OREGON STATE BOARD OF HIGHER EDUCATION

Minutes of Board Meeting, November 17, 1978

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

November 17, 1978

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.S.T.), November 17, 1978, by the President of the Board, Mr. Louis B. Perry, and on roll call the following answered present:

Mr. Lester Anderson
Mr. Alvin R. Batiste
Mrs. Jane H. Carpenter
Mrs. Betty Feves
Mr. Edward C. Harms, Jr.
Mr. Robert C. Ingalls
Mr. Gregory G. Moore
Mr. William C. Thorp III
Mr. Loren L. Wyss
Mr. Louis B. Perry

ABSENT: Mr. Jonathan A. Ater was absent for business reasons.

OTHERS PRESENT

Centralized Activities--Chancellor R. E. Lieuallen; Secretary Wilma L. Foster; 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; Janet E. Young, Assistant to the Chancellor; Richard S. Perry, Director, Division of Management and Planning Services; Ross Hall, Controller; Gary Powell, Director, Internal Audit; Wayne Lowell, Controller's Office; Don Young, Controller's Office; Victor Baldwin, Director, Teaching Research; Richard Zita, Director, Public Services and Publications; Diane Marsh, Assistant Director, Public Services and Publications; Melinda Grier, Compliance Officer; Francetta Carroll, Administrative Assistant; Karen McCumsey, Secretary to the Chancellor.

Oregon State University--President R. W. MacVicar; M. Popovich, Vice President for Administration.

University of Oregon--Ray Hawk, Vice President for Administration and Finance.

University of Oregon Health Sciences Center--M. R. Parelius, Acting Vice President for Administration and Finance.

Portland State University--President Joseph Blumel.

Oregon College of Education--President Gerald Leinwand; Ronald Chatham, Assistant to the President; Maxine Warnath, Department of Psychology, Chairman, Special Education.

Eastern Oregon State College--President Rodney A. Briggs.

Southern Oregon State College--D. E. Lewis, Dean of Administration; Ernest E. Ettlich, Dean of Academic Affairs; Marythea Grebner, Director of the Student Union and Associate Professor.

Oregon Institute of Technology--President Kenneth F. Light; W. M. Douglass, Dean of Administration.
MINUTES
APPROVED

The Board voted to dispense with the reading of the minutes of the regular meeting held on September 29, 1978, and to approve them as previously distributed. The following voted in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Executive Session Announced

President Perry announced that the Board would meet in regular session until 10:15 A.M., at which time the Board would recess and convene in Executive Session in Room 106, Memorial Union, to consider a personnel matter. He said the Executive Session was expected to last until noon and the Board would reconvene in regular session at 1:30 P.M.

CHANCELLOR'S REPORT

Status of Budget Request

Revision of Campus Boundaries, EOSC

Staff Recommendation to the Committee

It was recommended that an area of approximately 12.94 acres at the southeast corner of the campus of Eastern Oregon State College be excluded from the approved projected campus boundaries, be declared surplus to the needs of the Board and be offered for sale in accordance with the provisions of Oregon statutes. This property includes the land and improvements on the west side of 12th Street between the south line of Hillcrest Cemetery and the north edge of Gekeler Lane (also known as Pioneer Road), east of and separated from the site leased to the U.S. Department of Agriculture for the regional Forest Service laboratory. Based upon the recommendation of the campus planning consultants, Martin/Soderstrom/Matteson, AIA, and institutional officials, this property would be divided into two separate parcels—one containing approximately 5.14 acres, and the other containing about 7.8 acres. Each parcel is improved with a single family residence.

If this revision of the approved projected campus boundaries is authorized, the total area within the campus would be reduced to 108.272 acres. The Board owns all but 9.062 acres within the boundaries.

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 Committee recommendation as presented, with the following voting in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.
Staff Report to the Board

When the up-dated long-range plan for Eastern Oregon State College was reviewed with the Committee on June 23, 1978, and approved by the Board on July 28, 1978, it was indicated that consideration would be given to the potential removal of portions of the land south of "E" Avenue (extended) from the areas within the approved projected campus boundaries because such property did not appear to be needed for institutional use.

With the assistance of the campus planning consultants, institutional officials have determined that approximately 12.94 acres within the southeast corner of the campus should be excluded from the boundaries, be declared surplus and be offered for sale in accordance with the provisions of Oregon law. The statutes require that notice be provided to the Department of General Services for circulation to other state agencies to determine whether purchase of the property or interest therein would be advantageous to them before having appraisals made and advertising the property for sale at or above a stipulated minimum price.

The specific property involved in the proposed adjustment at Eastern Oregon State College was acquired by the Board in four separate parcels purchased between 1957 and 1973. Three of the four purchases were financed from resources available for auxiliary enterprises, but the earliest purchase (in 1957), involving a substantially larger parcel than the portion now recommended for sale, was financed from a combination of General Fund appropriation and accumulated rental income from real property operations. The total capitalized value of the property included within the 12.94 acres is slightly less than $70,000. All of this investment, except for approximately $1,077 applicable to the pro-rated portion of the cost of $9,850 for the parcel acquired in 1957, was provided from Article XI-F(1) bonds or other auxiliary enterprise balances.

The recommendation contemplates the division of the 12.94 acres into two parcels, each with a residence. Survey data has been ordered, so the precise descriptions of these parcels should be available within the near future. Discussions with officials of the City of La Grande have been reported to the staff as being very supportive of the recommendation to exclude this land from the approved projected campus boundaries.

If the staff recommendations are approved, it is expected that unless another state agency expresses interest in acquiring any or all of the property, appraisals of the two parcels would be obtained from qualified appraisers and the parcels would be advertised for sale at minimum prices not less than the fair market values indicated by the appraisals. In accordance with the advice of the campus planning consultants, it is also expected that the notice of sale would include a restriction that the future owners agree not to remonstrate against any uses of the adjacent property owned by the Board. If satisfactory bids are received, arrangements would be made with the President and Secretary of the Board for the sale and deeding of the property.

The campus planning consultants and institutional officials have identified a third parcel of about 4.3 acres in the southeast portion of the campus, immediately east of the site leased for the Forest Service laboratory, which might also be removed from the campus boundaries and offered for sale. Currently, however, this property is being used for the institution's rodeo program, and should not be declared surplus until arrangements can be made to locate the facilities for this program onto other campus land.

Further revisions of the approved projected campus boundaries, especially at the southwest corner near the intersection of "C" Avenue and 6th Street, are also under consideration, but it is likely that recommendations for them will not be submitted until a later time following resolution of certain street and surface drainage problems.
Schematic Design for Field House (Stadium Replacement), OCE

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

It was recommended that the schematic design phase of planning which has been completed by Architects Payne Settecase Smith Doss, Salem, for the proposed replacement of the stadium at Oregon College of Education be approved and used as the basis for further planning for that portion of the proposed construction which would be undertaken during 1979-1981, within an estimated total cost of $1,080,000, if the appropriate legislative authorization is obtained. Of this amount, approximately $170,000 would relate to parking, and the remaining $910,000 would be applicable to a structure which would have the same seating capacity of 2,000 spectators as the former grandstand destroyed by fire on June 6, 1978, and provide enclosed space for the future development of fieldhouse activities. Tentatively, it is expected that the parking improvements would be financed from self-liquidating bond borrowings which would be repaid from user charges. The financing of the structure would be provided from a combination of State Restoration Fund proceeds of about $82,000, gifts and grants of about $200,000, more or less, and other resources available for auxiliary enterprises, such as Article XI-F(1) bond borrowings, excess sinking fund reserves from commingled student building fees, etc.

It was also recommended that the conceptual studies for the future improvement of enclosed areas for physical education and recreation use within the structure be approved simultaneously, but that further planning thereof be deferred until closer to the time when legislative authorization would be requested for it under a financing plan involving state funds (for the educational and general plant portion) and auxiliary enterprise funds (for recreation.) Based upon the July 1979 price level, these additional expenditure requirements are estimated to be approximately $300,000. Although the distribution between the two funding categories is subject to further refinement, it would appear that the portion applicable to the educational and general plant would be about $695,000, or 40% of the projected total cost of $1,735,000 (excluding $170,000 for parking and $75,000 for bleacher seating, etc.)

Inasmuch as the initial construction phase would be limited to the shell of the fieldhouse structure, with some restroom facilities, the press box and storage space, to serve principally for athletic events and only incidentally for commencement exercises, convocations, music festivals, etc., it is recommended further that the request for construction authorization in 1979-1981 be reflected within the Board's listing of auxiliary enterprise projects, in priority position number 4, at the estimated cost of $1,080,000.

Discussion and Recommendation by the Committee

Mr. Ater asked whether a larger investment was required at the present time in order to provide enclosed space for ultimate development, and also whether it was less expensive to do this now rather than later.

Mr. Hunderup indicated that provision for future needs would require a larger investment than would be required for the grandstand alone. In terms of the long-range requirements for the institution, the economics justify making that investment to meet future needs instead of constructing a single purpose facility. In addition, the former grandstand was enclosed and the proposed project would replace what was lost by the fire.

In response to questions, Mr. Hunderup indicated that the estimates were escalated to a July 1979 bid date on the basis of a 1½ increase per month above the current cost estimates. The priority position recommended for the project was selected because the stadium could not be identified as being of higher priority than the correction of safety deficiencies, the
accessibility for the handicapped, or the utilities at Oregon Institute of Technology which are closely integrated with the library project for that institution. Beyond that point, the other projects are keyed to related projects on the educational and general plant list. Since the proposed project is not linked to other projects, it seemed reasonable to place it as Priority No. 4 in view of the fact that the facility replaces one which was destroyed.

In discussing the possibility of leaving the stadium uncovered, Mr. Hunderup said approximately $220,000 would be involved if the roof and the pressbox were deleted from the project. However, this was not recommended because the roof permits greater use of the facility in bad weather. The savings would be offset by an investment of $50,000 which would be required for substitute waterproofing of the seating in order to provide the shelter for the enclosed spaces below.

Mr. Hunderup indicated that there was a reasonable probability that it would be possible to obtain a variance from the parking code requirements of the City of Monmouth. He pointed out that large parking areas are relatively close to the stadium site. If it is necessary to meet the requirements for 408 spaces, it would involve an investment of approximately $170,000. The institution would then be in a position of having to institute a charge for parking which it has not had to do previously.

Mr. Ater said he was very reluctant to approve, or even indicate, that the Board would be willing to spend money for parking. He said that, in his opinion, it was very undesirable to put parking facilities in that part of the campus and there was ample parking for an occasional football crowd. He said he would like to approve the schematic design but indicate clearly to the city and the institution that the stadium might not be constructed if the project were contingent upon construction of parking.

It was indicated that this concern would be communicated to the city and the institution.

The Committee recommends that the Board approve the staff recommendation as presented, but with the understanding that the city and the institution would be advised that it was unlikely that the Board would approve parking facilities for the project.

Board Discussion and Action

In response to a question during the discussion, Mr. Hunderup said members of the City Council had indicated informally to College officials that there was a reasonable probability the variance to the parking ordinance could be obtained.

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

Staff Report to the Committee

As reported to the Board on September 29, 1978, arrangements were made with Payne Settecase Smith Doss, Architects, Salem, for professional services relating to the development of a building program and the preparation of the schematic design phase of planning for the proposed reconstruction of the stadium at Oregon College of Education which was destroyed by fire earlier this year.

The former structure had been purchased second-hand in 1951 from the City of Monmouth. It had been used for the Polk County Fairgrounds. Additions and refinements were carried out during succeeding years—the most prominent being the addition of a press box. With 7,113 square feet
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of ground floor space and 603 square feet of press box space, the facility had a gross area of 7,716 square feet. It had a capitalized value of $14,224 and an appraised value of $89,742 within the latest annual State Restoration Fund report dated April 1, 1978.

In determining the most appropriate program for the replacement of the facilities after the fire, institutional officials were urged to consider the current physical education and recreation needs of the campus as well as the types of activity areas presently available or planned as additions to the Physical Education Building. President Leinwand appointed a planning committee of citizens, educators (including several members of the College's Athletic Department), and students to assist in this task. Administrators and members of the Physical Plant staff also participated as ex-officio members of the committee.

On the basis of the recommendations of this group, the siting of the replacement facility is proposed at the same location as the former grandstand, on the west side of the playing field, east of Stadium Drive between Church and Jackson Streets. The committee also recommended that the planning of the new facilities anticipate two separate construction phases. The initial phase would essentially involve the replacement of the former facility and the second phase would complete the space beneath the spectator seating in order to provide various physical education and recreation areas.

The schematic design phase of planning by the project architects has been completed in accordance with the program recommendations and is being recommended for approval. It anticipates that the exterior walls would be of sandblasted concrete with a wooden truss roof structure, and Corten steel covering. Upon final completion, it would contain a total gross area of approximately 21,390 square feet, including 12,290 square feet on the ground level, 490 square feet within a mezzanine corridor, 6,810 square feet on the upper level and 1,800 square feet within the press box. The shell of the entire structure and the press box would be completed within the first phase. Except for two small restrooms at the ground level and except for asphaltic covering of the interior spaces on that same level so that they might be used for storage and other interim use, the completion of the fieldhouse would be deferred to a later biennium. Ultimately, these enclosed areas would provide six handball/racquetball courts, a weight/exercise room, a multi-purpose room, a first aid/physiology laboratory, dance studio, conference room, concession area, training room and locker areas, ticket booths, storage space and additional restrooms. The partitioning and finishing of these interior spaces would be programmed as the second phase of construction. In both stages, the facility would meet all applicable standards for accessibility for the handicapped. To fulfill the requirements imposed by ordinances of the City of Monmouth, it may be necessary to provide off-street parking for approximately 408 vehicles adjacent to the new structure. Unless a variance is obtained, either to reduce or waive this requirement, or to allow a gravel surface in lieu of paving, the estimated cost of providing this additional parking is $170,000. Under Board policies [AR 580-40-025(2)], parking is expected to be wholly self-supporting and self-liquidating whenever Article XI-F(1) bond proceeds have been used to finance the cost of acquiring parking sites or to make improvements for parking. Furthermore, unless the operating and maintenance cost is less than $6 per parking space per year, parking fees are to be charged. To date, Oregon College of Education has not charged for parking because it has not borrowed funds for parking purposes and its annual operating costs have been less than $6 per space. If it is necessary to provide the new parking improvements next to the stadium, it would appear necessary for the institution to assess fees for parking on the campus. Until a final determination has been made concerning a request for a variance to the City's policies, the estimated expenditure requirements therefor are being included within the project budget.
The financing of the structure would include funds from several sources. One of these would be the State Restoration Fund. After deducting certain costs relating to demolition and site clearance following the fire on June 6, 1978, proceeds of approximately $82,000 are expected to be available to apply to the replacement project. An additional resource is gifts and grants. The OCE Development Foundation has launched a campaign for financial support from alumni and friends of the institution. The goal is to obtain contributions of $200,000 or so from such gifts and grants. The remainder of the expenditure requirements for the initial phase would be financed from Article XI-F(1) bonds and/or excess sinking fund reserves from commingled student building fees. Except for amounts applicable to parking, the debt service on the self-liquidating bonds would be provided principally from commingled student building fees. (There is no net income projected from athletic activities on the campus.)

Inasmuch as the primary use of the shell would be for spectator seating at athletic events, with only incidental use of commencements, convocations, music festivals, etc., it is recommended that the request for expenditure authorization in the amount of $1,080,000 be incorporated within the Board's capital construction program for 1979-1981 as priority number 4 on the listing of auxiliary enterprise projects. For the convenience of members of the Board, there is attached to this agenda item a photocopy of the priority listing approved by the Board on July 28, 1978, and transmitted to the Executive Department prior to the September 1 deadline. An amended list would be prepared following appropriate Board action.

When and if authorization is requested for the second phase of the project, an allocation of costs between (1) the educational and general plant and (2) the auxiliary enterprises would be proposed. This distribution would acknowledge that part of the cost of the shell and part of the cost of the completion of the interior spaces for joint instructional and recreational use should be financed from a General Fund appropriation and/or Article XI-G bond borrowings. Tentatively, as noted within the staff recommendation, it is expected that the portion applicable to the educational and general plant would be about $695,000, or 40% of the total of $1,735,000 (excluding costs of $170,000 for parking and $75,000 for bleacher seating, etc.) The remaining $205,000 of the estimated expenditure requirements of $900,000 for the second phase project would be financed from resources available for auxiliary enterprises. Adjustments for price escalation to future bid dates would be necessary and further refinements of the distribution of costs between the two major categories likely would be made.

With respect to possible alternatives, it is conceivable that the institution could continue to use temporary portable bleacher seating or omit the roof from the proposed new structure. The cost of the roof and the pressbox attached to it has been estimated at approximately $220,000, including not only the direct construction costs but also professional service fees, supervision, contingencies, etc. Some modifications in the design of the seating structure would be required to provide weather protection to the enclosed activity spaces, concessions, restrooms, etc., if the roof were not included in the project, and different arrangements would have to be made for the pressbox. In view of the historical pattern of increased construction costs, and in recognition of the fact that the former grandstand provided covered seating, these alternatives are not recommended. The Board's staff has requested further investigation by the architects and institutional officials in the use of other materials for the structural system in lieu of those identified in the outline specifications presented in the schematic design. The preliminary analysis indicated that no significant cost savings would be achieved from substitutions, especially in view of incremental costs for fire protection systems and maintenance.
RECAPITULATION UPON COMPLETION OF SCHEMATIC DESIGN
PHASE OF PLANNING

Project - OCE Stadium Replacement
Architects - Payne Settecase Smith Doss, Salem

Board's priority - Not yet assigned (Staff has recommended Priority No. 4 within listing of auxiliary enterprise projects in 1979-1981)

Legislative authorization - Not yet requested

Estimated total project cost (Phase I only) $1,080,000

Estimated gross area (Phase I) - 14,090 square feet

Estimated direct construction costs:
- Parking: $145,881
- Stadium structure (excluding sitework and outside utilities): 768,191
- Sitework: 17,280

Total: $931,352

Tentative schedule:
- Bidding: July 1979
- Completion: August 1980

Tentative financing plan (Phase I only):
- Restoration Fund proceeds: $82,000
- Gifts and grants: $200,000
- Article XI-F(1) bonds and/or other balances available for auxiliary enterprises: 798,000

Total: $1,080,000

Financing of Monmouth Avenue Improvements, OCE

Staff Recommendation to the Board
It was recommended that approximately $26,000 be allocated from the Board's reserve for physical plant rehabilitation and minor capital outlay to cover local matching requirements for the proposed improvement of that portion of Monmouth Avenue which bisects the campus of Oregon College of Education. Through a cooperative effort with the City of Monmouth, the project would be undertaken by the Highway Division of the State's Department of Transportation at a total cost of about $200,000. Of this amount, approximately $161,000 would be financed from federal highway funds and the Department of Transportation would provide about $13,000. The remaining resources of approximately $26,000 need to be provided by the Board.

Board Discussion and Action
The Board approved the staff recommendation as presented with the following voting in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Board
At the October 20, 1978, meeting of the Committee on Finance, Administration and Physical Plant, an oral report was made by Vice Chancellor Hunderup and officials of Oregon College of Education concerning the progress that is being made in the negotiations with the City of Monmouth and the State Highway Division for the proposed improvement of that portion of Monmouth Avenue.
Monmouth Avenue which bisects the campus. This work would appear to provide a more economical alternative to solving the safety and other environmental concerns over the present conditions than the construction of a by-pass route or perimeter road as proposed previously. It would also appear to be much more acceptable to the local community.

Reference was made to the assistance which Ruff-Cameron-Lacoss and Associates, landscape architects, had provided in making design studies for the re-development of Monmouth Avenue between the north and south boundaries of the campus, as reported to the Board on May 26, 1978. Many of the concepts developed in these studies would be incorporated within the plans now being prepared by the staff of the Highway Division.

The roadway would be realigned within the existing right-of-way with new sidewalks, landscaped median areas and surface treatments to enhance esthetics and reduce vehicular traffic flows. The trees, islands, curves and bends of the new roadway would be expected to have both a visual and physical impact upon the safety and beauty of the campus.

Based upon preliminary analysis of the expenditure requirements, it is estimated that approximately $200,000 will be needed for the project. The City of Monmouth has indicated willingness to apply about $161,000 of the federal funds available to it for road projects so that this work can be accomplished. An additional $13,000 or so will be allocated by the State Highway Division, leaving a net requirement of approximately $26,000 for the College's participation. Much of this would be used for items that do not qualify for grant eligibility. It is proposed that these resources be allocated from the Board's reserve for physical plant rehabilitation and minor capital outlay.

Amendment of AR 580-11-040

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

Administrative Rule 580-11-040 presently includes reference only to fraternities and sororities, and assigns responsibility for judging the adequacy of these residences for off-campus living and for compliance with minimum health and safety standards. It was recommended that AR 580-11-040 be amended to include cooperative housing in order to protect the health and safety of students living in cooperative housing. The amendments are set forth below:

Fraternities, (and) Sororities and Cooperatives

580-11-040 (1) Guidelines for fraternity, (and) sorority and cooperative living are as follows:

(a) Fraternities, (and) sororities and cooperatives shall comply fully with Board anti-discrimination rules and policies;
(b) The existence of fraternities, (and) sororities and cooperatives shall be compatible with the educational objectives of the institution;
(c) Fraternities, (and) sororities and privately-owned cooperatives shall be housed in privately-owned facilities constructed on privately-owned land;
(d) The institution shall be responsible for judging the adequacy of the fraternity, (and) sorority and cooperative houses for off-campus living for its students.

(2) In carrying out its responsibilities under subsection (1)(d) of this rule, the institution shall require proof of compliance with minimum health and safety standards under applicable public regulations.
Discussion and Recommendation by the Committee

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

Board Discussion and Action

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

The revised rule, as adopted, appears below:

Fraternities, Sororities, and Cooperatives

580-11-040 (1) Guidelines for fraternity, sorority, and cooperative living are as follows:
   (a) Fraternities, sororities, and cooperatives shall comply fully with Board anti-discrimination rules and policies;
   (b) The existence of fraternities, sororities, and cooperatives shall be compatible with the educational objectives of the institution;
   (c) Fraternities, sororities, and privately-owned cooperatives shall be housed in privately-owned facilities constructed on privately-owned land;
   (d) The institution shall be responsible for judging the adequacy of the fraternity, sorority, and cooperative houses for off-campus living for its students.

   (2) In carrying out its responsibilities under subsection (1)(d) of this rule, the institution shall require proof of compliance with minimum health and safety standards under applicable public regulations.

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

It was recommended that the Board authorize an application by the Health Sciences Center to the Robert Wood Johnson Foundation for a four-year, $400,000 grant to fund the expansion of the hospital dental service program.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

Mr. Holmer reported that on the basis of the recommendation of the Finance Committee, the request had been presented to the Emergency Board which met prior to the Board meeting. The Emergency Board approved the filing of the grant application conditionally, with the understanding that if the grant were received, the acceptance and expenditure of the grant would be brought to the Ways and Means Committee at that time.

Mr. Perry said that he had attended the Emergency Board meeting and that considerable concern and interest had been expressed by members of the Legislature who were present with respect to the implications of the acceptance of grants in terms of future state funding requirements.

In discussing competition with private dentists if the program is implemented, it was stated that the program is presently envisioned as additional training for dental residents working in the hospital program. However, the potential competition should be considered in planning and in discussions with the dental community.
The Board approved the Committee recommendation as presented, with the following voting in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Committee

On October 1, 1978, the School of Dentistry and the University Hospital submitted a joint application for a grant that would, if granted, result in the creation of a new clientele. The Executive Department and the Legislative Assembly expect an opportunity to review such applications before such programs are undertaken. Review by the Board of Higher Education is required as part of the process of preparing a request for approval by the Emergency Board.

The following description of the proposal has been provided by the Health Sciences Center. It has been reviewed and approved by President Laster.

The principal objectives to be achieved are to provide oral health care for under-served populations by offering three types of services, namely:

1. Twenty-four hour dental emergency services.
2. Basic dental care services for patients who do not have a regular source of dental care, particularly those persons who use the hospital as their source of general medical care.
3. Primary prevention and dental education services, particularly for children.

Expansion of the existing three-chair Hospital Dental Service is necessary in order to eliminate dental diseases which jeopardize the health of many medically-compromised patients. Over 30,000 patients at the University Hospitals and Clinics have oral diseases and/or defects that require assessment and treatment. Inordinately long appointment backlogs exist because of current limitations of personnel, facilities and equipment. Community resources are limited for persons who require emergency care, and there are scarce referral sources for urgent management problems of a specialty nature.

It is hoped to obtain funds to facilitate the centralization and expansion of the currently fragmented programs in oral surgery, pedodontics and general dentistry within University Hospital. Participation of specialties for consultation and the provision of preventive and palliative care would be enhanced. The addition of dental residents, full-time supervising staff and support personnel will increase chair utilization and will increase patient visits by an estimated 20% during 1979-80. A 24-hour emergency plan will be initiated with local dental society support. Screening and prevention programs will be conducted by dental hygienists. The comprehensive development of the hospital dental program will be targeted to meet the needs of identified, under-served patient populations from the University Hospitals and Clinics, from the community and from the state. Dental residents and dental hygienists will interact directly with primary care providers on campus in preventive and educational programs by utilizing screening clinics to detect oral diseases. The proposed program is patterned to encourage and capitalize on the interaction among dentists and their auxiliaries, physicians, nurses, social workers, physical therapists, speech pathologists and other health professionals in order to achieve optimum benefits to individual patients and the residents in training. The award is expected to support 2.0 FTE academic staff, 2.0 FTE dental residents, and 6.0 FTE classified staff.
During the four-year period of grant support of the Hospital Dental Service, it will be the aim of the program to develop a mix of patients that will establish a significantly greater degree of self-funding than is the case at present. This is expected to occur as the result of qualifying more patients for reimbursement programs, and by making the services available to employees and financially sponsored patrons of the University Hospitals and Clinics.

We do need to consider our position at the termination of grant support. It is hoped and expected that the expanded services will have achieved a mix of patients that will support the faculty and operational expansions. If this is not the case, the scope of service will be reduced commensurate with resources if other financing is not found from non-state sources.

There will also be consideration of the appropriateness of State of Oregon support, but it is important to remember that the Dental Clinics of the School of Dentistry have always been self-financing, so it will not be unprecedented to adjust the patient volume and financial mix in relation to funding needs.

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee


Discussion and Recommendation by the Committee

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

Board Discussion and Action

In response to questions during the discussion, it was indicated that funds accruing to the State System in the past have not been extensive, but recent license agreements could result in larger returns to the institutions for further research and education. It is also intended that the policies will encourage the faculty member in the development of new knowledge. Mr. Holmer indicated that the process involved the institutions in the review of existing rules in the light of changes to federal copyright and invention regulations. Further, the recommended procedures would identify and stimulate efforts to bring inventions into the public domain.

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

The Administrative Rules and Internal Management Directives, as approved, appear below at the conclusion of the staff report.
Staff Report to the Committee

The Copyright Act of 1976 (P.L. 94-553) which became effective January 1, 1978, and the recent emphasis at higher education institutions on expediting the transfer of new knowledge from the campus laboratories and faculty research papers to public use, provided the impetus for a Board's staff survey of policies pertaining to patents, licensing, copyrights, and educational and professional materials development at 13 major institutions.

Institutions surveyed included California Institute of Technology, Iowa State University, Massachusetts Institute of Technology, Purdue University, Stanford University, University of California, University of Michigan, University of Minnesota, University of Washington, and University of Wisconsin. These institutions were especially selected because of the success they have experienced in facilitating public access to knowledge by marketing inventions and publishing educational materials. The institution's share of the net royalty income received from such activity is used to further educational and research goals.

The findings of the study confirmed that existing Board policies are generally similar to those adopted at the 13 institutions. However, the Board's Administrative Rules lack policies and procedures designed to motivate institutional faculty and administration to be sensitive about possible public use value of inventions, ideas, and technological improvements which are conceived purposely or only fortuitously by the faculty in the course of their instruction and research activities. Further, improved procedures are needed for evaluating new knowledge, determining equities, obtaining patents and copyrights, if appropriate, and developing licenses or agreements to market and publish knowledge which has commercial value.

In addition to procedural steps which have been incorporated in the proposed Internal Management Directives, the Board's staff is proposing an increase in the percentage of net royalty income which may be shared with the inventor from the current straight 30%, to a maximum of 40% of the first $50,000, 35% of the next $50,000, and 30% of all additional income. The increase to a maximum of the initial 40% would reduce the percentage differential between the maximum percentage of net income Board policy would permit an institution to share with an inventor and the percentage which may be granted an author (50%); place Oregon public institutions of higher education among those most generous in sharing royalty income with faculty and staff, and provide additional incentive for institutions and employees to become even more alert to the potential inventions and writings may have for serving mankind. Each institution could continue to recommend royalty distribution agreements with faculty and staff which reflect local institutional conditions so long as the percentages do not exceed the maximum allowable under Board policy.

The Copyright Act of 1976 constitutes the second major revision of copyright law since Congress, in 1790, first exercised its Constitutional power "to promote the progress of science and useful art by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries." It has affected higher education in two ways: first, the law removes the general exemption of public performance of nondramatic literary and music works where the performance is not for profit. This change has resulted in the institutions having to enter into licensing agreements providing for the payment of annual royalty fees when recorded or live copyrighted music is played at football games and dances, and in student unions. Second, the law serves to limit the amount of photocopying which may be accomplished by defining "fair use" for nonprofit educational purposes such as in classrooms and libraries.

The proposed changes in the Board's Administrative Rules and additions to the Internal Management Directives were circulated among institutional patent committee members, deans of research and graduate studies, and various executives. Their suggestions for change and improvement were included in the rules and directives presented for Board consideration and approval.
Administrative Rules and Internal Management Directives, as proposed and adopted were as follows:

Administrative Rules

Division 43

Policies Relating to Inventions, License Agreements, Education and Professional Materials Development, Patents, and Copyrights

Policy

580-43-006. The educational and research activities of employees of the Board of Higher Education and its institutions frequently result in the discovery of new knowledge in the form of inventions, technological improvements, and the production of educational and professional materials. It shall be the general policy of the Board that such results be made available to the public in the most expeditious and efficient manner.

Objectives of Policies

580-43-007. It is Board intent to:
(1) Provide systematic means of bringing inventions, technological improvements, and educational and professional materials into the public domain.
(2) Encourage the development of new knowledge while protecting traditional academic freedom of employees in the publication of materials, development of inventions, and discovery of technological improvements.
(3) Establish principles and procedures for equitably sharing net royalty income with employees, and with sponsoring agencies when required by an agreement.

Employe Responsibilities and Rights

580-43-011 (1) As a condition of employment, all Board and institution employees shall agree to assign to the Board rights to: (a) any invention or improvement in technology conceived or developed using institutional facilities, personnel, information, or other resources; and (b) educational and professional materials, whether or not copyrightable, which result from the instructional, research or public service activities of the institutions.
(2) Employees shall be responsible for disclosing to designated institutional representatives all inventions, technological improvements, and educational and professional materials conceived, developed, [and] or produced during the conduct of normal activities.
(3) Employees shall be responsible for cooperating and assisting Board and institutional representatives responsible for patenting, licensing, publishing, copyrighting, and generally assisting public access to new knowledge resulting from employee activities.
(4) Employees shall be eligible to share in net royalty income, not to exceed: (a) 40% of the first $50,000, 35% of the next $50,000, and 30% of all additional net royalty income received by the Board for inventions and technological improvements; and (b) 50% of net royalty income from educational and professional materials.

Institutional Responsibilities

580-43-015. To manage inventions, technological improvements, and educational and professional materials developed by employees, institutions shall:
(1) Apply Board-adopted policies and procedures.
(2) Encourage employee activities which lead to new knowledge.
(3) Actively seek applications for new knowledge developed by employees.
(4) Anticipate and comply with conditions in contracts, grants, and agreements with sponsoring agencies.
(5) Recommend to the Vice Chancellor for Administration or designee contractual agreements, patent applications, and equitable sharing of net royalty income.

Office of Administration Responsibilities

580-43-026. The Office of Administration shall:
(1) Assist institutions in the development of procedures implementing Board policies and managing new knowledge.
(2) Monitor institutional application of Board policies.
(3) Review and approve institutional recommendations regarding assignment of rights, applications for patents, execution of licenses and agreements, and distribution of royalties.

Internal Management Directives

Licensing, Patent, Educational, and Professional Materials
Development, and Copyright Policies and Procedures

6.205 Application of Policies and Procedures

The policies for licensing, patents, educational and professional materials development, and copyrights apply to all Department of Higher Education employees whose work-related assignments, regardless of location, might enable them to develop new knowledge which was conceived purposely or fortuitously. The policies also apply to other persons using institutional facilities, personnel, or other resources.

6.210 Definitions

(1) Inventions or technological improvements to which these policies apply include any new and useful process, machine, device, manufacture, or composition of matter, and any new and useful improvements.
(2) Educational and professional materials to which these policies and procedures apply, whether or not the materials are copyrightable, are those used or distributed primarily for the formal or informal instruction or education of professional or general students. Such materials may result from the instructional, research, or public service activities of employees.
(3) Materials to which these policies and procedures apply are exemplified by:
   (a) Writings, lectures, study guides, books, textbooks, journal articles, glossaries, laboratory manuals, proposals, musical or dramatic compositions, listings, tables, charts, graphs, figures, manuals, codes, software, unpublished scripts, and programmed instructional materials.
   (b) Video and audio recordings, live video and audio broadcasts, cassettes, tapes, films, filmstrips, slides, transparencies, and other reproductions and visual aids.
   (c) Computer programs and computer-assisted courseware.
(4) Inventor(s) means the individual(s) who first conceived the idea, invention, or technological improvement.
(5) Author(s) means the individual(s) responsible for primary subject-matter guidance and development of educational and professional materials.
(6) Material is said to be in the public domain if it is not protected by common law or statutory copyright and, therefore, is available for copying without infringement.

(7) Publication occurs when by consent of the copyright owner, the original or tangible copies of a work are sold, leased, loaned, given away, or otherwise made available to the general public, or when an authorized offer is made to dispose of the work in any such manner, even if a sale or other disposition does not in fact occur.

(8) The term "owner" refers to the party who owns or controls the rights to copyrightable material, whether under copyright or otherwise, and who has the right to sell, assign, distribute, or license the use of such material.

(9) Board- and institution-assisted effort is individual effort which involves institution and Board support in the form of significant personnel time, facilities, or other resources.

(10) Sponsored effort is institution-assigned effort, and assignment, among others, to conduct research and to develop materials, with substantial or all of the personnel time, facilities, or other resources for the assignment being provided by the institution and Board, or an outside sponsor such as a Federal agency or private corporation.

6.215 Rights to Inventions, Technological Improvements, and Educational, Professional and Copyrightable Materials

(1) The Board reserves the ownership rights to all institutional work-related inventions, and to educational, professional, and copyrightable materials developed with institutional resources, including the right to a free and irrevocable license for usage, and if desired, the licensing for use by others.

(2) Educational and professional materials shall be considered as having been developed in the course of employment in those cases when the individual was employed for the specific purpose of preparing or producing the material, or was specifically directed to develop the material as part of general employment duties and responsibilities.

(3) Lecture notes and other materials prepared by academic staff in connection with a teaching assignment and with only incidental use of institutional facilities, funds, staff, and other resources normally shall be viewed as flowing from individual effort and initiative and shall not be construed as having been produced in the course of discharging the obligations of employment.

(4) Funds and facilities provided by governmental, commercial, industrial, or other public or private organizations, but administered and controlled by the institution and Board, shall be considered to be funds and facilities provided by or through the institution and Board.

(5) If it is determined that inventions or materials developed are not related to work or to an assigned project and that development involved no or minimal use of institutional funds or facilities, or that the material developed is incidental to the individual’s work assignment, or that the institution and Board have no right, vested interest, or claim in an invention, and the institution decides to forego the licensing or patenting of an invention or the publishing and copyrighting of the material, the president or designee may recommend to the Vice Chancellor for Administration or designee that the Board's interest and rights be waived, and that a statement be issued which waives any institution or Board claim. Such a waiver may be granted only if pre-existing commitments to
sponsoring agencies have been cleared. Upon receipt of such waiver, the inventor or author shall be free to take such further steps as desired. In the case of an invention, however, the institution has usually provided substantial laboratory, supply and equipment support. Therefore, the president or designee will normally recommend the execution of a limited release only after the institution has exhausted efforts to license or patent the invention. This release enables the inventor to exploit the invention and recover reasonable exploitation, licensing, and patenting costs related thereto and a sum up to $10,000 out of the royalty income receipts, with the inventor and the Board sharing equally in the balance of the net royalty income.

(6) Except as provided above, the ownership rights to all forms of educational and professional material in the form of books, musical or dramatic compositions, architectural designs, paintings, sculptures, or other works of comparable type developed by institution and Board employees either in conjunction with or aside from their employment, shall accrue to the author, unless the material is prepared in compliance with contractual provisions or as a specific work assignment, or significant institutional and Board resources were utilized. An academic staff person's general obligation to produce scholarly works does not constitute such a specific institution or Board assignment.

6.220 Research and Development of Inventions and Materials with Outside Organizations

(1) In accepting grant and research funds from governmental, nonprofit and commercial agencies, the institution and researcher shall agree to the conditions in the agreement with the sponsoring agency pertaining to licensing, patent policies, and ownership of all copyrightable material conceived and developed in the course of work required by the agreement. Such agreements shall normally include provisions enabling the institution to publish the findings of research and rights to take title to patentable inventions, discoveries, and educational and professional materials arising from the work performed. In the absence of such agreement or terms, the products shall be the property of the institution and Board.

(2) At the time any sponsored assignment is made and when inventions, new technology, and copyrightable material may be expected to be produced, affected institutional staff are to be advised of copyright limitations and rights to inventions imposed by extra-mural sponsors as well as institutional and Board policies and procedures regarding the same.

(3) In cases where it appears in the interest of the Board, institution, inventor, and sponsor, and upon the recommendation of the president or designated administrator, the Vice Chancellor for Administration or designee may grant rights to the sponsor, including the right to acquire a proprietary interest in and to any invention or patent developed during the sponsored research project.

(4) When an invention is developed in the course of sponsored research, the sponsor may be granted a non-exclusive license for its own use and, only if appropriate, an option to acquire a limited term, royalty-bearing, exclusive license to such invention.

6.225 Disclosure of Inventions and Copyrightable Materials

(1) Employees and any other persons who conceive or develop inventions or technological improvements while engaged in activities utilizing institutional resources shall report the
findings on a Department of Higher Education standard disclosure form to, and confer with, the institutional committee, or person designated by the president to administer licensing, patent, educational and professional materials development and copyright policies and procedures. The purpose of the disclosure of an invention or materials developed is to enable the institution to determine potential for licensing, patenting, copyright, and publishing, and the equities of the inventor, author, institution, and Board. Disclosure of details of an invention which might jeopardize the licensing or patent potential may be delayed until the committee or president designee has acted.

(2) If it is determined that the Board and institution have vested interest and claim in an invention, the inventor shall enter into a standard Department of Higher Education Licensing and Patent Assignment Agreement. The agreement shall be prepared initially at the institution.

6.230 Agreement to Assign Rights

(1) As part of the acceptance of the Notice of Appointment, each academic employee is obligated to comply with conditions of employment including agreement to assign rights to inventions conceived and materials developed while employed by the institution.

(2) In cases where a Notice of Appointment is not used, and the employee's work involves potential for discovery or invention, the employee shall execute a standard Department of Higher Education Agreement to Assign Invention, Licensing, and Patent Rights prepared at the institution.

6.235 Administration of Policies and Procedures

(1) The Board delegates to the Vice Chancellor for Administration or designee authority to work with each president or designated administrator to obtain licensing, production, and publishing agreements and patents, develop and approve forms used in administering licensing and patent policies, and execute all types of agreements, waivers, releases, and net royalty distribution agreements.

(2) Each institution and the Board reserve the sole right to make agreements with sponsoring agencies and to include therein provisions regarding ownership and disposition of rights in inventions and materials deemed to be in the interest of the institution, Board and public.

(3) The president is responsible for informing employees regarding Board licensing, patent, educational and professional materials development, and copyright policies and procedures. The president may delegate this responsibility to a committee or an administrator.

(4) The duties of the president, committee or a designated administrator shall be:

(a) To protect confidentiality of the inventor's or author's disclosure.

(b) To counsel with the inventor or author, examine the invention or materials disclosure, and appraise the equities of all concerned parties. If it is determined that the institution and Board have no rights, vested interest, or claim, the committee or administrator shall recommend that the president seek a release or waiver for the inventor or author.
(c) To counsel with the inventor or author concerning Board policies and procedures applicable to the invention or material and with policies of sponsoring agencies, if any, and to assist with compliance.

(d) To recommend to the president options for maximizing public, Board, institution, and inventor or author benefits when seeking licenses, patents, and publishing agreements. Such action shall be preceded by the execution by an inventor of a Licensing and Patent Assignment Agreement initiated at the institution.

(e) To recommend to the president appropriate action pertaining to the invention or material within 60 days after its disclosure.

(5) When institutional facilities are utilized on a reimbursable basis to develop educational, professional, or copyrightable material or to conduct research on an invention, an agreement shall be prepared and recommended by the president or designee to the Vice Chancellor for Administration or designee. Such agreement shall be executed in advance of use of the facilities and shall set forth the understanding regarding the use of facilities, ownership rights, and financial arrangements.

6.240 Determination of Equities

In determining equities relating to ownership rights in an invention or material, institutional personnel and the Vice Chancellor for Administration or designee shall follow these guidelines:

(1) Consideration shall be given to the equity of all parties in light of circumstances surrounding the development of the new knowledge.

(2) If an invention or material is deemed to be the result of joint efforts, an agreement shall be reached among the inventors or authors, institution, and Board for distribution of any royalties. The total of net royalty income paid to all inventors or authors shall not exceed the maximum percentage of net royalty income which Board policy allows to be distributed to a single inventor or author.

(3) In the event an agreement cannot be reached regarding the amount of equity of each party and subsequent distribution of net royalty income, the president shall recommend resolution to the Vice Chancellor for Administration, after having taken affirmative steps to assure thorough consideration of the equities of all parties.

6.245 Commercialization of Inventions

(1) The Board encourages the president to assist the invention commercialization process to the extent that the invention contributes toward fulfillment of the institution’s mission. Resource allocation for licensing, patenting, and technology transfer, however, is the responsibility of the president.

(2) The president, designee, or appointed committee shall counsel with inventors to determine how to make the invention available to industry and the public in an effective and non-discriminatory manner, to obtain reasonable royalties for use in furthering institutional education and research objectives, and to reward the inventor through participation in net royalty income received.
(3) When feasible, the president or designated administrator shall recommend that the Vice Chancellor for Administration grant non-exclusive, royalty-bearing licenses to all qualified organizations. Exclusive licenses may be recommended if it is determined that such a license is required in the best interest of the public, Board, institution and inventor in order to encourage marketing and eventual public use of the invention.

(4) Before granting an exclusive license, a bona fide effort shall be made by the institution to apprise qualified organizations known to be interested in the subject matter of the invention and in developing the invention through a non-exclusive license.

(5) When it is deemed appropriate to grant an exclusive license, the length of exclusivity shall be limited to that time deemed necessary to provide the licensee with the necessary incentive and opportunity to market the product and recover developmental costs, usually not more than five years from the date of first commercialization of the invention, or the issuance of a patent, whichever comes first, and a non-exclusive license for the life of the patent. Exclusive licenses may include the right of the licensee to sub-license others.

(6) Licensing agreements shall include provisions:
   (a) Prohibiting the use of the name of the institution and Board, either directly or implied, in any advertising relating to the commercialization of the product or process or in supporting evidence provided in prospectus literature.
   (b) Indemnifying the institution against any and all claims, demands, damages, costs, and other related items arising from the manufacture, use, or sale of the licensed invention or process, and, whenever possible, from any liability for damages resulting from a final judicial determination that such commercial utilization of the invention constitutes an infringement of any third party patent.
   (c) Allowing the institution to produce and use the invention or process for its own educational or research purposes.
   (d) Allowing the institution and inventor to publish the findings of research and to continue with research related to the process or invention including publication of future findings.
   (e) Allowing the institution to produce and use the invention or process for its own educational or research purposes.
   (f) Allowing the institution and inventor to publish the findings of research and to continue with research related to the process or invention including publication of future findings.

   (e) For receiving or examining accounting records maintained by the licensee and any sub-licensees.
   (f) For removing licensing rights and terminating the agreement should the licensee fail to develop and market the product within a reasonable time.

6.250 Distribution of Royalties

(1) The Vice Chancellor for Administration or designee, upon the recommendation of the president, shall act on behalf of the Board to conclude agreements to share net royalty income accruing to the Board from licensing and patent agreements, and from the sale, lease, or licensing of materials outside the institution.

(2) Agreements involving the sharing of net royalty income shall be initiated in writing at the institution and recommended by the president or designee to the Vice Chancellor for Administration or designee for review and approval. In determining disposition of income, due consideration shall be
given to the equity of all parties in the light of all circumstances surrounding the development of the invention or material.

(3) The Vice Chancellor for Administration or designee shall require deduction from gross royalty income, prior to any distribution, all institutional expenses and reasonable costs incurred in developing the invention or material, expenses incurred in enforcing or defending any patent, copyright litigation, licensing, interference, and marketing costs attributable to the invention or material, as well as any other expenses deemed necessary to recoup. Gross royalty income minus all such costs and expenses constitutes net royalty income.

(4) The maximum net royalty income which may be distributed to the inventor shall be 40 percent of the first $50,000 of net royalty income received by the Board, 35 percent of the next $50,000, and 30 percent of all additional net royalty income.

(5) The maximum net royalty income which may be distributed to the author shall be 50 percent of the net royalty income received by the Board.

(6) Net royalty income received by the Board, less the amount distributed, if any, shall be dedicated to the institution of the inventor, or author, subject to the limitation of ORS 351.250. The use made of such net income shall be at the discretion of the president, subject to Board-established budget policy.

(7) If the originator and developer of an invention or author of material cannot be determined, or if the inventor or author waives any claim to net royalty income, the percent share of royalties intended for such person may be distributed, upon recommendation of the president or designee, to the originating department, laboratory, or center at the institution.

6.255 Copyright Procedures

In establishing copyright procedures, institutional personnel and the Vice Chancellor for Administration or designee shall follow these guidelines:

(1) All educational and professional materials developed with significant Board and institution-assisted effort shall be copyrighted, at the option of the institution and Board, in the name of the institution and Board. The institution and Board shall provide for disclosure of appropriate credits and shall counsel with participating employees regarding presentation of materials.

(2) Copyrightable materials developed with minimal Board- or institution-assisted effort should be copyrighted, if at all, in the name of the author. The cost of institutional support for such effort will be agreed upon by the author and the president or his designated representative, and the author will reimburse the institution for such costs out of royalties received from the copyrighted materials.

(3) Copyrightable materials developed under sponsored assignments should be copyrighted, if at all, in the name of the institution and the Board, with appropriate acknowledgement to the author. The institution and author are obligated to adhere to any publication rights included in agreements made with grant or contract sponsors.

(4) Copyrightable materials developed solely by individual effort shall be copyrighted, if at all, in the name of the author. All rights, including those to royalties, reside with the author.
Proposed Legislation—Student Activities Fund

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present—Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

It was recommended that the Board authorize the introduction at the 1979 session of the Legislative Assembly of a bill to amend ORS 351.090 to broaden the present Higher Education Athletic Fund to include all student activities.

Discussion and Recommendation by the Committee

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

Board Discussion and Action

An amendment to the Bill proposed in the staff recommendation was prepared by the Associated Students of the University of Oregon and distributed. Mr. Holmer indicated that the amendment would add the following language at the end of Section 1(3): "Each institution shall distribute the total interest earnings to the activities which generated the earnings, in direct proportion to their average cash balances in the Student Activities Fund."

Mr. Holmer said he would be reluctant to recommend acceptance of this proposal because it would create additional complications in administration since student activities change each year. The amendment would not be particularly damaging to the proposition but would make it more difficult to deal with changes as activities increase or decrease in size each year. Mr. Holmer said it was his opinion the objectives could be attained equally well simply by action of the Board in the development and approval of budgets related to these activities.

Mr. Donald Chalmers, testifying on behalf of the proposed amendment, said the intent was to make the related portion of the staff report and to include it in the Bill. It was believed also that the proposed amendment would strengthen the Bill in terms of its final acceptance by the Legislature in the 1979 session. Mr. Chalmers commented that the accounting problem mentioned by Mr. Holmer should not be difficult to resolve for the fees referred to in Section 1(1). The problem might occur in the case of a general generic term of incidental fees for fees from sources other than those specified.

Mr. Nahum Chandler, Chairman of the Oregon Student Lobby, indicated that that organization supported the Bill and the amendment proposed.

The Board approved the Committee recommendation with the addition of the amendment proposed by the Associated Students of the University of Oregon. The following voted in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Board

ORS 351.590, adopted in 1975, established a Higher Education Athletic Fund in which was to be deposited the non-General Fund revenues associated with intercollegiate athletic programs. The purpose was to assure that the interest earned on such funds would inure to the benefit of the programs generating the revenue.

The reason for doing so applies with substantially equal force to funds arising from the incidental and health service fees and operating revenues of student unions and "educational activities." It would also apply to any...
optional fees authorized by the Board. At present, the state's General Fund receives the interest earned on the investment by the State Treasurer of these funds, which are not, in fact, a part of the General Fund.

Although the proposed statutory language does not so specify, plans are to distribute the total interest earnings for each institution to the activities which generated the earnings, in direct proportion to their average cash balances in the Student Activities Fund; e.g., the Health Services account at an institution would be credited with the interest earned on the average balances in that account.

The proposed legislation, as approved by the Board, appears below:

A BILL FOR AN ACT

Relating to higher education; amending ORS 351.590; and declaring an emergency.

Be It Enacted By The People of the State of Oregon:

Section 1, ORS 351.590 is amended to read:

351.590. (1) The State Board of Higher Education shall maintain with the State Treasurer a separate fund known as the Higher Education Student Activities Fund in which shall be deposited all revenue from incidental fees, optional fees, Health Service fees, and all operating revenue from intercollegiate athletics, student unions, and educational activities.

(2) Disbursements from the fund, including any interest credited thereto, may be made for necessary expenses for personal services, services and supplies, and equipment, including recruiting, training and grant-in-aid to intercollegiate athletics associated with the student activity.

(3) The fund may be invested by the State Treasurer in securities which constitute legal investments as defined in subsection (7) of ORS 295.005. The earnings from such investments shall be credited to the fund. The Board of Higher Education will distribute the interest earnings to the institutions proportionately to each institution's cash balance in the fund. Each institution shall distribute the total interest earnings to the activities which generated the earnings, in direct proportion to their average cash balances in the Student Activities Fund.

Section 2. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1979.

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

It was recommended that the Board authorize the introduction at the 1979 session of the Legislative Assembly of a bill to establish a fund for the deposit of funds set aside by self-sustaining activities as reserves for building repairs and alterations and equipment replacement.

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 Committee recommendation as presented, with the following voting in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Committee

Good management and generally-accepted accounting practices for self-sustaining activities, such as student housing, student centers, etc., dictate that reserves be accumulated out of operating revenues, including student incidental fees, to provide for building repair and alteration and for replacement of equipment. This practice spreads the cost over the life of an asset and results in more equitable distribution of costs to users.

The Board has authorized this practice and it is being implemented through use of accounts in the Higher Education Bond Building Fund (established by ORS 351.450). However, for this purpose, although reasonable, the practice is possibly subject to legal challenge.

The use of the Bond Building Fund as the location of the reserves accrues interest to the reserves, rather than to the General Fund. Since the building repair and equipment replacement reserves apply only to self-supporting activities, which are not supported by the General Fund, interest on the reserves should be retained by the self-supporting activity. Adoption of the proposed bill would assure that outcome. The proposed legislation, as approved by the Board, appears below:

A BILL FOR AN ACT

Relating to Higher Education; creating new provisions; declaring an emergency.

Be It Enacted By The People of the State of Oregon.

Section 1. Section 2 of this Act is made a part of ORS Chapter 351.

Section 2. Moneys set aside by higher education self-sustaining activities for repair and alteration of buildings and replacement of equipment shall be credited to a special fund in the State Treasury, separate and distinct from the General Fund, to be designated Higher Education Auxiliary Enterprise Building Repair and Equipment Replacement Fund. The fund may be invested by the State Treasurer in securities which constitute legal investments as defined in subsection (7) of ORS 295.005. The earnings from such investments will be credited to the fund. The moneys in the Higher Education Auxiliary Enterprise Building Repair and Equipment Replacement Fund are continuously appropriated for the repair and alteration of auxiliary enterprise buildings and replacement of equipment as designated by the Board.

Section 3. This act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1979.

Amendment of IMD re Objectives of Investments

It was recommended that the Board adopt the amendments to IMD 6.135(1) and 6.140(1) presented in the staff report.

Board Discussion and Action

The Board approved the staff recommendation as presented, with the following voting in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.
Staff Report to the Board

During discussion of amendments of IMD Chapter 6.105 through 6.140--Investment Management at the Board meeting of September 29, 1978, it was suggested that the objectives of Endowment and Quasi-Endowment Fund investments could be stated more clearly and appropriately. To that end, the following language is suggested:

**IMD 6.135 Endowment Fund Investments**

(1) The investment objective of Endowment Fund accounts is to secure the maximum current income from dividends and interest consistent with sufficient appreciation in the principal value of the investments to maintain purchasing power and potential future growth of income.

* * * *

**IMD 6.140 Quasi-Endowment Fund Investments**

(1) The investment objective of Quasi-Endowment Fund accounts is to increase the market value and dividend income of the investments. Investment proceeds may be generated in part from sales of shares of stocks, with all or part of the capital gains being made available for current expenditures.

The following are the paragraphs as presently stated:

**IMD 6.135 Endowment Fund Investments**

(1) The objectives of investment for the Endowment Fund accounts are to secure the maximum current dividend or interest income consistent with sufficient growth in the principal value of the investments to maintain, so far as possible, the purchasing power of future income therefrom.

**IMD 6.140 Quasi-Endowment Fund Investments**

(1) The objective of investment of Quasi-Endowment Fund accounts is to obtain increases in corporate earnings which may be evidenced by increasing dividends, and also by increases in the market value of the investments. Conversion of investments may be effected by periodic sales of shares of stock, with all or part of the capital gains made available for current expenditures.

(Considered by Committee on Finance, Administration, and Physical Plant, October 20, 1978; present--Ingalls, Ater, Batiste, and Moore.)

Staff Recommendation to the Committee

It was recommended that the Board authorize the introduction at the 1979 Session of the Legislative Assembly of a bill to amend ORS 351.095 to provide for the acquisition by the Department of Higher Education of automated data processing equipment for $5,000 or less without Legislative Assembly or Emergency Board authorization.

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, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Report to the Board

Acquisition of data processing equipment by the Department of Higher Education is presently regulated by ORS 351.095, which required authorization by the Legislative Assembly or the Emergency Board for each transaction. The Department of Higher Education is the only state agency subject to this type of review.

Adequate provisions for review of requests are currently contained in the Executive Department's Administrative Rules. Additional legislative analysis of the requests also occurs under the auspices of the Joint Legislative Committee on Data Processing.

The Department of Higher Education originally recommended abolition of the statute or a $10,000 maximum for acquisitions without Legislative Assembly or Emergency Board approval to the Executive Department. The Executive Department authorized the Department of Higher Education to prepare a proposed amendment of ORS 351.095 for a $5,000 ceiling for acquisitions without Legislative Assembly or Emergency Board approval. Such amendment will lessen the costly administrative time and paperwork burden associated with small purchase requests under the present review requirement.

The proposed legislation, as approved by the Board, appears below:

A BILL FOR
AN ACT

Relating to higher education data processing equipment acquisitions; amending ORS 351.095.

Be it enacted by the People of the State of Oregon.

ORS 351.095 Legislative approval of data processing. No contract in excess of $5,000 shall be executed by or on behalf of the Department of Higher Education for the acquisition of automated data processing equipment unless authorized by the Legislative Assembly or the Emergency Board.

Confirmation of Institutional Degree Lists

In accordance with Board regulations, the following Board members represented the Board in approving candidates for degrees and diplomas for the June 1978 graduating classes at the various institutions, except as noted:

Oregon State University - Louis B. Perry
University of Oregon - Lester E. Anderson
   (Including March and June 1978)
University of Oregon Law School - Jane H. Carpenter
Portland State University - Ruth O. Daniels
Portland State University - Louis B. Perry
   (Winter term 1978)
Portland State University - Louis B. Perry
   (Summer term 1978)
Oregon College of Education - Edward C. Harms, Jr.
Oregon Institute of Technology - Edward C. Harms, Jr.
Board Discussion and Action

The Board confirmed the action of these Board members in approving candidates for degrees and diplomas. The following voted in favor: Directors Anderson, Batiste, Carpenter, Feves, Harms, Ingalls, Moore, Thorp, Wyss, and Perry. Those voting no: None.

Staff Recommendation to the Board

It was recommended that the Board's policy concerning housing occupied by institution presidents be revised, effective December 1, 1978, to permit current presidents to qualify for a housing allowance in lieu of the existing requirement that all presidents be required to reside in state-provided homes, and to eliminate the existing requirements when new presidents are selected.

It was further recommended that the housing allowance for presidents of the universities and the Health Sciences Center be set at $800 per month and that the figure for the presidents of the state colleges and Oregon Institute of Technology be set at $600 per month, with appropriate inflation adjustments to follow in the future.

It was further recommended that, after the state-owned houses are vacated, they be retained as rental properties to be available if the Board should decide that this proposed new policy should be reversed. The rental income should be applied to the cost of the several housing allowances.

An option to this proposal would be to declare the houses surplus to the Board's needs and sell them in accordance with state regulations for the sale of property. In the event this latter course of action is followed, legislative authorization should be sought to place the proceeds of any sales in an endowment account, the earnings of which would be applied to the cost of the several housing allowances.

Board Discussion and Action

Board members asked whether the policy would preclude presidents from renting the state-owned houses if they were placed on the market, and, if so, would it be possible for them to have the first option to rent the property.

Mr. Hunderup indicated that if the Board wished to adopt a policy which gave preference to a president in renting such a house, it probably could be done and could be accomplished legally. Mr. Hunderup said a rental property would not be placed on the tax rolls if it were necessary for the person occupying the property to reside there as part of the program of the institution. If the property were available to the general public and happened to be rented to a staff member, then the property would be placed on the tax rolls.

Mr. Thorp said, in his opinion, the proposed policy would increase costs in the long run. He asked if there were any comparisons of the present costs for providing housing with the amount required for the proposed arrangements.
The Chancellor said it was estimated on the basis of the data assembled that the actual cost to the state in providing a housing allowance would be less than the cost to the state for providing maintenance of the present houses.

Mrs. Carpenter said the proposal would result in diminishing to some extent the vital service that is performed by the presidents in that the housing is unusually adaptable to entertaining in almost every instance. This communication function is a vital one to any academic institution. She said it was very short-sighted of the Legislature to react negatively to the provision of housing for presidents and suggested that perhaps a better case might be made to the Legislature if further documentation were submitted concerning the number of people utilizing some of these residences.

Mr. Perry said there was a real possibility that the utilization of housing by the presidents for entertainment purposes was diminishing and that other campus facilities might be adequate for these occasions. He asked for comments from representatives of the institutions.

Dr. Ray Hawk, Vice President for Administration at the University of Oregon, said the president's house in Eugene is used extensively for various types of social gatherings and often they do not involve the president. Various groups have held meetings and other events there. Dr. Hawk said he would be reluctant to have the Board make decisions now which might be regretted at a later time when perhaps similar property could no longer be acquired.

Mr. Wyss said that if it is true the presidents have not had the advantage of owning property that has been appreciating, the advantage has been accruing to the State System for these residences. If the Board were to pay the housing allowance based on the escalating cost of housing, the State System would become a victim of inflation rather than the beneficiary of the appreciating costs. The present proposal to rent housing is therefore more economically sensible than the previous proposal. Mr. Wyss also questioned the consistency of stating that the presidents would acquire smaller residences while at the same time basing the housing allowance on the residences they presently occupy.

The Chancellor said he had been thinking of the housing allowance in terms of the compensation differential rather than in terms related to the housing presently occupied by the presidents. With respect to the cost factor, the Chancellor said he was not thinking of investment costs but only of the actual expenditures. He was not certain it would be appropriate for the Board to be in the business of real estate speculation.

Mr. Wyss said the proposal before the Board would not be speculative because the Board would own real estate on which the income changed at the same rate as the expenses for the housing allowance.

The Chancellor indicated that his proposal was intended primarily to retain the Board's option to reverse the decision if the policy proved to be unsatisfactory.

Mr. Ingalls said the houses would be very difficult to rent because of the price that would be required.

Mrs. Feves said the advantage to the institutions of the current arrangement was the primary issue rather than the financial question.

In discussing a delay in acting on the proposed policy, the Chancellor said the only possible significant problem would be in connection with the appointment of a president for Southern Oregon State College. The decision would change the conditions of appointment, but it was unlikely to determine the acceptance or rejection of the appointment.
Mr. Harms said he had been opposed to the position of the Legislature on the matter of housing for the presidents but he was convinced it was politically unwise to retain these properties in their present forms and provide housing for the presidents. The suggestion to own the properties and rent them is excellent, he said, but nothing would be gained by deferring a decision on the proposed policy. Mr. Perry concurred.

Mr. Thorp said the entertainment factor is very important. He said the proposed allowance was, in his opinion, higher than what was presently paid for maintenance of the properties.

After some discussion on possible amendments to the original proposal, the Board approved a motion by Mr. Batiste to table the problems that concern the housing occupied by presidents of the institutions. The following voted in favor: Directors Batiste, Carpenter, Feves, Ingalls, Moore, Thorp, and Perry. Those voting no: Directors Anderson, Harms, and Wyss.

Staff Report to the Committee

It is customary in four-year colleges and universities, both public and private, for the presidents to be provided, as a condition of employment, a home adequate for both personal and professional purposes. Grounds maintenance, utilities, and limited housekeeping services normally are provided. The provision of the home and services is made for the convenience of the employer, on the business premises of the employer, and as a required condition of employment. Thus, the value of the home and services has not been subject to income taxation.

The foregoing policy for the State System was reaffirmed by the Board at its March 25, 1977, meeting.

Legislative and general public reactions suggest that, in Oregon, the provision of state-owned housing for institution heads is increasingly unacceptable. The action of the Emergency Board on July 28, 1978, in declining to authorize the purchase of a house for the president of the Health Sciences Center supports this view.

The availability of suitable housing in the communities in which the System's colleges and universities are located varies both with the location and with the time. In some instances suitable housing may not be available at the time a president might prefer to relocate. Thus, it appears desirable to apply a revised policy institution by institution, depending upon the availability of housing suitable to the needs of both the institution and the president.

In order that the burden of providing housing allowances not erode the institutions' capacities to carry out their missions, it was recommended that the revenue from either the rental or the sale of the presently-owned houses be placed in a separate account used to provide income for payment of all or part of the housing allowances. In the event the properties are sold, legislative authorization would be needed for the Board to establish an endowment account.

(Considered by Committee on Instruction, Research, and Public Service Programs, October 20, 1978; present--Carpenter, Anderson, Harms, and Thorp.)

Staff Recommendation to the Committee

The Board's Office recommended that the Board accept the report and direct the State System teacher education institutions and the Board's Office:
1. To continue their cooperative efforts, in company with the Teacher Standards and Practices Commission, and the Oregon Department of Education, as described in this report, to improve and refine the procedures for maintaining, on an annual basis, valid and reliable teacher education placement information.

2. To make consistent, effective use of the annual placement data in
   (a) advising prospective teacher education students as to placement experience of teacher education graduates, in order that prospective students may have this information in hand as they seek to make an informed decision whether to enter the teacher education field, and
   (b) making curricular decisions.

3. To continue the examination of secondary teacher production and to seek to bring production in better balance with employment opportunities, particularly in those teaching fields in which teacher employment of graduates is relatively low, i.e., art, health and physical education, modern languages, and social studies.

Discussion and Recommendation by the Committee

Dr. Romney introduced the report, noting that over the past half dozen years, the Board's Office has provided the Board with detailed information concerning production and employment of elementary and secondary education graduates in Oregon.

These reports have pointed up the relationships between the number of beginning elementary and secondary teachers produced in Oregon each year and the number of beginning elementary and secondary teachers employed in Oregon school districts annually.

The ratio of new teachers produced to new teachers employed in Oregon has been calculated annually since 1971-72. The resulting data reveal that there has been a very significant reduction in production of new elementary and secondary teachers, with the result that the numbers produced approach more nearly the numbers of new teachers employed in Oregon, as the following ratios indicate:

<table>
<thead>
<tr>
<th>Year</th>
<th>Production/Demand Ratios</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>Secondary</td>
</tr>
<tr>
<td>1971-72</td>
<td>1.83</td>
<td>2.79</td>
</tr>
<tr>
<td>1972-73</td>
<td>1.96</td>
<td>2.32</td>
</tr>
<tr>
<td>1973-74</td>
<td>1.72</td>
<td>2.44</td>
</tr>
<tr>
<td>1974-75</td>
<td>1.44</td>
<td>2.07</td>
</tr>
<tr>
<td>1975-76</td>
<td>1.38</td>
<td>2.24</td>
</tr>
<tr>
<td>1976-77</td>
<td>1.25</td>
<td>2.27</td>
</tr>
<tr>
<td>1977-78</td>
<td>1.04</td>
<td>1.81</td>
</tr>
</tbody>
</table>

The ratios should be read as follows (referring to 1977-78 ratios): for every 100 beginning elementary teachers employed in Oregon public schools, 104 elementary teachers were produced by Oregon institutions of higher education; for every 100 beginning secondary teachers employed in Oregon public schools, 181 were produced.

What the foregoing ratios do not indicate is just how many of those 104 beginning elementary and 181 beginning secondary teachers were employed as regular teachers - or in other positions for which their teacher preparation was useful preparation - in the year following graduation and in succeeding years.
To provide this additional information, a mechanism has been fashioned and is now in place in Oregon, through which it will be possible in the future to supplement the ratio data with information concerning precisely which and how many of the graduating elementary and secondary school teachers got jobs in Oregon schools and elsewhere in the year following graduation from our colleges and universities.

Dr. Rempel then described the mechanism and the resulting information as to the placement of 1976-77 teacher education graduates.

Dr. Rempel explained that through the cooperation of the Teacher Standards and Practices Commission, the State Department of Education, the State System and independent colleges and universities, and the Board's Office, it would be possible for the Board's Office to provide the Board regularly (each year) with information concerning just how many and which of the students graduating with teacher certificates were actually placed in employment and in what kinds of positions during the ensuing school year. (See procedures set forth on p. S1.)

The data for 1976-77 graduates are presented in Table 3, pp. S8-9.

What the data reveal is shown in the summary of the results, p. S7.

Dr. Rempel qualified the data shown in the summary and in Table III, pp. S8-9, by noting that actual placement data are available for but 62% of the 1976-77 graduates in teacher education:

- 2,242 students completed student teaching in 1976-77. Not all applied for certification. A total of 1,791 (79.9%) of the total of 2,242 had applied for certification by May 31, 1978.

- Of these 1,791 certificated 1976-77 graduates in teacher education, 775 (43.3%) were known by the State Department of Education to have secured full-time teaching positions in Oregon public elementary and secondary schools by September 30, 1977 (the fall term after graduation).

The Board's Office sent postcards in May 1978 to the remaining 1,016 (56.7% of 1,791) asking for information as to their employment status.

Responses were received from 336 respondents (33.1% of the 1,016). From these returns assumptions were made as to the employment of the remaining 680 from whom no response was received, as follows:

- 19.8% of the 1,791 (354) found employment in schools as regular teachers following September 30, 1977. (With the 775 who found employment in Oregon public schools by September 30, 1977, the total employed as full-time teachers in Oregon schools was estimated to be 1,129, 63.1% of the 1,791.)

- 23.3% (418) found employment in the schools other than in full-time teaching jobs (these included persons employed as teaching aides, substitute teachers, community college teachers, pre-school and day-care teachers).

- 7.7% (138) were otherwise employed full-time.

- 3.4% (62) were continuing their studies full-time.
- 0.7% (12) were homemakers.
- 1.8% (32) reported that they were unemployed.

Of the 1,791 who had completed student teaching and had applied for certification by May 31, 1978, it was projected that 501 (28.0%) were seeking teaching positions.

Dr. Rempel reported that data relative to placement of 1977-78 graduates in teacher education are presently being gathered. A report will be made to the Board at the close of spring term 1979. It is expected that a higher rate of return than for 1976-77 graduates will be achieved in the postcard survey that will again be made, because the addresses of the teacher education graduates shown on their applications to the Teacher Standards and Practices Commission for certification will be available.

Committee Discussion

Mr. Anderson commented that although the 33.1% return from the postcard survey is not as high as one might wish, it is nonetheless not a bad return, given the fact that it was a direct mail type questionnaire. That's about the average return, he indicated.

Mr. Anderson asked whether counselors or those in other than teaching positions in the public schools were included. Dr. Rempel reported that they were not. Only those certificated as classroom teachers were included in the survey. In the 1977-78 placement study, counselors, school psychologists, supervisors and administrators are being included.

Mrs. Elizabeth H. Johnson, member of the Educational Coordinating Commission, asked whether the Labor Department had been involved in the study. The response was that it had not been.

Mrs. Carpenter called on Dean Petrie of Portland State University who commented that the information maintained by the Teacher Standards and Practices Commission as to placement of graduates of Oregon teacher education programs is seriously lacking in that it considers only those who have been placed in regular full-time teaching positions in Oregon public schools.

The Teacher Standards and Practices Commission data do not take into account the teacher education graduates who find employment as part-time teachers, or in private or parochial schools, community colleges, foreign teaching assignments, out-of-state teaching positions, special schools (such as the school for the blind), or in federally-funded education programs such as the Teacher Corps programs, Upward Bound, or as school social workers, in religious education such as missions schools, Christian education work in the churches, ministers, music education, etc. He noted that a significant number who graduate in teacher education are interested in only part-time employment because they have family or other responsibilities and wish to devote only a portion of their time to teaching.

Dean Petrie said that Portland State University has been carrying on studies of teacher placement of Portland State University teacher education graduates for several years and that his data support the findings of the Board's Office report relating to the report on placement of 1976-77 teacher education graduates presented by Dr. Rempel. Dean Petrie said that Portland State University's experience is that from 40% to 50% of the graduates whose employment status is unknown do not respond to questionnaire inquiries mailed to them seeking information about their employment status. Portland State University has made it a practice to call by telephone a sample of these nonrespondents and has found, from experience, that those who are part of the telephone survey distribute themselves across the employment
Dean Petrie observed that a significant number of Portland State University's graduating teacher education students find employment in positions other than in the public school teaching field, but employment in which their teacher education preparation is particularly useful. He expressed concern that the information released by the Teacher Standards and Practices Commission regarding the number of graduates of Oregon's teacher education programs who have, by the September following graduation, found employment in public school teaching positions in Oregon gives a totally distorted view of the employment picture. He was hopeful that the Teacher Standards and Practices Commission would broaden its definition of employment to include not only public school teaching, but all of the other instruction-related positions into which graduates of the teacher education programs go.

Mrs. Carpenter then called on Dr. David Myton of the Teacher Standards and Practices Commission who reported that the Teacher Standards and Practices Commission would continue, he felt, to provide evidence as to placement of teacher education graduates in public school teaching positions, but he said that the Teacher Standards and Practices Commission would release its report at a later date than formerly, in order to permit the teacher education institutions to carry out their studies of placement of graduates in other kinds of instruction-related activities so that the Teacher Standards and Practices Commission report on placement and the State System report on placement could be issued at the same time.

Dr. Myton said that it had been of interest to him that an examination of the data relating to placement of teacher education graduates in public school teaching positions in Oregon covering the period 1958 to 1970—an era when employment opportunities in the schools and in other occupations were plentiful—approximately the same percentage of teacher education graduates were accepting employment in public school teaching as at present. In the 1958-1970 era, significant numbers of teacher education graduates were accepting employment in other occupations and professions in preference to teacher education. The essential difference between then and now, he said, is that among the respondents queried as to their present employment status (in the Board's Office report), some 28% indicated that they were in May 1978 seeking teaching positions. Such a group did not exist in the 1958-1970 era, he said, because employment in so many fields of interest to the teacher education graduates was plentiful.

Commenting on other outlets for teacher education graduates (other than public school teaching), Dr. Myton observed that the Dean of Education at the University of Washington had recently indicated that significant numbers of University of Washington teacher education graduates are employed in the kinds of positions referred to by Dean Petrie—outside the sphere of the full-time public school classroom teacher. He noted that companies such as the Standard Insurance Company have traditionally employed large numbers of teacher education graduates to work in education-related tasks. Employment in these kinds of positions, he said, somewhat reduced at present from what it formerly was.

Mrs. Carpenter asked about the 28% of the 1976-77 teacher education graduates shown in Table III of the Board's Office report as still looking (in May 1978) for a teaching position. Would this figure include persons who were employed as teacher aides, or were employed part-time in teaching, or were employed in an education-related position, when they would prefer a public school teaching position? Dr. Rempel indicated that it would.
Mr. Anderson asked Mr. Myton whether, when the Teacher Standards and Practices Commission releases its placement information, it would do so field by field in the secondary teaching areas. Mr. Myton responded affirmatively, whereupon Mr. Anderson expressed some concern lest people be misled as to the employment status of persons majoring in such fields as health and physical education. Mr. Anderson noted that the Board's Office report shows that in 1976-77 there were 239 graduates in health and physical education of whom some 90 had been placed in public school teaching positions by September 30, 1977. But, Mr. Anderson pointed out, health and physical education majors have a great many outlets for employment other than public school teaching. To issue employment statistics that fail to take into account the total employment picture is misleading, he pointed out. Mr. Anderson said that many students in health and physical education earn a teaching certificate in the off-chance they should subsequently wish to teach, but have no present intention of teaching if employment in other lines of activity opens up for them. He said that he considered studies such as are being made by the State System and the independent colleges and universities, which examine the total employment patterns related to teacher education graduates, imperative and that he hoped that the Teacher Standards and Practices Commission data would not be released without its being accompanied by the fuller and more complete information of the studies that are growing out of the collaboration of the Teacher Standards and Practices Commission, the State Department of Education, the State System of Higher Education, and the independent colleges and universities, as reported by Dr. Rempel earlier.

Dr. Romney asked that the Committee examine a table prepared by Dr. Rempel setting forth the changes in production of teacher education graduates from 1970-71 to 1974-75, and from 1974-75 to 1977-78 (see below).

**TEACHER PRODUCTION -- STATE SYSTEM INSTITUTIONS (1970-71 to 1977-78)**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>1,508</td>
<td>960</td>
<td>-36.3%</td>
<td>814</td>
<td>-15.2%</td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>19</td>
<td>26</td>
<td>+36.8%</td>
<td>15</td>
<td>-42.3%</td>
</tr>
<tr>
<td>Art</td>
<td>110</td>
<td>75</td>
<td>-31.8%</td>
<td>69</td>
<td>-8.0%</td>
</tr>
<tr>
<td>Business Education</td>
<td>86</td>
<td>58</td>
<td>-32.6%</td>
<td>32</td>
<td>-44.8%</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>87</td>
<td>42</td>
<td>-51.7%</td>
<td>52</td>
<td>+23.8%</td>
</tr>
<tr>
<td>Health &amp; Physical Ed.</td>
<td>310</td>
<td>244</td>
<td>-21.3%</td>
<td>303</td>
<td>+24.2%</td>
</tr>
<tr>
<td>Home Economics</td>
<td>70</td>
<td>46</td>
<td>-34.3%</td>
<td>52</td>
<td>+13.0%</td>
</tr>
<tr>
<td>Industrial Ed.</td>
<td>23</td>
<td>47</td>
<td>+104.4%</td>
<td>34</td>
<td>-27.7%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>349</td>
<td>161</td>
<td>-53.9%</td>
<td>129</td>
<td>-19.9%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>101</td>
<td>48</td>
<td>-52.5%</td>
<td>46</td>
<td>-4.2%</td>
</tr>
<tr>
<td>Music</td>
<td>91</td>
<td>69</td>
<td>-24.2%</td>
<td>63</td>
<td>-8.7%</td>
</tr>
<tr>
<td>Science</td>
<td>140</td>
<td>147</td>
<td>+5.0%</td>
<td>99</td>
<td>-32.6%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>277</td>
<td>218</td>
<td>-21.3%</td>
<td>157</td>
<td>-28.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,663</td>
<td>1,181</td>
<td>-29.0%</td>
<td>1,051</td>
<td>-11.0%</td>
</tr>
</tbody>
</table>
The data reveal clearly that there has been a very significant reduction overall in the production of teacher education graduates in the State System. In elementary education, there was a decrease of 36.3% in teacher education graduates in the State System 1970-71 to 1974-75, and an additional decrease of 15.2% in the period 1974-75 to 1977-78. Overall, secondary teacher education graduates were reduced in the State System by 29.0% from 1970-71 to 1974-75, with an additional decrease of 11.0% between 1974-75 and 1977-78.

Mrs. Carpenter commented that the State System institutions have been very responsive.

Mrs. Johnson commented that many of the students who do not now go into teacher education will enter business administration programs with the result that that field will in time also become glutted.

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

Board Discussion and Action

Mr. Anderson summarized the Committee discussion and statistics set forth in the report. He noted that recent remarks by political leaders indicated that a significant issue in the forthcoming session of the Legislature will be the supply and demand ratio for teachers. The implication has been that State System institutions are preparing substantially more teachers than are needed to meet the current demand. It has been suggested that should the State System fail to act to reduce the oversupply, the Legislature would act to close one or more of the teacher education programs. He said the impression of oversupply is traceable to the statistic which indicates that 43.3% of the individuals certificated in 1976-77 were known to have secured full-time teaching positions in Oregon public elementary and secondary schools by September 30, 1977. The inference has been drawn that the remaining 57% must be unemployed. However, this inference ignores graduates who were placed in public school teaching positions after school opened. For instance, the Salem schools employed 107 new teachers between the opening of fall term in 1977 and May 7, 1978.

Teacher education graduates also accept employment in other states. The 43.3% employment rate also ignores graduates who are employed in education-related positions, such as teacher aides; substitute teachers; pre-school and day care teachers; private and parochial school teachers; teachers in foreign countries, special schools, federally-funded education programs, religious ministries, and community colleges. There is a wide area of non-teaching jobs for teachers with physical education majors. Business firms employ education graduates to educate others in particular fields. There are graduates who choose to continue their studies, who are homemakers, or who are in the military service.

The Board's Office has canvassed the 57% of the graduates who were presumably unemployed and about 1/3 of these individuals responded. Mr. Anderson referred then to the summary of results included in the staff report to the Board and commented that the data indicated that 2% were apparently unemployed, thus refuting the public assumption that more than 55% of the 1977 graduates who were not employed in Oregon schools at the beginning of the 1977 school year were unemployable because of an oversupply of teachers.

Mr. Anderson then referred to the production/demand ratios presented during the Committee discussion which indicated that the relationship for elementary school teachers is approaching a better balance. There has been some improvement in the balance at the secondary level, but there is still an oversupply. However, secondary teacher training offers an excellent opportunity for improvement in many other endeavors, as mentioned earlier.
Mr. Anderson said the Board must continue its surveillance so that resources will not be devoted to teacher education unnecessarily. Further studies are in progress to determine where program changes should be made.

Teacher education is a very large area of professional employment, both in Oregon and elsewhere. Nearly 20% of the persons employed in professional and technical jobs in the United States are elementary and secondary school teachers. As a result, states generally, including Oregon, have sought to make teacher education programs as accessible to everyone as cost and quality will permit.

Mr. Anderson said that to eliminate portions of the teacher education programs before all of the facts are in and interpreted and evaluated adequately would be a very costly and disastrous venture. He commented that estimates of enrollment for elementary and secondary schools in Oregon show that beginning in 1980, the elementary school enrollment will begin to climb, and within 8 years will have increased by 15%. Secondary enrollments will begin to increase in 1983-84. He said it would be very unfortunate for Oregon if the Board or the Legislature were to overreact and dismantle now the programs which will be needed urgently within a few years.

Dr. Romney said meetings would be held, particularly with Oregon State University and Oregon College of Education because of their proximity to one another, in order to discuss ways in which programs and resources might be shared.

Mr. Wyss said the data inferred that 28 or 29% of the total number who have had teacher education have either decided not to be certificated or, after being certificated, have decided not to enter the teaching profession. He said the assumption is often made that these people have had a wasted education or for some reason have been encouraged into a field in which they did not feel comfortable. Mr. Wyss said that is probably a false assumption because every student must have a field of concentration. Teacher education provides an ability to choose both a field of concentration and a secondary choice of development skill that is applicable in many occupations besides teaching. He cited art and foreign language as areas of teacher education with least demand but which also provide skills that students might have acquired simply be majoring in art or foreign language. He suggested that the majority of those people who are not employed as teachers are using those skills elsewhere. If the State System is to provide educational opportunities to students and they choose a field that is no more expensive than another field, the Board should not tell them that they are wrong.

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

Mr. Anderson also recommended that the staff be requested to provide regular and frequent reports on teacher supply and demand and that the public, especially the Legislature, be kept better informed on the nature of these reports. Board members concurred in this recommendation and it was further understood that the comments presented by Mr. Anderson would be sent with the report to appropriate persons in the Legislature.

Staff Report to the Board

Placement of 1976-77 Teacher Education
Graduates of Oregon Teacher Education Institutions

The maintenance and effective use of valid placement information relating to the placement of elementary and secondary teacher education graduates of Oregon colleges and universities is crucial for at least two reasons:
Reliable placement information will enable our colleges and universities to provide prospective teacher education students with information useful in making an informed decision in their own self-interest as to whether they desire to enter the teacher education field.

Placement information provides important supplementary information for the Board and its staff as they monitor supply/demand factors in teacher education.

Recognizing the importance of improving teacher education placement data, several state agencies have banded together to establish the mechanism by which improved data can be provided on a systematic basis to the various planning agencies of the state. The agencies involved in this cooperative effort are the Teacher Standards and Practices Commission, Oregon teacher education institutions, the Board's Office, and the State Department of Education.

This present report to the Board is intended to inform the Board of this cooperative venture in the collection and reporting of teacher placement information regularly and systematically, and to set before the Board the results of the first of these annual reports on placement of teacher education graduates, namely, the report of the placement of 1976-77 graduates.

The Board will recall that the Board's Office has reported to the Board of Higher Education at various times in recent years (1972, 1976, and April 1978) concerning the relationship between production of elementary and secondary teachers in Oregon and employment opportunities in Oregon. Comparisons have been made of the number of beginning teachers produced and the number of beginning teachers employed in the schools for each year since 1971-72.

This information has been, and remains, useful. But we believe that reliable information as to the placement of teacher education graduates will provide important supplementary information useful alike to the teacher education institutions, the Board, the Teacher Standards and Practices Commission, the State Board of Education, and to prospective teacher education students.

Accordingly, we present herewith the report of the placement of the 1976-77 teacher education graduates. The Board will note in its review of the report, that some of the data are not as complete as we wish they were or as they will be in subsequent annual reports made possible by the willing cooperation of the agencies cited above.

The findings of this present study of 1976-77 graduates are summarized below. The details of the study are presented in the Appendix, pp. SI-S13.

Collection of placement data for 1977-78 teacher education graduates is currently underway. The 1977-78 survey will include information as to placement of elementary and secondary teacher education graduates, as well as of those qualifying for initial certification in special education, or as counselors, supervisors, school psychologists, and administrators.

Summary of Results

We summarize here the principal findings of the follow-up study of the placement of 1976-77 graduates in elementary and secondary education.

80% of those individuals completing student teaching in 1976-77 had applied for a teaching certificate as of May 31, 1978.
For those certificated as of May 31, 1978:

- 63% were employed as regular teachers in the schools (68% of those certified as elementary teachers, and 60% of those certified as secondary teachers). The highest percentage of secondary education graduates was placed in industrial education, agriculture, business, home economics, and music; placement in mathematics, language arts, and science fell in the middle range; health and physical education, modern languages, social studies, and art were low employment areas.

- 23% were in a school or college assignment other than as a regular elementary or secondary teacher, e.g., substitute teaching, pre-school or day-care teaching, serving as a teacher aide, community college teaching.

- 8% had other full-time employment.

- 3% were continuing full-time studies.

- Less than one percent were homemakers.

- 2% were unemployed.

- 28% were seeking a teaching position (25% of the graduates in elementary, and 30% of the graduates in secondary education).

Approximately 86% of the 1976-77 graduates certified in elementary and secondary teaching were employed either as regular elementary or secondary teachers or in some other school or college assignment.

One-fifth (20%) of the certificated 1976-77 elementary and secondary education graduates secured regular employment as teachers after the opening of school (between September 30, 1977 and May 31, 1978).

<table>
<thead>
<tr>
<th>&quot;Loan&quot; of Bond Sinking Fund Reserves for Computer Purchase, UOHSC</th>
<th>Staff Recommendation to the Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was recommended that the Board authorize the transfer of up to $734,730 from the Bond Sinking Fund XI-F(1) to Plant Funds for the acquisition of a computer for the Clinical Laboratories of the University Hospital, with the expectation that the funds so transferred will be returned to the Sinking Fund, with interest at the rate earned by the Fund on its investments in authorized securities.</td>
<td></td>
</tr>
</tbody>
</table>

Board Discussion and Action

During the discussion, it was indicated that the loan was a moral obligation with a written memorandum of understanding from the University of Oregon Health Sciences Center that the institution was committed to make the repayment from income in the clinical laboratories. It was stated that the only alternative would be a General Fund appropriation by the Legislature, but the Legislature is not inclined to fund hospital operations from the General Fund. Interest will be at the rate earned by the sinking fund from its other investments.

The question of setting a precedent by the use of the sinking fund for this purpose was raised. It was explained that since only the excess beyond anticipated indebtedness and obligations could be used, the funds accumulated would be limited.

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

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Staff Report to the Board

At its September 29 meeting, the Board approved requests to the Emergency Board for building remodeling and data processing acquisitions at the Health Sciences Center. With the prior concurrence of the Finance Committee of the Board of Higher Education, the request had been presented to the Emergency Board at its meeting on September 10.

Part of the request presented to the Emergency Board had been for a computer for the Clinical Laboratory at the University Hospital. The request was for a loan from the General Fund to be repaid with interest over an eight-year period. The Emergency Board approved the acquisition but found that "no necessity appears to exist for advancing the requested $734,730 from the Emergency Fund (General Fund) as a loan to finance the Laboratory computer since Higher Education can finance that acquisition with Article XI-F(1) bond borrowings or by the loan of Building Fee Reserves."

The use of bond borrowings is not an appropriate use, in the judgment of the Department staff, but use of "excess" Article XI-F(1) Sinking Fund reserves is reasonable--although not as a "loan."

The Bond Sinking Fund XI-F(1), as of June 30, 1978, amounted to $14,324,436 accumulated from a variety of sources, chiefly net earnings of auxiliary enterprises, building fees, and interest on investments. The Fund is fully invested in United States and U. S. Agency securities, as authorized by ORS 351.460(1) and 295.005(7). A loan of the Fund for the acquisition of the computer would not be permitted.

However, ORS 351.460(4) says "Income not thus required for the sinking fund (to meet in full the principal and interest on outstanding bonds) shall be transferred to such other fund and account as the board shall designate." ORS 351.460(5) says, in part, "After a reserve sufficient to meet all existing and future liabilities of the fund has been set aside, the surplus remaining may be transferred to such other fund as the board may designate." 31 Op Atty Gen 437,440 declares, "It would appear that this statute (ORS 351.460) would allow the State Board of Higher Education to transfer any 'surplus' income previously designated for sinking fund purposes if, in fact, there was sufficient money in the sinking fund to pay the indebtedness." On the same page, the opinion stated that in determining the sufficiency of the reserve, the Board is authorized to consider future income.

Beyond the two-year debt service reserve pledged for protection of the bondholders, the Board may transfer "surplus" reserves to the Plant Funds (-560- series) for the computer acquisition. Technically, it may not make the transfer as a loan (i.e., an investment). Nothing precludes, however, an understanding with the administrators of the receiving fund that such a transfer be repaid with interest.

The Board of Higher Education approved the use of Sinking Fund reserves "with the understanding that Mr. Holmer and Mr. Branchfield would advise the Board by letter of the implications of the proposed action." Such a communication has been sent.

In summary, it is the staff's understanding that the Board is willing to approve the use of Article XI-F(1) Sinking Fund surplus reserves in the amount of $734,730 for the acquisition of computer equipment and authorize the necessary transfer to the Plant Funds. In keeping with the Board's understanding, funds will be retransferred from the University Hospital accounts over an eight-year period to reimburse fully the Sinking Fund plus interest at the rate earned by the Fund on its investments in authorized securities.
Staff Recommendation to the Board

It was recommended that Oregon State University be authorized to purchase accessory hardware for the CYBER 73 computer. Approval is also requested to finance the acquisition by means of a loan from restricted gift funds in the McDonald Forest gift account.

Board Discussion and Action

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

Staff Report to the Board

The equipment proposed for purchase includes accessory hardware for the CYBER 73 and consists of tape drives, tape controller, disk storage units, mass storage controller, line printer, line printer controller, and miscellaneous items. The tape drives and tape controller are new additions, while the remainder of the equipment has been on lease agreement. All of the equipment is essential to meet effectively the needs of the user community.

The purchase of the equipment has been reviewed and approved by all necessary offices and agencies within the Department of Higher Education and the State of Oregon. A contract has been negotiated with Control Data Corporation by the Executive Department which would permit the Department of Higher Education to realize a savings of between $110,000 and $125,000 over a 5-year period by exercising an option to purchase the equipment rather than leasing it. The purchase price of the computer hardware is $298,440.

The Computer Center at Oregon State University presently has insufficient working capital to purchase the equipment. It is proposed that excess funds in the McDonald Forest gift account be utilized as a loan to the Computer Center to fund the acquisition. The loan would be repaid over a 5-year period from revenues earned through user charges. The Board is being requested to approve this loan of gift funds rather than approving a transfer of the money to the quasi-endowment fund. Approval of the investment of the $298,440 will be sought from the State Treasurer's Office, if the loan is approved by the Board. It will be recommended to the Treasurer's Office that interest be calculated at the same rate as the quasi-endowment fund earned during 1977-78. The interest rate is subject to adjustment, as the State Treasurer's Office may direct. The interest rate finally agreed upon will affect the total savings.

In 1975, the Oregon State University Computer Center borrowed $200,000 from the same source. The principal has now been repaid down to the balance of $50,932. That transaction was the subject of an audit comment by the Secretary of State's office in 1975. All questions involving that loan were satisfactorily answered, with the exception of the State Treasurer's approval of the investment. As outlined above, this loan will be submitted to the State Treasurer for his authorization.

Utility Improvements for Student Union Additions and Alterations, OIT

It was recommended that the appropriate Board officials be authorized to seek the approval of the State Emergency Board for an increase of $300,000 in the expenditure limitation of $2,615,000 applicable to the Student Union Additions and Alterations project at Oregon Institute of Technology, currently under construction, in order to make necessary improvements to the utility systems on the campus to assure continued heating and cooling services to this building and to the adjacent administration building, Snell Hall. The work would include the construction of approximately 520 feet of...
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a new utility tunnel, equipped initially with a geothermal hot water supply line and chilled water supply and return lines, to replace portions of the buried service lines installed more than fifteen years ago which have deteriorated to a condition that requires immediate replacement.

Inasmuch as the proposed utility improvements would benefit the educational and general plant as well as the auxiliary enterprise facilities, it is recommended that the additional expenditure requirements be financed from the following resources:

(a) From the balance of state fund "savings" realized on the 1977-1979 capital construction project for Utility and Energy Conservation Improvements (Heating Plant Interconnection and Metering) at Southern Oregon State College, divided in equal shares between the General Fund appropriation within Chapter 560, Oregon Laws 1977, and Article XI-C bond borrowings

(b) From self-liquidating bond borrowings issued under the provisions of Article XI-F(1) of the Oregon Constitution and/or other balances available for auxiliary enterprises

Total

Board Discussion and Action

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

Staff Report to the Board

As noted in a separate agenda item within the report section of the docket of this meeting, arrangements were made with The Amundson Associates, P.C., Architects, and their engineering consultants, Gordon and Associates, Inc., in September 1978 to study the campus utility systems at Oregon Institute of Technology to determine current deficiencies and to identify alternative programs of action, including preliminary phasing and cost estimates, to assure that the proposed items of work relating to the utility services for the Student Union Additions and Alterations, now under construction, would be correlated and integrated with the total future utility system for the campus.

Although it had become increasingly apparent that portions of the utility services were no longer dependable for continued operation, and that some modifications would be required to assure uninterrupted services, especially for heating and cooling, within the enlarged and remodeled Student Union building, the urgency of the situation was intensified on October 23, 1978, when a break occurred in the geothermal hot water supply line serving this structure. This failure required the abandonment of that buried line and the installation of temporary services on top of the ground in order to provide the heat necessary for the operation of the food service areas, bookstore, auditorium and other spaces currently being used in the building.

The original installations for utility services were made as part of the initial construction of the campus during 1962 and 1963. Based upon the state of the art at that time, the decision was made to use buried lines in lieu of the more typical institution-type (and more costly) installations of utility tunnels. Hence, all of the utility services—the geothermal hot water supply line for heating, chilled water supply and return lines, domestic water supply lines, communications systems, etc.—were buried at varying depths on the campus. As breaks have occurred, repairs have been accomplished, but often at substantial cost because of difficulties in locating the lines and the specific trouble spots. In some cases, major sections have been re-routed.
To avoid, or at least to minimize, future interruptions of vital services, the architects and engineers for the Student Union project have recommended that a walk-in concrete utility tunnel be constructed between the existing mechanical and electrical building, where the campus chiller is located, just northwest of Snell Hall, and the Student Union building—a distance of approximately 520 feet. Initially, the tunnel would be equipped with only the geothermal hot water supply line and the chilled water supply and return lines, but would provide for the future installation of electrical distribution and communication systems, as well as the potential for hot water return lines when and if a decision is reached to modify the existing heating system. (The Department of Environmental Quality has indicated that consideration must be given to the possible reinjection of the water now obtained from the hot water wells. Currently, this water is being discharged, along with other storm drainage water, on top of the ground near the west edge of the campus.)

The proposed utility improvements also would include some modifications of utility services within the Student Union resulting from the proposed relocation of sources of supply from the west side of the building to a new mechanical room on the east side. It is expected that such revisions would be accomplished by change order to the existing construction contract with R. A. Chambers & Associates, Inc., but bids would be solicited separately for the major work involved in the construction of the tunnel. The route of the tunnel would be under the sidewalk along the north side of Snell Hall and the south side of the new Student Union plaza. It would offset to the south of the stairway to the Residence Hall and then run north under the sidewalk to the mechanical room on the east side of the Union. The top of the tunnel would act as the sidewalk wherever it coincided with the sidewalk. The main geothermal supply would be intercepted northeast of Snell Hall and run through the tunnel east and west to the mechanical blockhouse (the mechanical and electrical building) and the Student Union. Snell Hall would be reconnected at the north side for both geothermal supply for heating and chilled water service for cooling.

As an alternative to the construction of this tunnel section, consideration was given to the placement of utility services within smaller concrete tubes, but in view of the need to provide access for the installation of future services, as well as to provide the most convenient and economic access for regular maintenance of the geothermal hot water supply and the chilled water lines by Physical Plant personnel, the architects, engineers, institutional officials and the Board's staff concluded that the 6 foot by 6 foot tunnel section should be constructed at this critical location. This would not impose a requirement for the construction of similar tunnel sections throughout the remainder of the campus. Other alternatives, such as to incorporate extensions of utility services as integral parts of the proposed new Library Building and other future facilities, or to provide for the replacement of services in concrete channels in other locations in a phased program over a period of years, may be appropriate. (The Board's capital construction requests for 1979-1981 already include, as Priority No. 5 in the listing for the educational and general plant and as Priority No. 3 in the listing for auxiliary enterprises, a utility improvement project at Oregon Institute of Technology for the purpose of meeting a portion of the needs for major repair and/or replacement of the present deteriorated underground lines.)

Even though the urgency of undertaking the current proposed project is related most directly to the immediate need to provide utility services to the Student Union Addition, a portion of the cost of the tunnel should be financed from resources applicable to the educational and general plant because the improvements would also serve Snell Hall, the administration building, and be a part of a future utility network serving the entire campus. Consequently, the staff recommendation proposes that the remaining state fund "savings" realized from favorable bids on the Utility and Energy Conservation Improvements project at Southern Oregon State College,
authorized by the 1977 Legislature and currently under construction, be applied to the tunnel project at Oregon Institute of Technology. This balance of $94,500 is divided in equal amounts from the General Fund appropriation within Chapter 560, Oregon Laws 1977, and from the bond proceeds obtained under the provisions of Article XI-G of the Oregon Constitution. The remaining expenditure requirements of $205,500 for the proposed utility improvements would need to be provided from self-liquidating bond borrowings under Article XI-F(1) of the Constitution and/or from balances available for auxiliary enterprises, such as excess sinking fund reserves from commingled student building fees. The expenditure authorization for the total of $300,000 would be sought as an adjustment to the $2,615,000 budget previously approved by the Board and the State Emergency Board for the Student Union Additions and Alterations project.

Salary Adjustments

IMD 1.020(1) provides that the Chancellor recommend to the Board salary adjustments proposed for the Secretary of the Board, the Vice Chancellors and the Presidents, Vice Presidents and Executive Deans of the institutions. In accordance with general state salary policy and guidelines for salary adjustments in this biennium previously adopted by the Board, the following adjustments were recommended to be effective December 1, 1978:

<table>
<thead>
<tr>
<th>Institution</th>
<th>1977-78 Annual Rate</th>
<th>Proposed 1978-79 Annual Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briggs, Rodney; President</td>
<td>$41,604</td>
<td>$43,680</td>
</tr>
<tr>
<td>Expenses incident to position</td>
<td>2,184</td>
<td>2,292</td>
</tr>
<tr>
<td>Gilbert, David E; Dean of Academic Affairs</td>
<td>28,400</td>
<td>31,240</td>
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<tr>
<td>Leinwand, Gerald; President</td>
<td>41,604</td>
<td>43,680</td>
</tr>
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<td>Expenses incident to position</td>
<td>2,184</td>
<td>2,292</td>
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<tr>
<td>Douglass, W. M.; Dean of Administration</td>
<td>36,036</td>
<td>38,300</td>
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<tr>
<td>Fraser, Harvey; Dean of Faculty</td>
<td>36,036</td>
<td>38,300</td>
</tr>
<tr>
<td>MacVicar, Robert W.; President</td>
<td>52,788</td>
<td>55,428</td>
</tr>
<tr>
<td>Expenses incident to position</td>
<td>3,600</td>
<td>3,780</td>
</tr>
<tr>
<td>Chick, R. W.; Vice President, Student Services</td>
<td>39,264</td>
<td>41,352</td>
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<tr>
<td>Nicodemus, D. B.; Dean of Faculty</td>
<td>39,792</td>
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<td>Popovich, M.; Vice President, Administration</td>
<td>47,328</td>
<td>50,172</td>
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<tr>
<td>Blumel, Joseph C.; President</td>
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<tr>
<td>Expenses incident to position</td>
<td>3,600</td>
<td>3,780</td>
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</table>
### Meeting #452

#### Board Discussion and Action

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

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>1977-78 Annual Rate</th>
<th>1978-79 Annual Rate</th>
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</thead>
<tbody>
<tr>
<td>Forbes, Orcilia Z.; Vice President, Student Affairs</td>
<td>33,280</td>
<td>36,000</td>
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<tr>
<td>Richelle, Leon J. V.; Vice President, Academic Affairs</td>
<td>42,016</td>
<td>44,112</td>
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<tr>
<td>Todd, James E.; Vice President, Finance &amp; Administration</td>
<td>38,896</td>
<td>40,836</td>
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<td>Sours, James K.; President</td>
<td>41,604</td>
<td>43,680</td>
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<td>Expenses incident to position</td>
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<td>Ettlich, E. E.; Dean of Academic Affairs</td>
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<tr>
<td>Lewis, D. E.; Dean of Administration</td>
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<td>40,620</td>
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<td>Boyd, William B.; President</td>
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<td>Hawk, N. R.; Vice President, Administration &amp; Finance</td>
<td>47,076</td>
<td>49,430</td>
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<td>Lallas, J. E.; Executive Dean</td>
<td>56,244</td>
<td>38,052</td>
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<td>Olum, P.; Vice President, Provost</td>
<td>47,638</td>
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<td>Simic, G. R.; Vice President, Public Services</td>
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<td>41,475</td>
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<td>Laster, Leonard; President</td>
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<tr>
<td>Kassebaum, D. G.; Vice President, Hospital Affairs</td>
<td>54,500</td>
<td>57,225</td>
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<td>Parelius, M. R.; Acting Vice President, Administration &amp; Finance</td>
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<td>43,680</td>
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<tr>
<td>Lieuallen, R. E.; Chancellor</td>
<td>55,128</td>
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<td>Expenses incident to position</td>
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<td>Foster, W. L.; Secretary of the Board, Administration</td>
<td>19,200</td>
<td>20,160</td>
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<td>Holmer, F.; Vice Chancellor, Administration</td>
<td>44,412</td>
<td>46,632</td>
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<td>Hunderup, J. I.; Vice Chancellor, Facilities Planning</td>
<td>42,276</td>
<td>44,388</td>
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<td>Krueger, E. R.; Vice Chancellor, Educational Systems</td>
<td>42,804</td>
<td>44,940</td>
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<tr>
<td>Lemman, W. T.; Vice Chancellor, Personnel Administration</td>
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<tr>
<td>Romney, M. C.; Vice Chancellor, Academic Affairs</td>
<td>45,084</td>
<td>47,332</td>
</tr>
</tbody>
</table>
Report of Contract Award for Physical Plant Services Building, EOSC

Staff Report to the Board

Pursuant to authorization granted by the Board on August 25, and in accordance with the action of the State Emergency Board on September 10, when a maximum increase of $160,000 in the expenditure limitation applicable to the Physical Plant Services Building at Eastern Oregon State College was approved, a contract award was made and the following tentative budget was approved for the project:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Direct construction costs - The Timber Co., Inc., Hermiston</td>
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<tr>
<td>Professional services fees</td>
<td>38,208</td>
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<tr>
<td>Furnishings and equipment</td>
<td>-</td>
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<tr>
<td>Artwork (per Chapter 848, Oregon Laws 1977)</td>
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</tr>
<tr>
<td>Construction supervision, site clearance and other miscellaneous costs</td>
<td>8,583</td>
</tr>
<tr>
<td>Contingencies</td>
<td>14,285</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$542,000</strong></td>
</tr>
</tbody>
</table>

Simultaneously with the contract award, a change order was executed to substitute a cash allowance for the amounts which the contractor had included within the bid for metal siding and all painting work with the understanding that new sub-bids would be taken for such items in accordance with the procedures, drawings and specifications of the project engineers and their architectural consultants. Any savings resulting from the re-bidding of these items will accrue to the Board.

The contract award excluded the cabinet work quoted within a deductive alternate, but it is expected that portions thereof will be restored from the contingency reserve prior to the completion of the project.

The project engineers, Morrison, Funatake, Inouye, Andrews, Inc., and their architectural consultants, Martin/Soderstrom/Matteson, consented to a modification of the professional services agreement limiting the fees for design services and the bidding phase to 80% of the stipulated maximum charge of 10% of the direct construction costs based upon the pre-bid estimate of $346,059. For contract administration, the charges shall not exceed 20% of the maximum fee of 10% of the actual direct construction costs. This adjustment permitted a reduction of approximately $10,000 in the amount of the budget reviewed with the Board on August 25.

The financing of the project, involving resources for the correction of safety deficiencies as well as those appropriated separately for the Physical Plant Services Building, is outlined in detail within the final section of the recapitulation below.

RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARD

Project - EOSC Physical Plant Services Building

Engineers - Morrison, Funatake, Inouye, Andrews, Inc., Portland

Board's priorities - Nos. 1 (part) and 13 in 1977-1979 (Educational and General Plant)
No. 5 in 1977-1979 (Auxiliary Enterprises)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs: $542,000
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Estimated gross areas:

- Buildings 6,760 sq. ft.
- Covered open-air (fenced) 3,280 sq. ft.
- Open-air (fenced) 4,610 sq. ft.
- Buildings plus one-half of covered yard 8,400 sq. ft.

Estimated total direct construction costs (excluding demolition of existing warehouse units) - Total $476,162
- Buildings and fixed equipment (excluding sitework) 440,662
- Average (per square foot), using 8,400 sq. ft. - $52.46

Tentative schedule:
- Contract award - September 1978
- Completion - July 1979

Tentative financing plan:
- General Fund appropriation:
  - For correction of safety deficiencies $66,000
  - Other 174,250
  - Total 240,250

- Article XI-G bond borrowings:
  - For correction of safety deficiencies 66,000
  - Other 174,250
  - Total 240,250

- Subtotal for Educational and General Plant 480,500

- Article XI-F(1) bond proceeds and/or balances available for auxiliary enterprises 61,500

- Total 542,000

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Based upon the recommendations of officials of Oregon Institute of Technology, and in accordance with the provisions of AR 580-50-020, arrangements were made with The Amundson Associates, P.C., Springfield, for professional services relating to the design and contract administration of the proposed new library building for which authorization is being requested as part of the Board's capital construction program during 1979-1981. The project has been assigned Priority No. 4 in the listing of items for the educational and general plant and is estimated to have a total project cost of $4,405,000.

Compensation to the architects for their services and those of their consultants is to be based upon time and materials, but the maximum charge is not to exceed an amount determined from a fee curve incorporated within the agreement. Illustratively, if the direct construction costs are $3,550,000, the maximum fee, including expense reimbursement, would be 7.00% thereof, or $248,500.

Funds required for the schematic design phase of planning are being advanced from the Board's reserve for architectural/engineering planning with the understanding that they will be repaid following legislative authorization for the construction of the facilities.

Board Discussion and Action

The Board received the report as presented.

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Meeting #452

Professional Services for Study of Utility Systems, OIT

Staff Report to the Board

Upon the recommendation of officials of Oregon Institute of Technology, the professional services agreement of November 12, 1976, with The Amundson Associates, P.C., Architects, has been supplemented to include within the scope of their services and those of their engineering consultants, Gordon and Associates, Inc., a study of the present campus utility system to determine its deficiencies and to identify alternative programs of action, including preliminary implementation phasing and cost estimates, to assure that the proposed replacement of utility services for the Student Union Addition and Remodel project, now under construction, will be correlated and integrated with the total future utility system for the campus.

The scope of the study, identified as Phase I - Strategy Development, shall include but not necessarily be limited to the following:

1. Identify utility deficiency parameters
   a) Geothermal water
   b) Chilled water
   c) Domestic water
   d) Storm drainage
   e) Electrical distribution
   f) Communications (phone and television)
   g) Fire detection
   h) Building controls
2. Survey utility systems
3. Identify alternative courses of action
4. Develop background information for legislative support
5. Develop cost estimates
6. Develop implementation strategies

For these additional services, compensation to the Architects, including reimbursement of the consultants' charges, will be on a time and materials basis not to exceed $10,000 without prior written authorization from the Vice Chancellor for Facilities Planning. Funds required for the study are being advanced from the Board's reserve for architectural/engineering planning.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

On April 28, 1978, the Board approved the schematic design phase of planning for the proposed Veterinary Medical Teaching Hospital-Clinic Facilities at Oregon State University, prepared with the assistance of Payne Settecase Smith Doss, architects, Salem.

Based upon the recommendation of institutional officials following completion of the design development phase of planning, the architects were authorized to complete the construction documents phase so that bids may be solicited and contract awards made for the work.

The site of the proposed facility has a total area of approximately 30 acres located in the southwest corner of the main campus of Oregon State University, between 30th and 35th Streets and between Washington Way on the north and Oak Creek on the south. The building would face 30th Street and be served from it. North of the site are several existing buildings, including Dryden Hall which houses the present School of Veterinary Medicine's faculty, instructional and research laboratories, classrooms, and administrative offices as well as the Poultry Department.
The design contemplates a building approximately square, being 210-feet by 220-feet in overall dimension and containing a total gross area of about 75,263 square feet. A portion of the building would be two stories in height. The west half of the ground level would provide animal holding areas and diagnostic and treatment rooms in separate clinics for bovine and equine animals. A control station and a necropsy area would also be included in that section. The east half of the ground level would provide surgeries, a radiology laboratory, supplies, employee lockers, and hospital administration areas. A demonstration lecture hall, seating about 114 persons, and an adjacent lounge/conference room would be located in an extended portion of the main floor level near the main entrance on the east side of the building. Including this area, a total of about 51,094 square feet would be provided on the first floor.

The second floor, containing a gross area of approximately 24,169 square feet, would be constructed over the east portion of the main floor and would house the school's administrative and faculty offices, a learning resource center, a multidisciplinary teaching laboratory, several specialized laboratories, and support and service areas. Near the center of the building, also at this upper level, would be a large mechanical room providing space for all air-handling and electrical equipment.

The structural system proposed for the building would be steel frame on a five-foot module grid. All elements would be designed for maximum shop fabrication, ease of transport, and rapid field erection. The building would be founded on shallow spread concrete footings, typical of foundations for other construction on this campus. The design contemplates that the first floor exterior walls would be brick veneer on poured concrete backing and that the walls of the second floor and elevator penthouses also would be finished with brick veneer but on metal stud backing. Interior partitions in the animal areas would be poured concrete with epoxy painted finish and in certain other areas would be enamel painted gypsum sheetrock on metal studs. The remaining interior finishes and equipment, including casework, would be of the standard quality typical for the area of use, such as poured synthetic flooring in the necropsy and other "wet" areas and carpeting in the lecture hall and learning resource center. For heating, a connection would be made to the campus steam loop, available at the intersection of The Mall (50th Street) and Jefferson Way, served from the campus central utility plant. Electrical service would be available at Washington Way near the project site. A system of storm and sanitary drainage would be provided as required for the building and the site. Drainage from the animal stalls and other areas with hay, bedding of wood chips and excessive waste contamination would be drained through a separating chamber before being routed to the Corvallis city sewers. Provisions would be made in the building for the usual medical and research requirements for natural gas, distilled water, compressed air, and medical gases. Two elevators would be included, one near the main entrance for passenger use and the other in the diagnostic area for combination freight/passenger use. In all respects, the building would meet the requirements for accessibility for handicapped persons.

Air conditioning or mechanical cooling would be provided to the lecture hall, learning resource center, operating rooms and to other special use spaces which would require cooling for special processes.

Offices and general use spaces would be provided with year-round ventilation and heating to 68-degrees F, but would not be provided with mechanical cooling. All building systems would be arranged for energy conservation. An example of this would be the re-use of ventilation air for the stall areas which has already been heated and used in the diagnostic and other areas normally heated to 68-degrees F. An additional feature contributing to energy conservation would be provided in the floor plan arrangement with the animal stall areas being located on the perimeter of the west portion of the building, thus providing an insulating buffer from the exterior for the more intensely heated interior spaces.
Generally, lighting throughout the building would be fluorescent, with incandescent lighting being limited to areas having special needs. Surgery room lighting would be fluorescent as well, along with special surgical lights in these areas. Animal ward lighting would be bug-tight, moisture-tight, vandal-resistant type fluorescent luminaries. Emergency and exit lighting, only, would be on the emergency battery standby system. Exterior lighting for fenced areas and parking lots would be a high-intensity discharge type.

Based upon the price level expected early in 1979, when bids may be solicited for the project following the completion of the construction documents, the architects estimate that the direct construction costs will be approximately $6,697,067. Of this amount, $5,774,111 would relate to the building and fixed equipment, excluding site work, landscaping and outside utility connections, averaging about $76.72 per square foot for the estimated total gross area of 75,263 square feet.

The resources for funding the estimated expenditure requirements of $8,551,000 for the total project budget include $5,351,000 from a federal grant, $700,000 in equal shares from the Board's capital construction General Fund appropriation and Article XI-G bond proceeds, plus $2,500,000 of General Funds appropriated to the Emergency Board (per Sec. 13 of Chapter 560, Oregon Laws 1977). Funding committed from the grant authorization by the Department of Health, Education and Welfare is expected to be obligated at the time the bids are received and concurrence in awarding construction contracts is obtained from the granting agency. It is expected that the State Emergency Board will be requested to authorize the expenditure of these funds for this project at their November 13-14, 1978, meeting.

RECAPITULATION UPON COMPLETION OF DESIGN DEVELOPMENT PHASE OF PLANNING

Project - OSU Veterinary Medical Teaching Hospital-Clinic Facilities

Architects - Payne Settecase Smith Doss, Salem

Board's priority - No. 6 in 1977-1979 (Educational and General Plant) (Planning only in the amount of $700,000)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs $ 8,551,000

Estimated total gross area - 75,263 square feet

Estimated direct construction costs:

  Total $ 6,697,067
  Building and fixed equipment only, excluding sitework and utility connections $ 5,774,111
  Average (per square foot) - $76.72

Tentative schedule:

  Bidding - January 1979
  Completion - August 1980

Tentative financing plan:

  General Fund appropriation $ 350,000
  Article XI-G bond proceeds $ 350,000
  Subtotal $ 700,000
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General Fund appropriation to the State Emergency Board $2,500,000
Subtotal (State funds) $3,200,000
Federal grant (DHEW) 5,351,000 $8,551,000

Board Discussion and Action

The Board received the report as presented.

Report of Inspection and Acceptance for Safety Deficiency Corrections, Phase II (Agriculture, Cordley, Wiegand and Weniger Halls Flammable Storage and Exitway Improvements), OSU

Staff Report to the Board

Upon the recommendation of institutional officials and Morrison, Funatake, Inouye, Andrews, Inc., Consulting Engineers, Portland, the work of the prime contractor for safety deficiency corrections work within Agriculture, Cordley, Wiegand and Weniger Halls on the campus at Oregon State University was accepted on behalf of the Board on October 6, 1978.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on March 24, 1978:

<table>
<thead>
<tr>
<th></th>
<th>Revised Budget 10/6/78</th>
<th>Original Budget 3/24/78</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs - Dale Ramsay Construction Co., Corvallis</td>
<td>$59,747</td>
<td>$59,225</td>
<td>$522 (1)</td>
</tr>
<tr>
<td>Professional services fees (net of fees of $2,478 charged to Safety Deficiency Corrections, Phase I)</td>
<td>2,899</td>
<td>2,852</td>
<td>47</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>1,176</td>
<td>745</td>
<td>431</td>
</tr>
<tr>
<td>Contingencies</td>
<td>-</td>
<td>1,000</td>
<td>(1,000)</td>
</tr>
<tr>
<td>Total</td>
<td>$63,822</td>
<td>$63,822</td>
<td>$ -</td>
</tr>
</tbody>
</table>

(1) Includes the installation of wood shelving in the Wiegand Hall flammable storage room and the installation of a ground rod in the flammable storage rooms of Wiegand and Cordley Halls, all included within two approved change orders.

The work of the contract included the construction of separate concrete masonry storage facilities for holding flammable materials at Agriculture, Cordley and Wiegand Halls and the revisions to corridor doors and hardware to provide one-hour exitways from selected rooms in Weniger Hall.

Expenditure requirements for this work were charged against the budget allocation of $575,000 for Safety Deficiency Corrections, Phase II, at Oregon State University, as part of the program authorized by Chapter 560, Oregon Laws 1977. A portion of the design cost was financed from resources provided within the 1975-1977 authorization for Phase I of the safety deficiency corrections program; however, the earlier appropriation was not sufficient to fund the contract requirements of this work.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - OSU Safety Deficiency Corrections, Phase II (Agriculture, Cordley, Wiegand and Weniger Halls Flammable Storage and Exitway Improvements)


Board's priority - Part of No. 1 in 1977-1979 (Educational and General Plant)
Meeting #452

November 17, 1978

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs (for this portion only) $63,822

Estimated total direct construction costs (this portion only) $59,747

Financing plan:

- General Fund appropriation $31,911
- Article XI-G bond proceeds $31,911

Total $63,822

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials and Morrison, Funatake, Inouye, Andrews, Inc., project engineers, the work of the prime contractor for safety deficiency correction work within Condon and Fenton Halls on the campus at the University of Oregon was accepted on behalf of the Board on October 10, 1978. The work was inspected on behalf of the Board by the Vice Chancellor for Facilities Planning.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on May 26, 1978:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget 10/10/78</th>
<th>Original Budget 5/26/78</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarence H. Vos Plumbing, Inc.,</td>
<td>$108,275</td>
<td>$103,205</td>
<td>$5,070 (1)</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>13,758</td>
<td>13,251</td>
<td>507</td>
</tr>
<tr>
<td>Construction supervision and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>miscellaneous costs</td>
<td>10,967</td>
<td>11,384</td>
<td>(417)</td>
</tr>
<tr>
<td>Contingencies</td>
<td>---</td>
<td>5,160</td>
<td>(5,160)</td>
</tr>
<tr>
<td>Total</td>
<td>$133,000</td>
<td>$133,000</td>
<td>$0</td>
</tr>
</tbody>
</table>

(1) Includes underground work for the fire line connection to Fenton Hall; revisions to the fire department connections at both buildings; revisions to route the sprinkler system drains to the exterior of both buildings; the relocation of the main and the replacement of an undersized conduit in Condon Hall; and other minor modifications included within a total of six approved change orders. The amount of increase does not include the deduction from the contract amount received for modifications to the specifications for the Halon 1301 Automatic Fire Extinguishing System components which was made by a change order issued simultaneously with the contract award.

The work of the contract included the extension of an existing fire sprinkling system and the replacement of some undersized electrical branch panels in Condon Hall. The work in Fenton Hall consisted of installing a fully automatic fire protection system throughout (using sprinklers in the main building and Halon cylinders in the archives wing).

The expenditures for this project were charged against the state fund resources made available for Safety Deficiency Corrections, Phase II, by Chapter 560, Oregon Laws 1977.
RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - UO Safety Deficiency Corrections, Phase II (Condon and Fenton Halls Fire Protection Systems)

Engineers - Morrison, Funatake, Inouye, Andrews, Inc., Portland

Board's priority - Part of No. 1 in 1977-1979 (Educational and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs (this part only) $133,000

Estimated total direct construction costs (this part only) $108,275

Tentative financing plan:
- General Fund appropriation $66,500
- Article XI-G bond proceeds 66,500
- Total $133,000

Board Discussion and Action

The Board received the report as presented.

Report of Bids and Contract

Award for Safety Deficiency Corrections, Phase II (Institute of Marine Biology, Charleston, Sanitary Sewer Improvements), UO

As reported to the Board on September 29, 1978, the final drawings and specifications which had been prepared with the assistance of UMA Engineers, Inc., Portland, for the installation of a sanitary sewer system at the University of Oregon's Institute for Marine Biology at Charleston were accepted on behalf of the Board. Three bids were received for the work on September 1, 1978, ranging from a low of $52,000 to a high of $85,200. Inasmuch as the low basic bid was within the resources available for the project, and expenditure authorization was granted by the State Emergency Board on October 13, 1978, a contract award was made and the following tentative budget approved for the project:

Direct construction costs -
- Umpqua Sand & Gravel, Inc., Roseburg $52,000
- Professional services fees 12,000
- Construction supervision and miscellaneous costs (including connection fee) 11,840
- Contingencies 4,160
- Total $80,000

The work of the contract provides for the construction of approximately 2,840 lineal feet of 8", 6" and 4" sewer lines, twelve manholes and related items necessary to make the connections at each of the several locations where stubs were provided by the contractor for the municipal system of waste disposal lines. House connections to the various buildings and facilities at the Institute are also included.

Expenditures for this work are being financed from the several sources previously authorized by the Board and summarized below in the recapitulation.
RECAPITULATION UPON RECEIPT OF BIDS AND CONTRACT AWARD

Project - UC Safety Deficiency Corrections, Phase II (Institute of Marine Biology, Charleston, Sanitary Sewer Connections)

Engineers - UMA Engineers, Inc., Portland

Board's priority - Part of No. 1 in 1977-1979 (Education and General Plant)

Legislative authorization - Chapter 560, Oregon Laws 1977 and State Emergency Board Action on October 13, 1978

Estimated total project costs $80,000
Estimated total direct construction costs $52,000
Estimated final completion date - January 1979

Tentative financing plan:
Board's reserve for physical plan rehabilitation and minor capital outlay in 1976-77 (for initial planning) $5,000
General Fund appropriation 17,500
Article XI-G bond proceeds 17,500
Subtotal $40,000

General obligation bond borrowings under Article XI-F(1) of the Oregon Constitution and/or balances available from housing operations at the University of Oregon $40,000
Total $80,000

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of officials of the University of Oregon Health Sciences Center, and in accordance with the provisions of AR 580-50-020, arrangements have been made with several engineering firms to provide consulting services under retainer-type contracts during the remainder of 1978 and throughout 1979:

Electrical engineering:

Langton, Mehlig & Associates, Inc., Milwaukie

Mechanical engineering:

Carson, Bekooy, Gulick & Associates, Inc., Portland
Seton, Johnson & Odell, Inc., Portland

Such professional assistance shall be provided for feasibility studies, for the preparation of drawings, specifications, cost estimates and other services relating to minor capital improvement and/or rehabilitation projects at the request of appropriate institutional officials. In each case, compensation shall be based upon time and materials within a stated limitation authorized by the Vice Chancellor for Facilities Planning.
Funds required for these services, including expense reimbursements, are being provided from the institution's budgeted resources.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

In view of the action of the State Emergency Board on October 13, 1978, in approving the request for an increase of $215,000 in the expenditure limitation applicable to the initial construction phase of Parking Structure III at Portland State University, a contract award was made and the following tentative budget was approved for the project:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rededication of site</td>
<td>$222,459</td>
</tr>
<tr>
<td>Direct construction costs</td>
<td>$1,596,237</td>
</tr>
<tr>
<td>Todd Building Company, Roseburg and Portland</td>
<td>$82,734</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>$35,683</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>$30,000</td>
</tr>
<tr>
<td>Landscaping</td>
<td>$47,887</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,015,000</strong></td>
</tr>
</tbody>
</table>

Upon the recommendation of institutional officials and upon the advice of the Board's attorney, following receipt and review of an interpretation by a deputy City attorney of the conclusions and decision of the City of Portland's hearings officer on the application for conditional use of the site, the appeal previously filed on behalf of the Board was withdrawn in order to expedite the issuance of the building permit for the project. If a dispute should arise subsequently over the rates of charge for parking, efforts will be made to resolve such matters directly with Tri-Met and the City's Bureau of Planning. Discussions relating to the hearings officer's proposals for ground level retail spaces adjacent to the parking structure, as well as for the possible provision of housing in a subsequent addition, have been undertaken with representatives of the City and no further action on them is required until planning proceeds for the next phase of construction.

The work of the contract for Phase I remains the same as that described to the Board at the September 29, 1978, meeting.

The funding resources for the work include general obligation bond borrowings issued under Article XI-F(1) of the Oregon Constitution and/or balances available to the institution from parking operations.

RECAPITULATION UPON CONTRACT AWARD

Project - PSU Parking Structure III

Architects - Zaik/Miller, A.I.A., Portland

Board's priority - No. 6 in 1977-1979 (Auxiliary Enterprises)

Legislative authorization - State Emergency Board actions on July 28, 1978 and October 13, 1978

Estimated total project costs (including $222,459 for rededication of site) $2,015,000

Estimated capacity:
Total gross area = 118,208 square feet
Total number of cars = 423
November 17, 1978

Estimated direct construction costs - Total
  Average per square foot - $13.50
  Average per car - $3,774

Tentative schedule:
  Contract award - October 1978
  Completion - May 1979

Tentative financing plan:
  Article XI-F(1) bond borrowings and/or balances available from parking operations

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

In response to the recommendation of officials of Portland State University, contractual arrangements were made with Zimmer/Gunsul/Frasca Partnership, Portland, the architects who had designed the Health and Physical Education Building there several years ago, for professional services relating to modifications needed for improved access for the physically handicapped. This work is included within the program assigned Priority No. 2 in the Board's capital construction requests for the next biennium.

Compensation to the architects, including reimbursement of consultants' charges and other expenses, is to be provided on a time and materials basis but shall not exceed 10% of the direct construction costs of the work.

Funds required for the initial planning are being charged against the expenditure limitation of $100,000 authorized by the 1977 Legislature for accessibility for the handicapped.

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

On April 28, 1978, the Board approved the schematic design phase of planning for the proposed Professional Schools Building, Phase I (Education) at Portland State University, prepared with the assistance of Campbell Yost Grube Professional Corporation, architects, Portland.

Based upon the recommendation of institutional officials following the completion of the design development phase of planning, the architects were authorized to complete the construction documents phase so that bids may be solicited and contract awards made for the work. The description of the project remains essentially as outlined in the April 28, 1978, Board minutes except that the estimated total gross area has been increased from 58,216 to 61,603 square feet. The additional 3,387 square feet is attributable to an increased size of the mechanical penthouse and more precise dimensioning of the building.

In anticipation of the price level expected when bids may be solicited early in 1979 following the completion of the construction documents, the direct construction costs are projected to be approximately $3,115,000. A request will be presented to the State Emergency Board, possibly at the November 14, 1978, meeting, for authorization to proceed with the project within the expenditure limitation of $3,680,000 approved by the 1977 Legislature.
RECAPITULATION UPON ACCEPTANCE OF DESIGN DEVELOPMENT
PHASE OF PLANNING

Project - PSU Professional Schools Building, Phase I (Education)
Architects - Campbell Yost Grube Professional Corporation, Portland
Board's priority - No. 5 in 1977-1979 (Educational and General Plant)
Legislative authorization - Chapter 560, Oregon Laws 1977

Estimated total project costs $3,680,000
Estimated gross area - 61,603 square feet
Estimated direct construction costs:
  Total $3,115,000
  Total, less sitework, bridge and utility connections $3,020,650
  Average (per square foot) - $49.03

Tentative schedule:
  Bidding - February 1979
  Completion - August 1980

Tentative financing plan:
  General Fund appropriation $1,840,000
  Article XI-G bond proceeds $1,840,000
  Total $3,680,000

Board Discussion and Action

The Board received the report as presented.

Staff Report to the Board

Upon the recommendation of institutional officials and Balzhiser, Longwood, Smith, Paul & Anderson, project architects, the work of the prime contractor for the remodeling work within the basement arena area of the Stevenson Union Building on the campus at Southern Oregon State College was accepted on behalf of the Board as of September 29, 1978.

A revised semifinal project budget is shown below in comparison with the budget reported to the Board on July 28, 1978:

<table>
<thead>
<tr>
<th>Description</th>
<th>Revised Budget 9/29/78</th>
<th>Original Budget 7/28/78</th>
<th>Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct construction costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batzer Construction, Inc., Medford</td>
<td>$68,164</td>
<td>$67,955</td>
<td>$209 (1)</td>
</tr>
<tr>
<td>Professional services fees</td>
<td>8,600</td>
<td>8,600</td>
<td>---</td>
</tr>
<tr>
<td>Construction supervision and miscellaneous costs</td>
<td>3,236</td>
<td>1,405</td>
<td>1,831</td>
</tr>
<tr>
<td>Contingencies</td>
<td>---</td>
<td>2,040</td>
<td>(2,040)</td>
</tr>
<tr>
<td>Total</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$---</td>
</tr>
</tbody>
</table>

(1) Includes covering additional floor area with vinyl asbestos tile.
Three approved change orders were issued on the contract. One was issued simultaneously with the contract to make certain reductions in the work as reported to the Board on July 28, 1978, one related to the floor tile work, and the other one extended the final completion date.
The work of the contract included remodeling to convert a basement area of approximately 6,100 square feet into a multi-purpose recreation space for the use of large group meetings, dances, conferences, films, coffeehouse, displays, exhibits, fairs, etc. A new ramped entrance, a beverage counter, a booth for film and sound projection, floor coverings, lighting improvements and painting were provided.

Funds for this work were allocated from self-liquidating bond borrowings and/or balances available for auxiliary enterprises. They were charged against the expenditure limitation of $475,000 which had been approved for Recreation Facilities at Southern Oregon State College within Chapter 592, Oregon Laws 1973, as amended by the State Emergency Board on August 9, 1977.

RECAPITULATION UPON INSPECTION AND ACCEPTANCE

Project - SOSC Recreation Facilities (Stevenson Union Building Basement Arena Area Remodel)

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

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

Legislative authorization - Chapter 592, Oregon Laws 1973 (expenditure limitation increased by the State Emergency Board on August 9, 1977)

Estimated total project costs (out of revised total expenditure limitation of $475,000)

<table>
<thead>
<tr>
<th>Percentage Cost of Instruction as a Basis for Setting Tuition</th>
<th>$</th>
<th>Estimated direct construction costs</th>
<th>$</th>
<th>Estimated area - 6,100 square feet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80,000</td>
<td>68,164</td>
<td>68,164</td>
<td>6,100 square feet</td>
</tr>
</tbody>
</table>

Financing plan:
Proceeds from the sale of bonds under the provisions of Article XI-F(1) of the Oregon Constitution and/or balances available for auxiliary enterprises

$ 80,000

Board Discussion and Action

The Board received the report as presented.

Staff Recommendation to the Committee

It was recommended that the Board consider whether to reaffirm its position in relation to the setting of tuition as a percentage of the cost of instruction.

Discussion and Recommendation by the Committee

The Oregon Student Lobby presented a statement indicating concurrence with the staff recommendation to the Committee and opposition to setting tuition at a fixed percentage of the cost of instruction. The statement was distributed to the members of the Committee and is on file in the Board's Office.

The Committee voted to defer consideration of this matter until after the tuition symposium on November 18 and until after the election results on Ballot Measures 6 and 11 are known.

Board Discussion and Action

The Board received the report as presented.
NYACC Program at SOSC; YCC Program at OIT

Staff Report to the Committee

On March 24, 1978, the Board concurred with a Board's staff recommendation that a contract be consummated with the Bureau of Land Management for the establishment of a National Young Adult Conservation Corps (NYACC) encampment at Southern Oregon State College. The program was authorized by Public Law 95-93. Under the terms of the contract, Southern Oregon State College would provide food, lodging in vacant Siskiyou Hall, health service, and access to recreational activities on the campus for approximately 100 workers, 18-23 years old, engaged in conservation work on public lands. Southern Oregon State College officials strongly recommended contract approval because it would provide the benefits of economies of scale necessary to reduce to some extent an anticipated major increase in 1978-79 room and board rates for full-time, live-in students in order to meet operating costs and required debt service.

During the discussion preceding Board action, some Board members expressed concern about the potential adverse impact a resident, non-college student encampment might have on a small college campus located in a semi-rural community. The Board also requested a periodic review and progress report prior to renegotiation of the contract.

Before final execution of the contract on July 7, 1978, an excerpt containing objectives of the program, services to be provided by the College, and effects of projected revenue on 1978-79 room and board rates was circulated among all Southern Oregon State College residence hall occupants. It included a request for student reaction. Numerous discussion meetings were held in the residence halls. The Student Senate subsequently surveyed student opinion. Following receipt of overwhelming support for the proposed program, the Student Senate voted unanimously for its establishment.

The initial group of 17 young people which came to the Southern Oregon State College campus in early July grew in size during the summer months until it reached the maximum of 100 workers by early September. The group members at Southern Oregon State College are typically 18 years old, white, and male. Approximately 30 percent are women and 15 percent represent minority races. About 8 percent had taken some college-level coursework prior to coming to the Southern Oregon State College campus. All of the youth were hired through the State Employment Division.

Summer school enrollment at Southern Oregon State College numbered 1,944; therefore, gradual integration of the NYACC participants with the campus and community was exceptionally smooth.

During the summer, the young adults employed in the program built fences, improved springs for livestock on federal land, and assisted Bureau of Land Management surveyors. Some of the workers established a "spike" or base camp at Whiskey Creek because it was impractical to commute daily to the work site.

The one-year program was formally dedicated September 9, 1978. It featured remarks by the Mayor of Ashland, President James Sours, and representatives of the State Forestry Department, Bureau of Land Management, Governor's Commission on Youth, Camp Director Vern Weiss, and worker Eddie Russell.

As of October 1, 1978, 24 NYACC employees had enrolled in a forestry class offered jointly by Rogue Valley Community College and Southern Oregon State College. Four are also enrolled in other Southern Oregon State College evening classes and 20 have registered to take the GED exam. Others have expressed interest in enrolling in future classes.
All fall term 1978 residence hall students were provided information about the campus NYACC program.

Southern Oregon State College officials have reported that the cooperation between the NYACC camp director and college housing, food service, and counseling representatives has been excellent. There have not been any major problems between the NYACC encampment workers and Southern Oregon State College students.

Oregon Institute of Technology entered into agreements with agencies of the U.S. Department of Interior to provide food and lodging services and access to recreational activities for coeducational residential Youth Conservation Corps (YCC) camps during the summers of 1976, 1977, and 1978. The number of participants ranged from 30 to 75. The primary purposes of the eight-week camps which were established under Public Law 91-378 are nearly identical to those of the NYACC program except that the youths were 15-18 years of age. Examples of work performed on public land included installation of a lawn sprinkler system, removal of abandoned fences, restoration of the environment for peninsula birds, rehabilitation of trails, and conducting of wildlife inventories.

Oregon Institute of Technology officials believe the programs have been mutually beneficial. The youths had experience "doing a hard day's work" and gained from knowing that the work accomplished contributed to natural resource management. The revenue enabled Oregon Institute of Technology to operate summer housing and food services which otherwise would have been vacant.

Both Oregon Institute of Technology and Southern Oregon State College officials are also convinced that the programs complement the student recruitment program.

Bureau of Land Management officials have expressed an interest in establishing one-year NYACC programs at other State System institutions. Their requests have been channeled to officials at Oregon College of Education, Eastern Oregon State College, and Oregon Institute of Technology.

The Board's staff will bring another progress report to the Board prior to renegotiation of a new contract at Southern Oregon State College in September 1979.

Discussion and Recommendation by the Committee

The Committee recommended that the Board receive the report as presented.

Board Discussion and Action

The Board received the report as presented.

Report on Course Changes for Institutions of Higher Education Effective 1978-79

(Considered by Committee on Instruction, Research, and Public Service Programs, October 20, 1978; present--Carpenter, Anderson, Harms, and Thorp.)

The report relating to course changes authorized for the State System institutions for 1978-79 was presented in compliance with IMD 2.001(2). Copies of the report were provided the Board in the Committee docket and copies are on file in the Board's Office.

Discussion and Recommendation by the Committee

Mr. Thorp asked the reason for the large number of hours which were dropped by Eastern Oregon State College in 1975-76. Mrs. Kahananui explained that this resulted from a review of the curricular offerings in
response to budgetary problems. A review of the entire curriculum was made, with the objective of concentrating students in larger numbers in fewer courses. As a net result of the review, 221 hours were dropped.

Mrs. Kahananui also indicated that it is hoped that eventually we will be able to determine from the computer which courses have not been scheduled over a period of more than two years. This should help the institutions to eliminate unused courses.

Mr. Harms said it was his understanding that the Board's responsibility was primarily to evaluate the process by which courses are reviewed to determine whether the process is satisfactory and whether there is a major budgetary impact as a result of the procedure. He said the changes in course offerings from the net standpoint are remarkably stable and represent comparatively little increase.

Mrs. Kahananui said there is a significant amount of curricular change that is not reflected in the statistics because it results in little net change in credit offered.

Mrs. Carpenter said it was important that the Board not be so restrictive and difficult in its requirements for course approval as to inhibit necessary and desirable curricular changes.

The Committee recommends that the Board receive the report as presented.

Mrs. Elizabeth H. Johnson, a member of the Oregon Educational Coordinating Commission, raised the question of the reexamination of the core curriculum as part of the course review. She asked how it can be said that students receive a broad liberal education when there is nothing in the guidelines that requires students to be exposed to what would be a broad liberal education. She said she was encouraged to learn that some institutions are reviewing general education requirements and that encouragement by the Board's Committee might be helpful.

Dr. Romney said the Board's Committee had reviewed on previous occasions general education requirements. The institutions are being requested to reexamine general education requirements.

Mrs. Johnson then mentioned the need for guidelines for off-campus credit courses to assure their quality.

Dr. Romney said that one reason for placing the responsibility for off-campus work under the jurisdiction of the institutions was to encourage their assuming direct responsibility for the quality of off-campus courses.

Board Discussion and Action

The Board received the report as presented.

Condition of Board's Special and Plant Rehabilitation Reserves

As of November 17, 1978, for Fiscal Year Ending June 30, 1979

I. Board's Reserve for Plant Rehabilitation

Balance as of September 30, 1978

Add: Cancellation of 1977-78 allocation for Sanitary Sewer Connections at Institute of Marine Biology, U of O

-900-
Less: Allocations approved by the Chancellor:
    Basement repairs within Friendly & Hendricks
    Halls, U of O

    $(7,000)$

Agenda item for proposed Improvements to Monmouth
Avenue, OCE

$(26,000)$

Balance as of November 17, 1978
Plus unexpended balance to be carried forward
from FY 1977-78
Total

$100,731$

$92,539$

$193,270$

ADJOURNMENT The Board meeting was adjourned at 2:30 P.M.

Louis B. Perry, President
Wilma L. Foster, Secretary

Oregon State Board of Higher Education
Placement of 1976-77 Graduates in Elementary and Secondary Teaching from Oregon Teacher Preparatory Institutions

Procedures

The following were the basic steps in the methodology used in the study:

1. Information was collected by institutions about all students registering for student teaching in approved Oregon elementary and secondary education programs in 1976-77, e.g., name, permanent home address, teaching area or norm, year of birth, social security number, and sex. This information was forwarded to the Teacher Standards and Practices Commission where it was placed in a centralized teacher data bank.

2. Information collected by the State Department of Education from each Oregon school district in the fall of each school year about educational personnel on the district payroll, including personnel new to the district, i.e., name, address, social security number, professional assignment, length of service in the district, and highest level of certificate held, for fall of 1977, the school year following the completion of programs by 1976-77 teacher education graduates, was placed in the centralized teacher data bank.

3. The data in (1) were matched with the data in (2) to identify the individuals completing student teaching in elementary and secondary teaching programs in 1976-77 who were employed as regular teachers in Oregon public schools in the following school year (as of September 30, 1977).

4. In May, 1978 the Board's Office mailed a postcard questionnaire to all graduates identified in (3) as not teaching in Oregon public schools as of September 30, 1977. Information was solicited from these graduates about their employment status, i.e., were they employed as regular teachers? in a school assignment other than regular teaching? otherwise employed? continuing full-time studies? in military service? homemakers? unemployed?

5. The data gained from the responses to the questionnaire in (4) indicating the employment status in May, 1978 of those graduates who were identified as not being regularly employed in the Oregon public schools as of September 30, 1977, were combined with the data for those identified in (3) as holding teaching positions as of September 30, 1977, to obtain a placement profile of the 1976-77 Oregon graduates in elementary and secondary education.
Identification of Graduates Placed in Oregon Public Schools

The population of student teaching registrants included all students completing student teaching in 1976-77. These included three categories of individuals: (1) students who had not fully completed their programs, (2) students who had completed their programs but who had not applied for certification, and (3) students who had completed their programs and applied for certification.

The Teacher Standards and Practices Commission sent a computer printout to each teacher preparation institution listing for each of their student registrants who completed their student teaching during the period September 1, 1976 to August 31, 1977, the following information:

1. Name and permanent address at the time of student teaching.
2. Certificate and endorsement, if any, issued by the Commission.
3. Current employing public school, if any, and the present assignment of each certificated person.

Postcard Questionnaire Follow-Up of Graduates Not Employed in Oregon Public Schools as of September 30, 1977

In May 1978, a postcard questionnaire was mailed to individuals who had registered for student teaching in 1976-77, but were not employed as teachers in Oregon public schools by September 30, 1977. The questionnaire solicited information concerning their certification and employment status.

By combining the questionnaire returns with the listing of those individuals known to be employed in the schools as of September 30, 1977, a placement profile was obtained for the total population of 1976-77 graduates.

Results

Comparison of Number of Students Completing Student Teaching, Applying for Certificate, and Employed as Teachers as of September 30, 1977

A comparison of the number of students completing student teaching in 1976-77 at Oregon teacher education institutions with the number applying for certification and the number employed as teachers in Oregon public schools as of September 30, 1977, is given in Table I, p. 3.

It can be seen that of 2,242 students successfully completing student teaching in 1976-77 (but not necessarily all other requirements for a degree and/or certificate), 1,638 (73.1%) had applied for a certificate as of September 30, 1977. Of those certified, 775 (47.3%) were employed in Oregon public schools as of that date (47.6% of those with elementary and 47.1% of those with secondary certificates).
### Table I


<table>
<thead>
<tr>
<th>Category</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
<th>SOSC</th>
<th>EOSC</th>
<th>Independent Colleges</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number successfully completing teaching in 1976-77 (but not necessarily all other requirements for a degree and/or certification)</td>
<td>482</td>
<td>434</td>
<td>314</td>
<td>380</td>
<td>213</td>
<td>127</td>
<td>292</td>
<td>2,242</td>
</tr>
<tr>
<td>Number and percentage of those completing student teaching applying for certificate and certified as of Sept. 30, 1977</td>
<td>308</td>
<td>318</td>
<td>219</td>
<td>295</td>
<td>186</td>
<td>94</td>
<td>218</td>
<td>1,638</td>
</tr>
<tr>
<td>Elementary</td>
<td>123</td>
<td>125</td>
<td>117</td>
<td>147</td>
<td>90</td>
<td>48</td>
<td>50</td>
<td>700</td>
</tr>
<tr>
<td>Secondary</td>
<td>185</td>
<td>193</td>
<td>102</td>
<td>148</td>
<td>96</td>
<td>46</td>
<td>168</td>
<td>938</td>
</tr>
<tr>
<td>Number and percentage of those certified employed as regular teachers in Oregon schools as of Sept. 30, 1977</td>
<td>139</td>
<td>187</td>
<td>90</td>
<td>129</td>
<td>92</td>
<td>50</td>
<td>88</td>
<td>775</td>
</tr>
<tr>
<td>Elementary</td>
<td>53</td>
<td>70</td>
<td>49</td>
<td>66</td>
<td>44</td>
<td>44</td>
<td>29</td>
<td>333</td>
</tr>
<tr>
<td>Secondary</td>
<td>86</td>
<td>111</td>
<td>41</td>
<td>63</td>
<td>48</td>
<td>50</td>
<td>21</td>
<td>442</td>
</tr>
</tbody>
</table>

*Data in this table were taken from a report issued by the Teacher Standards and Practices Commission, Registration of Student Teachers and Interns (OAR-584-10-010) May 19, 1978. (Revised)*
Percentages of the 1976-77 graduates who applied for certification and were employed in Oregon public schools by September 30, 1977, ranged from 40.4% at the independent colleges (taken as a whole) to 58.8% at Oregon State University.

Summary of Responses to the Postcard Questionnaire

As indicated in Table I, of the total population of 2,242 student teaching registrants (1976-77), 775 (34.6%) were teaching in Oregon public schools by September 30, 1977. In May 1978, the postcard questionnaire was sent to those 1,467 (65.4%) who were not teaching in Oregon public schools as of September 30, 1977, soliciting information as to their employment status.

The number and percentage of postcards returned by institutions in which the subjects were enrolled was as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of Postcards Mailed</th>
<th>No. of Postcards Returned</th>
<th>Percentage Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO</td>
<td>339</td>
<td>59</td>
<td>17.4%</td>
</tr>
<tr>
<td>OSU</td>
<td>244</td>
<td>75</td>
<td>30.7%</td>
</tr>
<tr>
<td>PSU</td>
<td>214</td>
<td>55</td>
<td>25.7%</td>
</tr>
<tr>
<td>DCE</td>
<td>262</td>
<td>82</td>
<td>31.3%</td>
</tr>
<tr>
<td>SOSC</td>
<td>127</td>
<td>42</td>
<td>33.1%</td>
</tr>
<tr>
<td>EOSC</td>
<td>81</td>
<td>19</td>
<td>23.5%</td>
</tr>
<tr>
<td>Independent Institutions</td>
<td>200</td>
<td>45</td>
<td>22.5%</td>
</tr>
<tr>
<td>All Institutions</td>
<td>1,467</td>
<td>377</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

It can be seen that approximately 26% of the individuals in the population returned the postcards. We had hoped to get a higher percentage of returns. The postcards were sent to the permanent address given on the student teaching registration cards. Undoubtedly, not having the most recent address in many instances was a major factor responsible for the low percentage of returns.

Of these 1,467, 1,016 (69.3%) had applied for certification; 451 had not. The percentage of returns from those who had applied for certification (33.1%) was significantly higher than for those who had not (9.1%).

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>No. in the Population</th>
<th>No. of Returns</th>
<th>Percentage Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified</td>
<td>1,016</td>
<td>336</td>
<td>33.1%</td>
</tr>
<tr>
<td>Non-completion and non-certified</td>
<td>451</td>
<td>41</td>
<td>9.1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,467</td>
<td>377</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

Reasons given for not applying for certification range widely but include the following: otherwise employed (in some instances in non-school employment related to their specialty), decided not to teach, teaching in private school where certification is not required, only recently completed requirements for certification and intend to apply.
The responses to the placement questionnaire are summarized in Table II, p. 6. The analysis includes only the responses of individuals who, as of May 31, 1978, had completed their programs in teacher education, applied for certification, and been certified. (Returns from individuals who had not completed their program, or having completed their program, had not applied for certification, were too small [9.1%] for the results to have sufficient validity to permit drawing meaningful conclusions about the employment status of this group.)

As can be seen in Table II, of the certificated individuals responding to the questionnaire:

- 35.4% had obtained regular teaching positions in the schools\(^1\) during the period between September 30, 1977 and May 31, 1978 (40.0% of those certified in elementary and 31.3% of those certified in secondary teaching).
- 40.5% were engaged in a school assignment other than teaching, i.e., substitute teaching, pre-school or day-care teaching, teacher aide, community college teaching.
- 14.0% were otherwise employed full-time.
- 5.6% were continuing full-time studies.
- 1.2% indicated they were homemakers.
- None were in military service.
- 3.3% were unemployed.

Placement of Total Population of 1976-77 Certified Graduates in Elementary and Secondary Teaching

Table III, pp. 8-9, provides information concerning the employment status of 1976-77 graduates with teaching certificates. As explained earlier, of the 1,791 certificated graduates, 775 (43.3%) were known to be employed in Oregon public schools by September 30, 1977. The employment status of the remaining 1,016 certificated graduates was deduced from returns from the questionnaire study earlier referred to.

Some 33% of the certificated graduates who were not employed as of September 30, 1977 responded to the questionnaire study. These returns were taken to be representative of the distribution of responses that would have been received had all questionnaires been returned. The data in Table III need to be read with that explanation in mind.

The result is, we have complete placement data for 43% of the 1976-77 certificated graduates, and extrapolated data for 57%.

Considering that one third of the 57% to whom the questionnaires were sent responded, it may be said that the data in Table III include actual placement information as to 62% of the 1976-77 certificated graduates.

\(^1\) This included Oregon private schools and schools in other states as well as Oregon public schools.
### Summary of Responses to Placement Postcard Questionnaire (May 1978)

**Of 1976-77 Oregon Graduates in Elementary and Secondary Teaching**

Who were certified but not regularly employed in Oregon public schools as of September 30, 1977

<table>
<thead>
<tr>
<th>Category</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
<th>SCSC</th>
<th>EOSC</th>
<th>Independent Colleges</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>%</td>
<td>22.6%</td>
<td>43.8%</td>
<td>47</td>
<td>32.4%</td>
<td>71</td>
<td>36.8%</td>
<td>40</td>
<td>38.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number in the population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>226</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
<tr>
<td>152</td>
</tr>
</tbody>
</table>

**Number and percentage responding to questionnaire**

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>23</td>
<td>31.3%</td>
</tr>
<tr>
<td>Secondary</td>
<td>28</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

**Number and percentage of those responding:**

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Employed as regular teachers in the schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>14</td>
<td>27.5%</td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>b. School assignment other than teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>24</td>
<td>47.1%</td>
</tr>
<tr>
<td>Secondary</td>
<td>7</td>
<td>13.7%</td>
</tr>
<tr>
<td>c. Otherwise employed (full-time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>4</td>
<td>7.8%</td>
</tr>
<tr>
<td>Secondary</td>
<td>2</td>
<td>3.9%</td>
</tr>
<tr>
<td>d. Continuing studies (full-time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>e. Homemaker</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>f. Military service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Unemployed</td>
<td>2</td>
<td>3.9%</td>
</tr>
<tr>
<td>h. Seeking a teaching position</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The percentage seeking a teaching position was 46.9% for graduates in elementary and 51.7% for graduates in secondary education.*
The results as indicated in Table III, pp. 8-9, can be summarized as follows:

- 79.9% of those completing student teaching in 1976-77 had applied for a certificate as of May 31, 1978. By institution, the percentages ranged from 74.8% at PSU to 91.6% at SOSC; 6.6% applied for certification in other states in addition to applying for the Oregon certification.

- For those certified as of May 31, 1978:
  - 63.1% were employed as regular teachers in the schools (ranging from 55.1% of the UO graduates to 74.9% of the OSU graduates);
  - 67.7% of those certified as elementary teachers were employed as teachers (ranging from 53.2% of the PSU graduates to 82.8% of the SOSC graduates); 59.7% of those certified as secondary teachers were employed as teachers (ranging from 48.7% of the graduates at UO to 67.7% of the graduates at SOSC).
  - 23.3% were in a school assignment other than full-time public school teaching, e.g., substitute teaching, pre-school or day-care teaching, serving as a teacher aide, community college teaching (ranging from 14.4% of the graduates at SOSC to 33.2% of the graduates at PSU).
  - 7.7% had other full-time employment (ranging from 4.1% of the OCE graduates to 10.3% of the graduates from the independent colleges).
  - 3.4% were continuing full-time studies (ranging from none of the SOSC and EOSC graduates to 6.0% of the graduates from the independent colleges).
  - 0.7% indicated they were homemakers.
  - 1.8% were unemployed (ranging from none of the independent colleges' graduates to 2.9% of the OSU graduates).
  - 28.0% were seeking a teaching position (ranging from 18.5% of the graduates at SOSC to 36.6% of the graduates at PSU); 25.3% of the graduates in elementary, and 29.8% of the graduates in secondary education were seeking a teaching position.

It should be noted that 86.4% of the 1976-77 graduates certified in elementary and secondary teaching were either employed as regular elementary or secondary teachers or in some other school or college assignment.

It is likely that most of those who were employed in the schools, either part-or full-time, in an assignment other than regular teaching (23.3% of the certified graduates) considered themselves in a holding pattern until a regular teaching assignment might become available.

From Table III, pp. 8-9, it can be seen that almost one-fifth (19.8%) of the graduates secured regular employment as teachers after the opening of school (September 30, 1977 to May 31, 1978).
TABLE III
PLACEMENT OF 1976-77 CERTIFIED GRADUATES IN ELEMENTARY AND SECONDARY TEACHING
FROM OREGON TEACHER PREPARATORY COLLEGES AND UNIVERSITIES

<table>
<thead>
<tr>
<th>Category</th>
<th>UO</th>
<th>OSU</th>
<th>PSU</th>
<th>OCE</th>
<th>SOSSC</th>
<th>EOSC</th>
<th>Independent</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>No. completing student teaching</td>
<td>482</td>
<td>100</td>
<td>434</td>
<td>100</td>
<td>314</td>
<td>100</td>
<td>380</td>
<td>100</td>
</tr>
<tr>
<td>No. and % of those completing student teaching applying for certificate as of May 31, 1978</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>127</td>
<td>100</td>
<td>129</td>
<td>100</td>
<td>126</td>
<td>100</td>
<td>162</td>
<td>100</td>
</tr>
<tr>
<td>Secondary</td>
<td>238</td>
<td>100</td>
<td>211</td>
<td>100</td>
<td>109</td>
<td>100</td>
<td>160</td>
<td>100</td>
</tr>
<tr>
<td>No. and % of those certified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Employed as regular teachers in Oregon schools as of Sept. 30, 1977</td>
<td>139</td>
<td>38.1%</td>
<td>187</td>
<td>55.0%</td>
<td>90</td>
<td>38.3%</td>
<td>129</td>
<td>40.1%</td>
</tr>
<tr>
<td>Elementary</td>
<td>53</td>
<td>41.7%</td>
<td>76</td>
<td>58.9%</td>
<td>49</td>
<td>38.9%</td>
<td>66</td>
<td>40.7%</td>
</tr>
<tr>
<td>Secondary</td>
<td>86</td>
<td>36.1%</td>
<td>111</td>
<td>52.6%</td>
<td>41</td>
<td>37.6%</td>
<td>63</td>
<td>39.4%</td>
</tr>
<tr>
<td>b. Employed as regular teachers in schools from Sept. 30, 1977 to May 31, 1978 2</td>
<td>62</td>
<td>17.0%</td>
<td>50</td>
<td>14.7%</td>
<td>40</td>
<td>17.0%</td>
<td>68</td>
<td>21.1%</td>
</tr>
<tr>
<td>Elementary</td>
<td>32</td>
<td>25.2%</td>
<td>21</td>
<td>16.3%</td>
<td>18</td>
<td>14.3%</td>
<td>60</td>
<td>24.7%</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>12.6%</td>
<td>29</td>
<td>13.7%</td>
<td>22</td>
<td>20.2%</td>
<td>28</td>
<td>17.5%</td>
</tr>
<tr>
<td>e. Total employed as regular teachers as of May 31, 1978</td>
<td>201</td>
<td>55.1%</td>
<td>237</td>
<td>69.7%</td>
<td>130</td>
<td>55.3%</td>
<td>197</td>
<td>61.2%</td>
</tr>
<tr>
<td>Elementary</td>
<td>85</td>
<td>66.9%</td>
<td>97</td>
<td>75.2%</td>
<td>67</td>
<td>53.2%</td>
<td>106</td>
<td>65.4%</td>
</tr>
<tr>
<td>Secondary</td>
<td>116</td>
<td>48.7%</td>
<td>140</td>
<td>66.3%</td>
<td>63</td>
<td>57.8%</td>
<td>91</td>
<td>56.9%</td>
</tr>
<tr>
<td>d. In school assignment other than teaching 2</td>
<td>106</td>
<td>29.0%</td>
<td>52</td>
<td>15.3%</td>
<td>78</td>
<td>23.2%</td>
<td>98</td>
<td>30.4%</td>
</tr>
<tr>
<td>a. Otherwise employed (full-time) 2</td>
<td>31</td>
<td>8.5%</td>
<td>34</td>
<td>10.0%</td>
<td>12</td>
<td>5.1%</td>
<td>13</td>
<td>4.1%</td>
</tr>
</tbody>
</table>
Continuing studies (full-time)\(^2\) | 18 | 4.9% | 7 | 2.1% | 12 | 5.1% | 11 | 3.4% | 0 | 0.0% | 0 | 0.0% | 14 | 6.0% | 62 | 3.4%  
Homemaker\(^2\) | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 5 | 5.0% | 7 | 3.0% | 12 | 0.7%  
In military service\(^2\) | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0%  
Unemployed\(^2\) | 9 | 2.5% | 10 | 2.9% | 3 | 1.3% | 3 | 0.9% | 5 | 2.5% | 2 | 2.0% | 0 | 0.0% | 32 | 1.8%  
Seeking a teaching position\(^2\) | 111 | 30.4% | 80 | 23.5% | 86 | 36.6% | 109 | 33.8% | 36 | 18.5% | 24 | 23.8% | 55 | 23.6% | 501 | 28.0%  

1. 6.6% applied for certificates in other states in addition to applying for Oregon certificates.  
2. The figures listed in these categories are obtained by extrapolating the figures for the same categories in Table II. For example, from Table II, col. 2, we find that 14 of 51, or 27.5% of the UO certified graduates that responded to the questionnaire were employed as regular teachers in Oregon schools. However, the total population to whom the questionnaire was mailed consisted of 226 individuals. So the corresponding number employed as teachers in the total population is 27.5% of 226, or 62, which is the entry in Table III, col. 2.  
3. The percentage seeking a teaching position was 25.3% for graduates in elementary and 29.8% for graduates in secondary education.
Placement of Secondary Graduates by Teaching Major

Although 42.1% of the 1976-77 graduates certified as secondary teachers were employed in the Oregon public schools as of September 30, 1977 (Table III), placement varied greatly depending on the teaching major of the graduates, as the following figures indicate.

<table>
<thead>
<tr>
<th>Teaching Field</th>
<th>No. Certified</th>
<th>No. Employed</th>
<th>Percentage Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>14</td>
<td>8</td>
<td>57.2%</td>
</tr>
<tr>
<td>Art</td>
<td>65</td>
<td>17</td>
<td>26.2%</td>
</tr>
<tr>
<td>Business</td>
<td>39</td>
<td>29</td>
<td>74.4%</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>33</td>
<td>12</td>
<td>36.4%</td>
</tr>
<tr>
<td>Health &amp; Physical Educ.</td>
<td>239</td>
<td>90</td>
<td>37.7%</td>
</tr>
<tr>
<td>Home Economics</td>
<td>38</td>
<td>25</td>
<td>65.8%</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>17</td>
<td>13</td>
<td>76.5%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>128</td>
<td>71</td>
<td>55.5%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>48</td>
<td>27</td>
<td>56.2%</td>
</tr>
<tr>
<td>Music</td>
<td>73</td>
<td>45</td>
<td>61.6%</td>
</tr>
<tr>
<td>Science</td>
<td>86</td>
<td>41</td>
<td>47.7%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>141</td>
<td>49</td>
<td>34.7%</td>
</tr>
</tbody>
</table>

In considering the above tabular information, it must be borne in mind that the data are incomplete and can only be said to be indicative for the following reasons:

- The data are incomplete inasmuch as they show only the percentage of 1976-77 graduates certificated as secondary teachers who were placed in Oregon public schools as of September 30, 1977. Of the total graduates certificated as secondary teachers, 17.6% were placed in Oregon secondary schools in the period between September 30, 1977, and May 31, 1978. Their placement is not reflected in the above figures.

- The data above do not include information as to placement in out-of-state schools and in private schools. The result can be illustrated in the case of agriculture. Fourteen 1976-77 graduates were certificated in agriculture and 8 (57.2%) were placed in Oregon public schools by September 30, 1977. The remaining 6 were all placed in teaching positions outside Oregon, a 100.0% placement.

Despite these limitations in the data, the employment trends are clear.

Teaching fields in which the highest percentage of graduates were placed in Oregon schools by September 30, 1977 are industrial education, business, home economics, music, and agriculture, with 76.5%, 74.4%, 65.8%, 61.6%, and 57.2% of those certified in these fields, respectively, getting teaching jobs. Mathematics, language arts, and science fell in the middle range - 56.2%, 55.5%, and 47.7% of the graduates certified in these fields, respectively, were employed in Oregon schools. Health and physical education, modern languages, social studies, and art were the low employment areas with 37.7%, 36.4%, 34.7%, and 26.2% of those certified in these fields, respectively, gaining employment as teachers in Oregon by September 30, 1977.
Comparison of Results of Placement Study with the Results of Teacher Production and Demand Studies

With the exception of agriculture, the foregoing placement figures seem consistent with the data developed in earlier studies of teacher education relating to teacher supply/demand.

At various times (1972, 1976, and April 1978) the Board's Office has reported to the Board concerning the relationship of the number of beginning teachers produced and the number of beginning teachers employed in the state. The following are the teacher production/demand ratios for the past five years (1973-74 to 1977-78) as reported in Graduate Education in Oregon - A Response to a 1977 Legislative Budget Note, pp. 5a-8a:

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>1.72</td>
<td>2.44</td>
<td>2.05</td>
</tr>
<tr>
<td>1974-75</td>
<td>1.44</td>
<td>2.07</td>
<td>1.74</td>
</tr>
<tr>
<td>1975-76</td>
<td>1.38</td>
<td>2.24</td>
<td>1.77</td>
</tr>
<tr>
<td>1976-77</td>
<td>1.25</td>
<td>2.27</td>
<td>1.68</td>
</tr>
<tr>
<td>1977-78</td>
<td>1.04</td>
<td>1.81</td>
<td>1.38</td>
</tr>
</tbody>
</table>

Elementary Teachers. The number of beginning elementary teachers produced in 1976-77 was almost in balance with the number of beginning teachers employed in 1977-78 (ratio of 1.04). In the placement study, we found that about 68% of the 1976-77 graduates in elementary education were employed in the schools during 1977-78. So there is some difference in the results.

The following are reasons for the difference:

- Not all the beginning teachers employed in the schools are first-year graduates. There is a continuing pool of individuals seeking entry into the teaching job market who either were unable to find employment as teachers during the year following graduation or who did not initially seek employment as teachers but who successfully enter the teaching job market at some later time.

- Historically, a substantial number of those prepared as teachers never enter the teaching field. In the later 1960's, when employment opportunities, both in-teaching and out, were reasonably plentiful, 80% of the teacher preparation students in elementary education accepted employment as teachers. The corresponding percentages for new secondary school teachers was 60%.

The data in the placement study indicate that 20% of the Oregon teacher education graduates in 1976-77 had not applied for certification by May 31, 1978. Of the certificated elementary graduates, 25% were seeking a teaching position (see Table III, pp. 8-9). Since 68% were employed as teachers, it can be concluded that 7% of those certificated, even though not employed as teachers, were not seeking teaching positions. This circumstance tends to lower the percentage of teacher education graduates employed in the schools.
Another factor that reduces the percentage of graduates employed as teachers is the fact that some of the graduates are placebound - they will consider teaching only if employment can be found in specific communities or in specific types of communities.

Secondary Teachers. In the table below, teacher production/demand ratios (number of beginning teachers produced/number of beginning teachers employed) for the various secondary teaching fields in 1976-77 are given in column 2; percentages of the 1976-77 certificated secondary education graduates employed in the schools as of September 30, 1977, categorized by field, are listed in column 4.

Both measures have been ranked - teacher productivity/demand ratios from the lowest to the highest (column 3), and the percentages of employment from the highest to the lowest (column 5). The measures should be inversely related, i.e., a relatively low teacher production/demand ratio should result in a relatively high percentage of teacher employment.

<table>
<thead>
<tr>
<th>Teaching Field</th>
<th>Production/Demand Ratio</th>
<th>Rank</th>
<th>Percentage Employed as Teachers as of Sept. 30, 1977</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Education</td>
<td>0.67</td>
<td>1</td>
<td>76.5%</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture</td>
<td>0.72</td>
<td>2</td>
<td>57.2%</td>
<td>5</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0.77</td>
<td>3</td>
<td>65.8%</td>
<td>3</td>
</tr>
<tr>
<td>Business Education</td>
<td>0.88</td>
<td>4</td>
<td>74.4%</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>0.95</td>
<td>5</td>
<td>61.6%</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts</td>
<td>1.01</td>
<td>6</td>
<td>55.5%</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1.23</td>
<td>7</td>
<td>56.2%</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>1.42</td>
<td>8</td>
<td>47.7%</td>
<td>8</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2.21</td>
<td>9</td>
<td>37.7%</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td>2.68</td>
<td>10</td>
<td>26.2%</td>
<td>12</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2.78</td>
<td>11</td>
<td>36.4%</td>
<td>10</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.85</td>
<td>12</td>
<td>34.7%</td>
<td>11</td>
</tr>
</tbody>
</table>

It can be seen that the rank order of production/demand ratios and placement percentages are very similar except for agriculture. As earlier noted, it is known that almost half of the 1976-77 graduates certified in agriculture were placed in other states (out-of-state placements are not included in the percentages listed in column 4).

The production/demand ratios and teacher placement confirm the fact that in 1976-77, the fields in which the highest percentage of graduates were placed in Oregon public schools, by September 30, 1977, were: industrial education, agriculture, home economics, business education, and music; graduates of the following fields were in the medium range as to placement: language arts, mathematics, and science; while in health and physical education, art, foreign languages, and social studies the percentage of graduates placed in Oregon schools by September 30, 1977 was lowest.
As noted previously, the placement percentages listed do not include the substantial number of individuals who found 1977-78 teaching positions after September 30, 1977, and those who were placed in other states. Consequently, actual placement percentages would be somewhat higher than those listed in column 4 of the table above. For the total population of graduates certified in secondary education 17.6% found regular teaching employment for 1977-78 after September 30, 1977. However, we do not have a breakdown of the percentages employed for this time period by teaching field.

Next Steps

1. The placement information presented in this report is the most complete teacher placement information we have had in the State of Oregon. The joint efforts of the teacher education institutions, the Teacher Standards and Practices Commission, the State Department of Education, and the Board’s Office have put in place a mechanism by which similar information can be produced annually and its accuracy and completeness improved. It constitutes a significant improvement in the validity of the information as to teacher placement and will assist the teacher education institutions in making available to potential students accurate information concerning placement of elementary and secondary teacher education graduates in Oregon.

Data collection for the 1977-78 graduates is underway. In 1977-78, the procedures have been expanded to include individuals qualifying for initial certification in special education, or as counselors, supervisors, school psychologists, and administrators.

2. Since the names and social security numbers of teacher education graduates and information about educational personnel on the district payroll will be fed into the teacher data bank each year, it will be possible to identify all individuals who have graduated in teacher education, starting with the class of 1976-77, who are employed in Oregon public schools in any given year. For example, when identifying those in the graduating class of 1977-78 who are employed in the schools in 1978-79, those in the class of 1976-77 who were not employed as teachers in 1977-78, but were employed effective 1978-79 can also be identified.

3. A better way must be found for maintaining up-to-date addresses of teacher education graduates.

In the 1978-79 study of the placement of 1977-78 teacher education graduates, addresses of teacher education graduates shown on their application to TSPC for certification will be used.