diversity and a cosmopolitan blend to campuses in a very sheltered and homogeneous state. Data available for the past seven years shows that there is a direct correlation between the decline in the number of out-of-state students and the increase in out-of-state tuition. During this period, total enrollments at Oregon State University, the University of Oregon, Southern Oregon State College, and Oregon Institute of Technology have increased, but there are 642 fewer out-of-state students at these institutions. Miss Adams said the issue of retaining an appropriate number of out-of-state students should be reviewed.

Mr. James Bernau, President of the Associated Students of the University of Oregon, said University of Oregon representatives, Mr. Mark Cogan and Mr. Don Chalmers wished to comment on the 1976-77 budget recommendations because tuition is tied very closely to the budget allocation. He said Mr. Mark Cogan, Associated Students of the University of Oregon Administrative Assistant, would comment first on cost savings which could be made in the present budget.

Mr. Cogan proposed a lower percentage increase in faculty salaries which would result in substantial savings and reduce the necessary amount of added tuition. He said the inflation rate is approximately 6% and this affects primarily those at lower income levels. Salaries for professors are far above a living wage and an increase in correlation with the cost-of-living rate is not valid.

Mr. Don Chalmers suggested two possible income sources which could be used to reduce the amount of added tuition income required--the added enrollment income from summer sessions and overrealized income from fee-producing activities. These resources, coupled with a 5% salary increase and incentive pay to 8% rather than 10%, could save the students about $2 million in added tuition charges.

In addition to salaries, Mr. Bernau pointed out that duplication of programs and efficiency of operation should be reviewed for potential savings to students and taxpayers.

Mr. Cogan opposed the college-university differential to offset discrepancies in incidental fee levels. This recommendation would tend to discourage institutions from having lower incidental fees.
Mr. Bernau spoke against the intention of the Board to keep the fee remission program for foreign students at the same dollar level, because this represents a reduction in the program. Mr. Bernau recommended at least a 12% increase in the foreign student fee remission program.

Mr. Perry said some very valid points had been made during the discussion although he did not agree with all of them. He said the statements reflected a tendency in society toward equality of results in the income factor rather than equality of opportunity. In commenting on the salary increase, Mr. Perry said the points made about the cost-of-living increase were valid. However, it is also necessary to consider the salary scale at State System institutions in relation to those other institutions with which they are usually compared. Presently, State System salaries are somewhat below those other institutions, and in order to provide quality education, it is necessary to meet the scale for quality people who are always in demand.

Mr. Perry stated that he felt very strongly that students should have equality of opportunity without reference to their income ability. However, to do this would require a supplemental loan program with some sort of means test which would probably generate a considerable amount of resentment.

Students should have equality of opportunity, and payments should be based on ability to pay.

At this point, Mr. Layman recessed the meeting for lunch and called an Executive Session of the Board under provisions of ORS 192.660 for the purpose of considering some personnel matters. He announced the Board meeting would be recessed until 1:45 P.M.

Mr. Layman reconvened the meeting at 2:30 P.M. following the Board luncheon and Executive Session.

Miss Carmen Castro, a student from Peru attending the University of Oregon, urged the Board to reject the recommendation to keep the foreign student fee remission program at the same level. The same amount of assistance is actually a reduction because of increased costs. She referred to the lower economic level in most foreign countries which makes it difficult for foreign students to pay higher charges and which also limits educational opportunity in their own countries. She described some of the ways in which foreign students benefit the institutions and communities in which they live.

Mr. Ralph Malloy, representing the International Education Center at the University of Oregon, said the Center was funded by the Associated Students of the University of Oregon and has contact with over 90% of the incoming foreign students each year. He said the problems are tremendous as costs increase, particularly for those students who are not on government grants or who have limited family assistance. Mr. Malloy urged the Board to leave the fee remission program for foreign students at its present level, or preferably to increase the scope of the program.

The adverse educational impact of holding foreign student fee remissions at the present level was emphasized by President Boyd.

He said the fee remission program is really a university aid program rather than a foreign aid program as suggested by the Educational Coordinating Commission in support of its recommendation for a reduction in the program. President Boyd said the University is a more stimulating environment, more cosmopolitan, more diverse, and a more effective learning environment because of the presence of foreign students. Enrollments of foreign students have been declining and will continue to do so if the program remains at its present level. He predicted foreign student enrollment would drop drastically if the recommendation to decrease aid to the 5% fee remission level were adopted. He stated that two undergraduates receive assistance for every graduate student aided by the program.
Mr. Steven Bailey, Chairperson of the Student Senate at the University of Oregon Health Sciences Center, Medical School, referred to the tuition increases proposed by the Oregon Educational Coordinating Commission for medical and dental students. He asked that the Board examine in depth the funding of medical education, particularly federal loans which will no longer be available. In addition, pending state and federal legislation should be considered. Medical and dental education should be reviewed separately because there are individual needs and assets for each.

Mr. Steven Erickson, a student at the University of Oregon Health Sciences Center, Dental School, concurred that medical and dental students face significantly different situations. Mr. Erickson also presented several comments from a presentation prepared by Dean Terkla and supported by the student body of the Dental School. He stated that consideration should be given to the methodology by which a fair share of tuition is established for all academic majors in the State System. Secondly, should not the total costs of an education to a student be considered as factors in establishing tuition before applying the appropriate percentage of instructional costs from tuition in graduate programs. Dental students must pay considerably more than undergraduate students for books, supplies, and instruments. Furthermore, Mr. Erickson pointed out that graduate students in Ph.D. programs often receive stipends of $3,000 to $3,500 per year which are not available to medical and dental students.

Mr. Erickson said tuition increases should be reasonably incremental for dental and medical students and the Board and the Educational Coordinating Commission should assume a responsible role in seeking adequate resources for student financial aid when large tuition increases are imposed. It was indicated that dental students during their training provide a health care service to the citizens of Oregon, the income from which supports the dental clinic. In conclusion, Mr. Erickson said financial planning for a dental education is made on a long-term basis. He questioned whether it would be fair to triple tuition costs for currently-enrolled students.

Mr. Jeffrey Lee, Executive Director of the State Scholarship Commission, commented on the Educational Coordinating Commission's proposal that the foreign student program be reduced from 10% to 5% of the nonresident fees and that graduate students be omitted as eligible students for the program. He said these recommendations were based on improper assumptions: first, that the program was aid to foreign countries; and second, graduate students were not paying nonresident fees but were benefitting from the program.

Mr. Lee said he did not think the foreign student program ever was viewed by the Board or the Legislature as anything other than a program to bring foreign students to State System institutions for the benefit of the institutions and the students enrolled in them.

Mr. Lee explained that the program was placed in the State Scholarship Commission legislation by the 1973 Legislature and consisted of two paragraphs. The first specified the students eligible for the program—students from other nations—but did not designate graduate or undergraduate. The second paragraph specified the amount of money that would be available for the program. Mr. Lee said no statement was made in 1973, or subsequently, that these two paragraphs should coincide.

It is anticipated that the program will be the subject of discussion in the 1977 Legislature, and Mr. Lee suggested that it would be appropriate for the Educational Coordinating Commission, and especially the Board, to review the program prior to the legislative session.

In response to a question concerning the availability of financial aid for students in 1976-77, Mr. Lee described some of the factors which might affect the amount of money available. He said it was too early to predict the amount and distribution of federal aid but said it was probable the present programs would remain in existence and there would be a stabilization of federal aid with a drop of approximately $300,000 in state assistance.
Mr. Ingalls asked President Boyd whether it would be possible to absorb a deficit within the University of Oregon budget if the Board decided against increasing fees for foreign students. President Boyd said he could not. His testimony had been intended to reinforce the statements made by students about the educational consequences and to guard against continued erosion of fee remission as suggested by the recommendations of the Educational Coordinating Commission. It was not intended as an argument against the Board's Office recommendation because funds would not be available without taking them from some other place in the budget.

At the conclusion of the testimony, it was indicated that two of the recommendations by the Educational Coordinating Commission applied to the actions under consideration and the other five recommendations applied to actions scheduled for consideration at the next meeting.

Mr. Layman also commented that the Board could approve or disapprove the recommendations, or could defer action until a later meeting, as suggested by some of the student groups.

Miss McIntyre said one advantage in deferring action would be an opportunity to consider the impact of proposed alternatives on the total budget.

Mr. Ingalls said he saw no reason to delay action unless there were specific questions from Board members on the impact on the budget of specific actions.

Mrs. Carpenter said she was interested in further discussion of the implications of the recommendation from the Educational Coordinating Commission concerning graduate education.

The Chancellor said the total dollar cost of graduate education is translated into student-credit-hour cost. To obtain the cost per full-time-equivalent student, the credit-hour cost is multiplied by either 15 or 12, depending upon whether a full-time student is considered as one who takes 15 or 12 hours per term. However, the Chancellor said a crucial element of a shift from 15 to 12 credit hours in defining an FTE graduate student is an increase in the stated number of FTE graduate students. The student-teacher ratio becomes less favorable because there are more students. If a good case is made for a lower staffing ratio, using 12 credit hours to define a full-time graduate student may result in additional resources. However, the total cost of graduate education is unaffected by calculating FTE students on either the basis of 12 or 15 hours.

Mr. Keith Jackson, Budget Director, pointed out that the legislative appropriation is based on a 15-credit-hour calculation. The most comparable data results from using the same base with respect to tuition costs.

Mrs. Carpenter asked how the 25% of instructional costs paid by students related to charges in other states. The Chancellor said comparisons of tuition in Oregon with the mean tuition across the country showed that the State System is just slightly below the mean of colleges and universities nationally.

Mrs. Carpenter then asked whether nonresident graduate fees are usually charged and the rationale for not charging nonresident graduate fees.

Mr. Layman explained that administration is one reason because most graduate students become residents. The Chancellor said the Board had established the present policy on the assumption that the income is almost the same as it would be if there were a higher fee for nonresident graduate students. At the same time the problem of identifying residents is avoided.

Mr. Joss moved approval of the staff recommendations as presented. He said he was sympathetic to the hardships for students but he was convinced that if quality of instruction is to be maintained, the suggestion to reduce faculty salaries would be unwise. Mr. Joss said he was concerned with the cutback in assistance for international students.
It was moved by Miss McIntyre to amend the motion by eliminating any fee for senior citizens. It was understood that senior citizen applies to anyone 65 or over without limitations as to income or assets. Courses would be on an audit and space available basis.

The Board approved Miss McIntyre's amendment to the motion by Mr. Joss, with the following voting in favor: Directors Carpenter, Feves, Harms, Ingalls, Maden, McIntyre, McLaurin, and Layman. Those voting no: Director Joss. Director Perry was absent from the meeting at this time.

The college-university differential was explained by the Chancellor. He indicated the differential had been established as a management device to control enrollments. It is presently anticipated that total charges for both tuition and fees would not result in a financial advantage in attending a university instead of a college. He said the Board must approve changes in the range of incidental fees so that the proposed policy would not cause a further differential in instructional fees as a result of increased incidental fees at the state colleges.

Mr. Maden said he would vote against the tuition recommendations until there is evidence the Board has taken action to consider reduction of cost through termination of unnecessary programs, better internal management, and the redistribution of resources.

Miss McIntyre said the Board must search for other alternatives to tuition increases, including sacrifices by administrators and faculty, as well as students. She said it is time the Board reviewed the whole tuition and financing process.

The Board approved the motion by Mr. Joss, as amended to delete the charge for classes taken by senior citizens. The following voted in favor: Directors Carpenter, Feves, Harms, Ingalls, Joss, McLaurin, and Layman. Those voting no: Directors Maden and McIntyre. Director Perry was absent from the meeting at this time.

Staff Report to the Committee

The budget for Education and General Services for 1976-77 as recommended by the Legislature and as amended by Emergency Board action establishes an expenditure limitation of $147,258,670. Of this total $105,948,567 is State General Fund support and the balance of $41,310,103 is supported from Other Funds. The source of this Other Fund revenue is to be as follows:

| Estimated Unexpended Balances, June 30, 1976 | $1,384,022 |
| Miscellaneous Fees and Charges (Net) | $738,905 |
| 1976 Summer Session Instruction Fees | $5,878,120 |
| 1976-77 Academic Year Instruction Fees | $35,509,056 |
| Total Other Funds | $41,310,103 |

This staff report addresses the issues raised in establishing an instruction fee rate sufficient to generate $35,509,056. The Board in January 1976 took action on the 1976-77 instruction fee as it relates to Eastern Oregon State College by declaring that nonresident tuition will be at the resident undergraduate rate and that undergraduate resident and graduate rates will remain at the 1975-76 level.

Instruction Fee Issues

Continuation of Present Policy

As a part of the staff report on tuition issues for 1975-76, to the Committee on Finance, Administration and Physical Plant on June 24, 1975, an estimate was made as to the level of instruction fees required for years 1975-76 and 1976-77. The instruction fee rates were based upon a level necessary to generate sufficient Other Funds income necessary to fund the legislatively approved expenditures limitation for the 1975-1977 Biennium.
The following chart was displayed in that June 24, 1975, staff report to the Committee, summarizing the instruction fee rates necessary to generate sufficient income to meet the expenditure limitations:

<table>
<thead>
<tr>
<th>Undergraduate Per Term</th>
<th>Actual 1974-75</th>
<th>1975-76</th>
<th>Percent Increase</th>
<th>Proposed 1976-77</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>$143</td>
<td>$161</td>
<td>12.59%</td>
<td>$183</td>
<td>13.66%</td>
</tr>
<tr>
<td>Nonresident Colleges</td>
<td>$450</td>
<td>$535</td>
<td>18.89%</td>
<td>$597</td>
<td>11.59%</td>
</tr>
<tr>
<td>Universities/OIT</td>
<td>$563</td>
<td>$648</td>
<td>15.10%</td>
<td>$710</td>
<td>9.57%</td>
</tr>
<tr>
<td>Graduate Per Term</td>
<td>$235</td>
<td>$265</td>
<td>12.77%</td>
<td>$301</td>
<td>13.58%</td>
</tr>
</tbody>
</table>

Under the Board's present instruction fee policy the estimated instruction fee rates for 1976-77 as reported to the Committee on June 24, 1975, are adequate to generate sufficient income to meet the approved expenditure limitation.

The Board in January 1976 took action on the 1976-77 instruction fee as it relates to Eastern Oregon State College by declaring that the nonresident instruction fee will be at the resident undergraduate rate and that undergraduate resident and graduate rates will remain at the 1975-76 level. An outline of the Board's present instruction fee policy is as follows:

1. A resident/nonresident differential for undergraduate students.
2. No residency differential for graduate students.
3. The nonresident undergraduate instruction fee at the universities and Oregon Institute of Technology is 100% of the cost of undergraduate instruction (the cost of undergraduate instruction is the average cost of undergraduate instruction at the colleges and universities).
4. The nonresident undergraduate fee at Oregon College of Education and Southern Oregon State College is $113 per term lower than at the universities. At Eastern Oregon State College the nonresident undergraduate rate is the same as the resident undergraduate rate.

The level of the resident undergraduate and graduate instruction fee is set after the State Legislature has determined the level of state tax support. The fee is generally set at a level to provide the additional funds to carry out the educational programs of the Department. The procedure for establishing rates has resulted in the undergraduate resident instruction fee at approximately 26% of the cost of undergraduate instruction and the graduate rate at approximately 24% of the cost of graduate instruction (based on a 15-credit-hour carrying load).

The following chart summarizes the rates for 1976-77 incorporating the Board action regarding Eastern Oregon State College:
College/University Differential

At its June 24, 1975, meeting the Board considered the adoption of a college/university instruction fee differential. The recommendation of the Board was that it consider in 1976 a phased-in implementation of a college/university differential.

A college/university differential in Oregon was in effect for resident undergraduates as recently as 1970-71. The total tuition and fee charges in 1970-71 were equal for the colleges and universities; however, to recognize the need for higher incidental fees per student at the colleges, the instruction fee portion of the total charges was $3 less at the colleges ($98 to $95 per term). The first published Tuition and Fee Schedule for the State System was for the year 1934-35. In 1934-35 the resident tuition and laboratory fee at the University of Oregon and Oregon State University (College) was $18.00 per term. At the normal schools (regional colleges) the resident tuition and laboratory fee was $6.00 per term. This was a college/university differential of 1 to 3! Therefore, except for the past five years, the policy on tuition has been to have a college/university differential.

A college/university differential may recognize the differences in the cost of instruction at the colleges and universities. It may also provide "greater freedom of educational choice" by helping to reduce the cost differential between attending a community college and attending a four-year degree granting institution.

If a college/university differential for resident undergraduates were to be re-established, it is necessary to consider the basis for the differential. One basis for a differential appears to lie in the variation in the cost of instruction budgeted for undergraduate instruction at the two types of institutions because of the greater percentage of upper-division students at the universities and because of differences in discipline mix.

Another perhaps more compelling reason for a college-university instruction fee differential is to equalize the total tuition costs of students attending institutions in the State System. The following table displays the total tuition costs for a full-time resident undergraduate student in the State System institutions in 1975-76:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Instruction Fee</th>
<th>Building Fee</th>
<th>Health Fee</th>
<th>Incidental Fee</th>
<th>Total Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO</td>
<td>161.00</td>
<td>12.50</td>
<td>16.50</td>
<td>25.50</td>
<td>215.50</td>
</tr>
<tr>
<td>OSU</td>
<td>161.00</td>
<td>12.50</td>
<td>14.50</td>
<td>25.00</td>
<td>213.00</td>
</tr>
<tr>
<td>PSU</td>
<td>161.00</td>
<td>12.50</td>
<td>14.50</td>
<td>28.00</td>
<td>216.00</td>
</tr>
<tr>
<td>OCE</td>
<td>161.00</td>
<td>12.50</td>
<td>11.00</td>
<td>29.00</td>
<td>213.50</td>
</tr>
<tr>
<td>SOSC</td>
<td>161.00</td>
<td>12.50</td>
<td>16.00</td>
<td>30.50</td>
<td>220.00</td>
</tr>
<tr>
<td>EOSC</td>
<td>161.00</td>
<td>12.50</td>
<td>11.00</td>
<td>30.50</td>
<td>215.00</td>
</tr>
<tr>
<td>OIT</td>
<td>161.00</td>
<td>12.50</td>
<td>12.50</td>
<td>30.00</td>
<td>216.00</td>
</tr>
</tbody>
</table>

The variation in cost of attending system institutions ranges from $213.00 at Oregon State University to $220.00 at Southern Oregon State College. The major reason for this differential is the level of the incidental fee. The colleges require a larger incidental fee, in part, because of certain fixed costs in educational activities and student centers which are spread over a lesser number of students. A differential in the instruction fee would make it possible for colleges to more adequately fund programs in the incidental fee area and maintain total tuition charges comparable to those at the universities. An instruction fee differential of $10 per term appears to be a level of differential which would make it possible for the colleges to maintain their total tuition charges at or below the level of the universities. However, because of the magnitude of tuition increases required for 1976-77 it is proposed that the differential be phased-in over two years. Therefore, a $5.00 per term differential would be proposed in 1976-77.
Under present Board policy of determining instruction fee rates the graduate instruction fee for 1976-77 will be approximately 24% of the cost of graduate instruction (based upon a 15-credit-hour carrying load). The resident undergraduate rate will be approximately 26% of the cost of undergraduate instruction. The Board may wish to consider a policy which assesses graduates more nearly the same proportion of the cost of their instruction as resident undergraduates are assessed. Under present fee assessment policies graduate students would pay $304 per term in 1976-77. Under a policy of assessing resident undergraduate and graduate students 25% of the cost of their instruction, graduate students would be assessed $318 in 1976-77, while resident undergraduates would be assessed $178.

The magnitude of the increase required in the graduate instruction fee for 1976-77 under a policy of assessing graduates more nearly the same proportion of the cost of their instruction as resident undergraduates are assessed, suggests the need to phase-in such a policy. It is proposed that the 1976-77 graduate instruction fee be set at $311 per term or approximately 24.5% of the cost of graduate instruction and the resident undergraduate fee be set at $179 per term (at the universities and Oregon Institute of Technology) or approximately 25.2% of the cost of undergraduate instruction. Under a college/university differential policy of $5.00 per term, graduate students at Southern Oregon State College and Oregon College of Education would be assessed $306 per term or approximately 24.1% of the cost of graduate instruction and undergraduate residents would be assessed $174 per term or approximately 24.5% of the cost of undergraduate instruction.

The table below outlines a $5.00 college/university differential for resident undergraduate and graduate students, and assesses the instruction fee for resident undergraduates at 25.2% of the cost of undergraduate instruction and graduate students at 24.5% of the cost of graduate instruction. The rates for Eastern Oregon State College are at the 1975-76 levels for undergraduate and graduate students and the nonresident rate is at the resident undergraduate level.

<table>
<thead>
<tr>
<th>Universities/OIT</th>
<th>Actual 1975-76</th>
<th>Proposed 1976-77</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>$161</td>
<td>$179</td>
<td>11.12%</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$648</td>
<td>$710</td>
<td>9.57%</td>
</tr>
<tr>
<td>Graduate</td>
<td>$265</td>
<td>$311</td>
<td>17.36%</td>
</tr>
<tr>
<td>Colleges (SOSC/OCE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$161</td>
<td>$174</td>
<td>8.07%</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$535</td>
<td>$597</td>
<td>11.59%</td>
</tr>
<tr>
<td>Graduate</td>
<td>$265</td>
<td>$306</td>
<td>15.47%</td>
</tr>
<tr>
<td>Eastern Oregon State College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$161</td>
<td>$161</td>
<td>--</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$535</td>
<td>$161</td>
<td>(69.91)</td>
</tr>
<tr>
<td>Graduate</td>
<td>$265</td>
<td>$265</td>
<td>--</td>
</tr>
</tbody>
</table>

Undergraduate Nonresident Instruction Fee at Less Than 100% of the Cost of Undergraduate Instruction

The presence of nonresident undergraduate students in our institutions is recognized by most educators as a necessity if the educational process is to provide the greatest benefit to all students. In 1969 13.8% of all system undergraduate students were classified as nonresidents. By institution the percentage varied from a high of 22.2% at the University of Oregon to a low of 3.1% at Oregon College of Education. In 1975 the percentage of nonresident undergraduate students in the System dropped to 10.3%, with a high of 16.6% at the University of Oregon and a low of 2.6% at Portland State University.

The case for a change in the policy of assessing nonresident undergraduates 100% of the cost of instruction is built in part on this trend of a reduced percentage of non-Oregon students to the total undergraduate students. The point is made that the increasing instruction fee under the 100% policy is turning away potential students.
The case for remaining with the present policy of 100% assessment for nonresident undergraduates is based upon the fact that enrollment ceilings have been established at all institutions. The 1976-77 enrollment projections place the University of Oregon, Oregon State University, Portland State University, and Southern Oregon State College at their approved ceilings. Therefore, if more nonresidents are desired than presently projected, Oregon students must be denied admission.

Under a policy of enrollment ceilings it seems imperative that Oregon students be given priority for admission. It also seems imperative that a portion of each institution's student body be comprised of non-Oregon students.

The issue the Board may be confronted with is the establishment of general guidelines for a desired resident/nonresident mix of students for the various institutions and adopt instruction fee policies to achieve that mix. However, a system-wide decision by the Board to abandon the 100% instruction fee policy for nonresidents may best be made when it can be incorporated into biennial budget planning so that state general funds can be secured to offset the real income loss, rather than to assess resident undergraduates and graduates an increased amount sufficient to offset the loss.

University of Oregon Health Sciences Center

The instruction fee for medical and dental instruction is greater than the instruction fee for regular graduate instruction. This differential may be interpreted as recognizing the cost differential of the two types of instruction. It is proposed that the resident and nonresident instruction fee for medical and dental instruction be increased at a percentage equal to the percentage increase of the graduate instruction fee at the universities.

The instruction of nursing, medical technology, and dental hygiene may be viewed as similar to undergraduate instruction at the universities. Therefore, the Board in 1975 adopted a policy to apply the university undergraduate resident and nonresident rates to these three types of instruction. Prior to 1975 the college rates for nonresidents were applied. In 1975 the Board adopted a three-year phase-in of this policy as it related to nonresidents because of the magnitude of the increase. It is proposed that the phase-in continue in 1976.

University of Oregon Law School

The University of Oregon Law School instruction fee is proposed at a rate equal to the regular graduate instruction fee at the University of Oregon.

Other Fee Issues

Health and Incidental Fees

The Board has historically established maximums for health services and incidental fees within which the institutions establish their fee levels. The maximums for 1975-76 are $17.00 for health services and $35.00 for incidental fees. It is proposed that the maximum for health services be increased to $19.00, except at the University of Oregon Health Sciences Center where it is proposed to remain at $37.00, and the $35.00 maximum for incidental fees be retained in 1976-77.

Auditor's Fee

The present policy of assessing fees for students who are "auditing only" (taking no course for credit) is that they will be assessed the instruction fee plus the prorated building fee. The instruction fee is assessed based upon the level of the course taken. Courses numbered 001-499 are assessed the resident undergraduate rate and courses numbered 400G/g Plus are assessed the graduate fee. It is proposed that this policy be changed so that "auditor's only" be assessed the instruction fee at the resident undergraduate rate for all levels of courses plus the prorated building fee. This change is proposed to simplify the fee assessment process and to assist in administering the "auditor's only" activity.