OREGON STATE BOARD OF HIGHER EDUCATION

Minutes of Board Meeting, September 30, 1977

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STATE BOARD OF HIGHER EDUCATION
MINUTES OF MEETING HELD IN
THE BALLROOM, MEMORIAL UNION
OREGON STATE UNIVERSITY, CORVALLIS, OREGON

September 30, 1977

MEETING #440-1
A regular meeting of the State Board of Higher Education was held in the Ballroom, Memorial Union, Oregon State University, Corvallis, Oregon.

ROLL CALL
The meeting was called to order at 8:30 A.M. (P.D.T.), September 30, 1977, by the Vice President of the Board, Mr. Edward C. Harms, and on roll call the following answered present:

Mr. Les Anderson
Mr. Jonathan A. Ater
Mrs. Jane H. Carpenter
Mrs. Ruth Daniels
Mrs. Betty Feves
Mr. Edward C. Harms, Jr.

Mr. Robert C. Ingalls
Mr. W. Philip McLaurin
Mr. Greg G. Moore
Mr. Loren L. Wyss
Mr. Louis B. Perry

Absent: None. (Mr. Ater, Mr. McLaurin, and Mr. Perry arrived later in the meeting.)

OTHERS PRESENT
Centralized Activities--Chancellor R. E. Lieuallen; Secretary D. R. Larson; Freeman Holmer, Vice Chancellor for Administration; J. I. Hunderup, Vice Chancellor for Facilities Planning; Miles C. Romney, Vice Chancellor for Academic Affairs; E. Rex Krueger, Vice Chancellor for Educational Systems; W. T. Lemman, Jr., Vice Chancellor for Personnel Administration; Edward Branchfield, Assistant Attorney General; McLinda Grier, Compliance Officer; Diane Richardson, Assistant Director, Public Services and Publications; James Beard, Director, Teaching Research Division; Richard Perry, Director, Division of Management and Planning Services; Gary Powell, Director of Internal Audits Division; Wilma Foster, Assistant Board Secretary; Francetta Carroll, Administrative Assistant; Karen McCumsey, Secretary to the Chancellor.

Oregon State University--President R. W. MacVicar; M. Popovich, Vice President for Administration; S. M. Metzger, Associate Director, Facilities Planning; Linda Hinds, Director of Budgets; Darold D. Wax, Professor of History; Don Mcilvenna, Associate Professor of History.

University of Oregon--President William B. Boyd.

University of Oregon Health Sciences Center--Robert Peterson, Vice President for Administration and Finance.

Portland State University--President Joseph Blumel.

Oregon College of Education--President Gerald Leinwand.

Eastern Oregon State College--President Rodney Briggs; David Gilbert, Dean of Academic Affairs.

Oregon Institute of Technology--President Kenneth F. Light; W. M. Douglass, Dean of Administration; Catherine Puri, Director of Nursing.

Others--Ross B. Thompson, member, Oregon Educational Coordinating Commission; Edith Maddron, member, Oregon Educational Coordinating Commission; Clem Lausberg, Research Coordinator, Oregon Educational Coordinating Commission; Bob Stevens, Fiscal Analyst, Oregon Educational Coordinating Commission; Maxine Warnath, representative, Interinstitutional Faculty Senate; Mike Lincicum, Budget Analyst, Executive Department; T. K. Olson, Executive Director, Oregon Educational Coordinating Commission.
Vice President Harms said the agenda included a presentation by representatives of Oregon State University. He expressed appreciation on behalf of the Board for the courtesies extended during the Board visitation on the Oregon State University campus. He also commended the visitation committee and the representatives of Oregon State University for a useful and productive schedule which allowed the Board to experience something of the real character of the institution. Mr. Harms then requested President MacVicar to proceed with the presentation.

President MacVicar said Oregon State University is located not only on the main campus in Corvallis but throughout the state. Statistics were provided on the physical facilities, income, and expenditures for the various programs of the institution. In addition to the mission of education of students on the main campus, Oregon State University has a mandated research program in agriculture, forestry, fisheries, water resources, and other areas. There is also a responsibility for carrying knowledge throughout Oregon through the Cooperative Extension Service.

President MacVicar said additional resources were going to be required if the institution is to continue to be able to serve the needs of Oregon. Research into better methods of food production contributes not only to the economic situation in Oregon, but also to the solution of world hunger. The forest products and forest management programs emphasize greater yield with less damage to the environment. However, the importance of research programs, President MacVicar said, does not minimize the efforts in undergraduate education. Students are encouraged to learn independently and in a variety of situations, as well as in the traditional classroom situation.

President MacVicar said 82,700 people from all over the world have received degrees from Oregon State University. These degrees have represented the culmination of a program of education which is the foundation for a program of service.

The Board voted to dispense with the reading of the minutes of the regular Board meeting held on July 29 and August 26, 1977, and approved them as previously distributed. The following voted in favor: Directors Anderson, Carpenter, Daniels, Feves, Harms, Ingalls, Moore, and Wyss. Those voting no: None. Directors Ater, McLaurin, and Perry were absent from the meeting at this time.

R. W. MacVicar, Honorary Doctor of Laws Degree

The Chancellor reported that President MacVicar had been invited during the past summer to give the commencement address at his alma mater, the University of Wyoming. At that time, President MacVicar was awarded the honorary Doctor of Laws degree from that institution.

The Chancellor said it is estimated that at the end of the first four weeks of the fall term, the final enrollment will be approximately 800 fewer headcount students than were registered in the fall of 1976. This is a decrease of 1.3%. A substantial portion of this decrease was anticipated. Therefore the actual difference between the final figures and the enrollment estimates in the budget will be .4 of 1%, or about 225 fewer headcount students than in the budget estimate.

The Chancellor introduced Mr. Ross Thompson, the new chairman of the Oregon Educational Coordinating Commission, who was in attendance at the meeting. The Chancellor said Mr. Thompson was succeeding Mr. C. Girard Davidson as chairman of the Commission. Mr. Davidson had served as chairman of the Commission since it was established. He recently resigned from the Commission.

The Chancellor then requested Dr. T. K. Olson, Executive Director of the Commission to comment on the work plan developed by the Commission.
Dr. Olson said copies of a proposed work plan for the Educational Coordinating Commission during the next biennium had been provided for circulation to the Board. He invited Board members to contact members of the Commission with any comments or suggestions. He assured the Board that serious consideration would be given to these suggestions.

Dr. Olson said the Commission is involved in some existing program reviews in teacher education and nursing education. He said the Commission expected to receive a report from its consultants within the next few weeks. He requested the Board to delay any action approving further nursing programs until the Commission has had an opportunity to receive and consider its report on nursing education in December.

Rehabilitation of Tennis Courts, OSU

(Considered by Committee on Finance, Administration, and Physical Plant, August 26, 1977; present--Ingalls, Ater, Moore, Perry.)

Staff Recommendation to the Committee

It was recommended that the appropriate Board officials be authorized to allocate approximately $64,000 of excess sinking fund reserves from commingled student building fees to finance about 80% of the estimated cost of the rehabilitation of six of the tennis courts at Oregon State University. Because the courts are used also for physical education instruction, the remaining $16,000 of the estimated expenditure requirements will be provided from the operating budget of the institution.

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 Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin was absent from the meeting at this time.

Staff Report to the Committee

The seventeen tennis courts at Oregon State University, located along Washington Way between College Drive and the 30th Street Mall, are in very poor condition. Most of them were constructed more than forty years ago and the surfaces are cracked and uneven. Based upon the findings and recommendations of CHZI/Hill, consulting engineers, Corvallis, who made an investigation of the soil conditions on this site a year or so ago, it is proposed that additional drainage be provided and that the courts be reconditioned, including new surfacing.

Inasmuch as the estimated expenditure requirements for all of the courts total $200,000, it is necessary to phase the project and to limit the scope of work at this time to drainage improvements and the rehabilitation of six courts within a budget of about $80,000. Of this latter amount, $64,000 would be provided from balances available from student building fees and the remaining $16,000 would be allocated from the institution's operating budget in recognition of the shared use of the facilities for recreation (80%) and instruction (20%).

Proposed Sale of Braly Estate Property, Depoe Bay and Lincoln City, Oregon, OSU

(Considered by Committee on Finance, Administration, and Physical Plant, August 26, 1977; present--Ingalls, Ater, Moore, Perry.)

Staff Recommendation to the Committee

It was recommended that the Board's staff be authorized to offer for sale and to sell one or more parcels of land located in Depoe Bay and Lincoln City, Oregon.
The minimum acceptable bid prices for the seven parcels vary depending on the size of the parcel and its desirability as a building site. If sold for other than cash, the minimum acceptable terms would be 20% down, payable on closing, with the balance payable in monthly installments including principal and interest at no less than 9% per annum over a period not to exceed ten years.

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 Anderson, Ater, Carpenter, Daniels, Feves, Harns, Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin was absent from the meeting at this time.

Staff Report to the Committee

On June 2, 1941, the Oregon State Board of Higher Education and J. C. and Katherine P. Braly, husband and wife, now deceased, entered into an agreement under which the Bralys sold on contract "the north half of Lot 7, the north half of Lot 6, and so much of Lot 5 as is occupied by the present museum building; all of Block 4 of the original townsite of Depoe Bay, in Lincoln County, State of Oregon; and their ornithological collection" for $15,000. The agreement also included a life estate reservation provision for the Bralys. In the agreement, the Bralys committed themselves to execute and deliver to the Board of Higher Education reciprocal wills in which their ornithological collection and most of their estate would accrued first to the survivor and eventually to the Board. In addition, the agreement provided for the establishment of the J. C. Braly Fund from the proceeds of the property sale to the Board.

The reciprocal wills executed by the Bralys on July 20, 1943, carried out the provisions of the June 2, 1941, agreement and included provisions which assured continuation of their lifetime interest and work in ornithology. It provided authority for the trustee to manage and sell the assets and to deposit the proceeds in the J. C. Braly Fund, to invest the principal of the fund, and to reimburse the Board for payments toward the purchase of the property from the Bralys. Upon the death of the survivor, the property would be deemed as paid in full.

Income from the principal of the J. C. Braly Fund was to be used to "maintain, preserve, enhance, shelter, and care for the J. C. Braly Ornithological Collection located on the campus of Oregon State Agricultural College."

A portion of the Depoe Bay property was sold in the late 1950's, and the present J. C. Braly Fund balance is $38,546.

In preparation for a recommendation to sell the remainder of the property, Oregon State University officials obtained a May 16, 1977, appraisal of the properties.

The sale of two of the parcels may be complicated to some extent by the fact that the Board has a one-half interest in 11 lots comprising two parcels. However, the joint owner, Mr. John Miller, has agreed to join the Board's Office in selling one of the parcels consisting of four lots and to the minimum acceptable bid figure. He has also agreed to share equally in the selling and closing costs.

Further, he was informed that the Board's staff will recommend that the Board request bids and sell the Board's undivided one-half interest in the other parcel consisting of seven lots. Mr. Miller may submit a bid.
Although the market for this property has been relatively dormant in recent years, there are signs of renewed interest, including current inquiries from several individuals.

In accordance with other Oregon statutes, the Board's staff has obtained the necessary clearances from the Department of General Services to sell the properties; and from the Division of State Lands to relinquish mineral rights.

Proceeds from the sales would be deposited in the J. C. Braly quasi-endowment account for use in accordance with the provisions in the Braly wills.

### Proposed Sale of 1.6 Acres, a Portion of E. E. Wilson's Estate Property, OSU

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<td>Block 1--Lots 1, 2, 3</td>
<td>None</td>
<td>Cash</td>
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<td>2</td>
<td>Depoe Bay</td>
<td>Block 1--Lots 4-7, incl.</td>
<td>$6,000</td>
<td>Cash or Contract</td>
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<td>3</td>
<td>Depoe Bay</td>
<td>Block 2--Lots 4-13, incl.</td>
<td>$35,000</td>
<td>Cash or Contract</td>
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<tr>
<td>4</td>
<td>Depoe Bay</td>
<td>Block 3--Lots 7, 8, 9</td>
<td>$7,000</td>
<td>Cash or Contract</td>
</tr>
<tr>
<td>5</td>
<td>Depoe Bay</td>
<td>Block 4--Lots 2, 3, 4</td>
<td>$5,000</td>
<td>Cash or Contract</td>
</tr>
<tr>
<td>6</td>
<td>Depoe Bay</td>
<td>Block 4--One-half undivided interest in Lots 5-11, incl.</td>
<td>$9,000</td>
<td>Cash or Contract</td>
</tr>
<tr>
<td>7</td>
<td>Lincoln City</td>
<td>Block 9--Lot 22</td>
<td>None</td>
<td>Cash</td>
</tr>
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*Jointly owned.

(Considered by Committee on Finance, Administration, and Physical Plant, August 26, 1977; present--Ingalls, Ater, Moore, Perry.)

### Staff Recommendation to the Committee

It was recommended that the Board's staff be authorized to offer for sale and to sell by cash, if a satisfactory bid is received a 1.6-acre parcel of unimproved agricultural-use land, zoned urban-residential, three-acre minimum, located three miles west of Corvallis in the vicinity of Oak Creek Road and Canyon Drive. The minimum acceptable bid price would be $4,800.

### 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 Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin was absent from the meeting at this time.

### Staff Report to the Committee

At the September 11, 1962, Board meeting, the Board's Executive Committee was authorized to approve the purchase of 255.26 acres of agricultural land, including the 1.6-acre parcel, from the executor of the E. E. Wilson Estate. The acreage was desired by the Oregon State University Agricultural Experiment Station because it was adjacent to other University-owned land. The purchase price was $52,100.

Oregon State University officials recommend sale of the 1.6-acre appendage because the cost of fencing the area would be disproportionate to the value of continued direct access and utilization.
Although present use of the land is agricultural, the trend is toward residential
Marketability of the property is limited by the desire of Oregon State University
officials to retain water rights to the property and deny access by easement
across adjacent University-owned property.

In accordance with Oregon statutes, the Board's staff obtained an appraisal of the
property and a clearance from the Department of General Services to sell the
property. The Division of State Lands denied a request that the state relinquish
mineral rights to the property.

Proceeds of the sale, if concluded, will be deposited in the Oregon State University
Agricultural Land Account.

Western Oregon State College requests authorization to continue its fifth-year
non-degree program leading to standard norm certification in physical education
for two additional years [two additional years in which students could begin the
program], effective 1977-78.

Staff Recommendation to the Committee

The Board's Office recommended approval of the Eastern Oregon State College request.

Discussion and Recommendation by the Committee

The Committee recommended that the Board approve the staff recommendation in view
of the fact that the budgetary implications are minimal and the program should
fill a specific need which should be met by a regional college in that area.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following
voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms,
Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin
was absent from the meeting at this time.

Staff Report to the Committee

The Eastern Oregon State College fifth-year program leading to standard norm
certification in physical education was authorized by the Board July 1974, for a
three-year period [three years during which EOSC could admit students] to permit
Eastern Oregon State College to serve some 21 teachers (one-half the professional
physical education staffs in Baker, Umatilla, Union, and Wallowa counties who were
teaching physical education with only basic norm certification). The program was
not restricted to teachers in the four-county area, but it was expected that
enrollment would come primarily from that area.

At the end of the three-year period (1976-77), Eastern Oregon State College and
the Board's Office were to review whether there was continued need for the program
and, if the needs of the region for fully-certified physical education teachers
had been pretty well met, the program would be discontinued.

The program, now in its fourth summer, still has 23 students enrolled. While the
backlog of teachers in the four-county area needing standard certification identi-
fied in 1974 has been pretty well served, the turnover in physical education in
the northeastern region is such that the program has nearly as many people to
serve as it did four summers ago.
The core of the standard norm program is 15 credit hours of selected seminars in physical education which are scheduled on a rotating basis in alternate summers. Enrollment in the three seminars offered summer term 1977 totalled 63. The balance of the 45-credit hours required for the program is made up of education, physical education, and general education courses regularly offered by Eastern Oregon State College.

Eastern Oregon State College requests authorization to continue to admit students to the program for two more years (1977-78 and 1978-79) following which need for continuation of the program would again be reviewed.

**Budgetary Effect of Continuation of Program**

If the program is continued for two more years, Eastern Oregon State College will offer the physical education seminars required for the program for three or four more summers. If the program is discontinued, the seminars will no longer be offered and enrollment in other courses applicable toward the 45-hour program will decline. This will be reflected in the summer term budgets. Continuation or discontinuation of the standard norm program will have little effect on Eastern Oregon State College's regular academic year program.

Modification to AR's Re Nonresident Classification

(Considered by Committee on Instruction, Research, and Public Service Programs, August 26, 1977; present--Carpenter, Feves, Anderson, Daniels, Harms, Wyss.)

To conform with the legislative expectation that nonresident graduate students be charged a nonresident tuition fee, modification in the Board's Administrative Rules is required. It was recommended that the following amendments to the Administrative Rules be adopted:

**30.105 Residence Classification**

All students shall be classified by the several institutions for admissions and fee purposes as resident or nonresident students except [*]

[1:*--A student who holds a baccalaureate degree from an accredited college or university, unless such student is pursuing a course of study leading to the degree of Doctor of Medicine or Doctor of Dental Medicine, or is seeking certification as an Oregon resident under the Student Exchange Program of the Western Interstate Commission for Higher Education.]

[2:*--A student] students attending a summer session of an institution under the Board's control.

**30.115 Payment of Nonresident Fee**

1. All [undergraduate] students [and all students pursuing a course of study leading to the degree of Doctor of Medicine or Doctor of Dental Medicine] who are classified as nonresidents shall pay a nonresident fee.

**Discussion and Recommendation by the Committee**

The Committee recommended that the Board approve the staff recommendation as presented. The vote was five in favor and one opposed. Mr. Harms indicated that his negative vote reflected his opposition to complying with a directive issued in a Budget Note.
Board Discussion and Action

Mr. Hanns reiterated his objection to adopting the proposed rule in response to a budget note. In view of the impact on the universities of an increase in graduate tuition, Mr. Hanns said a more appropriate rule would classify all graduate students as residents. However, he said this probably would not be a practical solution.

The Board approved the staff recommendation as presented and adopted the modifications to AR 30.105 and 30.115, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Moore, Wyss, and Perry.

Those voting no: Directors Hanns and Ingalls. Director McLaurin was absent from the meeting at this time.

Mr. Perry declared the amendments to AR 30.105 and 30.115 duly adopted by a vote of eight to two.

Modification of AR's Re Assistance to Organizations That Discriminate on a Prohibited Basis

Staff Recommendation to the Committee

It was recommended that AR 35.010 be repealed and AR 35.011 be adopted. The Administrative Rule 35.010 of the State Board of Higher Education currently reads:

35.010 Discrimination Based on Race, Color, Religion or National Origin: Charter of Fraternity or Sorority

No fraternity or sorority whose national or local charter requires local chapters to restrict its members on the basis of race, color, religion or national origin will be recognized by the Department of Higher Education.

The proposed new AR would read:

35.011 Assistance to Organizations

No institution shall recognize, register or otherwise provide assistance to any organization which discriminates in its membership on the basis of age, handicap, national origin, race, marital status, religion, or sex, except that institutions may provide assistance to organizations exempted under Title IX of the Educational Amendments of 1972 from discriminating on the basis of sex in their membership policies.

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 and repealed AR 35.010 and adopted AR 35.011, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Hanns, Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin was absent from the meeting at this time.

Mr. Perry declared AR 35.010 repealed and AR 35.011 duly adopted by a unanimous vote of those present.
Staff Report to the Committee

The original Administrative Rule was left unchanged when the chapter on discrimination was adopted last year. The revision would bring the Rule on assistance to organizations into line with the state nondiscrimination law (ORS 659.150 and 659.155) and the Administrative Rules of the State Board to implement those laws (Chapter 35). The Rule would become consistent with federal laws which prohibit provision of assistance to organizations which discriminate on a prohibited manner. It would extend its provisions to include all organizations receiving institutional assistance. Exemptions on the basis of sex for certain organizations recognized under Title IX would be allowed under the new Administrative Rule. These organizations include social sororities and fraternities, YWCA, YWCA, Girl Scouts and Boy Scouts.

(Considered by Committee on Finance, Administration, and Physical Plant, August 26, 1977; present--Ingalls, Ater, Moore, Perry.)

Staff Recommendation to the Committee

The Board's staff recommended that the Board adopt, following notification pursuant to the Administrative Procedure Act, general driver qualification and vehicle safety rules for vehicles under the jurisdiction of the institutions. The responsibility for establishing and administering specific rules would be delegated to each institutional president.

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 and adopted AR 60.070, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Hanns, Ingalls, Moore, Wyss, and Perry. Those voting no: None. Director McLaurin was absent from the meeting at this time.

Mr. Perry declared AR 60.070 duly adopted by a unanimous vote of those present.

Staff Report to the Committee

Chapter 493, Oregon Laws 1977 (HB 3211) amended ORS 485.060, requiring the State Board of Higher Education to adopt rules designed to assure safe operation of vehicles used in transporting students to or from activities or functions under the sponsorship of the State Board of Higher Education. The rules shall apply to vehicles under the Board's jurisdiction or its authorized representatives. In order to obtain licenses issued by the Motor Vehicles Division for such vehicles, the Board or its designee must notify the Division that the vehicles conform to the adopted rules.

To comply with the intent of the revised statutes, the staff recommended that the Board adopt the following Administrative Rule:

60.070 Vehicle Operation and Maintenance Rules

1. The Board of Higher Education delegates to each institutional president the authority and responsibility to establish regulations for the operation of institutional motor vehicles and standards of vehicle maintenance and repair.

2. Driver regulations established under this authorization shall state required licenses and specialized driver training, driving record review procedures, and minimum physical qualifications.
3. Standards for vehicle safety and maintenance established under this authorization shall require periodic and annual inspections which include review of all chassis and engine components, interior and exterior parts and surfaces, the driver compartment, and all lights.

4. Rules and changes thereto, authorized under subsection (1) shall be established only after approval of the institutional president in the manner required by the Administrative Procedure Act (ORS Chapter 183). Copies of rules and regulations and changes shall be presented to the Vice Chancellor for Administration for review and filing in the Chancellor's Office.

Staff Recommendation to the Committee

It was recommended that the Committee consider whether it is inclined to recommend to the Board any change in the Board's current role in the setting of fees, rates, and prices.

Discussion and Recommendation by the Committee

The Committee discussed the debt service reserve and the degree to which students at one institution subsidize those at an institution which has difficulty in meeting its debt service requirements. There was also discussion of ways in which the earnings might be improved at those institutions where income has been insufficient to fulfill debt service requirements.

Mr. Holmer indicated the revenue-producing auxiliary enterprise activities were being reviewed to determine whether these activities pay their full share of the expenses, including debt service. At the same time, those activities should receive any surplus beyond the full share of costs.

The Committee recommended that no change be made in the present fee-setting and rate-setting authority.

Board Discussion and Action

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

Staff Report to the Committee

ORS 351.070 reads, in part, as follows:

Board's general powers as to higher education and institutions.

(1) The State Board of Higher Education may, for each institution under its control:

(c) Prescribe fees for enrollment into the institutions. Such enrollment fees shall include tuition for education and general services and such other charges found by the board to be necessary to carry out its educational programs.
(d) Prescribe incidental fees for programs under the supervision or control of the board found by the board, upon its own motion or upon recommendation of the recognized student government of the institution concerned to be advantageous to the cultural or physical development of students.

The Board's Administrative Rule 60.050, adopted in June 1975 and amended in July 1976, delegates portions of its statutory authority:

60.050 Institution Authority to Establish Fees and Charges

1. The Board of Higher Education delegates to each institution president the authority and responsibility to establish and maintain fees for services and materials which are supplemental to the required tuition, building fee, health service fee, and incidental fee; and which are also supplemental to board and housing rates and other charges determined and established at least annually by the Board. These additional services and materials for which fees and charges may be established include but are not limited to instruction-related services; motor vehicle and bicycle parking; hospital, medical, surgical, oral health, and clinic services; short courses and workshops; fines for violation of campus regulations; special music, counseling, and testing services; and off-campus facilities and services arranged by the institution.

2. The fees and charges authorized under subsection (1) shall be established at levels which assure recovery of the cost of providing the services and materials, including that portion of the operating costs required by legislative action on the Department budget, and in accordance with criteria stated in the Administrative Rules.

3. Fees and charges and amendments thereto authorized under subsection (1) shall be established only after approval of the institution president in the manner required by the Administrative Procedures Act (ORS Chapter 183). Copies of fee schedules and amendments shall be presented to the Vice Chancellor for Administration for review and filing in the Chancellor's Office.

The Board also adopted a policy (March 1973) delegating the setting of married student housing charges to the institutional presidents. This policy has not been incorporated in an Administrative Rule but it is assumed that the Committee would desire to have that accomplished.

The Board presently retains authority to set the components of tuition (instruction, building, health, and incidental fees) and residence hall board and room charges (which are generally those recommended by the institution). The setting of other charges is delegated by AR 60.050, under criteria spelled out in that Rule.

It is an annual procedure to present the Tuition and Fee Book to the Board for formal approval, pursuant to the requirements of the Administrative Procedure Act. The process seems somewhat duplicatory but it does assure that the charges and rules therein are fully enforceable.

There are a number of charges for services that are now set by the institutions. Some of these are designated as "institution responsibilities," i.e., the income generated is an institutional resource, rather than a System resource. It would appear that the institution should be free, following public hearing, to set such
rates. A listing of the Education and General Services income categories is attached. The "institution responsibility" fees begin at the seventh line on p. 675. The distinction has two practical applications: Those fees collected as a System resource are subject to full budget control by the Board; the institution responsibility fees, however, provide a variable source of support for certain programs (e.g., placement service) which are currently allowed to expand or contract according to the extent of their fee support.

Whether there should be an extension of the "institution responsibility" concept to other workload-driven costs (applications, course change records) is not clear. Such detailed functional budgets are difficult to split and provide assurance that there is a full and complete correlation between the revenues collected and the corresponding costs.
### Total Education and General

<table>
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<tr>
<th>Department</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
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<th>ROSSC</th>
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### Board General Income

- **Revenue:**
  - **Total:** $223,332,127

### Gov't. Approp.

- **Program Approp.:**
- **Equipment Approp.:**
- **Pay Adj. Approp.:**

### Student Fees

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<td>Nonresident Instr. Fee</td>
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*Note: The table above includes a wide range of fees and income categories, covering various aspects of education and general services.*

### Financials

- **Total Education and General End General:** $233,332,127
- **Board General Income:** $274,081,504

*The document contains detailed financial information for Oregon Department of Higher Education for the 1977-78 fiscal year.*
### Endowment Income

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### Sales & Services

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### Other

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### Organized Activities

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### Medical Professional Fee

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<th>OTT</th>
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<td>Bankhead Jones-Instruction</td>
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<td>OCE</td>
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<td>DORC</td>
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<td>HUMSC</td>
<td>TR</td>
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</tbody>
</table>

Office of Administration
State Department of Higher Education
DQ:11 August 9, 1977
The Committee recommended that the Board adopt the following bylaws for joint meetings of the Board of Education, the Board of Higher Education, and the Educational Coordinating Commission:

**BYLAWS FOR JOINT MEETINGS**

Board of Education
Board of Higher Education
Educational Coordinating Commission

I. **Statement of Purpose**

These Bylaws are adopted pursuant to Chapter 306, Oregon Laws 1977, to provide a procedure for joint meetings of the Board of Education, Board of Higher Education, and Educational Coordinating Commission. These Bylaws do not apply to meetings between any two of the three bodies.

II. **Call, Time, and Place of Meetings**

1. The three bodies shall meet jointly at least once each calendar year. A meeting may be called by the presiding officer of any of the bodies on reasonable notice to the other bodies.

2. Unless otherwise specified in the call, the Executive Director of the Commission shall fix a time and place for the meeting, provide staff support for preparing and circulating the proposed agenda and related information, and arrange for facilities for the meeting.

III. **Agenda**

1. The business of a joint meeting shall be issues in which all three bodies have some jurisdiction or in which actions taken by one will affect one or both of the others.

2. At least once a year, there shall be a summary of all joint agreements in effect, and a report of any activities under such agreements.

3. The agenda for each meeting shall be determined by an agenda committee, which shall consist of three members, one designated by the presiding officer of each body. Agenda items may be suggested by any board or commission member or staff.

4. A proposed agenda shall be circulated to all interested persons at least seven days prior to the meeting.

IV. **Presiding Officer**

The presiding officer of each body shall preside, in turn, at joint board meetings. In the absence of the presiding officer, his designee shall preside.

V. **Quorum and Decision**

1. Joint meetings shall constitute official meetings of each of the bodies.

2. A quorum for a joint meeting is a quorum of each body.
3. Action taken in joint session shall be binding and deemed official action of each body, but only if such action is approved by a lawful majority of each body.

VI. Minutes

The presiding officer of each joint meeting shall arrange for the taking and preparation of minutes, which shall be promptly circulated for approval by each body.

VII. Proceedings

Joint meeting proceedings shall be governed by Robert's Rules of Order (Revised).

VIII. Adoption, Amendment, and Repeal

These Bylaws may be adopted, amended, or repealed by concurrence of a lawful majority of each body, acting individually or jointly. No amendment shall be contrary to the laws of Oregon or the rules of the bodies.

Board Discussion and Action

The Board adopted the proposed bylaws as presented, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

Staff Recommendation to the Board

To finance a portion of the cost of auxiliary enterprise construction and remodeling projects and land purchases (utility and energy conservation improvements, student union additions, recreation facilities, and safety deficiencies), it is necessary to sell State of Oregon, State Board of Higher Education Building Bonds, Series 1977 A, with a total par value of $2,500,000. Authorization for the sale is granted by Chapter 560, Oregon Laws 1977, Article XI-F(1) of the Oregon Constitution, and ORS Chapter 351.

It was recommended that the Board authorize the sale of said Series 1977 A bond issue through approval of the following resolution by roll call vote:

$2,500,000 STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1977 A

RESOLUTION

WHEREAS, THE STATE BOARD OF HIGHER EDUCATION deems it necessary, pursuant to law, including Article XI-F(1) of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351, to sell general obligation STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1977 A, of the State of Oregon, in the principal amount of $2,500,000 to provide for the acquisition of land and for the planning, constructing, altering, repairing, furnishing and equipping of buildings, facilities and structures for the Department of Higher Education; and for payment of costs incident to the sale and issuance of the bonds; and

WHEREAS, THE BOARD, as required by ORS 351.160, has determined conservatively that said buildings and other structures will be wholly self-liquidating and self-supporting from revenues to accrue from the operation thereof and from gifts, grants, or building fees, and from unobligated revenues of higher education buildings or projects of like character; and
WHEREAS, THE BOARD is authorized and directed by ORS 351.170 to establish such rates, charges, and fees for use of such buildings, structures or projects, including revenue-producing buildings and structures already constructed, as, in the judgment of the Board, shall provide the required revenues to make the new buildings, structures or projects self-liquidating and self-supporting, and as shall provide the funds with which to amortize the principal of and pay the interest on bonds issued to finance such buildings, structures or projects; now, therefore,

BE IT RESOLVED BY THE STATE BOARD OF HIGHER EDUCATION OF THE STATE OF OREGON that, with the approval of the State Treasurer of the State of Oregon, TWO MILLION FIVE HUNDRED THOUSAND DOLLARS ($2,500,000) par value of bonds authorized by law, including Article XI-F(1) of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351, be issued and sold; and

BE IT FURTHER RESOLVED that the said bonds totaling TWO MILLION FIVE HUNDRED THOUSAND DOLLARS ($2,500,000) par value be issued and the proceeds from the sale of these STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1977 A, be used for the acquisition of land and for the planning, constructing, altering, repairing, furnishing and equipping of buildings, facilities, and structures for the Department of Higher Education; and for payment of costs incidental to the sale and issuance of the bonds, as provided by law, including Article XI-F(1) of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351; and

BE IT FURTHER RESOLVED that the principal of and the interest on all of the bonds issued pursuant to this resolution be paid on the due dates thereof at the Fiscal Agency of the State of Oregon, in the City and State of New York, and that the said bonds be designated STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1977 A, and be numbered consecutively; and

BE IT FURTHER RESOLVED that the said bonds be dated December 1, 1977, be issued in denominations of $5,000 each, and mature upon the dates and in the principal installments hereinafter in this resolution set forth, subject to redemption in inverse numerical order at par value and accrued interest on any interest-paying date on and after June 1, 1992, from the moneys and revenues indicated by law, including Article XI-F(1) of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351; or through refunding; and

BE IT FURTHER RESOLVED that the maturity dates and principal installments of said bonds be as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 1980</td>
<td>$35,000</td>
</tr>
<tr>
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</tr>
<tr>
<td>June 1, 2007</td>
<td>$175,000</td>
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</tbody>
</table>
BE IT FURTHER RESOLVED that the State Board of Higher Education furnish to the original purchaser of said bonds, without cost to him, the written opinion of accredited bond attorneys certifying to the validity and legality of the said bonds; and

BE IT FURTHER RESOLVED that the said bonds be the direct general obligations of the State of Oregon, and that, except as to the variations in the interest rates and maturities, they be of uniform tenor and be in substantially the following form, prepared by the Attorney General of the State of Oregon:

Number

UNITED STATES OF AMERICA
STATE OF OREGON
STATE BOARD OF HIGHER EDUCATION
BUILDING BOND
SERIES 1977 A

$5,000

KNOW ALL MEN BY THESE PRESENTS, that the STATE OF OREGON acknowledges itself to owe and for value received hereby promises to pay to bearer the principal sum of

--------------------------FIVE THOUSAND DOLLARS--------------------------

($5,000) on the first day of June, 19___, with interest on said sum from the date hereof until paid, at the rate of PERCENT ( %) per annum, payable semiannually on the first day of June and the first day of December in each year, as evidenced by, and upon the presentation and surrender of, the interest coupons hereto annexed as they severally become due. Both the principal of and interest on this bond are payable at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America.

The bonds of the issue of which this bond forms a part, maturing on and after June 1, 1993 may be redeemed at the option of the State of Oregon, on and after June 1, 1992, at par and accrued interest, on any interest-paying day or days in inverse numerical order or in the entire amount of the issue outstanding at call date, upon notice given by the Treasurer of the State of Oregon at least thirty (30) days prior to the redemption date specified therein, by publication thereof in one issue of a newspaper or financial journal of general circulation printed and published within the City and State of New York, and one issue of a newspaper of general circulation printed and published within the City of Salem, Oregon. From the date of redemption designated in any such notice, interest on the bonds so called for redemption shall cease.

This bond is issued by the State of Oregon in conformance to its Constitution and under and by virtue of and in all respects in full and strict compliance with its laws, and in particular Article XI-F(1) of the Oregon Constitution, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351, for the purpose of financing the cost for the acquisition of land and for the planning, constructing, altering, repairing, furnishing and equipping of buildings, facilities and structures for the Department of Higher Education; and for payment of costs incident to the sale and issuance of the bonds.

The full faith and credit of the State of Oregon hereby are irrevocably pledged to the punctual payment of the interest on and the principal of this bond as the same become due and payable respectively.
IN TESTIMONY WHEREOF, the STATE OF OREGON has caused this bond to be signed by the Governor and by the Secretary of State with their facsimile signatures, and by the State Treasurer, and sealed with the seal of the State of Oregon, and has caused the annexed interest coupons to be executed with the facsimile signatures of its said officers, all as of the first day of December, 1977.

Governor

(SEAL)

Secretary of State

State Treasurer

FORM OF COUPON

(For coupons maturing on June 1, 1978, up to and including June 1, 1992)

No. On the first day of June, 1978, THE STATE OF OREGON will pay the bearer $_____________ DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, State Board of Higher Education Building Bond, Series 1977 A, No.__________.

(facsimile) (facsimile) (facsimile)

State Treasurer Secretary of State Governor

(For coupons maturing on and after December 1, 1992)

No. On the first day of December, 1992, unless $_____________ the bond hereinafter designated shall have been called for previous redemption and due provision made for the payment thereof, THE STATE OF OREGON will pay the bearer $_____________ DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, State Board of Higher Education Building Bond, Series 1977 A, No.__________.

(facsimile) (facsimile) (facsimile)

State Treasurer Secretary of State Governor
The foregoing bond and coupon forms hereby are approved as to legal form this ______ day of ________, 1977.

JAMES A. REDDEN, Attorney General of the State of Oregon

BE IT FURTHER RESOLVED that, as provided by ORS 351.430, the Secretary of the Board be and he hereby is authorized to advertise the said STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION BUILDING BONDS, SERIES 1977 A, for public sale thereof on or about November 18, 1977, at a price of not less than $98 for each $100 par value thereof, and the accrued interest thereon, and the notice of sale to specify that the Board reserves the right to reject any or all bids for the bonds; and

BE IT FURTHER RESOLVED that the Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to have the Oregon Municipal Debt Advisory Commission produce, in accordance with ORS 287.020, a bond prospectus for bonds issued pursuant to this resolution.

BE IT FURTHER RESOLVED that the Secretary and Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to deliver the bonds and to receive payment therefor.

Board Discussion and Action

Upon motion by Mr. Ater, the Board approved the recommendations and duly adopted the resolution as presented, with the following voting in favor of adoption: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

The President of the Board thereupon declared the resolution duly adopted by a unanimous vote.

Staff Recommendation to the Board

To finance a portion of the cost of construction and remodeling projects for the educational and general plant (accessibility for the handicapped, Veterinary Medical School, preclinical technique dental laboratory remodeling, physical plant service building, and others), it is necessary to sell State of Oregon, State Board of Higher Education Facilities Bonds, Series 1977 B, with a total par value of $5,500,000. Authorization for the sale is granted by Chapter 560, Oregon Laws 1977, Article XI-G of the Oregon Constitution, and ORS Chapter 351.

It was recommended that the Board authorize the sale of said Series 1977 B bond issue through approval of the following resolution by roll call vote:

$5,500,000 STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION FACILITIES BONDS, SERIES 1977 B

RESOLUTION

WHEREAS, THE STATE BOARD OF HIGHER EDUCATION deems it necessary, pursuant to law, including Article XI-G of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351, to sell general obligation STATE BOARD OF HIGHER EDUCATION FACILITIES BONDS, SERIES 1977 B, of the State of Oregon, in the principal amount of $5,500,000...
to provide for the acquisition of land and improvements to land, and for the planning, constructing, altering, repairing, furnishing, and equipping of buildings, facilities, and structures for the Department of Higher Education; and for payment of costs incident to the sale and issuance of the bonds; now, therefore,

BE IT RESOLVED BY THE STATE BOARD OF HIGHER EDUCATION OF THE STATE OF OREGON that, with the approval of the State Treasurer of the State of Oregon, FIVE MILLION FIVE HUNDRED THOUSAND DOLLARS ($5,500,000) par value of bonds authorized by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351, be issued and sold; and

BE IT FURTHER RESOLVED that the said bonds totaling FIVE MILLION FIVE HUNDRED THOUSAND DOLLARS ($5,500,000) par value be issued and the proceeds from the sale of these STATE BOARD OF HIGHER EDUCATION FACILITIES BONDS, SERIES 1977 B, be used for the acquisition of land and improvements to land, and for the planning, constructing, altering, repairing, furnishing, and equipping of buildings, facilities, and structures for the Department of Higher Education; and for payment of costs incident to the sale and issuance of the bonds, as provided by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351; and

BE IT FURTHER RESOLVED that the principal of and the interest on all of the bonds issued pursuant to this resolution be paid on the due dates thereof at the Fiscal Agency of the State of Oregon, in the City and State of New York, and that the said bonds be designated STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION FACILITIES BONDS, SERIES 1977 B, and be numbered consecutively; and

BE IT FURTHER RESOLVED that the said bonds be dated December 1, 1977, be issued in denominations of $5,000 each, and mature upon the dates and in the principal installments hereinafter in this resolution set forth, subject to redemption in inverse numerical order at par value and accrued interest on any interest-paying date on and after June 1, 1992, from the moneys and revenues indicated by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 560, Oregon Laws 1977, and applicable provisions of ORS Chapter 351; and

BE IT FURTHER RESOLVED that the maturity dates and principal installments of said bonds be as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>June 1, 1980</td>
<td>$ 80,000</td>
<td>June 1, 1994</td>
<td>$180,000</td>
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<td>85,000</td>
<td>June 1, 1995</td>
<td>190,000</td>
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<td>June 1, 1982</td>
<td>90,000</td>
<td>June 1, 1996</td>
<td>205,000</td>
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<td>June 1, 1983</td>
<td>95,000</td>
<td>June 1, 1997</td>
<td>215,000</td>
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<td>June 1, 1984</td>
<td>100,000</td>
<td>June 1, 1998</td>
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<td>June 1, 1985</td>
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<td>June 1, 1986</td>
<td>115,000</td>
<td>June 1, 2000</td>
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<td>June 1, 1990</td>
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<td>June 1, 2004</td>
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<td>June 1, 1991</td>
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<td>June 1, 1992</td>
<td>160,000</td>
<td>June 1, 2006</td>
<td>365,000</td>
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<tr>
<td>June 1, 1993</td>
<td>170,000</td>
<td>June 1, 2007</td>
<td>395,000</td>
</tr>
</tbody>
</table>

BE IT FURTHER RESOLVED that the State Board of Higher Education furnish to the original purchaser of said bonds, without cost to him, the written opinion of accredited bond attorneys certifying to the validity and legality of the said bonds; and
BE IT FURTHER RESOLVED that the said bonds be the direct general obligations of the State of Oregon, and that, except as to the variations in the interest rates and maturities, they be of uniform tenor and be in substantially the following form, prepared by the Attorney General of the State of Oregon:

Number  UNITED STATES OF AMERICA
        STATE OF OREGON
        STATE BOARD OF HIGHER EDUCATION
        FACILITIES BOND

$5,000 SERIES 1977 B $5,000

KNOW ALL MEN BY THESE PRESENTS, that the STATE OF OREGON acknowledges itself to owe and for value received hereby promises to pay to bearer the principal sum of $5,000, on the first day of June, 1977, with interest on said sum from the date hereof until paid, at the rate of 8% per annum, payable semiannually on the first day of June and the first day of December in each year, as evidenced by, and upon the presentation and surrender of, the interest coupons hereto annexed as they severally become due. Both the principal of and the interest on this bond are payable at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America.

The bonds of the issue of which this bond forms a part, maturing on and after June 1, 1992 may be redeemed at the option of the State of Oregon, on and after June 1, 1992, at par and accrued interest, on any interest-paying day or days in inverse numerical order or in the entire amount of the issue outstanding at call date, upon notice given by the Treasurer of the State of Oregon at least thirty (30) days prior to the redemption date specified therein, by publication thereof in one issue of a newspaper or financial journal of general circulation printed and published within the City and State of New York, and one issue of a newspaper of general circulation printed and published within the City of Salem, Oregon. From the date of redemption designated in any such notice, interest on the bonds so called for redemption shall cease.

This bond is issued by the State of Oregon in conformance to its Constitution and under and by virtue of and in all respects in full and strict compliance with its laws, and in particular Article XI-G of the Oregon Constitution, Chapter 560, Oregon Laws 1977, and applicable provisions of CRS Chapter 351, for the purpose of financing the cost for the acquisition of land and improvements to land, and for the planning, constructing, altering, repairing, furnishing, and equipping buildings, facilities, and structures for the Department of Higher Education; and for payment of costs incident to the sale and issuance of the bonds.

The full faith and credit of the State of Oregon hereby are irrevocably pledged to the punctual payment of the interest on and the principal of this bond as the same become due and payable respectively.

IN TESTIMONY WHEREOF, the STATE OF OREGON has caused this bond to be signed by the Governor and by the Secretary of State with their facsimile signatures, and by the State Treasurer, and sealed with the seal of the State of Oregon, and has caused the annexed interest coupons to be executed with the facsimile signatures of its said officers, all as of the first day of December, 1977.

Governor

(SEAL)

Secretary of State

State Treasurer
FORM OF COUPON

(For coupons maturing on June 1, 1978, up to and including June 1, 1992)

No. On the first day of June, 1978, THE STATE OF OREGON will pay the bearer ___________________ DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, State Board of Higher Education Facilities Bond, Series 1977 B, No. ______. 

(facsimile) (facsimile) (facsimile)
State Treasurer Secretary of State Governor

(For coupons maturing on and after December 1, 1992)

No. On the first day of December, 1992, unless the bond hereinafter designated shall have been called for previous redemption and due provision made for the payment thereof, THE STATE OF OREGON will pay the bearer ___________________ DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, State Board of Higher Education Facilities Bond, Series 1977 B, No. ______. 

(facsimile) (facsimile) (facsimile)
State Treasurer Secretary of State Governor

The foregoing bond and coupon forms hereby are approved as to legal form this _____ day of ______, 1977.

JAMES A. REDDEN, Attorney General of the State of Oregon

BE IT FURTHER RESOLVED that, as provided by ORS 351.430, the Secretary of the Board be and hereby is authorized to advertise the said STATE OF OREGON, STATE BOARD OF HIGHER EDUCATION FACILITIES BONDS, SERIES 1977 B, for public sale thereof on or about November 18, 1977, at a price of not less than $100 for each $100 par value thereof, and the accrued interest thereon, and the notice of sale to specify that the Board reserves the right to reject any or all bids for the bonds; and
BE IT FURTHER RESOLVED that the Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to have the Oregon Municipal Debt Advisory Commission produce, in accordance with ORS 287.020, a bond prospectus for bonds issued pursuant to this resolution.

BE IT FURTHER RESOLVED that the Secretary and Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to deliver the bonds and to receive payment therefor.

Board Discussion and Action

Upon motion by Mr. Ater, the Board approved the recommendations and duly adopted the resolution as presented, with the following voting in favor of adoption: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

The President of the Board thereupon declared the resolution duly adopted by a unanimous vote.

$10,425,000 State Staff Recommendation to the Board of Oregon, Community College and Education Center Bonds, Series 1977 C (Article XI-G)

The Board of Education has requested the Board of Higher Education to sell, with the approval of the State Treasurer, $10,425,000 par value general obligation bonds of the State of Oregon. Authorization for the sale is granted by Chapter 711, Oregon Laws 1977, Article XI-G of the Oregon Constitution, and applicable provisions of ORS Chapters 341 and 351. The moneys realized from the sale of the bonds are appropriated for the biennium beginning July 1, 1977, for reimbursement of community college expenditures made to construct facilities. The reimbursements provided by these bond moneys constitute the state's final settlement for community college capital construction up to June 30, 1977. These funds will not reimburse community colleges for expenditures made to construct student or faculty housing or provide spectator seating for athletic events. The total construction reimbursement appropriation for this biennium is $20,850,000, with $10,425,000 to be provided by the General Fund and $10,425,000 to be provided from the sale of general obligation bonds.

It was recommended that the Board authorize the sale of said Series 1977 C bond issue through approval of the following resolution by roll call vote:

$10,425,000 STATE OF OREGON, COMMUNITY COLLEGE AND EDUCATION CENTER BONDS, SERIES 1977 C

RESOLUTION

WHEREAS, THE STATE BOARD OF HIGHER EDUCATION has received a certification dated August 12, 1977, from the State Board of Education, pursuant to law, including Chapter 711, Oregon Laws 1977, that the State Board of Education requests the sale of $10,425,000 bonds authorized for issuance for community colleges and education centers under Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351; and

WHEREAS, THE STATE BOARD OF HIGHER EDUCATION, with the approval of the State Treasurer, shall sell such general obligation bonds of the State of Oregon, of the kind and character prescribed by said Article as the State Board of Education determines is necessary to provide an aggregate amount not exceeding $10,425,000 for state aid on building projects for community colleges and education centers, as authorized by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351; and
WHEREAS, THE STATE BOARD OF HIGHER EDUCATION deems it necessary, pursuant to law, including Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351, to sell general obligation STATE OF OREGON, COMMUNITY COLLEGE AND EDUCATION CENTER BONDS, SERIES 1977 C, in the principal amount of $10,425,000 to provide for state aid on building projects for community colleges and education centers; now therefore,

BE IT RESOLVED BY THE STATE BOARD OF HIGHER EDUCATION OF THE STATE OF OREGON that, with the approval of the State Treasurer of the State of Oregon, TEN MILLION FOUR HUNDRED TWENTY-FIVE THOUSAND DOLLARS ($10,425,000) par value of bonds authorized by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351, be issued and sold; and

BE IT FURTHER RESOLVED that the said bonds totaling TEN MILLION FOUR HUNDRED TWENTY-FIVE THOUSAND DOLLARS ($10,425,000) par value be issued and the proceeds from the sale of these STATE OF OREGON, COMMUNITY COLLEGE AND EDUCATION CENTER BONDS, SERIES 1977 C, be used for the purpose of providing for state aid on building projects for community colleges and education centers as provided by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351, and for payment of costs incident to the sale and issuance of the bonds; and

BE IT FURTHER RESOLVED that the principal of and the interest on all of the bonds issued pursuant to this resolution be paid on the due dates thereof at the Fiscal Agency of the State of Oregon, in the City and State of New York, and that the said bonds be designated STATE OF OREGON, COMMUNITY COLLEGE AND EDUCATION CENTER BONDS, SERIES 1977 C, and be numbered consecutively; and

BE IT FURTHER RESOLVED that the said bonds be dated December 1, 1977, be issued in denominations of $5,000 each, and mature upon the dates and in the principal installments hereinafter in this resolution set forth, subject to redemption in inverse numerical order at par value and accrued interest on any interest-paying date on and after June 1, 1992, from the moneys and revenues indicated by law, including Article XI-G of the Constitution of the State of Oregon, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351; and

BE IT FURTHER RESOLVED that the maturity dates and principal installments of said bonds be as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 1980</td>
<td>$150,000</td>
</tr>
<tr>
<td>June 1, 1981</td>
<td>$160,000</td>
</tr>
<tr>
<td>June 1, 1982</td>
<td>$170,000</td>
</tr>
<tr>
<td>June 1, 1983</td>
<td>$180,000</td>
</tr>
<tr>
<td>June 1, 1984</td>
<td>$190,000</td>
</tr>
<tr>
<td>June 1, 1985</td>
<td>$205,000</td>
</tr>
<tr>
<td>June 1, 1986</td>
<td>$215,000</td>
</tr>
<tr>
<td>June 1, 1987</td>
<td>$230,000</td>
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<tr>
<td>June 1, 1988</td>
<td>$240,000</td>
</tr>
<tr>
<td>June 1, 1989</td>
<td>$255,000</td>
</tr>
<tr>
<td>June 1, 1990</td>
<td>$270,000</td>
</tr>
<tr>
<td>June 1, 1991</td>
<td>$290,000</td>
</tr>
<tr>
<td>June 1, 1992</td>
<td>$305,000</td>
</tr>
<tr>
<td>June 1, 1993</td>
<td>$325,000</td>
</tr>
<tr>
<td>June 1, 1994</td>
<td>$345,000</td>
</tr>
<tr>
<td>June 1, 1995</td>
<td>$365,000</td>
</tr>
<tr>
<td>June 1, 1996</td>
<td>$385,000</td>
</tr>
<tr>
<td>June 1, 1997</td>
<td>$410,000</td>
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<tr>
<td>June 1, 1998</td>
<td>$435,000</td>
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<tr>
<td>June 1, 1999</td>
<td>$460,000</td>
</tr>
<tr>
<td>June 1, 2000</td>
<td>$490,000</td>
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<tr>
<td>June 1, 2001</td>
<td>$515,000</td>
</tr>
<tr>
<td>June 1, 2002</td>
<td>$550,000</td>
</tr>
<tr>
<td>June 1, 2003</td>
<td>$580,000</td>
</tr>
<tr>
<td>June 1, 2004</td>
<td>$615,000</td>
</tr>
<tr>
<td>June 1, 2005</td>
<td>$655,000</td>
</tr>
<tr>
<td>June 1, 2006</td>
<td>$690,000</td>
</tr>
<tr>
<td>June 1, 2007</td>
<td>$745,000</td>
</tr>
</tbody>
</table>

BE IT FURTHER RESOLVED that the State Board of Higher Education furnish to the original purchaser of said bonds, without cost to him, the written opinion of accredited bond attorneys certifying to the validity and legality of the said bonds; and
BE IT FURTHER RESOLVED that the said bonds be the direct general obligations of the State of Oregon, and that, except as to the variations in the interest rates and maturities, they be of uniform tenor and be in substantially the following form, prepared by the Attorney General of the State of Oregon:

<table>
<thead>
<tr>
<th>Number</th>
<th>UNITED STATES OF AMERICA</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>STATE OF OREGON</td>
<td>$5,000</td>
</tr>
<tr>
<td>COMMMUNITY COLLEGE AND EDUCATION CENTER BOND</td>
<td>SERIES 1977 C</td>
<td></td>
</tr>
</tbody>
</table>

KNOW ALL MEN BY THESE PRESENTS, that the STATE OF OREGON acknowledges itself to owe and for value received hereby promises to pay to bearer the principal sum of $5,000 on the first day of June, 19__, with interest on said sum from the date hereof until paid, at the rate of ________% per annum, payable semiannually on the first day of June and the first day of December in each year, as evidenced by, and upon the presentation and surrender of, the interest coupons hereto annexed as they severally become due. Both the principal of and the interest on this bond are payable at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America.

The bonds of the issue of which this bond forms a part, maturing on and after June 1, 1993, may be redeemed at the option of the State of Oregon, on and after June 1, 1992, at par and accrued interest, on any interest-paying day or days in inverse numerical order or in any other order in the entire amount of the issue outstanding at call date, upon irrevocably given by the Treasurer of the State of Oregon at least thirty (30) days prior to the redemption date specified therein, by publication thereof in one issue of a newspaper or financial journal of general circulation printed and published within the City and State of New York, and one issue of a newspaper of general circulation printed and published within the City of Salem, Oregon. From the date of redemption designated in any such notice, interest on the bonds so called for redemption shall cease.

This bond is issued by the State of Oregon in conformance to its Constitution and under and by virtue of and in all respects in full and strict compliance with its Laws, and in particular Article XI-C of the Oregon Constitution, Chapter 711, Oregon Laws 1977, and applicable provisions of ORS Chapters 341 and 351, for the purpose of providing for state aid on building projects for community colleges and education centers, and for payment of costs incident to the sale and issuance of the bonds.

The full faith and credit of the State of Oregon hereby are irrevocably pledged to the punctual payment of the interest on and the principal of this bond as the same become due and payable respectively.

IN TESTIMONY WHEREOF, the STATE OF OREGON has caused this bond to be signed by the Governor and by the Secretary of State with their facsimile signatures, and by the State Treasurer, and sealed with the seal of the State of Oregon, and has caused the annexed interest coupons to be executed with the facsimile signatures of its said officers, all as of the first day of December, 1977.

Governor

(SEAL)

Secretary of State

State Treasurer
FORM OF COUPON

(For coupons maturing on June 1, 1978, up to and including June 1, 1992)

No. On the first day of June, 1978, THE STATE OF OREGON will pay the bearer

$____________

DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, Community College and Education Center Bond, Series 1977 C, No. __________.

(State Treasurer) (facsimile) (Secretary of State) (facsimile) (Governor) (facsimile)

(For coupons maturing on and after December 1, 1992)

No. On the first day of December, 1992, unless the bond hereinafter designated shall have been called for previous redemption and due provision made for the payment thereof, THE STATE OF OREGON will pay the bearer

$____________

DOLLARS

at the Fiscal Agency of the State of Oregon, in the City and State of New York, in any coin or currency which, at the time of payment, is legal tender for the payment of public and private debts within the United States of America, for six months' interest then due on State of Oregon, Community College and Education Center Bond, Series 1977 C, No. __________.

(State Treasurer) (facsimile) (Secretary of State) (facsimile) (Governor) (facsimile)

The foregoing bond and coupon forms hereby are approved as to legal form this _______ day of ________, 1977.

JAMES A. REDDEN, Attorney General of the State of Oregon

BE IT FURTHER RESOLVED that, as provided by ORS 351.430, the Secretary of the Board be and he hereby is authorized to advertise the said STATE OF OREGON, COMMUNITY COLLEGE AND EDUCATION CENTER BONDS, SERIES 1977 C, for public sale thereof on or about November 18, 1977, at a price of not less than $100 for each $100 par value thereof, and the accrued interest thereon, and the notice of sale to specify that the Board reserves the right to reject any or all bids for the bonds; and
BE IT FURTHER RESOLVED that the Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to have the Oregon Municipal Debt Advisory Commission produce, in accordance with ORS 287.020, a bond prospectus for bonds issued pursuant to this resolution.

BE IT FURTHER RESOLVED that the Secretary and Vice Chancellor for Administration of the State Board of Higher Education be authorized to effect the necessary arrangements to deliver the bonds and to receive payment therefor.

Board Discussion and Action

Upon motion by Mr. Wyss, the Board approved the recommendations and duly adopted the resolution as presented, with the following voting in favor of adoption: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

The President of the Board thereupon declared the resolution duly adopted by a unanimous vote.

In response to a question during the discussion of the bond issues, Mr. Holmer said the objective in setting maturity dates for the bond issue was to achieve a relatively level annual debt service, considering the fact that interest declines as the principal is paid.

Mr. Hunderup explained the basis for determining the proceeds required for the auxiliary enterprise capital construction program and the educational and general plant projects. He also indicated the distribution of the proceeds among the various projects.

(Considered by Committee of the Whole, August 26, 1977; present--Perry, Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, Moore, Wyss.)

President William Boyd of the University of Oregon, acting with the concurrence of the Faculty Advisory Council, and after review by an ad hoc faculty/student committee on the School of Librarianship, recommends to the Board that the University be authorized to terminate the School of Librarianship, as presently constituted, at the conclusion of the summer term 1978. The findings and recommendations of the ad hoc committee are presented in Appendix A, pp. 13-21 of the full report.

President Boyd's recommendation is presented herewith to the Board for consideration in the light of the following recommendation and discussion prepared for the Board by the Board's Office.

Staff Recommendation to the Committee

The Board's Office recommended:

1. That the University be authorized to suspend its operation of the School of Librarianship, effective with the close of the summer term 1978;

2. That the University continue an active program for preparation of school librarian/media specialists;

3. That the State System seek to secure legislative funding to give Oregon residents access to schools of librarianship in other western universities under the WICHE student exchange program in librarianship, during such time as the School of Librarianship is inactive;
4. That the University and other State System institutions seek to work cooperatively with the State Librarian, the Oregon Library Association, and other agencies and groups interested in the advancement of library services to the people of Oregon, in the development of both non-credit and credit programs of continuing education for library workers; that the University explore, in particular, its capacities for cooperation in these continuing education programs during the summer terms, utilizing selected, qualified members of the Library staff, members of the school librarian/media specialist program staff, and possibly, visiting faculty from sister institutions in and out of the State System.

Discussion and Recommendation by the Committee

Dr. Romney made a brief presentation of the University of Oregon request for authorization to terminate the School of Librarianship. He observed that:

The University's recommendation grows out of efforts of the University administration and faculty to re-evaluate institutional priorities in the face of difficult fiscal problems arising out of (a) stabilizing and sometimes declining enrollments and budgets, and (b) shifting student interests, calling for reallocation of resources among departments, schools, and colleges of the University.

The recommendation from the University comes to the Board after a great deal of deliberation on the part of various elements within the academic community extending over a period of months. The elements of the academic community involved included (1) the President and his administrative staff, (2) the faculty advisory council, an official faculty body consisting of seven faculty members elected by the faculty at large to meet regularly with the President to advise with him on matters of moment to the University, and (3) an ad hoc committee of faculty and students appointed at the instance of the faculty advisory council, specifically to review the school of librarianship, and to examine the validity of the President's tentative conclusion to seek Board authorization to terminate the school of librarianship.

In closing out the school of librarianship in its present form, the University hopes to be able to accomplish several important objectives:

In the face of the current fiscal situation, to concentrate its resources in fewer fields of instruction, thus enabling the University to provide more adequate support for those programs it does offer.

The University's programs are generally underfunded when compared with similar programs offered in sister institutions in the Association of American Universities. Concentrating the University's resources on a narrower range of programs should generally provide an improved support level.

If the school of librarianship were to be continued, the University estimates that it would require the addition of as much as $100,000 to $150,000 to the school's annual budget to bring the school to the level of quality and service desired by the University. These additional funds could only be put into the school's budget at the expense of other programs offered by the University, many of which need shoring up and could ill afford any reduction in fiscal support.

To shore up the other areas of the University curriculum by taking a significant portion of the present library school budget of $245,000 to strengthen other University programs, either by serving as an offset against University budget reductions, or as a direct reallocation of University funds to one or more programs.
To reduce the University's librarianship program from one offering master's level preparation for school, public, academic, and special librarians to one offering only preparation for school librarians.

The issues involved in this instance are difficult, and there are many persons in Oregon who oppose the University's proposal to terminate the school. Writers of letters and resolutions sent to the University and the Board's Office with respect to this matter were, with rare exception, opposed to the closure of the school. A summary analysis of the contents of the letters received is included in the Board's Office report to the Board, and the resolutions are included verbatim. A fair representation of those who oppose the closure of the school was present in the audience prepared to testify.

The University's recommendation reflects the University's view that when budget cuts must be taken by the University, least harm to the University's program and its capacity for effective service will be done by making heavy budget cuts in a few units (or even by suspending some units) than by spreading the budget cuts over a large number of programs which are already underfunded. Thus, in this instance, the University is cutting the budget of the School of Community Service and Public Affairs by approximately one-half (more than $250,000), and is proposing to suspend operation of the School of Librarianship.

In taking the proposed action, the University would hope still to render service to the librarianship profession.

- It would maintain (in the College of Education) a program for the preparation of school librarians/media specialists meeting the qualifications necessary to certification by the Teacher Standards and Practices Commission.

- The University would desire to cooperate with the State Librarian and the Oregon Library Association in developing and staffing continuing education programs, particularly in the summers, using selected qualified members of the University's library staff, members of the school librarian/media specialist staff in the College of Education, and, possibly, visiting faculty from sister institutions in and out of the State System.

- The University would support efforts to secure legislative funding to permit Oregon residents to seek professional librarian training in one of the eight other WICHE institutions offering a Master of Library Science program.

There is no denying, Dr. Romney said, that the University's capacity for service to libraries and librarians in Oregon would be reduced by a suspension of the School of Librarianship; or that fewer Oregonians will have access to programs leading to library careers; or that to a limited degree, the numbers of qualified librarians in the market place in which the smaller Oregon libraries shop for staff is likely, in the future, to be smaller than they have been with the University of Oregon School of Librarianship in being.

President William Boyd of the University of Oregon testified, saying that the issue before the Board is a most difficult one—an arguable one, and not an open and shut case. There is a need for a school of librarianship in Oregon, he said. But Oregon does not have the funds to meet all of its educational needs, and some difficult choices must be made in a period through that which we are now passing. The University feels, he said, that, considering all factors, including the limited funding available to it, the University can make its best contribution by not attempting to meet this particular need, under present circumstances, and by concentrating its resources in serving other needs that are also important to the
people of the state. He recognized, he said, that the University is viewing this issue from the University's vantage point, and that the Board may view it from quite another and broader perspective. He said that the University feels that if it is to retain the school it must bring the school up to at least the average level of quality in the University and this would require funding the University does not have and does not anticipate possessing in the immediate future.

Although the School of Librarianship is well patronized now, President Boyd said that he did not feel that such patronage could be counted on in the future. More than 60% of the students are from out-of-state.

Survey data indicate that one of the reasons why out-of-state students came to the Oregon librarianship program was its comparatively low tuition cost. With nonresident graduate students now required to pay an out-of-state tuition fee, this special advantage is lost, with a likely predictable impact on the school's ability to attract nonresident students.

The University's decision is not purely a fiscal one, although fiscal elements are important. Some may ask why the University doesn't keep the school going, the staff entitlement generated by its enrollments should provide resources for its maintenance. But, President Boyd asserted, the University is unwilling to maintain the school at its present level of quality, and it cannot find the resources to raise the school to the quality level considered necessary by the University.

The question has been asked whether the University will lose staff entitlements by closing the librarianship school. He said that he felt it would not, that by reallocation of funds other areas of the University which are under pressure to expand will expand so that no staff entitlement would be lost by suspending the school. These areas are areas of strength which will deteriorate if additional resources are not found for them.

Given current trends, it's going to be necessary to make a number of other very difficult program decisions in the University, in the future--as difficult as the current one, perhaps. But the University feels, President Boyd said, that the alternative, namely, skimming some money off the top of all programs in the University would be the poorer alternative in terms of the long-run quality of the University.

Mr. Wyss asked what portion of the $245,000 budget for the school of librarianship would be required to maintain a program for preparation of school librarians/media specialists in the college of education; and how would the funds that would be sought for the WICHE student exchange program fit into the University's calculations.

President Boyd said that some members of the school of librarianship faculty are tenured and these would be retained and shifted to the College of Education in which the school librarian/media specialist program would be offered. The funds covering their salaries would be merely transferred to the College of Education. He had not worried about the WICHE question since that is not his problem, he said. However, he said, Oregon cannot offer educational programs to serve all fields of interest and just whose educational interests will be served is one of the Board's problems.

Mr. Ingalls asked about the relative trade-offs financially were the school of librarianship to be suspended and funds sought to support a limited WICHE student exchange program. Dr. Romney indicated that the cost per student in the WICHE program is $5,400 per student, the total cost depending on the number of spaces made available to Oregon students. For 20 students the sum would be roughly $108,000.
Mr. Wyss asked what would be required to bring the school of librarianship up to the level of quality deemed adequate by the University. President Boyd indicated that it would be on the order of $100,000.

Mrs. Feves asked how, if the school has recently met accreditation standards, it can be an inadequate school. President Boyd asserted that were the school to be evaluated for accreditation now, he felt reasonably certain that it could not meet accreditation standards. To maintain accreditation would require the expenditure of substantial sums of money, he said.

President Boyd said that the options a president of a university must face in a time of strictures are determined by what is possible to do. Sometimes one can visualize things that would be preferable or more desirable than the option one selects, but the preferable or more desirable things are sometimes simply not possible, given the actual, practical circumstances. Unless something totally unexpected happens to enrollments, the University faces a reduction in budget of approximately $400,000 annually for two consecutive years, to say nothing of the underfunding of the budget by the Legislature. To talk about reallocating money to librarianship to upgrade the school might be a hope, but the brute fact is that the University simply hasn't the funds to make such reallocation.

Mr. Wyss asked whether the staff of the school of librarianship had been asked to indicate where in the University they think funds might be raised to permit the improvement in quality in the school of librarianship.

President Boyd said that they had not been. He said it is not customary in academic circles for the president to announce to the faculty that some program or programs on campus must be closed down or suspended, and which does each department think should be closed down. To ask for such a response, he said, would be to ask faculty to testify against themselves, or to act as the executioner of their colleagues, which leaves a lot of scar tissue around the academic community. Such an approach would be divisive and destructive of collegiality, he said.

Mr. Anderson asked how long President Boyd envisioned it would be before the impact of the savings to be realized from suspension of the school would be felt. It would not be before the second year of this biennium, President Boyd indicated. Mr. Anderson said that he found it difficult to see how the University would approach the $400,000 budget reduction with the cuts being made in the School of Community Services and Public Affairs, and the savings to be realized from the suspension of the School of Librarianship.

President Boyd said that, for 1977-78, the University was relying on other things including reduction in pay to meet the $400,000 budget reduction. That, too, like the decision relating to the school of librarianship, was an unpopular decision, he said.

Mr. Ingalls asked whether it was Board rules or legislative enactment that required the Board to act on proposals to drop programs. Chancellor Lieuallen responded that any program that required Board approval to offer is considered to require Board approval if it is to be dropped.

The following persons opposing the closure of the school testified:

- Ms. Mary Bates, Librarian, Blue Mountain Community College, President Pacific Northwest Library Association, former President Oregon Library Association, sometimes visiting instructor in the School of Librarianship.
- Senator Walter Brown, Law Librarian, Lewis and Clark College.
- The Reverend John G. Craig, President of the Friends of the Public Library in Eugene.
Ms. Carol Hildebrand, Library Director, Lake Oswego Public Library, immediate past president of the Oregon Library Association.

Ms. Marcia Lowell, State Librarian.

Dr. Carl Hintz, retired former Director of Libraries, University of Oregon.

Mr. James Maxwell, Director of the Instructional Media Center for Lane Intermediate District, Eugene, chairman of the certification committee of the Oregon Educational Media Association, and member of the certification committee of the American Association of School Librarians.

Patricia Konopatzke, media specialist, Elmira High School.

The following points generally summarize the testimony given.

The School of Librarianship has an important role to play in continuing education. It has been the means of securing federal funding that made possible the offering of some continuing education activities for librarians in the eastern region of Oregon. Prior to the establishment of the school, the University had not offered such services--services needed if help is to be brought to the libraries of the sparsely settled areas of eastern Oregon. The Oregon Library Association and the State Librarian need the assistance of a school of librarianship.

The pool of professionally prepared librarians from which Oregon employers of librarians (particularly employers of public, academic, and special librarians) will not be so large if the school of librarianship is suspended, perhaps affecting adversely the ability of smaller communities in Oregon to get professionally prepared librarians.

The school librarian/media specialist program offered through the College of Education, as proposed by the University, will not lead to the master of library science degree, and some of the courses offered in that program may not be acceptable in transfer to a professional library program in other institutions should the student desire to go on for more graduate work.

The National Commission on Library Information Sciences is working in conjunction with other national interests in the promotion of systematic evaluation in the several states as to what may be done to shore up libraries and library services; the school of librarianship could be of help in promoting this kind of investigation and coordination in Oregon.

The quality of the school of librarianship may have deteriorated in part because of the knowledge of the possible phasing out of the school. The school was re-accredited in 1976.

For the first time the Legislature has provided several hundred thousand dollars ($300,000) to the State Library in support of improving library services in Oregon; the school of librarianship would be of help to the State Librarian in the furthering of these efforts under the auspices of the State Library.

The lay public is not aware of the pervasive function and role of librarians in American society—in libraries, in schools, in business, in the professions (e.g., law, medicine, etc.). If they were, they would be more interested in furthering librarianship training.
The school of librarianship has been a good quality school in the past, and can be again. Its students generally speak well of it. If out-of-state students diminish in numbers, their places will be taken by Oregon residents.

The library is the focal point, or could be, of the cultural life of our communities. Preparation of professionally-trained librarians to staff these libraries is important to Oregon's future. The Board ought, therefore, to assure the maintenance of an accredited school of librarianship for the preparation of professionals in a field of equal importance with many other professional fields for which professionals are trained in State System institutions.

Perhaps the Board ought to postpone action on the University’s request for authorization to close the school of librarianship, allowing the school another year (two years total) in which to prove itself and for investigation as to ways in which the school might be maintained in the future. This would also allow opportunity for consideration of the fiscal issues when the 1979 Legislature meets. Criteria for selection of programs to be suspended, or dropped, ought to be worked out.

The function of continuing education for librarians is important—particularly in the case of public librarians, many of whom lack professional training. Ways must be found either through the State Librarian's staff or the school of librarianship, or both, of providing that continuing education. What is not available in a school of librarianship will have to be made available on the staff of the State Librarian, and the State Librarian's estimate is that it will require 3 to 4 persons on her staff to handle continuing education, if the school of librarianship cannot provide help. The State Librarian would be willing to put some funding into persons on the school of librarianship staff to help meet the continuing education needs of the state.

The University's assertion that it will maintain a program for preparation of school librarians/media specialists unwarrantedly implies that less professional training is required for school librarians than for other types of librarians (e.g., public, academic, special). In the judgment of some, there are already sufficient programs in Oregon for the preparation of school librarians/media specialists. What is needed is the continuation of a professional school of librarianship, in which school librarians and other types of librarians can be trained in a wholly professional atmosphere.

Rapidly expanding knowledge needs of society require a sophistication on the part of librarians of all types that makes it critical that continuing education be available to librarians, and the school of librarianship is an important partner in providing such opportunities. This is true of the school librarians in the small schools of Oregon as well as in the large ones.

In the course of the Board's discussion with those testifying a number of matters were touched on.

Mrs. Carpenter spoke briefly of the importance of libraries and librarians to the social and economic well-being of Oregon, and of society generally. The great expansion of knowledge, and the increasing need for effective access to that knowledge makes the library and the librarian of tremendous importance to society, she observed.
Mr. Wyss asked whether in the judgment of the Reverend Mr. Craig, libraries are being increasingly used by retired persons. Mr. Craig responded that in his judgment, they are. He spoke of the great diversity of materials available in the libraries (e.g., tapes, films, artistic materials). He spoke too of the importance of volunteer service in helping libraries.

Mr. Ater questioned the wisdom of holding an axe over the school of librarianship for another year as had been proposed in the testimony cited above.

Mrs. Carpenter asked whether the State Librarian was supportive of the idea of endeavoring to make a case before the 1979 Legislature for the maintenance of a school of librarianship. Ms. Lowell said that she was.

Did the State Librarian propose to play a strong role in promoting continuing education for librarians in Oregon, as suggested in the Board's Office report to the Board? Ms. Lowell responded vigorously in the affirmative.

Mr. Ater asked what the distinction is between suspension of the school and termination of the school. Chancellor Lieuallen and Dr. Romney responded that if the school is suspended, the University could reanimate the school whenever the fiscal picture would permit. The Chancellor indicated that two ways for the fiscal picture to change would be for the enrollment picture at the University to brighten, or for the sentiment in support of the library school to be so strong that the 1979 Legislature might be moved to provide additional support.

Mr. Wyss asked whether it is true that in other states the chief place in which continuing education is supported or administered is at the State Library level. The State Librarian responded affirmatively.

Mr. Wyss asked whether the State Library in Oregon was prepared to assume that role if the school of librarianship were closed. The State Librarian indicated that it is not.

Mr. Anderson asked Dr. Romney to respond to the view expressed by one witness to the effect that the proper place for preparation of school librarians is in a school of librarianship. Dr. Romney noted that in Oregon those persons in the public schools responsible for administration of the school library are known as media specialists and are certificated by the Teacher Standards and Practices Commission, the same agency that is responsible for certification of all other professional persons employed in the public schools (e.g., teachers, counselors, school administrators, specialists in various kinds of special education, psychologists). The media specialist must be certificated as a teacher, in addition to being certified as a media specialist, and must be prepared to work effectively in the teaching situation, instructing both staff and students in the uses to which educational media (including all the materials customarily found in today's libraries) can be put in the teaching/learning process. He said that the programs for preparation of school librarians/media specialists offered at Southern Oregon State College, Oregon College of Education, and Portland State University are very well regarded by the Teacher Standards and Practices personnel and others.

The Board, as a Committee of the Whole, then discussed the staff recommendation and the testimony received.

Mrs. Carpenter asserted that she would like to add to the Board's Office recommendation to the Board, a recommendation that the staff be asked to seek ways to discuss this issue further with the Legislature. It seemed to her, she said, that the need for a school of librarianship is very well established and that the state has
an obligation to meet that need. She recognized, she said, that funding is institution-related and that it did appear that the University of Oregon has some problems that have led it to its decision to request authorization to suspend operation of the school. But she said that, given the importance of the needs in Oregon, the staff should be asked to consider ways that in the 1979-1981 biennium the school could be reanimated at a level of quality commensurate with the University's aspirations.

Chancellor Lieuallen responded that with that admonition, the Board's Office would seek to explore what might be done to respond to Mrs. Carpenter's admonition.

Mr. Ingalls noted that the action being proposed would result in a heavier tax load for the taxpayer but that Mrs. Carpenter's suggestion of seeking relief from the Legislature might well be taken into consideration by the Board.

Mr. Wyss queried whether, in bringing such a matter to the attention of the Legislature, the Board is not inviting the Legislature to become enmeshed in making decisions about educational programs--which decisions ought rightfully to be made by the State Board of Higher Education.

Mr. Ingalls expressed the view that Mrs. Carpenter's proposal is merely asking that the Legislature provide some financial relief for the position in which the Board finds itself because of prior legislative decisions.

Mr. Harms said that he would vote for the staff recommendation, augmented by the recommendation Mrs. Carpenter had suggested, but that he agreed with Mr. Wyss, that there is some inconsistency involved and that it does concern him.

Mr. Ater noted that he is the secretary and counsel for Blackwell North America, which is a major library vendor, but this fact does not, in his opinion, constitute a conflict of interest. Further, that his acquaintance with libraries through this relationship had given him some insight into libraries and their problems. It seemed to him, he said, that from the written material presented by the Board's Office and from the discussion, what the Board has is a conflict between institutional budgeting and prioritizing and System budgeting and prioritizing. The institution has made a very tough decision. The Board ought not to interfere with institutional budget decisions unless they are clearly wrong or inconsistent with Board policies. On the other hand, in this instance, there appears to be a great need for the services made available by a school of librarianship. Enrollments have increased markedly in the school over the last 6 or 7 years. It troubled him, he said, to be cutting out a program that is as vital and needed as a program for preparation of librarians. He hoped, he said, that the staff would further explore ways in which this needed service might be rendered to the people of Oregon. The Board needs to come to grips, he said, with how to deal with issues of this kind arising from institutional budgeting and prioritizing and System budgeting and prioritizing.

Mr. Perry asked whether the staff recommendation #4 does not express what Mr. Ater had in mind.

Mr. Ater responded that what he hoped would be done is that the staff would, before the meeting of the Board, make further efforts to explore ways in which the services provided by a school of librarianship might be maintained in the future. He said that he felt impelled to uphold the University's decision, but that he considered it unfortunate if the State System should fail to provide the services necessary to the flourishing of libraries in the State of Oregon. Mr. Ingalls said that he was bothered by the fact that what would be suspended under the University and staff recommendations is a service that is unique in the state, while we continue a range of services that are duplicated in two or more institutions of the state.
Mr. Moore asserted that he would support the staff recommendation modified by Mrs. Carpenter's statement. He thanked those who had testified before the Board and assured them that their testimony had been helpful in giving the Board an awareness of the importance of librarianship training.

The following four-item staff recommendation, amended by the addition of a fifth point by Mrs. Carpenter, was then voted on by the Committee of the Whole. The vote was unanimous in support.

Committee Recommendation

It was recommended:

1. That the University be authorized to suspend its operation of the School of Librarianship, effective with the close of the summer term 1978;

2. That the University continue an active program for preparation of school librarian/media specialists;

3. That the State System seek to secure legislative funding to give Oregon residents access to schools of librarianship in other western universities under the WICHE student exchange program in librarianship, during such time as the School of Librarianship is inactive;

4. That the University and other State System institutions seek to work cooperatively with the State Librarian, the Oregon Library Association, and other agencies and groups interested in the advancement of library services to the people of Oregon, in the development of both non-credit and credit programs of continuing education for library workers; that the University explore, in particular, its capacities for cooperation in these continuing education programs during the summer terms, utilizing selected, qualified members of the Library staff, members of the school librarian/media specialist program staff, and possibly, visiting faculty from sister institutions in and out of the State System.

5. That, in recognition of the Board's feeling that there is a strong need for a program for preparation of librarians, the Board's Office seek in consultation with appropriate institutional, legislative, executive branch officials as may be necessary ways of maintaining such a program in the State System at a reasonable level of quality in the future.

Board Discussion and Action

Dr. Romney summarized the main points set forth in the Committee discussion. He said the Committee had expanded the staff recommendations to seek ways of maintaining in the future a program for the preparation of librarians at a reasonable level of quality.

In response to this recommendation, the Chancellor and Dr. Romney met with representatives of the Governor's Office, the Legislative Fiscal Office, President Boyd, the State Librarian, and the Director of the Oregon Educational Coordinating Commission to discuss the issue. It was concluded that the Board's Office and the University of Oregon should proceed in accordance with the staff recommendations approved by the Committee of the Whole on August 26, 1977.

The Chancellor reviewed the fiscal problems which had an impact on the decision to close the School of Librarianship. The 1977 Legislative Assembly established a policy of stabilizing the institutional support so that the base budget of an institution would not be reduced by more than 1% in any one year as a consequence of reduced enrollments. The purpose of this action was to avoid either sharp
reductions or sharp increases from enrollment fluctuations. This would not appear to create a crisis severe enough to justify the recommendation under consideration. However, the 1977 Legislature also underfunded classified salaries by 2% for all state agencies and academic salaries by 1%. The cumulative impact of these two underfundings for this biennium produced an underfunding in salaries of $2.6 million.

In addition, there is an estimated increase of $2.5 million in the Educational and General Services budget for the State System during the 1977-1979 biennium, resulting primarily from a change in the way Social Security employee assessments are levied. The impact of the salary underfunding and the increase in Other Payroll Expense amount to $5.1 million which must be absorbed by the State System. The University of Oregon must assume its share of that $5.1 plus the 1% reduction as a consequence of the stability funding. This has a crucial impact on the budget.

The Chancellor also pointed out that salary underfunding is cumulative. The 1975 Legislative Assembly underfunded the salary package which reduced the dollar base for the 1977-1979 biennium. The anticipated vacancies were removed from the budget. This cumulative action was not prevalent in all other state budgets. In most other state budgets, the base was calculated in terms of the number of approved positions with those positions carried forward into 1977-1979 and fully funded. This practice will require serious attention in planning for the 1979 Legislative Assembly.

At the state-wide meeting to consider ways to avoid the suspension of the School of Librarianship, it was concluded that the likelihood was very minimal that adequate support would be received from any appeal to the Legislature or the Emergency Board for funds to continue the school.

General agreement was reached at that meeting on the following elements:

1. It would be appropriate to seek funds from the Emergency Board to support some Oregon students attending schools of librarianship in other states under the WICHE Scholars Program.

2. The librarian-educational media training will continue at the University of Oregon and other institutions.

3. A very extensive summer school program would be maintained at the University of Oregon to enable librarians in the state to further their training. However, it is unlikely this program could be accredited by the American Library Association.

4. Officials of the University of Oregon and the State Librarian should seek to develop a cooperative continuing education program for all types of librarians in the state.

The Board approved the recommendations as presented, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

Staff Report to the Committee

The Board's Office prefers the concept of suspension of the school rather than its termination. We have on occasion in the past, authorized institutions to suspend operation of programs when some temporary circumstance, or a condition of indeterminate duration, has made the continuation of the program impracticable for an indeterminate period of time.
This we feel is the situation with the University in the present instance. A number of circumstances, as set forth below, have combined to place the University in very difficult straits. In its search for ways to deal with the serious fiscal problems with which it is faced it is calling upon numerous departments and schools within the University to accept a part of the burden—but some more than others. The two newest professional schools in the University are being asked to play a major role in this institutional budget adjustment. The School of Community Service and Public Affairs is being asked to take a budget reduction of $256,000 over the next two years (1977-78, 1978-79), the School of Librarianship, with its budget of $244,960 (1977-78) is being placed in suspension.

If time and circumstance change the University's position so as to permit the reanimation of the School of Librarianship, the University would desire to reactivate the School and to raise it to a level of quality commensurate with the University's stature. The Board's Office presented in Appendix B, pp. 23-31 of the full report, a description of the University of Oregon School of Librarianship—its origins; its program, goals, and objectives; its curriculum; its faculty; its students; and its financing—as a backdrop against which to view the discussion.

University Fiscal Issues and the School of Librarianship

In support of the President's recommendation that the School of Librarianship be closed at the end of the summer term 1978, the University submitted the report of the ad hoc committee on the School of Librarianship. It is, therefore, to that document that one must look for the University's statement of the case for the School's closure. (Appendix A, pp. 13-21 of the full report.)

From an examination of the ad hoc committee's report, two things seem clear, one clearly stated in the report, the other an inference which the reader may draw from the report:

It seems clear from the report's observations that the University's fiscal problems were a critically important factor in the ad hoc committee's decision to support the President's tentative decision to recommend closure of the School of Librarianship.

Having examined (1) the need for a school of librarianship, (2) the present state of the School of Librarianship, and (3) the need for and the cost of upgrading the School to a level the University considers essential if the School were to be maintained, the ad hoc committee asserts:

... Despite evidence of continuing needs [in the field of librarianship], the Committee concludes, given the condition of the School and the budgetary difficulty of the University, that the President's recommendation to terminate the School of Librarianship is justified. However, we urge the University administration to examine carefully the ways in which the continuing needs we have identified might be met through alternative approaches.

Elsewhere in its report, the ad hoc committee attests again to the fiscal considerations that entered into the committee's decision to support closure of the School:

If a desire to strengthen the program could be realized without regard to the budget, there would be no problem; we could so recommend and the University in all likelihood would happily respond to a demonstrated need within the state... In times of constant or declining budgets, the University must decide between reducing funding across a number of programs or eliminating programs altogether.
What can be inferred from the ad hoc committee's report is that no single factor accounts for the University's recommendation that the School of Librarianship be closed. It is a concatenation of circumstances:

- the University's difficult fiscal problems in a period of stabilized and sometimes declining enrollments;
- the dollar cost, in a period of severe financial strain, of raising the School of Librarianship to a level of quality the University considers would be necessary if the School were to be retained;
- the fact that the School is in a state of transition, with a significant proportion of the staff positions either open or occupied by persons on term appointments, hence placing within the University's grasp a sizeable sum which, if reclaimed by the University for other purposes, could be used by the University in dealing with its difficult problems of overall funding and of reallocation of resources giving needed support to areas of higher priority in the University's thinking;
- the University's feeling that it can, in the absence of the School, nonetheless still play a significant, though lesser role in the librarianship field—by continuing to offer a program of preparation for school librarians; by cooperating in the offering of summer term programs serving continuing education needs; and by supporting efforts to secure legislative funding to give Oregon residents access to library school programs in other western states through the WICHE exchange program.

Let us examine these matters in some greater detail.

The Nature of the University's Fiscal Problems. In an expanding educational market, such as higher education knew in the 1960's, a rising tide floated many ships.

But in an ebb tide, some ships seem destined to be marooned and then abandoned, while attention turns to assuring the continuing survival of those ships it is considered most important to keep afloat and in service.

The ebb tide on which the University's fiscal ship is presently riding is the result of stabilizing, and, in some instances, declining enrollments.

Declining enrollments lead to reductions in the University's total expenditure budget. When such reductions are necessary, the University is faced with the difficult decision as to how to distribute the reduction among the budgets of the departments, schools, and colleges within the University in a way to do the least harm to the University's capacity for service in accordance with its mission, goals, and objectives.

Is it better to distribute the reduction over all or a large proportion of the University's programs or units, weakening all or a large portion of them?

Or is it better to make heavy cuts in the budgets of a few units or programs, leaving the budgets of other units or programs intact?
Or is it better to eliminate entirely one or more units (i.e., departments, schools, or colleges) or programs within one or more units, so that the remaining units and programs may be unscathed by the reduction?

Or is some combination of the foregoing alternatives to be preferred?

When units or programs within the University are generally underfunded already, and when it appears that budget reductions are not likely to be a one-time thing, but are, rather, likely to be a recurring phenomenon over a period of years, there is very naturally a tendency to examine institutional priorities and to make drastic cuts in or to eliminate entirely a few programs or units at the lower end of the priorities scale, leaving the other units and programs unscathed by the reductions. Perhaps by performing drastic surgery on one or more units or programs, or by eliminating one or more units or programs, the institution will be able to absorb the institution's budget reduction by that means, and it may even be possible to retrieve from the expiring unit or program, resources with which to shore up programs or units which need strengthening and are higher on the University's priority list.

These are the conditions with which the University is faced.

- It must expect, if present projections are accurate, to absorb budget reductions in a number of years immediately ahead.
- University programs are generally underfunded, when compared with counterpart institutions which are members of the Association of American Universities.

The shortfall in enrollments in 1977-78 will lead to a budget reduction of $394,045, with a similar reduction in prospect for 1978-79 (a total for the biennium of $788,090). The University's fiscal problem is further complicated by major underfunding of salary funds and "other payroll expenses" reducing the fiscal resources available for instruction and research by $1,371,769 for the 1977-1979 biennium.

Complicating the fiscal problem of the University is the fact that, in the University—as in other colleges and universities—student academic interests shift more rapidly than personnel and fiscal changes can be made, resulting in inequities in fiscal allocations among departments, schools, and colleges within the University. These the University seeks to correct as rapidly as it can by reallocation of funds. In 1977-78, the University plans to redistribute some $150,000 to this end.

In responding to the above budget reductions and resource reallocation needs, the University is drawing upon the resources of a rather wide range of its departments, schools, and colleges. But two, in particular, are expected to make particularly heavy contributions to these needs—namely the School of Librarianship and the School of Community Service and Public Affairs. These two schools are the two most recent professional schools established at the University—the first in 1966, the second in 1967.

- Under the University's recommended action the School of Librarianship would be closed, but a portion of its functions, with appropriate staff and funding, would be transferred to the School of Education.
- The School of Community Service and Public Affairs is expected to take a budget reduction of $35,000 in 1977-78 and of $223,000 in 1978-79.

The School of Librarianship in the University's Fiscal Picture. To understand the effect of the closure of the School of Librarianship upon the University's fiscal picture, it is necessary to set forth a number of facts, as follows:
The budget of the School of Librarianship for the most recent six years (1972-73 to 1977-78) follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Acad. Sal.</th>
<th>Class. Sal.</th>
<th>Stud. Sal.</th>
<th>Wages</th>
<th>OPE</th>
<th>S&amp;S</th>
<th>Total</th>
<th>FTE</th>
<th>Class. FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$102,727</td>
<td>$6,156</td>
<td>$5,669</td>
<td>$11,684</td>
<td>$2,400</td>
<td>$128,636</td>
<td>8.02</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1973-74</td>
<td>106,437</td>
<td>6,408</td>
<td>6,179</td>
<td>15,631</td>
<td>3,462</td>
<td>138,117</td>
<td>7.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1974-75</td>
<td>130,349</td>
<td>6,720</td>
<td>6,179</td>
<td>18,959</td>
<td>3,586</td>
<td>165,793</td>
<td>8.08</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>1975-76</td>
<td>166,105</td>
<td>15,984</td>
<td>6,983</td>
<td>27,143</td>
<td>6,501</td>
<td>222,716</td>
<td>9.54</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>1976-77</td>
<td>183,180</td>
<td>17,932</td>
<td>6,983</td>
<td>30,361</td>
<td>8,209</td>
<td>246,565</td>
<td>9.29</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>1977-78</td>
<td>173,963</td>
<td>22,713</td>
<td>6,983</td>
<td>31,677</td>
<td>9,624</td>
<td>244,960</td>
<td>8.71</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>

The expenditure budget for 1976-77 ($246,565) is being reduced by some $10,600 in 1977-78, which is the amount the School of Librarianship is being asked to absorb as the University seeks to meet its fiscal problems.

It is the University's desire to phase out the School of Librarianship, retaining only that portion of the librarianship program which offers preparation for school librarians. The University estimates that it would require approximately $60,000 per year to maintain the school librarian/media specialist portion of the program—which would be offered through the College of Education.

Under this plan, it is estimated that approximately $180,000 of the amount currently budgeted to the School of Librarianship could be invested in strengthening other University programs which the University considers are in need of strengthening and which are more central to the University's goals than is the School of Librarianship, or in meeting the budget reduction, thus sparing other units or programs.

Equally to be borne in mind, is that it is the University's judgment that, were the School of Librarianship to be continued, the University would be obligated to fund it more adequately. The amount of the needed added funding would run to as much as $100,000 to $150,000 annually, which could be provided only at the expense of other programs.

The University does not expect that the closing of the School of Librarianship will result in a loss of graduate enrollments in the University. It is anticipated that with the phasing out of the School (1) there will be an offsetting increase in graduate enrollments in other areas of the curriculum, and (2) a significant number of students interested in librarianship will enroll in the school librarian/media specialist program to be offered in the College of Education.

Thus, the University has every expectation that it will meet the graduate enrollments for which the University has been budgeted in 1977-78 and 1978-79 as shown below.

<table>
<thead>
<tr>
<th>FTE</th>
<th>1976-77 Actual Enrollment</th>
<th>Budgeted Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>5,626</td>
<td>6,084</td>
</tr>
<tr>
<td>Upper Division</td>
<td>5,672</td>
<td>5,363</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,900</td>
<td>2,944</td>
</tr>
<tr>
<td>Total</td>
<td>14,198</td>
<td>14,391</td>
</tr>
</tbody>
</table>
Illustrative Conditions in Other Programs the University Seeks to Strengthen.
Reducing the range of fields of instruction offered in the University, by eliminating some University programs or units, permits the University to concentrate its resources in those programs most central to its mission. We present below some illustrations of programs needing strengthening.

College of Business Administration. The College of Business Administration is one of the University's major colleges. Approximately 80% of its student credit hours of instruction is at the upper-division and graduate levels. The following brief enumeration suggests the deteriorating conditions in the College which the University is seeking to improve through reallocation of resources.

- Over the period 1972-73 to 1975-76, the student/faculty ratio has gone from 17.3 to 1 to 24.6 to 1. To bring that ratio down to 20.5, the average for the University, would require the allocation to the College of an additional $150,000 per year.

- During the period 1972-73 to 1975-76, the College grew nearly 53% in the number of FTE students, while the University as a whole grew approximately 4% in the same period.

- Currently, about 64% of the College's undergraduate sections and approximately 57% of the total student credit hours delivered by the College are taught by Graduate Teaching Fellows (GTF's) and part-time instructors. This represents a dilution in the quality of the College's program. Fewer and fewer students are exposed to permanent faculty with terminal qualifications (doctorates).

The budgets for supportive services and classified staff have not begun to keep up with the growth of the College. It would require approximately $23,000 additional annually to begin to bring the College up to the University average for services and supplies and approximately $25,000 to bring the College to the University average for classified staff.

In several other schools and departments, key faculty positions, vacated by reason of retirements or resignations, are going unfilled in order that the University may, in the short haul, be able to accommodate to the needed overall budget reduction. This is notably so in such illustrative schools as law, journalism, music, where key senior professorships must be filled if the schools are to avoid a significant decline in the quality of their programs. The University must find ways of shoring up these programs.

Opposition to Closure

The issue of the need for a school of librarianship in the State of Oregon is a principal issue in considering the University's recommendation to close the School in its present form.

Opposition to the closure recommendation has been expressed from a variety of sources.

Approximately 75 letters have been received by the University and approximately 50 by the Board or the Board's Office, all but three or four of which were written by persons opposing the School's closure. An analysis of these letters is presented in Appendix C, pp. 33-38 of the full report.
Resolutions opposing the closure (Appendix D, pp. 39-50 of the full report) have been received from the following:

Klamath County Library Board of Trustees  
Eugene Public Library Board  
Eugene-Springfield Chapter, Women Library Workers  
Associated Library Students, University of Oregon  
Faculty Council, University of Oregon School of Librarianship  
Metro-Portland Chapter, Pacific Northwest Association of Libraries  
Executive Board, Oregon Chapter Special Libraries

The director of the State Library has also registered opposition to the closure.

The University acknowledges that there is evidence of continuing needs in the field of librarianship in the State of Oregon. But the University also believes that some of these needs can be met in alternate ways, in the absence of the School of Librarianship as presently constituted.

Access to library preparation programs can be provided through (1) a program for preparation of school librarians/media specialists which the University of Oregon proposes to continue to offer through the College of Education, and which is also offered by three other State System institutions (PSU, SOIC, OCE), and (2) the WICHE exchange program, which provides access to preparation as school, public, academic, and special librarians.

Some continuing education opportunities, particularly for school librarians, can be made available through cooperation with the State Library, the Oregon Library Association, and elements of the State System institutions.

As the ad hoc committee on the School of Librarianship explained (see pp. 18-20 of the full report), the University came reluctantly to its decision to recommend closure of the School—a decision reached under pressure of financial problems resulting from present and prospective budget decreases and the pressing need to reallocate resources among institutional programs.

By closure of the School in its present form, the University reduces the range of instructional programs over which the University's budget must be made to stretch. Budget cuts which would otherwise have to be made in some other instructional programs can now be avoided altogether or made lighter than they otherwise would be, thus making these other programs stronger than they would otherwise be.

One might urge that if an institutional department or school is to be terminated, it ought to be some program other than the School of Librarianship, perhaps a school or program that is duplicated elsewhere in the State System.

The University has considered other alternatives and has settled on this one as preferable. The School of Librarianship is a self-contained program, with few ties to other schools or colleges in the institution. It offers a master's degree which is largely self-contained. The School can, therefore, be terminated in its present form as proposed without serious impact on any other program in the institution.

The fact is that the curricular allocations policies of the Board have permitted very little duplication of professional school and graduate programs. Consider the professional programs at the University of Oregon:
The University is allocated the only professional schools in the following fields:

- School of Architecture and Allied Arts.
- School of Journalism (OSU offers a professional program in technical journalism).
- School of Music.
- School of Law.
- School of Community Service and Public Affairs.
- School of Librarianship.

The University is allocated baccalaureate, master's, and doctoral degree programs in the following high enrollment professional schools--allocations which to a certain extent are shared with the other two universities and the colleges.

- School of Business Administration. (Other institutions offering baccalaureate and master's programs in business include OSU, PSU, SOSC. None of these three is authorized doctoral programs in this field, however.)
- School of Education. (Baccalaureate and master's degrees are offered in other State System institutions, but OSU is the only other institution authorized doctoral programs in education--counseling, vocational education, college student services administration, science education, and general education. The principal areas of overlap at the doctoral program level are counseling, and, to a degree, community college education.)

The University has determined that, of the foregoing programs, the two most recently established professional schools can, with least impact on the University's attainment of its mission and goals, be reduced or terminated.

In the liberal arts and sciences, the principal overlap of programs is at the baccalaureate and master's levels. The University of Oregon and Portland State University are both authorized master's degrees in the humanities, social sciences, and sciences, but Portland State University has but three doctoral programs (all interdisciplinary--Systems Science, Urban Studies, Environmental Science and Resources). The University of Oregon and Oregon State University are both authorized baccalaureate through doctoral degrees in the sciences, but Oregon State University has no authorization for departmental master's or doctoral programs in the humanities and social sciences.

An examination of the programs in the liberal arts and sciences by the University leads it to the conclusion that these are vital to its role as an AAU university.

The Board's Office reviews in Appendices E through I the issue of need:

- The need to provide Oregon residents access to a training program giving entry into the field of librarianship.
- The issue of need for the School of Librarianship.
- Supply/demand factors relating to librarians.
- The need to develop new knowledge relating to library management and use.
- The need to provide continuing education and other services for Oregon librarians and libraries.
The Board's Office concludes:

That access to instruction leading to preparation for careers in librarianship will be limited to the following, if the School of Librarianship is closed:

Access to training for school librarians/media specialists will continue to be available through the University of Oregon, Portland State University, Southern Oregon State College, Oregon College of Education, and, at the basic norm level, at Eastern Oregon State College.

Students completing these programs will be certificated by the Teacher Standards and Practices Commission as school librarian/media specialists, and will have access to a master's degree in education. They will not have access to a professional library degree (MLS), as they now do.

The lack of an MLS degree will limit the ability of the school librarian/media specialist to transfer into other librarianship positions (public, academic, special libraries), though it is not known to what extent school librarians do, in fact, desire to or do transfer into other types of library positions.

With appropriate legislative funding, Oregon residents could be given access to instructional programs leading to the professional degree (MLS) in one of the eight other library schools in the western states, through the WICHE Student Exchange Program.

That with respect to research—the discovery of new knowledge relating to library management and use, and related matters—the closure of the school will have little impact. The school has been almost totally practitioner-oriented, with little or no attention to research.

This is not said in derogation of the school. It is a matter of fact that professional schools offering intermediate degrees only (in this case the MLS degree) are not able to--and do not--give the attention to research that a well-established school offering the terminal degree in the field usually can and often does.

That closure of the school will affect in particular the University's potentiality for providing post-graduate continuing education programs for public, academic, and special librarians in Oregon. This is one of the concerns of the State Librarian, who is mounting plans for a program of continuing education for public librarians, in particular as noted in Appendix I.

The School of Librarianship has provided some—though limited—access to continuing education opportunities, as noted on p. 73 of the full report. The University will, through its school librarian/media specialist program, and through the use of library staff resources, cooperate with the State Librarian and the Oregon Library Association in their efforts to develop continuing education opportunities for librarians in Oregon, particularly in the summer term. But it is likely to be less than were there a school of librarianship, particularly a school with some staff time scheduled specifically for this purpose.

That insofar as providing a supply of qualified librarians to staff Oregon's libraries is concerned, the school libraries will be taken care of adequately by the graduates of the preparation programs available in five State System institutions (UO, PSU, SOSC, OCE, EOSC).
Public, academic, and special libraries will be dependent on other
sources than a state school of librarianship. The smaller public libraries
situated in small town or rural areas, where salaries are lowest, are
likely to have difficulty attracting professionally-trained librarians
in any case, but perhaps more so in the absence of a school of librarianship
in the state. The larger public libraries and academic and special
libraries are usually in a position to recruit regionally and nationally.

Role of SOSC and
OIT in the
Provision of
Nursing Education in Oregon
(Considered by Committee on Instruction, Research, and Public Service Programs,
August 26, 1977; present--Carpenter, Feves, Anderson, Daniels, Harms, Wyss.)

At its May 27, 1977, meeting the State Board of Higher Education approved
recommendations (1) to form a coordinated state plan for nursing education in
Oregon, (2) to establish a 10-year plan for the school of nursing at the
University of Oregon Health Sciences Center, and (3) to authorize a program
of nursing education at Eastern Oregon State College.

The Board did not have before it a finished plan for nursing education in Oregon,
but rather a proposal that such a plan be developed, and a presentation of a
series of propositions that developed out of the thinking of a 15-person task
force consisting of representatives of a number of agencies and organizations
vitaly interested in nursing education in Oregon. The 10-year plan for the
University of Oregon Health Sciences Center school of nursing and the proposal for
the extension of the University of Oregon Health Sciences Center baccalaureate
degree program in nursing to the Eastern Oregon State College campus were
consistent with recommendations of the task force concerning the role of the Univer­
sity of Oregon Health Sciences Center school of nursing in the provision of
baccalaureate and graduate level nursing programs and in the provision of
continuing education and outreach programs primarily in the north and northeastern
regions of the state. Not spoken to were recommendations as to provision of
nursing education in the southern and central regions of the state.

The present document speaks to these questions and to the roles of Southern Oregon
State College and Oregon Institute of Technology in a coordinated program of
nursing education.

Staff Recommendation to the Committee

The Board's Office recommended that the Board approve the following plan for
carrying out the Board's responsibilities in meeting nursing education needs in
the southern and central regions of the state.

1. Southern Oregon State College will continue to offer a baccalaureate
degree program in nursing, organized on the 2 + 2 basis, i.e., a two­
year lower-division nursing major leading to the associate degree (ADN)
plus a two-year upper-division nursing major, leading to the bachelor of
science (BSN) degree. The Southern Oregon State College program thus
will continue to provide Oregon students with a route to the baccalau­
reate degree alternate to the 1 + 3 pattern (one-year preprofessional,
three-year nursing major) of the University of Oregon Health Sciences
Center baccalaureate program.

2. In view of the fact that the Southern Oregon State College baccalaureate
degree program is not accredited by the National League for Nursing,
Southern Oregon State College will place first priority in its nursing
education program during 1977-78 on making those adjustments necessary
in its procedures, programs, and staffing to assure accreditation by the
League at the earliest possible date. The Southern Oregon State College
program was visited by the League board of visitors in January 1977.
Southern Oregon State College believes it can make the changes suggested
by the board of visitors during 1977-78. Southern Oregon State College's
associate degree program is already accredited by the League. Accreditation is required, not only to meet standards established for its programs by the Board of Higher Education, but to assure that graduates of the Southern Oregon State College program will be admissible to master's degree programs in nursing.

3. Enrollment in Southern Oregon State College's associate degree and upper-division baccalaureate degree nursing majors (and the assignment of resources) will be further adjusted during the 1977-79 biennium in response to changing student and employment needs.

a. In view of the prospective oversupply of associate degree nurses, both in Oregon and the nation, and the need for transfer of faculty resources to the baccalaureate degree program, Southern Oregon State College will decrease enrollment in its associate degree program from a total of 90 students fall term 1977 to 60-70 students fall term 1979, the reduction to be accomplished by reducing the number of students admitted to the freshman class from 42 to 32 per year and by phasing out the federally-funded program for 10 LPN students when federal funds expire (possibly by 1978-79). (LPNs will continue to be admitted to the ADN program with advanced standing as space is available, but will not have a separately-organized program.) The 60-70 student associate degree program will be staffed by 5 FTE faculty.

b. Enrollment in the upper-division baccalaureate degree portion of the program will be increased from a total of 50 students (22 juniors, 28 seniors) fall term 1977 to 60 students fall term 1979, the number of juniors to be admitted each year depending upon the number of former students returning. Staff assigned to the baccalaureate program will be increased from 5 FTE staff fall term 1977 and 1978 to 6 FTE staff fall term 1979 by the transfer of one FTE staff position from the ADN to the BSN program. The six FTE staff made possible by this transfer will give the Southern Oregon State College program for the first time since its inauguration the full staff complement needed to provide expertise in each of the six basic areas constituting a baccalaureate nursing major.

In making these adjustments in enrollment, Southern Oregon State College is seeking to respond responsibly to changing needs in the southern Oregon region and the state. Should it be determined that the proposed reduction in the lower-division associate degree program is not in the best interests of the southern Oregon region, Southern Oregon State College will seek to increase admissions to the program to a more appropriate level.

4. Southern Oregon State College will make a planned commitment to providing increased opportunities for employed registered nurses residing in the southern Oregon region consisting of Coos, Curry, Douglas, Jackson, and Josephine counties to complete the baccalaureate degree. This will be accomplished by scheduling course work required in the upper-division baccalaureate degree program in locations and at times convenient to the employed nurse insofar as this can be done at reasonable cost and without diminution of quality.

5. Southern Oregon State College will accept primary responsibility within the State System for provision of continuing education services for nurses in the five-county region and in carrying out this responsibility
will work with the Southern Oregon region of the Oregon Statewide Continuing Education Project for Nurses. This five-county region not only constitutes a basic service area of Southern Oregon State College but also has been identified by nurses themselves as constituting a natural geographic region for purposes of continuing education. (Figure 1, p. 712.)

6. Oregon Institute of Technology will have primary responsibility within the State System of Higher Education for the provision of nursing education in the central Oregon region of the state (Crook, Deschutes, Harney, Jefferson, Klamath, and Lake counties). In carrying out this responsibility, Oregon Institute of Technology will cooperate with the central Oregon region of the Oregon Statewide Continuing Education Project for Nurses, in which it has a position of leadership, and with the baccalaureate degree programs of the University of Oregon Health Sciences Center school of nursing and Southern Oregon State College.

a. Oregon Institute of Technology will continue to offer a small associate degree program in nursing with total enrollment of approximately 55 students (25 new freshmen, 5 LPN and medical corpsmen admitted to the freshman year with advanced standing, and 25 sophomores).

b. Oregon Institute of Technology will continue to take an active role in providing continuing education services for nurses in the central Oregon region.

c. Oregon Institute of Technology will work with the Southern Oregon State College and University of Oregon Health Sciences Center nursing programs to identify upper-division non-nursing course work already being offered and upper-division nursing courses which Oregon Institute of Technology staff are prepared to teach which would be accepted in transfer toward completion of nursing major requirements of the two baccalaureate degree programs. The Board's Office will approve appropriate upper-division course identification for the courses so identified. It is expected that through this cooperation, many of the requirements of the junior year of the Southern Oregon State College baccalaureate degree program and some requirements of the University of Oregon Health Sciences Center program could be completed at Oregon Institute of Technology, thereby providing advanced course work for registered nurses residing in the central Oregon region which they could apply toward completion of a baccalaureate degree program.

1. The Oregon Statewide Continuing Education Project for Nurses is a federally-funded project to plan, develop, and implement a statewide system for the equitable delivery and coordination of continuing nursing education programs. The project originated in recommendations of a legislatively-funded seven-month study of continuing education needs of Oregon nurses, conducted by the Board's Office of Academic Affairs during 1973-74. Recommendations of the study were approved by the Board July 23, 1974, and served as a basis for program improvement funding requests to the 1975 Legislature. At the same time, funds were sought from the Public Health Service, Region X of the U. S. Department of Health, Education, and Welfare to plan and develop the coordinated statewide delivery system for continuing nursing education services. A contract was awarded in the amount of $140,000 for completion of the first phase of the project January 1975-January 1976. A supplemental contract for $42,945 extended the contract period through July 21, 1976. The Office of Academic Affairs has been awarded a three-year special project grant in the amount of $438,460 to continue the project March 1, 1977, to March 1, 1980.
Discussion and Recommendation by the Committee

Mrs. Kahananui reviewed the recommendations for the Committee. She noted that the service regions proposed for the institutions coincided with regions determined by nurses themselves to be workable geographic areas for provision of continuing education services. The plan does not constitute a complete nursing education plan for the state, but does speak to those areas of nursing education falling within the purview of the Board, and assigns responsibility for serving off-campus nursing populations, insofar as this can be done within the programs and resources of the respective institutions, on a geographical basis. She said the Board's Office has received from Oregon Institute of Technology a proposal to increase baccalaureate degree production by converting Oregon Institute of Technology's associate degree program into a baccalaureate program, but that a recommendation concerning this proposal is not being brought to the Board at this time. She observed that the Board had approved in May a plan for nursing education falling within the purview of the Board for the northern and eastern areas of the state. The proposal now under consideration provides a plan for carrying out these responsibilities in southern and central Oregon.

Southern Oregon Region. Mr. Wyss noted that the shifts in enrollment and staff proposed for Southern Oregon State College would result in the loss of 10-15 associate degree graduates a year and a gain of only about 5 baccalaureate graduates a year. He asked if President Sours was satisfied that this move would be beneficial to the institution and would be covered in the institution's budget. President Sours responded that the baccalaureate program is more costly in terms of resources needed and level of preparation of the faculty than is the associate degree program. However, he said, the need for educational opportunities and for graduates is at the baccalaureate level. The differences in enrollment will not be so great as to cause budgetary problems, he continued, particularly if the college enters into some off-campus inload continuing education instruction.

Mr. Wyss observed that 10 of the 15-student reduction in ADN graduates resulted from the phasing out of a federally-funded program subsidizing the cost of educating 10 LPN applicants for the ADN degree, and that unless Southern Oregon State College could find other resources for meeting instructional costs for these 10 students, Southern Oregon State College necessarily would have to make the foregoing reduction. He then asked whether it was not possible to determine the appropriate number of associate degree nurses to be prepared at Southern Oregon State College for a reasonable time into the future, rather than dropping the program to a reduced level with the anticipation that enrollment might subsequently need to be increased. Mrs. Kahananui said the nursing department at Southern Oregon State College and the Board's Office felt that in view of the increased levels of production of ADN nurses in the state, the 32 nurses to be graduated each year from the Southern Oregon State College ADN program would be sufficient to meet employment needs of the southern Oregon region. However, she said, the southern Oregon region has been an area of rapid growth of population, and if this growth should continue, there may be a need for more ADN nurses. Under these circumstances, the institution would want to consider the possibility of expanding the ADN program.

President Sours observed that the rapid population growth in the southern region of the state has included a somewhat higher percentage of elderly people than is true of the population of the state as a whole. This has resulted in increased demand for associate degree prepared nurses in nursing homes as well as hospitals.

In response to a question from Mrs. Carpenter concerning what Southern Oregon State College could do in the continuing education of nurses, Dr. Sours explained that the nursing staff had assessed clinical facilities and personnel resources in Roseburg and Coos Bay and had determined that some of the professional course work required in the baccalaureate degree program could be offered in these areas using persons in the communities as instructors. These persons would be given temporary part-time appointments to the Southern Oregon State College staff.
plan, he said, is to experiment with dividing a nine-hour block of upper-division work required in the baccalaureate program into three parts which could be offered in sequence over a three-term period in various locations such as Coos Bay and Roseburg. He said it was his understanding from the Board's Office that this could be offered inload.

President Sours commented that he and the Southern Oregon State College nursing staff felt the plans recommended by the Board's Office divided the state into manageable areas.

Mrs. Kahananui said students enrolled in the "outreach" programs of both Southern Oregon State College and the University of Oregon Health Sciences Center would be regularly admitted students. She said that during this current biennium it is hoped to be able to support these courses, at least in part, with funds from the State Board of Nursing and, possibly, from the federally-supported continuing education for nurses project. She observed that nursing staffs were offering the clinical component of the professional program in hospitals, nursing homes, and other health facilities all over the state, and the staffs of both programs are working very hard to begin to offer some of the course work backing up the clinical experience in locations convenient to RN students.

Mr. Wyss said he was also concerned about the accreditation of the baccalaureate program. He asked when the program would be reviewed again. President Sours reported that it was his understanding that the accreditation board would convene again this fall to consider additional information concerning the Southern Oregon State College program and it is not anticipated that another visitation will be necessary. Meanwhile, he said, the chief effect of the delay in achieving accreditation will be that graduates of the program may suffer some disadvantage in being admitted to accredited master's degree programs in nursing. Mrs. Bea Alexander, of the Southern Oregon State College nursing staff, said accreditation could be retroactive for a period up to eight months, and every effort is being made to meet the requirements within the eight-month period from the graduation of Southern Oregon State College's first class in June 1977. She said two graduates have been accepted into NLN-accredited graduate programs on a special admission status.

Mrs. Alexander said her primary concern with the plan being considered by the Board was that classes offered in locations such as Roseburg and Coos Bay be funded inload, so faculty would not be expected to undertake this service on an overload basis, as was presently the case with courses being offered in Medford.

Central Oregon Region. President Light commented on the proposed plan as it affects Oregon Institute of Technology. He said Oregon Institute of Technology is very desirous of moving into baccalaureate nursing education, in part in response to the very great need for baccalaureate degree prepared nurses indicated by Mr. David Arnold, the local hospital administrator, and other knowledgeable people in the area. The central region represents a very large area not presently being served in terms of baccalaureate education, he said. The region has a population of over 150,000 people, served by two medical centers, Bend and Klamath Falls. In terms of patient care and number of doctors, the region exceeds resources of the eastern Oregon region, he said, where the Board has approved establishment of a baccalaureate degree program.

In respect to needs of the institution, Dr. Light said a baccalaureate degree program in nursing would provide badly needed upper-division opportunities for women, who presently constitute only 5% of the total enrollment of Oregon Institute of Technology.

In terms of societal need, he continued, it is known that nursing education is becoming much more complex, with the result that there exists in the state a large pool of associate degree nurses who need the advanced training in nursing offered by the baccalaureate degree curriculum.
Mrs. Feves asked how long it would take to complete the WICHE model study of supply and demand for nursing personnel for which funds are being sought. Mrs. Kahananui said the study could be accomplished in about three months once funding was obtained. She said that if it became apparent that the resources required for the study were not going to be available, the Board’s Office would analyze the Oregon Institute of Technology proposal on the basis of information which was available and bring a recommendation to the Board.

Mr. Wyss asked if Mr. Arnold, administrator of the Presbyterian Intercommunity Hospital in Klamath Falls, would explain how he saw the need developing for associate degree and baccalaureate degree nurses. Mr. Arnold noted that not only was he administrator of Presbyterian Intercommunity Hospital, but that he was currently serving as chairman of the Oregon Association of Hospitals and was recently a member of the Oregon Health Commission. He said he was also active in the development of the three health systems agencies (HSA’s) into which Oregon is divided for purposes of meeting requirements for certain federal funding. Five years ago, Mr. Arnold said, when Oregon Institute of Technology graduated its first class of two-year (ADN) nurses, Presbyterian Intercommunity Hospital employed very few ADN graduates. At the end of five years, 50% of the hospital’s nursing staff are associate degree graduates. Presbyterian Intercommunity Hospital has been able to employ enough nurses to meet staffing requirements, he continued, but it does not have enough nurses with the depth of training needed in a complex medical center. The ADN-prepared nurse needs an additional orientation period of three to six months before she can perform at the level of the hospital-trained three-year nurse, he explained, but she does not have the clinical specialties that a baccalaureate degree program would give her which are needed in the central region, both in Klamath Falls and in the medical center developing in Bend.

Mr. Arnold continued that he was concerned for the need in Oregon of a coordinated program of nursing education which would encompass not only educational institutions, including the community colleges, but also the Board of Nursing, the Oregon Nurses Association, the primary and largest users of nurses, and the public health departments. He said he recognized that development of a comprehensive plan is not under the Board’s purview. He urged that the Board consider favorably the Oregon Institute of Technology proposal for a baccalaureate degree program for the central Oregon region when it is presented to the Board. The central Oregon region, as defined in the Board’s Office report, includes, Mr. Arnold said, two major population centers, two major medical areas, and the largest hospitals in the Eastern Oregon Health Systems Agency district.

Mr. Wyss asked if the statewide production of 370 baccalaureate degree nurses a year (75 from students entering the program as RN’s and 295 from basic students), suggested in the document, was developed as a figure to be aimed for or simply a total of institutional expectations. Mrs. Kahananui said the figure is the sum of institutional expectations. It is lower than the figure which would have been presented a year ago because the University of Oregon Health Sciences Center has found it necessary to reduce the size of its entering class beginning fall term 1977. This will reduce the number of baccalaureate degree graduates available to the state from the University of Oregon Health Sciences Center three years hence. We do not know whether this reduction needs to be made up by increasing production elsewhere in the state. However, the Board’s Office is hopeful that with the analysis of supply and demand made possible by the WICHE-developed model, there will be a better basis for making decisions concerning expansion of baccalaureate degree nursing education in the state than is now available.

Mrs. Johnson asked if the Coordinating Commission should be the agency through which might be developed an understanding of manpower needs in nursing throughout the state. Dr. Romney said a statewide health manpower committee is presently reviewing the health professions in Oregon with the view of ascertaining what would constitute an adequate supply of health personnel with various kinds of preparation.
Mrs. Elizabeth Johnson, member of the Educational Coordinating Commission, noted that as a resident of central Oregon she is in fairly close touch with the nurses of St. Charles Center in Bend, which she said is one of the state's newest and most sophisticated hospitals and with the planning for implementation of an associate degree program in nursing at Central Oregon Community College. She said she felt any planning for a baccalaureate degree program at Klamath Falls should take into consideration the needs and resources of the Bend area. She said she was also aware of the impact of the bigger medical centers on the smaller hospitals in the area, where she understood some wings were having to be closed, and this too should be considered in planning the new program.

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

Board Discussion and Action

During the discussion, Dr. Romney said there had been discussion of ways to meet the needs of registered nurses in the Willamette Valley who have expressed a strong interest in having access to a baccalaureate program. The School of Nursing has received $35,000 from the Board of Nursing to assist registered nurses in assessing their present academic status and planning their educational program. Additional funds might be forthcoming when the School of Nursing makes another presentation specifying in detail how the money would be used to serve the interests of the registered nurses in the mid-Willamette Valley.

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

Staff Report to the Committee

Staff recommendations to the Committee presented above complete a statewide plan for nursing education in areas of responsibility of the Board of Higher Education.

1. Responsibility for graduate education has been assigned to the University of Oregon Health Sciences Center. Provision has been made for the expansion of the University of Oregon Health Sciences Center master of nursing degree program to include such areas as maternity, geriatric, and community nursing education, as resources permit and need can be demonstrated. The master's degree program presently offers three areas of specialization, namely, medical-surgical nursing, psychiatric-mental health, and nursing management and administration.

2. Baccalaureate degree programs have been authorized at three locations in the state which, when fully operative at their projected enrollment level, will provide for the admission of 200 students each year, and for a total enrollment of 550.

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<th>New Students</th>
<th>Total Enrollment</th>
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<tr>
<td>Admitted Each Year</td>
<td>Enrollment</td>
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<tr>
<td>UHSC</td>
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<tr>
<td>BOSC</td>
<td>20</td>
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<tr>
<td>SOSC</td>
<td>30</td>
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<tr>
<td>TOTAL</td>
<td>200</td>
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3. Provision has been made for scheduling course work required in the bachelor of science in nursing programs for RN students at times and in locations convenient to the employed RN, insofar as this can be done at reasonable cost and without diminution of quality. The two baccalaureate
degree programs presently in existence (the UOHSC and SOSC programs) are committed to making the bachelor of science in nursing programs for RN students available in off-campus locations in a manner suitable for the part-time student. The University of Oregon Health Sciences Center will assume responsibility for making these opportunities available to registered nurses residing in the north and northeastern portions of the state (the metropolitan, mid-Willamette, and eastern regions of the Oregon Statewide Continuing Education Project for Nurses); Southern Oregon State College will assume responsibility for nurses residing in the southern region of the state; and Oregon Institute of Technology will assume responsibility for making courses from the University of Oregon Health Sciences Center and Southern Oregon State College programs available to nurses residing in the central region of the state.

4. Responsibility for non-credit continuing education services to nurses has been assigned in accordance with the regional structure of the Oregon Statewide Continuing Education Project for Nurses: The University of Oregon Health Sciences Center will have primary responsibility within the State System for non-credit continuing education for nurses in the metropolitan, mid-Willamette Valley, and eastern regions of the state; Southern Oregon State College, in the southern region; and Oregon Institute of Technology, in the central Oregon region. Institutions may offer continuing education services outside their region of primary responsibility if the service is one which cannot be offered by the institution holding primary responsibility.

Will the Proposed Statewide Plan Meet Needs of the State for Baccalaureate Nurses?

Under the long-range plan approved by the Board May 27, 1977, the University of Oregon Health Sciences Center school of nursing will admit 150 FTE students to its baccalaureate degree program each year. During the 1977-1979 biennium, and thereafter as needs dictate, 50 of these slots will be reserved for RN students, and 100 allocated for new basic students entering the professional program at the sophomore level following one year of preprofessional work. The University of Oregon Health Sciences Center-Eastern Oregon State College program, if it goes forward, will admit 20 FTE students each year, 10 RN's and 10 new basic students. The Southern Oregon State College program, designed for RN students only, will admit an average of 50 students a year. These 80-90 slots to be reserved for RN's during the 1977-1979 biennium, and thereafter so long as need dictates, together with expanded opportunities for the part-time student, are expected to be adequate to accommodate the numbers of qualified RN's seeking admission to these programs during that period. (If there are insufficient qualified RN applicants to fill the reserved slots, any year, the UOHSC will fill the positions with basic students; SOSC offers a program for RN's only and must fill its entering class positions with RN students.) The 100-110 slots to be reserved for new basic students will not nearly accommodate the 450-500 fully qualified applicants seeking admission to the University of Oregon Health Sciences Center program each year. However, the University of Oregon Health Sciences Center anticipates that as expanded opportunities for the RN student begin to take care of the backlog of demand among nurses currently employed and as the ratio of baccalaureate degree prepared nurses in Oregon moves up toward the 50% mark because of retirements of large numbers of diploma and associate degree nurses occupying the older age groups of the nurse population, the numbers of RN's applying for admission to baccalaureate degree programs will decrease and slots reserved for the RN student in the University of Oregon Health Sciences Center programs can be returned to preparation of the basic student.

Under this plan the University of Oregon Health Sciences Center believes its program will level out over the next ten years at approximately 150 graduates annually made up of 130 graduates who entered the program as basic students and 20 who entered the program as RN students. The University of Portland program expects to
level out at 170 graduates a year (150 basic and 20 RN); Southern Oregon State College will graduate approximately 30, all RN students; and the University of Oregon Health Sciences Center-Eastern Oregon State College program, if implemented, will produce about 20 graduates a year (approximately 15 basic, 5 RN).

This production may or may not meet the needs of the state for baccalaureate degree prepared nurses. It is expected that the state will have better estimates of its needs as soon as statewide studies of supply, demand, and distribution of nursing personnel and services utilizing the national model developed for the Division of Nursing of the U. S. Department of Health, Education, and Welfare by Pugh-Roberts Associates under direction of the Western Interstate Commission for Higher Education can be completed. Dean Carol Lindeman, of the University of Oregon Health Sciences Center school of nursing, who served as coordinator in the development of the national model prior to coming to the University of Oregon Health Sciences Center, is seeking nonstate funding to carry out studies applying the national model to the Oregon situation. The Board's Office believes that as a basis for the testing of present and future planning for nursing education, it is essential that the state have access to analyses of nursing service supply and demand, which applications of the national model to the Oregon scene would make possible.

With the implementation of the Board's statewide plan for nursing education, as approved May 27, 1977, and presented in this present document, a baccalaureate degree program in nursing would be offered in each major region of the state except the central region:

- **Metropolitan and Mid-Willamette Regions**—Bachelor of Science in Nursing (BSN) programs for both basic and RN students at the University of Oregon Health Sciences Center and the University of Portland. (These institutions also offer master of nursing programs providing graduate work in a total of five areas of specialization.) Outreach programs will permit OHSU RN students residing in the mid-Willamette region to meet requirements for the BSN degree with course work completed on the Oregon State University and University of Oregon campuses, and with clinical experiences scheduled in facilities in the Corvallis-Eugene area.

- **Southern Region**—Bachelor of Science in Nursing (BSN) program for RN students at Southern Oregon State College.

- **Eastern Region**—UOHSR Bachelor of Science in Nursing (BSN) program for basic and RN students at Eastern Oregon State College.

Oregon Institute of Technology, as the only four-year institution located in the central Oregon region, has been studying ways in which it can upgrade its service to central Oregon and the state in nursing education by shifting its emphasis from the preparation of associate degree nurses to the preparation of nurses at the baccalaureate level. Oregon Institute of Technology's thinking at present is that these needs can best be served by converting its present ADN program into a baccalaureate degree program providing multiple entry and exit points. A program proposal along these lines has been submitted to the Board's Office. (Under the multiple entry-exit program format, students entering the program as freshmen could leave the program at the end of two years with the ADN degree or at the end of four years with the BSN degree. Non-baccalaureate RN's would enter the program at the junior level.) This proposal or some modification thereof, together with the Board's Office recommendation, will be presented to the Committee for its consideration at a future meeting. In the meantime, the Board's Office and the University of Oregon Health Sciences Center will endeavor to obtain the nonstate funds needed to adapt the HEW national model for the study of supply, demand, and distribution of nursing services to the Oregon situation so that results of this analysis will be available to the Committee before it considers any modifications of the plan which is presently before the Board for action.
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Southern Africa, Neutrality and Human Rights

Staff Recommendation to the Board

A necessarily preliminary and incomplete report was presented. It was requested that the Board receive this preliminary statement and direct that a more comprehensive report be presented to the October meeting of the Finance Committee.

Board Discussion and Action

Mr. Ingalls said letters requesting information had been sent to some 84 corporations and responses had been received from about half of them. A review of the investment program is also in progress.

Mr. McLaurin commended Vice Chancellor Holmer for providing timely and useful information and said the subcommittee would be meeting soon to review other material regarding this issue, and it was anticipated a recommendation would be made to the Finance Committee in October.

Mr. Perry indicated that two individuals had requested an opportunity to appear before the Board with comments on the question of Southern Africa with respect to neutrality and human rights. He requested Mr. Collier Hands and Mr. Bankole Iku to make their presentations.

Mr. Hands read a petition that the Board withdraw its investments in corporations doing business in and with the racist governments of South Africa. The petition referred to racial discrimination practiced by United States corporations operating in Southern Africa to profit from super-exploitation of black African workers. The petitioners indicated they joined with the 980 students of the University of Oregon in support of a proposal for divestiture. Mr. Hands indicated the petition was signed by students, organizations and professors at Portland State University.

Mr. Iku Koyi questioned how there could be vested American interests in South Africa and at the same time an interest in the black African people. He then asked the following questions:

1. Who were the individuals who were supposedly investigating the companies operating in South Africa?

2. Were there close relationships with the African people?

3. How much pressure is the Board willing to put forth on behalf of the interests of the African people?

4. Which universities have interests in South Africa?

In response it was indicated that some of the questions have been answered previously or the information is available through Mr. Holmer. The investigations will attempt to provide other answers to the questions.

In response to the final question, Mr. Wyss indicated that money invested in these corporations comes from commingled funds available to the entire State System and used for scholarship funds in all of the colleges and universities. The commingled fund is invested by professionals employed to manage that money and is not invested directly by the State Board of Higher Education. Some of that money is invested in corporations that have activities in South Africa, so every institution in the State System is a beneficiary of funds invested in these corporations.

Mr. Iku Koyi said a six-point plan had been mentioned and asked for a further explanation of the plan. Mr. McLaurin said there were six principles that corporations having investments in South Africa have agreed to in terms of how they related to apartheid in South Africa and also how they treat the workers that are employed. He said he would be willing to share the information with Mr. Iku Koyi.

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

At its meeting on July 29, 1977, the Board of Higher Education adopted the following statement:

The State Board of Higher Education has a fiduciary responsibility to the State of Oregon to see that the endowment funds under the Board's control are invested prudently, consistent with generally accepted moral principles, and in a manner which furthers the common good.

From time to time the Board is asked to consider questions of principle in connection with the investment of endowment funds. The Board takes such questions seriously; however, the Board also believes that it should not lightly interfere with the decisions of its investment advisors or take actions which might compromise the financial integrity of the endowment funds.

The members of the State Board believe that the policy of apartheid and strict racial separation, in effect in the countries of South Africa, Rhodesia, and Namibia, is repugnant to the generally accepted moral principles of the people of Oregon. Accordingly, the Board should consider:

1. Whether it is appropriate to invest endowment funds in corporations engaged in significant economic activity in any of the three-named countries;

2. Whether the Board should act as a shareholder to express its concern with business activities which may encourage or condone the continued practice of apartheid and racial separation in the three countries; and

3. Whether the Board should designate a portion of its endowment income, to the extent that such income results from corporate investments in the three-named countries, to be a fund for scholarships for worthy and needy African students.

In addition, the Board requests that it be advised specifically as to any existing Administrative Rules and Board policies in the field of neutrality on public issues and with respect to human rights and discrimination.

To enable the Board to consider these questions, the Vice Chancellor for Administration is requested to take the following actions:

1. Identify those corporations, in which the Board has invested funds, which do business in any of the three-named countries and, to the extent possible, the amount and nature of such business.

2. Direct a letter to the chief executive officer of each such corporation, requesting information in reasonable detail concerning the nature and extent of the corporation's investment and business activities in each of the three-named countries, the earnings therefrom, and the racial practices and conditions in the particular communities where the corporation does business in such countries.

3. Consult with the Board's investment managers to determine what procedures should be followed if and to the extent the Board determines that divestiture of any securities is appropriate.

4. Prepare, in cooperation with institutional officials, an analysis as to whether scholarships for African students could be funded from endowment income resulting directly or indirectly from investments in the three-named countries, and the consequences of so doing.
5. Identify those actions which the Board might appropriately take as a corporate shareholder to express its concern with business practices which condone or encourage apartheid and racial separation.

6. Determine what action is being considered or taken by other educational institutions and state systems with respect to similar issues, establish communication with such institutions and systems, and identify those actions which several institutions might jointly take to express their concern with such business practices.

7. Report to the Board at its September meeting, and thereafter as may be necessary, on the results of the above activities.

A substantial file of material reflecting Board Rules, policies, and discussion of public issues relating to human rights and discrimination has been assembled. The file has been limited to the past ten years.

The corporations (84) have been identified and inquiries have been forwarded, as requested. More than half of the corporations have responded and additional responses are expected within the next few weeks. The responses received so far indicate awareness of the concern about apartheid but it would appear appropriate to defer a report for an additional three weeks, so that a single comprehensive report may be provided.

One of the investment managers has indicated that whatever investment conditions the Board deems appropriate will be observed. The other manager did not receive the original inquiry and is, at this time, considering its response.

The scholarships for African students funded from endowment income resulting from investments in the three-named countries would be very limited in amount. The effect of scholarship endowment restrictions has not been fully assessed and the legal question of discrimination on the basis of national origin is being considered.

The actions of several other institutions on this subject have been identified. Further information of this type is expected in the next few weeks.

Proposed 1978-79 Admissions Policies for State System Institutions

(Considered by Committee on Instruction, Research, and Public Service Programs, August 26, 1977; present--Carpenter, Feves, Anderson, Daniels, Harms, Wyss.)

The State Board of Higher Education has a long-established policy of announcing in the late summer or early fall, the admissions requirements that will be applicable in its colleges and universities a year hence. This permits prospective students to take these requirements into consideration in their planning.

This, then, is the time for the establishment by the Board of the admissions requirements for the 1978-79 school year.

Staff Recommendation to the Committee

It was recommended that the Board establish as the admissions requirements for 1978-79 the same requirements as are applicable in 1977-78. The proposed 1978-79 admissions requirements would read as shown on pp. 729-731.

Discussion and Recommendation by the Committee

Dr. Romney noted that during the past year, faculty committees on each campus have reviewed, and an interinstitutional committee, consisting of representatives of the faculty committees, has examined admissions requirements of the institutions with a view to determining if any modifications of these requirements were desirable. The result of these discussions is the recommendation that admissions requirements for 1978-79 remain as they currently are.
Dr. Romney noted that at one point in the recent past Eastern Oregon State College was much interested in the possibility of dropping a GPA requirement for admission and requiring simply high school graduation, but that position was never finally firmed up, and is now under reconsideration.

The University of Oregon Faculty Advisory Council has given some consideration during the past year to the issue as to whether the University's role should be reflected in higher admissions requirements. But considering the circumstances of the two older universities (UO and OSU), it was concluded by the Board's Office, in conjunction with the interinstitutional committee, that there ought be no increase in the 2.50 high school GPA admissions requirements at the two older universities for 1978-79. The issue will be reviewed again during the current school year. The fact that institutional funding is tied to enrollments complicates the issue somewhat. Dr. Romney also noted that another aspect of admissions requirements that will be under consideration this coming school year is the admissions requirement for out-of-state undergraduate students. One or more institutions have requested consideration of a possible reduction in admissions requirements for out-of-state students, given the fact that they now pay the operating costs of their education.

Dr. Romney said the individual institutional committees and the interinstitutional committee examined the question as to whether or not the institutions should use some other measure of admissibility in addition to the high school GPA. In general, the consensus was that the high school GPA is an effective way to express admission requirements and should be continued. Dr. Romney noted that some of the information reviewed by the committees in reaching this recommendation, such as use of rank in class as an admission criterion, grade point averages of persons admitted to the institutions under current admission requirements, and descriptions of admissions requirements of institutions in other states, is shown in the document provided the Committee.

Mr. Wyss said it seemed to him that the institutions either have reached their enrollment limitations or they have not. In most instances they have not. If they have not reached their enrollment limitation, it is probably not appropriate to increase requirements for admission because that would mean the institutions would have a lot of vacancies with resulting problems. However, he said, if institutions have reached their admission limitations, clearly some kind of criteria are better than no criteria. Since we cannot easily measure nonscholastic qualities in people until we see how they do in society, it is probably better to go by those things which can be measured and these things tend to be GPA, test scores, and rank in class. He observed that the two institutions presently at their enrollment limitations are Oregon Institute of Technology and Oregon State University. Since academic kinds of standards and tests may not be wholly appropriate for Oregon Institute of Technology, he continued, perhaps no drastic change in admissions requirements at that institution are called for. On the other hand, Oregon State University could perhaps use some guidance from the Board as it seeks to limit its admissions, he said. He suggested that rank in class may be a more meaningful standard than GPA in a period of grade inflation.

Dr. Romney said there has not been much interest on the part of the institutions in using rank in class because they feel the GPA offers sufficient selectivity for the institution to make a determination for admission. He said there also was a feeling that rank in class is not as meaningful in a state with many small high schools as it is in states with heavy populations. He said he suspected this is why rank in class is more often used as an admissions criterion in the east and midwest than it is in the west, as the data on p. 17 of the full report to the Committee indicates.

Mrs. Feves asked if the Board's concern in setting admission requirements is with the small percentage of students who are not prepared for the college they attend and are dismal failures. She asked if our means of predicting student success are sufficiently accurate to permit a precise determination of who will succeed.
Mrs. Feves noted that admissions criteria are unidimensional, in a sense, and that other factors other than scholastic aptitude have much to do with one's success or failure in college.

Mrs. Carpenter said that a recent study of the reasons for the decline in the scores on the Scholastic Aptitude Test (done by a committee chaired by Dr. Willard Wirtz) would probably be of interest to the Committee. This study identifies lack of motivation as one of the most important factors in student achievement, she said, which suggests that some students if given an opportunity may be "turned on" and succeed in college. She noted that the foregoing report also identified the dropping of required courses and allowing almost total permissiveness in the choice of electives may also be factors affecting student achievement. She suggested that perhaps consideration should be given to requiring satisfactory completion of specific high school courses as a condition of admission to the State System institutions and that this might result in greater success of students who enter our institutions. She suggested that perhaps this is a matter that should be considered in future discussions of admissions requirements.

Dr. Romney said the designation of specified college preparatory courses as a requirement for admission is coming back into favor, particularly with the more selective institutions of the nation. He said this may be a matter which should be explored in preparation for next year's admissions requirements.

Mrs. Carpenter said perhaps this should be a subject for discussion by the joint boards.

Speaking to this same point, Dr. Romney reported that the Board's Office of High School Relations has prepared a publication for high school students and their parents which will provide information concerning the kinds of high school courses in which the students should enroll if they have aspirations to go to college. He said the cooperation of the State Department of Education is being sought in helping to meet the cost of distributing this publication to all eighth graders planning their ninth grade programs and ninth graders planning tenth grade programs so that in making their decisions about the courses to be taken they will be alert to the kinds of courses which will best serve their interests if they are college-bound. He said that he anticipated that this publication will be as helpful to high school students in planning their high school programs as the annual Board's Office publication on recommended community college programs has been to community college students in helping them to plan their community college programs so as to be able to transfer to State System institutions without loss of time.

Mrs. Feves asked if the publications would tell a student the kind of courses needed for entry into a particular major program of study. Dr. Romney said it would. Mrs. Feves then observed that the publications should be widely distributed, since this kind of information could save a student up to a year's time in college studies.

President MacVicar said he would agree that high school rank in class is by and large a more realistic indication of placement than are high school grades. He said it is true that not all high schools grade alike. Rank in class tends to place a greater degree of emphasis on the actual situation in a particular high school and gives a better indication of where a student really stands. However, he said, it was his impression that many high schools simply do not rank their students, and this is one reason this criterion is not used as extensively as it might be. The data relative to the validity of State System admissions requirements shown in the Board's Office document (p. 29) to the Committee, he continued, although incomplete and in a sense fragmentary, indicates that neither high school grade point average nor test scores, nor the combination of the two, is a very precise predictor of success as measured by college achievement. The median value for high school GPA is .54 for men and .63 for women and these are not impressive figures, when one is talking about making decisions which affect a person's life.
For this reason, President MacVicar said, he had always supported the view that within certain reasonable constraints, the posture for a public university and particularly a land-grant university should be one of recognizing wide-ranging abilities, holding the door of opportunity if not wide open at least partly open, and encouraging those who can't meet these criteria to attend the community college where they can demonstrate their ability to succeed. He said when everything has been said, there is no predictor that has been constructed which made him comfortable about establishing a high screening capacity for sorting people out. Rather, he said, people should be allowed to sort themselves out, and, he said, there is a lot of self-selection going on. He said he did not believe the System was too far off the mark in having a moderately limiting admissions policy. Whether this policy is finely tuned or whether we should consider raising the requirement another tenth or 25/100 of a grade point, he said he could not say. However, he concluded, his intuitive feeling was that if Oregon State University adopted a 2.75 requirement the institution would not change a great deal because there are not many students coming in between 2.50 and 2.75. However, he said, he felt it would be important to continue to permit students to enter on test scores as an alternate to the GPA.

He said perhaps when the Board next meets with the Board of Education they can discuss the issue of the meaning of high school grades, particularly in light of the competency approach to evaluation. If high school grade point averages are diminishing in predictive value, he said, then the question is what should replace them as a basis for admission. He added that Oregon State University is not having to curtail admissions this year.

Mr. Wyss said it appeared then that there is no reason to have admissions requirements at all, since the institutions are able to accommodate all who wish to attend. He asked if there were any instances in which people have been rejected because of their low GPA, saying that if an applicant is found to have a low GPA, isn't there always some other way to admit the student?

Dr. Romney said there are alternate routes to admission (Scholastic Aptitude Test scores or achievement in college-level courses in summer sessions).

Chancellor Lieuallen commented that in response to the question as to whether anyone is denied admission to a State System institution, it should be noted that if the counseling at the high school level is done well and if the admissions requirements are sufficiently objective, there is little occasion for anyone to be denied admission. Those who are not qualified will know they are not qualified and will not apply in the first place.

In respect to the question of whether an open admissions policy conflicts with the objective of improving standards of an institution's graduates, Dr. Lieuallen said this is dependent upon one's view of quality and standards. If the high quality institution is the institution which takes a person as far as that person is competent to go, it really doesn't matter where the person is at the outset. It is the distance the person travels that is a measure of quality and standards. On the other hand, if the measure of quality and standards is simply the ultimate outcome, then it is important that the selectivity be reasonably high to assure that more people achieve this objective. One can graduate very able, highly competent men and women by simply limiting admissions to highly competent men and women.

Mr. Anderson asked if there is any policy statement as to why the Board has admissions standards. He said if the motivation of the Board in setting standards were known, then the standards could be more easily set.
Dr. Romney said this question has been discussed by the Board frequently in the past with the conclusion that a modestly selective admissions policy was desirable for four-year public institutions.

President Boyd said that he did not agree with what had been implied, namely that admission requirements hardly matter, but are just a device for keeping enrollments at a proper level or of being democratic. He continued that there are programmatic consequences of selective admissions that a system that wants to be diverse, and take advantage of the strength that diversity can give, might well want to consider. He said he knew that it was difficult to find a safely predictive set of criteria, but examination of the experience of the 400 weakest students admitted for three successive years at the University of Oregon reveals that very few of these ever return as sophomores. There is enough difference to make a difference, he averred; the weaker students have a miserable freshman year and either flunk out or are so discouraged by it they do not return as sophomores. They are not served by this situation. They might have had a better experience in a classroom situation that was more realistic for them, that did not offer them competition with people who were more highly skilled, brighter, or quite simply better motivated for the academic life. And by their presence not only did they suffer, but they adversely affected the quality of what happened in the classroom, because to some degree the compassionate teacher takes into account the full spectrum of the classroom when teaching and consequently to some degree teaches down to the minimum skills, the minimum motivation and the minimum intelligence present in the classroom.

If one or more of the institutions in the System were allowed to have a frankly academically selective set of admissions criteria, and only admitted students who were well prepared to do university work, which is to say came in with proper courses in geometry and trigonometry and algebra and foreign language and four years of English already behind them, and had established the fact that they were motivated by having demonstrated a high level of success in a high school program, such students would be better served in the company of one another than in the more homogenized setting that we seem to take for granted we ought to replicate in all of our institutions. He said he thought if the University of Oregon were to raise its admissions standards, say by a quarter of a point, and if it were able to specify certain sequences of courses completed in high school as requisite for admission, it would suffer some drop in enrollment, but those students who were admitted would stay in the System and the educational environment would be distinctly superior. He said this is the position of the faculty advisory council at the University of Oregon, which studied performance of University students during the past year. The University did not propose such a change, he said, because of its present fiscal problems, which are tied to enrollment. Its timidity, he said, caused it to refrain from making a recommendation which it thinks would be academically justifiable and which would have good programmatic results for the University and for the entire State System.

Mr. Wyss asked if there were not honors programs to provide intellectual challenge for the superior student. President Boyd said there are such programs and they serve well a certain clientele of students. In recent years these programs have experimented with non-cognitive and affective learning so that now they have a rather distinctive approach to the curriculum, e.g., they may be thematically oriented or interdisciplinary in their approach. They do not meet the old-fashioned need for the honors program of students who are the brightest and most highly motivated working only with their fellow students with the best faculty the school has to offer. Faculties of a broad spectrum student body resist this kind of honors program as skimming the cream off the milk. There is far less resistance, he said, when the composition of the student body is all of high academic quality.

Mr. Wyss suggested that if President Boyd were proposing to eliminate the least qualified 400 students of his entering freshman class, this would be a reduction of 13-14%. If all the institutions in the System reduced their entering class by this much, the savings to the state would be substantial.
President Boyd said he assumed that the state would provide opportunity for everyone who wants to attend college somewhere in the state, perhaps at one of the community colleges or a four-year state college. The distribution of students would be different, but overall there would be no savings in educational costs. Certain programs, he said, would be more expensive, e.g., the University of Oregon would be more expensive if the student/faculty ratio were changed, a consequence of a more selective admissions policy.

President Boyd continued that if, in the future, the Board adopted the policy of permitting one or more of its institutions to move to a more selective admissions policy, he would hope the University of Oregon and Oregon State University to move simultaneously as they have in the past.

President MacVicar said he thought perhaps there is a philosophical difference between the two institutions, but that it might well be that better data is becoming available on identification of students not likely to succeed. He said he did not believe that everybody ought to have a chance to enter postsecondary education programs anywhere they wish, but rather that the state should provide wide-ranging opportunities in a variety of types of institutions. This Oregon does, he said, with the State System with its varying admissions standards, and in the community college system which offers opportunity in most places in the state. However, he said, the philosophy of competency as a basis for measuring achievement, adopted by the Board of Education as a basis for high school graduation, is not consistent with the notion that we should begin to establish admissions standards based on a rigid pattern of high school courses. He continued, this does not mean we cannot consider it, discuss it, and perhaps even say that is what we are going to do. Since there is no longer a clear-cut college preparatory program in the secondary schools, we have the extra obligation to say categorically what we think is the best preparation for successful achievement in colleges and universities.

President MacVicar continued, saying he felt it would be divisive and not to the advantage of either institution to have different admissions standards for the University of Oregon and Oregon State University. He said as long as there is an option of admission on the basis of test scores, he would be willing to consider some modification of the admissions requirements along the lines suggested by President Boyd. He suggested that the Board discuss with the Board of Education and ask its staff to discuss with the staff of the Department of Education some of these issues, to see whether the state is moving in a way that is going to produce for the 1980's the best possible educational programs for the young men and women who will be coming to our institutions four or five years from now. This is a necessary step, he said, because if admissions criteria were to be based on a specified pattern of high school courses completed, there would need to be a lead time of four or five years to make the requirements publicly acceptable and fair.

Mr. Harms moved that the Committee recommend approval of the staff recommendation that the current modestly selective admissions requirements be continued for the 1978-79 year. He commented that he liked the observation of the Massachusetts Institute of Technology admissions director that admissions requirements tend to measure only one aspect of an individual's qualities and that the only thing that makes the admissions process bearable is the large percentage of error which allows some healthy randomization to slip in the back door. However, he said, he felt some of the ideas discussed in the Committee session should be explored.

Mr. Wyss said that he would vote against the motion in order to foster further discussion concerning further action toward increasing admissions requirements, or perhaps defining them better. He said that he would welcome at the Board meeting the testimony of the two presidents who had spoken at the Committee meeting.

Mr. Wyss voted against the motion.
Board Discussion and Action

Mr. Hanns reviewed the essential elements of the admissions policy as recommended. There has been some consideration of establishing somewhat higher or somewhat different admissions requirements, but the institutions are limited in this respect due to the close relationship between enrollments and funding.

Mr. Wyss said he had two concerns with respect to the proposed admissions requirements. He said the GPA is admittedly a rather weak predictor of success in college. If rank in class improves the selection process, consideration should be given to using it in conjunction with the GPA. Mr. Wyss said the data should be available because eastern schools require a statement of rank in class for admission. Further, use of the GPA alone tends to encourage grade inflation.

Mr. Wyss referred to the suggestion that there be greater differentiation in admissions standards between institutions. He said the Board should consider the positive and negative aspects in admissions standards and cited President Boyd's comments on this subject during the Committee discussion.

President Blumel said any extensive comments on the question of admissions standards should be an integral part of the statement of the institutional mission. The present admissions standards are realistic for Portland State University in terms of the clientele served by the institution and mean very little in terms of ability to succeed in college-level work. The present practice of permitting a limited number of credit hours to be taken at a time, without admission, serves that clientele well, President Blumel said. No negative impact on the quality of the educational offerings has been detected. President Blumel also pointed out that with a system of curricular allocations, accessibility would be affected by establishing significantly higher admissions standards at one or two institutions. Transfer policies would require careful consideration in the context of significantly higher admissions requirements for some of the institutions. Resource allocation would be another major factor of concern.

President Leinwand said, in his opinion, a variation in the admissions standards would be quite useful in many ways. For Oregon College of Education, the standards that currently exist are quite satisfactory. He suggested that if there were an alteration in the admissions requirements, some consideration be given to a uniform application in which the student would apply to the State System and would have a choice of institution to attend. Superior students would be assured of their first choices. He said such a plan had merit in view of the enrollment picture in the state and in terms of providing students with a greater variety of alternatives for access to institutions.

President Leinwand advocated requiring specific college preparatory courses for admission. It might also be desirable for the University to develop its own testing instruments with a view to determining what the grade-point-average actually means. In conclusion, President Leinwand proposed that perhaps one institution could work with the combination of grade-point-average and rank in class as two criteria for admission next September.

President MacVicar restated his earlier comments with respect to the factors other than grades which may have an influence on college success. He urged the Board to provide an opportunity for more thorough discussion of the various elements pertaining to admissions standards. He also said guidance from someone knowledgeable in educational testing should be sought because test development is very expensive.

In response to a question concerning grade inflation at the collegiate level, President MacVicar said pressures do exist to give students better grades. Students convey their concern about academic success because of its importance in the entire social structure. This has created a dilemma for sensitive, dedicated teachers.
The Chancellor said one of his objectives for 1977-78 was the examination of admissions standards in the State System in time to allow adequate study of the issue prior to the September deadline for announcing requirements for 1979.

Mr. Perry said his business firm finances educational expenses for employees who successfully complete certain courses. The motivation is such that these older students earn superior grades and have a great sense of achievement in having competed successfully in the college program.

Mr. Ater said some delineation of objectives would be desirable in undertaking any reexamination of the admissions requirements. In addition, the ultimate question of admissions requirements relates to the institutional missions. Any discussion should reflect long-range planning for the institutions.

President Boyd said the University of Oregon was not seeking an immediate change in the admissions standards. In studying the matter last year, however, the faculty indicated a preference for seeking an improvement in future admissions standards, either by raising the grade-point-average required for admission or by combining it with rank in class or other data to refine its selectivity.

Another alternative would be the stipulation of a college preparatory program. President Boyd said he would not favor that approach without adequate consultation with secondary school personnel.

A consequence of the change in admissions standards, President Boyd said, would be some significant changes in program. Higher standards would lead to more rigorous programs which would be more valuable for a number of students. Eventually the institution would regain most of the enrollment which might be lost initially. Since the immediate impact of higher requirements would be a fall-off of enrollment, the result would be lower-quality educational programs because of the loss of funds. Some financial protection would be required during this temporary period until the institution began to attract students who went elsewhere in the past.

With respect to certain unique programs at the University of Oregon, President Boyd said those were over-subscribed in most instances and also require other suitable criteria for admission in addition to grades.

President Light said he supported the present proposal before the Board. In his previous position, President Light said, the major universities were very selective in their admissions and the smaller institutions did not secure the academic quality or representation that would be desirable. At the other end of the spectrum, lowering admissions requirements would mean a budgetary commitment to provide remedial work for students admitted at that level.

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

Staff Report to the Committee

In November 1976, the Board’s Office asked that the institutions in the State System--individually and in cooperation with the Board’s Office--enter into a systematic examination of admissions policies with a view to identifying any needed or desired changes therein for the 1978-79 school year.

Specifically, the institutions were asked:

To give consideration--in the ensuing months, within the appropriate institutional bodies--to the development of institutional proposals as to admissions requirements for 1978-79.
To nominate to the Board's Office for service on an interinstitutional committee on admissions requirements, two institutional representatives.

The institutions were asked to give specific consideration to the following questions which would also form the basis for discussion by the interinstitutional committee in arriving at recommendations for 1978-79 admissions requirements.

1. Given the role and mission of each institution, are current admissions requirements effective in identifying those high school graduates who ought to be served by the institutions?

   Specifically, if the State System continues to express admissions requirements in terms of high school GPA, ought the admissions requirements for any given State System institution be modified (i.e., increased or decreased)?

2. Ought the State System change the form in which admissions requirements are stated?

   Should admissions requirements be stated in terms of a minimum level of performance on a standardized test of academic aptitude or achievement? Or, ought some combination of high school GPA and test scores be used?

   Should rank-in-class, or rank-in-class in combination with test scores, be the basis for defining admissions requirements?

   If any changes in form of admissions requirements is proposed, what specific admissions requirement for each institution is recommended?

3. In those institutions having more qualified applicants than can be admitted within the enrollment ceiling of the institution, what criteria and methodology are proposed for identifying the applicants who will not be admitted?

4. In what subject matter areas is placement of students a problem to the institutions (e.g., English composition, mathematics, chemistry)? What kinds of information do the institutions think is necessary to effective placement of students in the identified subject matter areas? Through what organized approaches ought the necessary information be secured by the institutions (e.g., SAT/ACT tests, standardized achievement tests)? Which of the tests proposed for use should be used systemwide?

5. Ought any changes be made in basic nonresident admissions requirements?

These same questions were the subject of consideration by the interinstitutional committee over a period of months during and following institutional deliberations.

Out of these deliberations emerges the recommendation that the admissions requirements set forth on the following pages be adopted by the Board for 1978-79.

Recommended Admissions Requirements, 1978-79

The Board's Office recommends the following admissions requirements for 1978-79 (which are the same as those in effect for 1977-78).

Oregon Resident Freshmen Admissions Requirements

That the student be required to:
1. Have been graduated\(^1\) from a standard or accredited high school and

2. Meet one of the following requirements:

**UO, OSU**

a. Have a 2.50 high school grade point average or above in all high school subjects taken towards graduation, for admission fall, winter or spring terms; or

b. Have a predicted first term GPA (based on a combined measure of high school GPA and scholastic aptitude test scores) of 2.00 or above; or

c. Have a minimum grade point average of 2.00 in 12 term hours of prescribed course work taken during the summer term at the University of Oregon or Oregon State University, respectively; or

d. Have a minimum grade point average of 2.00 in 15 term hours of college-level course work taken in an accredited collegiate institution.

**PSU, OCE**

a. Have a 2.25 grade point average or above, in all high school subjects taken towards graduation to enter fall, winter, spring terms; or

b. Have a minimum combined score of 890 SAT or 20 ACT to enter any term; or

c. Have a minimum grade point average of 2.00 in 12 term hours of college-level work taken in an accredited collegiate institution, or in 9 term hours of a prescribed program in a regular collegiate summer school.

**SOSC, EOSC, OIT**

a. Have a 2.00 grade point average or above in all high school subjects taken towards graduation to enter fall, winter, spring terms; or

b. Have a minimum combined score of 880 SAT or 20 ACT to enter fall, winter, and spring terms; or

c. Have a minimum grade point average of 2.00 in 12 term hours of college-level work taken in an accredited collegiate institution or in 9 term hours of a prescribed program in a regular collegiate summer school.

**Nonresident Freshmen Admissions Requirements**

Nonresident students must:

1. Have been graduated from an accredited high school and

2. Meet one of the following:

\(^1\)Students who are graduates of non-standard or unaccredited high schools are admissible at the discretion of the institutions, which take into account high school GPA and/or SAT/ACT test scores. Students who are not high school graduates are admissible on the basis of satisfactory performance on the General Educational Development (GED) test, provided either that their high school class has been graduated, or they are adjudged by the institution to be meritorious cases justifying admission prior to the graduation of their high school class.
UO, OSU, PSU

a. Have a 2.75 grade point average in all high school subjects taken towards graduation to enter fall, winter, and spring terms; or
b. Have a 2.25 grade point average or above and a predicted first term GPA (based on a combined measure of high school GPA and scholastic aptitude test scores) of 2.10 or above; or
c. Have a minimum grade point average of 2.00 in 12 term hours of prescribed course work taken during the summer term at the University of Oregon, Oregon State University, or Portland State University, respectively; or
d. Have a minimum grade point average of 2.00 in 15 term hours of college-level work taken in an accredited collegiate institution.

SOSC, OCE, POSC

a. Have a 2.50 grade point average in all high school subjects taken towards graduation to enter fall, winter, spring terms; or
b. Have a minimum combined score of 950 SAT or 22 ACT; or
c. Have a minimum grade point average of 2.00 in 12 term hours of college-level course work taken in an accredited collegiate institution or in 9 term hours in a prescribed program in a regular collegiate summer term.

OTT

a. Have a 2.00 grade point average in all high school subjects taken towards graduation to enter fall, winter, spring terms; or
b. Have a minimum combined score of 880 SAT or 20 ACT; or
c. Have a minimum grade point average of 2.00 in 12 term hours of college-level course work taken in an accredited collegiate institution or in 9 term hours in a prescribed program in a regular collegiate summer term.

There are no summer term admissions requirements.

Requirement Regarding Scholastic Aptitude Test Scores

Freshmen students entering State System institutions new from high school will be asked, as they have been in the past, to submit scholastic aptitude test scores and related information generated either by SAT (Scholastic Aptitude Test) of the College Board, or the American College Test (ACT). Approximately 95% of the entering students submit SAT results.

The test results and related student profile information are used (1) for advisement and placement purposes, (2) as an alternate basis for determining admissibility of students not meeting the high school GPA requirements, and (3) as a basis for studies of the validity of State System admissions requirements.

The use of the foregoing test results for placement purposes is exemplified by the recommendation in June 1976, of a statewide Committee on Competencies in English Composition. The committee, consisting of representatives of the State System institutions, community colleges, independent colleges and universities and the public schools, was appointed by the State System-Community College Coordinating Committee in 1974. Among its 13 recommendations, designed to facilitate a coordinated attack on the problems of assuring student competence in written expression, was one (Recommendation 5) urging that the results of the SAT-TSWE (Test of Standard Written English) be used in placement of students in English composition courses. Recommendation 5 urges:
... statewide adoption of the Test of Standard Written English [a part of the SAT] as a diagnostic device for measuring the basic skills in Recommendation 4 as prerequisite for admission to WR 121. The standardized test may be supplemented by locally developed instruments and/or written examples.

(Recommendation 4, to which allusion is made above, is that "... a list of four basic skills be adopted statewide as requirements for graduation from high school and admission into the standard WR 121 writing course: (1) Write complete, correct sentences. (2) Use punctuation correctly. (3) Follow the generally accepted conventions of standard English usage. (4) Spell correctly, and know the meanings of, the words commonly used in one's own writing.")

Dr. Frank Ligon, Oregon State University, Chairman of the foregoing committee says:

In forming recommendations for development and maintenance of writing competency in Oregon, the ad hoc Committee on English Composition spent a great deal of time in seeking a suitable diagnostic test for statewide use in measuring the basic skills defined in its Recommendation 4 for entrance into WR 121. The Committee has found TSWE [Test of Standard Written English] to be the most promising instrument now available, and its Recommendation 5 specifically urges statewide adoption of TSWE for this purpose.

... Since 1974, TSWE has undergone testing by several institutions in cooperation with CEEB [College Entrance Examination Board] and experimental use has shown a high correlation with the ability to recognize and use the conventions of standard written English.

In response to the committee's recommendation, the following Oregon institutions are now using the Test of Standard Written English for placement in writing courses: Eastern Oregon State College, Southern Oregon State College, and the University of Oregon, in the State System, and Linn-Benton, Rogue, and Umpqua Community Colleges. In addition, the following institutions anticipate using TSWE for writing placement in the future: Oregon Institute of Technology, Oregon State University, and Portland State University, in the State System, and Clackamas and Clatsop Community Colleges.

President Perry said that September 30, 1977, was the final day Mr. D. R. Larson would serve as full-time Secretary of the State Board of Higher Education. He indicated that Mr. Larson was retiring but his services are expected to be available on a different basis at some point beyond that date. Mr. Perry then read the following certificate of recognition:

Certificate of Recognition
Honoring
Donald R. Larson
September 30, 1977

The members of the Oregon State Board of Higher Education wish to express their warm appreciation and thanks to Don Larson, who is retiring September 30th as Secretary of the Board.

Throughout his twenty-five years with the State System, Don did more than serve well. He was one of those rare one-hundred-and-ten-percenters who always gave willingly and tirelessly, not because he felt it was expected of him, but because he remained faithful to the ideal of excellence, not only for himself but for the State System. To do any less would not have met his personal standards.
This abiding dedication, with its attendant unobtrusive manner, typified the full meaning of professionalism and public service, and stood as a personal trademark in every assignment and responsibility which Don undertook—whether it was in public affairs, legislative relations, educational broadcasting, as Assistant Chancellor, or as Secretary of the Board.

But Don's long, and outstanding, record of achievement represents only the "paper profits" to the State System, and to the state. What will remain long after the books are closed will be remembrances of the uncommon decency of the man. His generous heart and helping hand have touched all who have known him, and have won him the respect and admiration of all who have worked with him.

The members of the Board are grateful to Don for his many services to the State System and to the Board as an administrator, and for his many kindnesses as a friend. We extend to him our sincerest wishes for many happy and rewarding days.

The Board adopted the certificate as read, with the following voting in favor: Directors Anderson, Ater, Carpenter, Daniels, Feves, Harms, Ingalls, McLaurin, Moore, Wyss, and Perry. Those voting no: None.

President Perry announced that the next meetings of the Board's Committees would be held at Portland State University on October 21, 1977.

Next Meeting Dates

The next regular meeting of the Board will be November 18, 1977, on the campus of the University of Oregon.

The thoughtful Certificate of Recognition from the Board is deeply appreciated, along with your personal comments from the Board's staff.

I know my time in Oregon was shorter than most people, including myself, anticipated it would be. It was, however, one of the most enjoyable and fulfilling periods of my life. I have every confidence that some of the initiatives we got started will continue, despite the inherent difficulties of supporting health professional education with a relatively modest tax base.

As you may know, about a year ago I asked Dr. Charles Holman to gather pertinent records from which a history of the University of Oregon Health Sciences Center could be written, possibly by him. When this document is completed, if the sentiments expressed about the period 1974 through 1977 resemble the Board's generous perceptions, I will be happy. If I were to write another Certificate of Recognition for the Board and its able staff, it would end with

"Despite the political uncertainties of the day and in the face of rising public doubt, the Board kept faith in one of our most precious human values, the higher education of our children."

Warm personal regards to you and all my good friends in Eugene.

Sincerely,

Lewis W. Bluemle, Jr., M.D.
President
TO THE MEMBERS OF
THE OREGON STATE BOARD OF HIGHER EDUCATION
IN OREGON

Mrs. Gilkey and I were very happy and pleased to receive a very fine statement..."Certificate of Recognition"...dated May 27, 1977, and inscribed with your individual signatures.

As I leave academic administration and return to another career, I here thank each of you for your past support in a number of now valued programs that I have been able to advance for students throughout the State System. I am appreciative, too, for your help in the development of the ARTS, HUMANITIES AND SOCIAL SCIENCES at Oregon State University. These areas will require your continuous scrutiny in order to realize a more adequate and desired development.

Again, our sincere thanks for the encouragement that you have given us in many matters...and for your good wishes!

Gordon W. Gilkey
Dean Emeritus

Report of Bids and Contract
Award for Safety Deficiency Corrections, Phase I
(Vocational Shops, Agriculture, Cordley and Wiegand Halls
Flammable Storages and Fire Exitways), OSU

Staff Report to the Board
Upon the recommendation of officials of Oregon State University, the final drawings and specifications which had been prepared with the assistance of Morrison, Funatake & Associates, Inc., Portland, for flammable storage facilities at four buildings and a fire exitway at one building at Oregon State University were accepted on behalf of the Board. Three bids were received for the work on August 9, 1977, ranging from a low of $45,228 to a high of $46,063, net of three deductive alternates which were exercised. This project was bid previously on June 21, 1977, but the bids received at that time were rejected inasmuch as they substantially exceeded the estimate.

For the rebid of the project, deductive alternates were provided which deleted three of the four flammable storage areas (Agriculture, Cordley and Wiegand Halls). In order to stay within the total expenditure limitation for the first phase of the safety deficiency corrections, it was necessary to exercise these alternates. A contract award was made to the lowest bidder for the net amount and the following tentative budget was approved for the project:

Direct construction costs - Keith Sanders Contracting Co., Inc., Beaverton $45,228
Professional services fees 6,549 (1)
Construction supervision and miscellaneous costs 723
Contingencies 1,000
Total $53,500

(1) Including fees for abandoned work.

The work of the contract includes the construction of a reinforced concrete block flammable storage and an air compressor enclosure within the Vocational Shops Building and the addition of a steel and concrete exterior stairway to provide an additional exitway from the second floor of the Vocational Shops Building.

The estimated expenditure requirements of $53,500 are being charged against the budget allocation of $1,650,000 for safety deficiency corrections, Phase I, at Oregon State University, funded as part of the program authorized by Chapter 48, Oregon Laws 1975.
RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARD

Project - OSU Safety Deficiency Corrections, Phase I (Vocational Shops, Agriculture, Cordley and Wiegand Halls Flammable Storages and Fire Exitways)

Engineers - Morrison, Funatake & Associates, Inc., Portland

Board's priority - Part of No. 1 in 1975-1977 (Educational and General Plant)

Legislative authorization - Chapter 48, Oregon Laws 1975

Total project costs
Total direct construction costs
Scheduled completion - December 1977
Tentative financing plan:

Board Discussion and Action

The Board received the report as presented.

On May 20, 1975, the Board approved the schematic design phase of planning for the proposed Gilbert Hall Addition and Renovation project at Oregon State University as prepared by Architects Wolff/Zimmer/Gunsul/Frasca, Portland. The new addition was expected to provide a total gross area of approximately 33,909 square feet within a basement and three other floor levels. As noted in the minutes of that meeting, the main floor (at grade level) was expected to be partially open to preserve pedestrian circulation patterns, and the enclosed space was programmed to include three classrooms, a graduate conference room and an office. At the basement, second and third floor levels the design contemplated major instructional laboratories with the necessary support spaces, including instrument computation, issue and dark rooms. Legislative authorization for the work was not obtained in 1975 so the project was assigned priority no. 2 within the listing of educational and general plant projects for 1977-1979.

During the preparation of the capital construction program for presentation to the 1977 Legislature, the area of the proposed addition to Gilbert Hall was modified to reflect revised program requirements within a gross area of approximately 43,000 square feet. The request for the project also included the remodeling of the existing building, involving a total area of about 83,148 square feet, but this portion of the work was deferred by the Legislature to a later biennium. Hopefully, it will be authorized in 1979 so that it can be undertaken following the completion of the building addition.

Based upon the revised program and the approved budget (reduced from the total of $7,201,558 requested by the Board, including $2,181,558 for the correction of safety deficiencies, to an expenditure limitation of $4,585,000), Zimmer/Gunsul/ Frasca Partnership, Architects, have completed the revised schematic design phase of planning for the addition. To accommodate the total gross area of 43,318 square feet within the confines of the restricted site between Gilbert Hall and Rogers Hall, the proposed new wing would include five floor levels rather than four. The main floor, at grade, still would be partially open for pedestrian circulation. The enclosed space at that level would include two general purpose
classrooms, the mechanical service areas for the building, a lobby adjacent to the northwest stairway and elevator, and an additional stairway at the southwest corner of the new addition. A connector for pedestrian access to Gilbert Hall would be provided at both the second and third floors. A few minor space adjustments also have been made in the plans for the basement, second and third floors; and the arrangement of space on the proposed fourth floor would conform substantially to the other three principal floor levels.

Approximately 450 student stations would be available within open-type instructional laboratories for multiple course scheduling. Additional student stations would be provided in specialized laboratories and in the general purpose classrooms. Office accommodations, other than for graduate teaching assistants, would not be incorporated within the addition but would be available within the present structure.

In anticipation of the price level expected when bids are to be solicited following the completion of the construction documents late in 1978, the direct construction costs are projected to be $3,786,301. This amount includes $116,250 for sitework and utilities. The remaining $3,656,001 of the direct construction costs for the building, fixed equipment and the elevator, averages approximately $84.40 per square foot. Consistent with the expenditure limitation approved by the 1977 Legislature, the project budget is $4,585,000.

The architects are being authorized to proceed with the design development phase of planning in order to refine further the building elements and cost estimates prior to the preparation of working drawings and specifications.

RECAPITULATION UPON COMPLETION OF REVISED SCHEMATIC DESIGN PHASE OF PLANNING

Project - OSU Gilbert Hall Addition

Architects - Zimmer/Gunsul/Frasca Partnership, Portland

Board's priority - No. 2 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated gross area - 43,318 square feet

Estimated total project costs $4,585,000

Estimated direct construction costs:

Total $3,786,301

Building and fixed equipment (excluding sitework and utilities) $3,656,001

Average (per square foot) - $84.40

Tentative schedule:

Bidding - Late 1978

Completion - Spring 1980

Tentative financing plan:

General Fund appropriation $2,292,500

Article XI-G bonds 2,292,500

Total $4,585,000

Board Discussion and Action

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

At its May 27, 1977, meeting, the Board approved the staff recommendation to sell to the Commercial Bank of Silverton, Oregon for $117,425 cash, a lot and building located at the southwest corner of Main and Second Streets, Silverton, Oregon. Bids were not requested because the terms of Charles H. Hoyt's last will and testament and the bequest required that the Board accept the assignment of a 1960 lease between Charles H. and Gladys C. Hoyt and the Commercial Bank which covered the period of January 1, 1971, through December 31, 1972, and included provisions for two, 5-year renewal periods as well as the option for the Bank to purchase the property at any time within the 22-year period.

The Board's President and Secretary signed the bargain and sale deed prepared by the Board's legal counsel and the negotiated sale was consummated on July 31, 1977. The selling price exceeded the appraised value of the property.

Board Discussion and Action

The Board received the report as presented.

Discontinuance of Three Centers, UO

Staff Recommendation to the Committee

This action is being reported for the information of the Board's Committee. No action is necessary.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Committee

At its March 25, 1977, meeting the Board adopted policies and guidelines concerning the establishment, institutional use and review of centers and institutes. Recommendation 5 stated "That when centers or institutes have been unfunded for a period of two consecutive years or more, they be reviewed under institutional policies to consider whether they ought to be retained or discontinued." The following report from the University of Oregon is in response to that recommendation.

The University of Oregon reports that it has discontinued the three centers listed below, effective winter term 1976-77:

- Center for Media Research
- Transportation and Logistics Research Center
- Center for International Business Studies

The centers being discontinued have not been funded for a period of at least two years, and two of the centers, the Center for Media Research and the Transportation and Logistics Research Center have been inactive over this period.

Rationale for Abolishment of the Centers

The Center for Media Research was established as a laboratory for students to gain experience in research in the broadcasting field. In its early years, the Center published a number of faculty/student research papers in this area. Upon resignation of the faculty person who served as the Center's director, the instructional activities of the Center were reabsorbed into the regular instructional activities of the speech department. The Center has been unfunded and inactive since 1972.
The Transportation and Logistics Research Center was established in 1966 to foster research in areas of transport and physical distribution management (logistics). The Center has not been successful in obtaining federal and other nonstate support for its activities, and has been inactive and unfunded for the past two years. The University does not believe there is sufficient interest in research in this area at this time to warrant continuation of the Center structure.

The principal work of the Center for International Business Studies has been the administration of the College of Business Administration's student exchange program with The Netherlands College of Business, an activity carried on as a part of the general administrative duties of the associate dean of the College, who served as Center director. The College and the University have concluded that these activities can be carried on without continuation of a formal Center structure.

Sale of Property, Lydia H. Hendricks Estate, UOHSC

On September 12-13, 1977, the Board president and secretary executed a bargain and sale deed which conveyed to Selma A. Butler certain unimproved real property in Portland, Oregon. This action followed receipt of the final payment on a real estate contract entered into by Lydia Helen Hendricks (seller) and Selma A. Butler (buyer) on September 1, 1957. The property was part of the bequest of the Lydia H. Hendricks estate to the University of Oregon Health Sciences Center, Doernbecher Memorial Hospital for Crippled Children, which was reported to the Board on September 23, 1975. On June 6, 1975, the contract was assigned and the deed to the property was conveyed to the Doernbecher Memorial Hospital by the First National Bank of Oregon, executor.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials and CH2M/Hill, consulting engineers, Portland, the work of the prime contractor for the steam service improvements at the University of Oregon Health Sciences Center was accepted on behalf of the Board as of June 7, 1977.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on November 25, 1975:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget 6/7/77</th>
<th>Original Budget 11/25/75</th>
<th>Increase (Decrease)</th>
</tr>
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<tbody>
<tr>
<td>Direct construction costs -</td>
<td>$1,156,865</td>
<td>$1,118,730</td>
<td>$38,135 (1)</td>
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<td>Temp-Control Corporation, Portland</td>
<td>$53,262</td>
<td>48,000</td>
<td>5,262</td>
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<td>Professional services fees</td>
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<td>31,600</td>
<td>(6,727)</td>
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<td>Construction supervision and miscellaneous costs</td>
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<td>(36,670)</td>
<td></td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$1,235,000</td>
<td>$1,235,000</td>
<td>$0</td>
</tr>
</tbody>
</table>

(1) Includes provisions for damp-proofing the utility tunnel; changes to various steam and condensate return lines; addition of expansion joints and a gravity drain at the utility tunnel; provisions for a complete propane gas pilot ignition system; change of glass color in the boiler house window glazing; relocation of a transformer concrete pad; removal of rock during excavation of tunnel drain; relocation of vertical shaft and tie-in to existing tunnel; excavation and replacement of unsatisfactory sections of sub-base along the boiler house access road; and other miscellaneous items all included within seven approved change orders.
The work of the contract included the construction of a starter unit of a new central heating plant building on the South campus containing a new boiler with a rated capacity of 40,000 pounds of steam per hour, a deaerator and other auxiliary equipment. Also included was the construction of a new concrete steam distribution tunnel serving the South campus and interconnected with the existing steam distribution piping from the heating plant in University Hospital South.

Of the total project budget, $50,000 was provided from self-liquidating bond borrowings under Article XI-F(1) of the Oregon Constitution and/or from auxiliary enterprise balances and the remainder of $1,185,000 was financed in equal shares from the General Fund appropriation within Chapter 331, Oregon Laws 1975, and from the proceeds from the sale of bonds issued under the provisions of Article XI-G of the Oregon Constitution.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UOHSU Utility Improvements (Steam Service)
Engineers - CH2M/Hill, Portland

Board's priorities - No. 2 in 1975-1977 (Educational and General Plant) and No. 1 in 1975-1977 (Auxiliary Enterprises)

Legislative authorization - Chapter 331, Oregon Laws 1975

Total project costs $1,235,000
Total direct construction costs $1,156,865

Financing plan:
- General Fund appropriation $592,500
- Article XI-G bond borrowings $592,500

Subtotal $1,185,000
- Article XI-F(1) bond borrowings and/or balances available for auxiliary enterprises $50,000

Total $1,235,000

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials, the final drawings and specifications which had been prepared with the assistance of Zimmer/Gunsul/Frasca Partnership, project architects, Portland, for remodeling work on the third floor of the Dental School Building for the Preclinical Technique Dental Laboratories at the University of Oregon Health Sciences Center were accepted on behalf of the Board. Three bids were received for the work on August 23, 1977, ranging from a low of $558,220 to a high of $597,000 when adjusted for the acceptance of one deductive alternate.

This alternate allowed a credit of $16,780 for changing the student bench frames from wood to steel and was exercised to assure adequate funds for both furnishings and equipment and for project contingencies within the statutory expenditure limitation. A contract award was made to the lowest bidder and the following tentative budget was approved for the project:
Direct construction costs-
Furber Construction Co., Beaverton $558,220
Professional services fees 55,822
Construction supervision and miscellaneous costs 27,000
Furnishings and equipment 99,883
Contingencies 39,075
Total $780,000

As described in the Board minutes of March 25, 1977, when the schematic design phase of planning for this project was approved, all of the third floor of the Dental School building, except the elevator lobby, the stairways and restrooms, will be altered for these instructional laboratory spaces and related office and service areas. Existing walls, ceilings and mechanical services will be removed. The present corridor will become part of the usable area. Laboratory stations will be provided for 168 students in a flexible plan capable of subdividing two major groupings of 84 stations into smaller areas each containing 20-22 student stations. The project will solve a number of existing environmental problems, such as concentrations of dust, chemical vapors and smoke resulting from the laboratory operations. Each student station will provide a 25" x 40" work surface and an armature for mounting the typhodont (manikin). The student chair will be mounted from the table for swivel action and gravity return. Gas, air and electrical power will be provided at each station. Lighting of appropriate quality and lumen output will be located in the ceiling, eliminating the need for table-mounted work lights.

Each group of 20 or 22 student stations will be separated from the others by sound-absorbing, movable partitions mounted on a ceiling rack located on a permanent ceiling drop soffit which will also be sound absorbing. A semi-permanent trackless partition will divide the laboratory area into the two major groupings of 84. Environmental systems for proper ventilation, exhaust of heat and particulate debris, and control of plaster in drainage will be provided in the project.

A small addition of approximately 225 square feet will be constructed at grade level at the northeast corner of the building to house air handling equipment required for the entire third floor.

Pending the sale of bonds under the provisions of Chapter 560, Oregon Laws 1977, and Article XI-G of the Oregon Constitution, which will provide one-half of the state fund requirements for the 1977-1979 capital construction program, the project costs will be financed from the General Fund appropriation within Section 1 of the 1977 Act.

RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARD

Project - UDHS Preclinical Technique Dental Laboratories Remodel
Architects - Zimmer/Gumsul/Frasca Partnership, Portland
Board's Priority - No. 3 in 1977-1979 (Educational and General Plant)
Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated area:
To be remodeled on third floor - 8,115 sq. ft.
To be constructed at grade - 225 sq. ft.
Total 8,340 sq. ft.

Total project costs $780,000