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**REPORT ON
THE ROLE OF PORTLAND STATE UNIVERSITY
IN THE COMMUNITY**

The Committee: Becky Gardner, Rachael Griffin, Lee Irwin,
Leigh D. Stephenson, Chairman.

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arouse in them a realization of the obligation of citizenship."*

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GLOSSARY OF TERMS

<i>Board</i>	Oregon State Board of Higher Education.
<i>CORAA</i>	Committee for Resource Acquisition and Allocation, established by the State Board of Higher Education in 1975 to examine funding policies and formulas for state system schools.
<i>DCE</i>	Division of Continuing Education, a self-supporting unit of the Oregon State System of Higher Education.
<i>FTE</i>	Full-time equivalent; a unit, for budget purposes, which indicates the number of 15-credit hour (full-time) students that total enrollment represents. For example, 5000 students together may enroll for 45,000 credit hours, but, using the FTE formula, would represent only 3,000 FTE.
<i>Full-time student</i>	For tuition and fee purposes, a student who takes seven or more credit hours. Differs from FTE.
<i>IPAR</i>	Institute for Public Affairs Research, a private, business-sponsored organization in Portland whose purpose is to promote understanding and communication between area schools and businesses.
<i>Lower division</i>	First two years of undergraduate study (freshman and sophomore).
<i>OSC</i>	Oregon State College, Corvallis. It was granted University status in 1961.
<i>OSU</i>	Oregon State University, Corvallis.
<i>OGC</i>	Oregon Graduate Center, Portland.
<i>OECC</i>	Oregon Educational Coordinating Commission, appointed by the Governor and charged with the coordination, planning and evaluation of those educational functions related to more than one segment of education.
<i>PSC</i>	Portland State College (1955-1969).
<i>PSU</i>	Portland State University (since 1969).
<i>PSS</i>	Portland Student Services, Inc., a private student group which manages low-cost student housing in downtown Portland.
<i>PCC</i>	Portland Community College.
<i>Part-time student</i>	For tuition and fee purposes, a student who takes six credit hours or less.
<i>State System</i>	Oregon State System of Higher Education. The state system is comprised of the eight state-supported institutions of higher learning and the Division of Continuing Education.
<i>UO</i>	University of Oregon, Eugene.
<i>Upper Division</i>	Second two years of undergraduate study (junior and senior)

REPORT ON
THE ROLE OF PORTLAND STATE UNIVERSITY
IN THE COMMUNITY

To the Board of Governors,
The City Club of Portland:

I. INTRODUCTION

A. Charge to the Committee

This report responds to the April, 1974 authorization by the Board of Governors to have a committee:

"Investigate, analyze and report on the role of Portland State University in the community and make such recommendations as it deems appropriate in order that the community and Portland State University may attain maximum advantage from their association."

The charge (see Appendix D) further asked the Committee to determine the goals of Portland State University (PSU) * with respect to its role in the community, explore community attitudes toward PSU and examine PSU's financing to determine if state support adequately allows for differences from other state institutions of higher education.

The Committee also exercised the discretion conferred by the charge to discuss ways to formulate and attain relevant goals, to develop a beneficial relationship between PSU and community colleges, and to comment upon University morale and space utilization and needs. The charge excluded athletics as a subject of inquiry.

It should be recognized that the charge focuses only on PSU, not on other state and private schools or the effects that a change at PSU might have on other schools. The Committee stayed within those guidelines. This report should be judged accordingly.

B. Work of the Committee

The Committee has met regularly since December, 1974. Many meetings were devoted to interviewing various PSU administrative officers, faculty and students; members of the State Board of Higher Education (Board); representatives of the Chancellor and the Board; community college officials; city and county government representatives; and business and community leaders.¹ Committee members also interviewed various people who have had no direct involvement with PSU.

The Committee developed and circulated questionnaires among PSU faculty and students to determine attitudes and pinpoint specific recommendations and observations for further review. A number of publications were consulted, but were not of particular help.²

Although many people offered pointed criticisms and divergent views, most agreed that PSU is a valuable community asset with the potential to become the premier university in the state.

As the work of the Committee progressed, it became increasingly evident that PSU is a dynamic, ever-changing institution, that information developed today often becomes obsolete tomorrow, and that approaches used in other communities do not always apply here. Time and again we concluded that our focus must be on *this* community and *our* impressions and judgments of community attitudes.

We also found that the community at large is quite unaware of PSU's many excellent features and that informing the public is perhaps the most vital step toward maximizing University-community relations.

*For explanation of terms, see Glossary immediately following Table of Contents.

II. PUTTING PSU IN PERSPECTIVE

C. A General Overview

PSU is a young institution. It started in 1946 at Vanport as a daytime school offering mostly freshman and sophomore extension courses of other state system schools, primarily to accommodate returning veterans.³ Following a 1948 flood (which destroyed Vanport), it moved to interim locations (including Kaiser shipyards) before locating in 1952 at its present site, the former Lincoln High School building near downtown Portland (now renovated and called Lincoln Hall). Three years later it became a four-year college, offering baccalaureate degrees in General Studies and Education. It grew rapidly in students, faculty, administrative staff, curriculum—both undergraduate and graduate—and facilities. In 1969 the legislature made it a University.⁴

Today, the major academic units are the three colleges—Arts and Letters, Science, and Social Science; three professional schools—Business Administration, Education, and Social Work; and the Department of Health and Physical Education.⁵ PSU is headed by Dr. Joseph Blumel, a PSU staff member since 1957, who “came up from the ranks.” The 800-member faculty includes 600 full-time members (60 percent of whom have Ph.Ds) and 200 part-time members (many teach in the areas of their full-time professions). Its 15,000 students are a mix of high school graduates, community college transfers, business and governmental employees, returning homemakers and international students. Most are older than students at a residential campus and, significantly, about 70 percent work part or full time. Courses are offered during the entire calendar year, with a heavy concentration of evening courses to accommodate students who work.

According to its catalogue, PSU encourages innovative and interdisciplinary programs of study. Its academic concentration is in Liberal Arts and Science, with many professional and occupational courses in areas that depend on higher education for new knowledge and technological advances. At the undergraduate level, it offers 35 baccalaureate degrees, 11 specialist certificate non-degree programs, pre-professional training in 16 fields and secondary education programs in eighteen. At the graduate level, it offers 47 masters degrees and three interdisciplinary doctoral programs: Environmental Sciences and Resources, Systems Science, and Urban Studies. Its latest additions include a certificate program in Women’s Studies, a bachelor’s degree in social service, and a masters in public administration. See Appendix C.

PSU is one of eight institutions under jurisdiction of the State Board of Higher Education and its administrative arm, the Chancellor and his staff.⁶ The Board has eleven directors, nine appointed by the Governor for four-year terms, and two students from institutions under the Board’s control who serve two-year terms.⁷

Perhaps the Board’s most important function is allocation of its biennial budget among the eight institutions. The Board relies heavily on the Chancellor’s office to marshal the enormous detail in the budget, and confines its deliberations to major items. One technique is to relate the budget allocation to the number of “full-time equivalent” students (FTE) at a particular institution, i.e., 15 credit hours per term represent one FTE. See page 147 for a detailed discussion of the FTE formula.

The legislature’s major function in higher education is to appropriate funds to run the state system. Its principal concern is controlling expenses in all areas of education. Of the state’s \$1.4 billion general fund budget for 1975-77, \$233,360,080—or 16 per cent—was allocated by the Board. The Chancellor and Board members we interviewed have made clear that the days of rapid expansion at PSU are over and that PSU will have to fight hard for every allocation over the programmed FTE portion.

The legislature has enacted three other provisions which have limited PSU’s ability to expand:

(1) Part of the original legislative conception still is reflected in *ORS 352.195*:

“There is created a separate and distinct department . . . to be located on the site of the former Lincoln High School property and any areas in the vicinity of such property in the City of Portland and to be known as Portland State University.” (Emphasis added.)

That provision has been used to deny PSU the ability to conduct classes off campus. The only exception is a PSU testing and informational facility in northeast Portland.

A 1977 amendment deleted the following sentence from ORS 352.195:

“Portland State University shall be a downtown city college, and shall not be a college of the campus type.”

Whether that deletion will affect Board policy is not known at this time. The 1975 purchase of the Ondine, a student residence, is cited as evidence that the Board took a relaxed view of that sentence.

(2) *ORS 351.200 (1)* is a mandate to avoid duplication:

“... The board shall specifically determine from time to time as occasion may require what courses or department, if any, shall not, in their judgment, be duplicated in the several higher educational institutions. The board may direct the elimination of duplicate work from any institution, and determine and define the courses of study and departments to be offered and conducted by each institution.”

The Board has been sensitive to the duplication problem. Critics have rightly pointed out, however, that it is difficult to find any graduate courses not already offered at UO, OSU or another school in the state system, thus permitting “non-duplication” to work to PSU’s disadvantage.

(3) *ORS 351.110* prevents subordinate officials of state institutions from direct contact with the legislature without written authority of the Board. While it is desirable to channel needs and demands through the Board and the Chancellor, the legislature has a legitimate interest in being aware of statewide educational needs that can be satisfied at PSU. PSU has achieved its most dramatic successes when the community and certain legislators took the initiative.

Several examples illustrate.⁸ The effort from 1953 to 1969 to make PSU a university received widespread local attention and support, without which graduate degrees probably could not have been offered. Much of the effort was directed at the legislature, especially from 1963 to 1969, to counter both Board reluctance to allow PSU to develop too rapidly and outright opposition from UO. The limited engineering program at PSU is a tribute to dedicated local businessmen and other PSU supporters who saw the overwhelming need and overcame strong pressures to offer OSU engineering courses in Portland. (The local need was only partially satisfied, as evidenced by the establishment in 1969 of the privately-financed Oregon Graduate Center (OGC) which offers high caliber post-graduate instruction in certain specialized scientific and engineering fields.) PSC’s first graduate program, the School of Social Work (1962), resulted largely from efforts by the Portland Chapter of the National Association of Social Workers.

The most recent additions to PSU’s curriculum have been justified by their suitability to an urban institution like PSU. They include the School of Social Work, the degree programs (e.g., the doctoral programs in environmental science, systems science and urban studies, the new masters in public administration, and the bachelor’s in social service) and specific subject areas (e.g., black studies, women’s studies).

The present challenge to PSU is to maximize its ability to serve the entire metropolitan community to best advantage, i.e., to achieve the stated goal of becoming an urban “multipurpose university.”⁹ To what extent does PSU fulfill that goal? What more can be done to plan, implement and achieve that goal? What follows seeks to address these issues. What emerges is that the ability of PSU to achieve any goal is directly related to the willingness and ability of the state system to provide the necessary financial support, which in the past has often depended on the strength of the leadership exercised by PSU and the community.

B. Development of PSU Curriculum

The urban location of Portland State, the circumstances surrounding its early years, and the process by which it achieved full university status in so short a period, have together determined the academic offerings and influenced the psychological climate in which teaching and learning takes place.

From 1946 to 1955, Portland State was essentially an extension school, offering lower division courses in education and general studies, without degrees. But students and faculty wanted more. Before the Vanport flood, the student paper called repeatedly for a four year college in Portland, and *The Oregonian* carried an article by the student editor setting forth the need.¹⁰ Other Portlanders felt similarly, and advocacy groups, including organized labor, made themselves heard. The movement to establish the college, which escalated in 1951-55, was launched against determined opposition from other institutions of higher learning, especially UO, but also from independent colleges, which felt threatened in one way or another.¹¹

Legislation was necessary to enable Portland State to grant degrees. The Board and the Chancellor's office were, for some time, not willing to recommend such action in the face of such opposition. Besides, such a move would violate (the Board felt) the well-considered principle of non-duplication which had served so well in the orderly and economical growth of the state's higher education plan up to the time. Statewide support of a 1953 report recommending that degree powers be conferred on state schools offering teacher training (other than UO, which alone had that power), combined with the advocacy of various Portland interest groups, resulted in passage in 1955 of the bill establishing "Portland State College."¹² PSC soon implemented bachelor degrees in education and general studies.

The Board had proposed the 1955 bill creating PSC. But at the same time it adopted guidelines for PSC which limited its role beyond the degree programs in teacher training and general studies to preparing lower division students for upper division courses at UO and OSC.¹³ Those guidelines remained in effect until 1964, when the Board adopted revised guidelines calling for selective graduate programs at an evolutionary pace, focusing primarily on programs responsive to industrial and urban needs.¹⁴

Enrollment figures in 1956 show 86 percent registered in employment-oriented courses, only 14 percent in academic fields. Pre-engineering had the highest enrollment with 509 registered; pre-business administration was second with 397. (To get a degree in these fields, students had to go on to OSC or UO.) Elementary Education, which did give a BS degree, was third with 261. The other baccalaureate degree authorized in 1955, General Studies, was not popular since students found it not specific enough to gain respect from graduate institutions or employers. The new faculty which the college was then recruiting preferred to teach in the disciplines for which they had prepared.¹⁵

Once Portland State became a full-fledged college, faculty members, recruited for scholarly as well as for teaching capacities and conscious of their traditional responsibility for the curriculum, became more vocal. Though the process could not happen overnight, the weight of their opinions, added to community demand, fostered expansion of PSU courses, especially toward increasing departmental majors in the humanities and sciences, which had heretofore been offered only by UO. Starting in 1955, registration in academic subjects increased, especially in upper division courses and degree programs.¹⁶ It was almost as though the presence of a four-year state college in the area expanded the horizons of the students.

By 1958, Portland State, its faculty and students, its advocate groups and individuals (among them very active legislators) had mounted a vigorous demand for departmental majors according to traditional university structure instead of the anomalous General Studies degree. Again the struggle was intense but the Board finally approved, for the 1959-60 academic year, nine B.A. degrees: biology, business administration, English, foreign languages, geography, history, mathematics, physics and psychology, plus more than

300 additional quarter hours of instruction in these departments. Other liberal arts and science offerings were considerably expanded.¹⁷

The non-duplication policy, eminently workable under earlier conditions, had been breached, partly under the pressure of the greatly increasing numbers of students applying to all American colleges, and partly because of the determined action of PSC and its supporters (and OSC).¹⁸ Absolute non-duplication would no longer be attempted. Rather "wasteful and unnecessary duplication" was to be avoided and other factors would be given consideration in allotting new programs.

Portland State's first graduate program was the School of Social Work, started in 1962. Initially the Board assumed UO would develop the program. But by 1960, in response to various pressures (including the dissent of Board member Allan Hart, the insistence by Portland members of the Oregon Chapter of the National Association of Social Workers that the School be located in Portland, and the community-supported action of PSC President Branford Millar, who spoke to the Chancellor in the strongest terms requesting the School for Portland State), the Board changed to support PSC's proposal.¹⁹

The second graduate program was in teaching (Master of Arts in Teaching and Master of Science in Teaching), started in 1963. The Board was committed to the program in 1958, but delays in legislative appropriations and objections by UO slowed implementation.²⁰

Starting in 1960, Portland area demands for business and engineering courses were being met by DCE extension courses under UO and OSC, respectively. PSC supporters, sensitive to local needs for a full service university and concerned that UO and OSC were making inroads into Portland, began a concerted effort to broaden PSC's undergraduate and graduate offerings in those fields and others, which culminated in the 1969 legislation making the school "Portland State University" and appropriations which resulted in PSU's three doctoral programs. Although there was general consensus that Portland needed broader graduate programs, the struggle for university status was arduous. A chief proponent, apart from PSC, was State Senator Don Willner, who sponsored pro-PSC bills in the 1963, 1965, 1967 and 1969 legislatures. In 1963, the City Club endorsed the following recommendations of its study committee on graduate and research facilities in Portland:²¹

1. The Board should immediately authorize PSC to add graduate studies "as rapidly as faculty and facilities permit" and bring PSC to "full university rank as soon as feasible."
2. Portland civic leaders should pursue a shift in state higher education from agriculture to science-based industry.
3. A privately-supported post-doctoral study center should be established in Portland stressing physical sciences, engineering, mathematics and life sciences.
4. An industrial research institute should be implemented by private enterprise, with support by public funds.

The Board went on record in 1962 in favor of expanding graduate facilities at PSC. But instead, under its selective-evolutionary policy adopted in 1964, it sponsored proposals in 1964-65 to use state money to build a graduate center in Portland offering UO business and OSU engineering courses; and in 1967 it gave higher budget priority to certain UO and OSU programs. In 1965, Governor Hatfield proposed state funding of a Portland graduate center to be run by private enterprise. His successor, Governor McCall, supported doctoral programs at PSC. The legislative response favored development of graduate programs by PSC, with seed money appropriations in 1965, 1967 and 1969. PSC added masters degrees in mathematics, physics, chemistry and applied science in 1966, and has continued to add masters degrees in various fields from time to time, bringing the total to 47 in 1976-77 (Appendix C). In 1968, the Board approved PSC's proposal for three doctoral programs (environmental science, urban studies and systems science), which were implemented after the 1969 legislative appropriation.²²

These steps brought PSU's curriculum to its present status. It was formed out of direct action in response to requirements of students—action shared by various community advocacy groups, often directed to the legislature itself, and frequently and with great urgency to the Chancellor's office and Board. PSU has been responsive to the urgings of organized interests in the community. But the question remains: Does PSU fully serve the university needs of the *entire* community?

The curriculum developed in that exceedingly active 20 years is similar to that of UO and of hundreds of other American universities. Its concentration is in liberal education. Its department structure and teaching follow traditional practice. But PSU offers far fewer degrees than UO or OSU in all but two fields (psychology and social studies—see Appendix C).

The most extensive development of the curriculum happened during the turbulent 1960s, a period of considerable educational ferment, so the possibility of making other, more "revolutionary" choices was there. PSU did not depart much from traditional modes, however, in either curriculum or structure, retaining departments, courses, grades, and the customary degrees.

C. PSU's Urban-Oriented Guidelines

From time to time the Board adopts written guidelines for the institutions under its control. They are intended to serve as a statement of policy to guide future Board decisions. The affected institution is given an opportunity to participate in the drafting. Section B above refers to the 1955 guidelines for PSU, which saw PSC as a feeder school for UO and OSC in all but teaching and general studies, and the 1964 guidelines, which called for restrained graduate growth and emphasized PSC's need to respond to its urban setting.

In the current guidelines, adopted January 22, 1973, the Board, after characterizing PSU as a "sizeable multipurpose university" and its curriculum as a mixture of academic subjects in the liberal arts and sciences and "professional curricula appropriate to its public status and urban location," stated that PSU should emphasize "high quality instruction" and support basic and applied research. It then spells out in general terms certain "objectives" summarized as follows:

- (1) To work cooperatively with other institutions serving the post-secondary educational needs of the metropolitan area, to avoid unnecessary and unwarranted duplication;
- (2) To offer "quality university-level educational services" to metropolitan residents, many of whom lack financial resources to attend a university elsewhere, and who collectively represent a heterogeneous student population which includes a greater age mix than is traditional;
- (3) To develop an undergraduate program which produces a balance of lower and upper division students, and an upper division program which emphasizes "humanistic and liberal studies";
- (4) To provide post-baccalaureate programming in the liberal arts and professional fields, recognizing that many adults want education, but only (consistent with 1964) "as the need became evident and the resources were available." Specifically, the primary need for graduate programs in the 1970s was said to be "the *strengthening* of its *authorized* graduate programs" (emphasis added).
- (5) To provide inter-disciplinary training, resources and services to respond to business, industrial, economic, political and environmental activity which is concentrated in the urban area;
- (6) To make services and cultural programs available not only for its students, faculty and staff, but also for the community. This includes health, physical education and athletic opportunities as well as music, theater, lecture and related cultural programs.

(7) To permit the demarcation between "continuing" and "university" education to gradually disappear, with PSU assuming greater responsibility for continuing education courses offered on the PSU campus.

The 1973 guidelines do not give PSU a specific timetable to develop specific programs. The process of preparing them did not include or invite Portland community participation—a fact which weighed heavily in this committee's recommendation for a citizen-dominated Advisory Council (p. 161).

In 1970, following a nationwide wave of student unrest and university self-examination, a joint citizen-faculty commission issued "The Next Steps," an ambitious report on institutional goals for PSU.²³ Although the report has never received official sanction and for the most part has been ignored, it contains many thought-provoking and useful ideas. Most important is its conclusion that PSU should attempt to realize better its potential as a unique institution, rather than striving to achieve eminence as a "great" university. The Commission stated: "We can make a constructive and critically needed contribution to the mainstream of higher education by understanding the tasks of an urban university, by accepting the role of the metropolitan university of this region."²⁴

The 1970 report elaborates on the curricular program which would commit PSU to "citizen leadership, urban related career leadership, and urban related research capability leadership." The Commission recommended that PSU address the need for individual growth and development as preparation for life in an urban environment; professional training in urban-related careers; new patterns of teacher preparation for a society increasingly dependent on continuous lifelong learning; and research capability related to the urban environment. However, there was no machinery for the Commission to implement its recommendations and no entity with power to act has followed through.

More recently, PSU has been required to articulate its goals for purposes of accreditation. Its 1975 self-evaluation report again emphasized the opportunities and challenges inherent in PSU's urban location. It recognized that any list of concerns facing modern America will give a high ranking to urban problems and that an urban university has a unique opportunity to use its intellectual skills and institutional expertise in a search for solutions.

It also referred to declining enrollment in the early 1970s, necessitating a re-evaluation of institutional resources and resulting in academic programming more responsive to interests of the urban student. Examples were more evening classes and easier registration and counseling procedures. Program development was to be geared to those areas which had a demonstrable relationship to the university's urban setting.

All three statements ("The Next Steps," the 1973 "Guidelines" and the 1975 self-evaluation) agree that PSU should develop a closer rapport with its urban environment. They do not, however, address two essential follow-up steps:

First, a specific process for articulating an urban program. By what mechanism is the urban mission receiving the attention it deserves to produce program changes? Who are the participants? Where is the conceptual support? How is the community brought into the inquiry? No doubt there exists a sense of mutual responsibility to an urban community which is shared by elements of the community, but what is the evidence of that sharing in practical terms?

Second, what long-range goals would generate a sense of partnership at the citizen level? Only by determining these goals can issues of educational programming or student accessibility be addressed adequately.

D. 1975 Accreditation Report

PSU is fully accredited by the Northwest Association of Schools and Colleges (NASC). The 1975 accreditation report is a comprehensive critique of PSU's goals, courses, faculty and administration.²⁵

The report noted that PSU is acutely aware of its opportunity to serve an essentially urban clientele but mentioned three problems: (1) a statement of purpose (i.e., the 1973

Board guideline) "so general and nonspecific as to be essentially worthless"; (2) the DCE franchise (see p. 155) in the Portland area is "an organizational obstacle" to PSU fulfilling its urban mission and; (3) PSU has grown so fast that many in the metropolitan area are unaware of its capabilities and interests.

It also noted that rapid growth in some graduate programs was not accompanied by "adequate structure for control of standards for graduate work." Serious shortcomings were found in the physical arrangement of the library, computer facilities, and the budget for purchase and maintenance of technical equipment ("so low as to make questionable the viability of many programs").

The report did not take issue with the highly centralized statewide authority over higher education, but did find that concern for duplication could deny educational opportunity for some students.

Since the Board acts mostly as a referee, an institutional lay advisory board for each state system school was suggested. Longer terms for Board members were favored, as was more direct communication between the Board and member institutions. Budgeting should take more notice of institutional uniqueness and not be treated in an "across the board" manner.

The report generally gave PSU good marks for teaching and commended the faculty. The full report apparently was a careful appraisal of PSU. Dr. Blumel said it was "remarkably accurate and fair in its assessment of the institution."

PSU, with Board support, has taken some steps in response to the report's recommendations. A new computer has been installed and is thought to be adequate. There are plans to reorganize computer courses. Expansion of the library is the number two priority in PSU's construction program. Departments have made progress in adjusting to new graduate programs.

E. 1978 State Review of Graduate Programs

In a budget note, the 1977 Legislature directed the state system to study and report on graduate programs in Oregon, public and private, with special emphasis on cost, students served and duplication. The Chancellor appointed a committee which now is meeting and is scheduled to report later this year. To ensure that PSU's graduate needs receive full consideration, Dr. Blumel appointed a committee, chaired by former Sen. Don Willner, which plans to issue its report in March 1978. PSU's Director of Graduate Studies, Dr. Stan Rauch, has outlined to the Willner committee four areas that merit development in the near future:

(1) Establish master's degree programs in civil, electrical and mechanical engineering, in cooperation with engineering and science programs at University of Portland and OGC.

(2) Supplement graduate business programs by adding managerial accounting, public accounting, taxation and international business studies, and possibly establish separate graduate degree programs in accounting, taxation and international business.

(3) Develop programs in health administration and health finance management, in cooperation with UOHSC, DCE and Kaiser Health Service Research Center, and possibly establish a masters in environmental/occupational health.

(4) Establish a doctoral program in education for the advanced preparation of personnel involved in community college education or school administration and supervision, in cooperation with UO and OSU.

Some groundwork has been laid in each of the above areas. Implementation depends in large measure on the willingness of the State System and the legislature to provide funding.

III. PSU'S ROLE IN THE COMMUNITY

Your Committee read various publications (Appendix B) to determine if another urban institution would serve as a model for PSU. While many had programs which appeared worthwhile, none offered a totally satisfactory solution for Portland. What follows is our assessment of some of the ways PSU interacts with our community.

A. Effect of Financial Structure

1. General

PSU's budget for the 1976-77 school year totals \$24.5 million. Roughly 69 percent comes from the state, about 29.7 percent from student tuition and charges,²⁶ and the balance from federal money and grants.

The legislature does not directly appropriate funds for PSU or for other schools. Instead, the legislature appropriates funds for the system, and the Board and the Chancellor's office allocate these funds among the schools.

Within PSU, the Council of Deans and the Faculty Budget Committee each study the proposed budget. Their recommendations and comments are passed on for consideration by an Executive Committee comprised of administrative representatives at the vice presidential level. The last step is review by the president.

Portland State obviously must compete for funds with other schools in the state system and in these times of legislative and voter resistance to increased costs this is no easy chore. Its difficulties are compounded by its student mix, i.e., large numbers of part-time students, far more than any other institution in the state system.

2. The FTE Formula

State funding of instruction and departmental research (excluding summer session), libraries and museums, and student services—which amounts to \$17,726,930 (72%) of the \$24,548,226 allocated to PSU in the 1976-77 operating budget—is determined under the full-time equivalency (FTE) formula. A "full-time equivalent" student is considered to be taking fifteen credit hours for each of three quarters during the academic year.

However, not all PSU students take fifteen hours. A student might, for instance, work part-time and take only nine hours per quarter; another might work and take six hours. Together they take fifteen hours and represent the "equivalent" of one full-time student for budget purposes.

In other words, "head count" and "FTE" do not mean the same thing. Head count is merely the number of students attending classes. FTE means the number of full-time equivalent students their total hours represent.

Compared with UO and OSU, PSU receives about the same amount per FTE student. But because PSU has a greater number of part-time students, it receives less per student.

(1976-77)	Fall term headcount	3-term FTE	State support per FTE	Total under FTE
UO	16,524	14,787	\$2,394	\$35,400,078
OSU	15,537	14,939	\$2,414	\$36,062,746
PSU	14,949	9,481	\$2,389	\$22,648,706

PSU feels strongly that its unique character is not recognized in the FTE formula. Because PSU has more students who do not attend for consecutive terms, the number attending over three terms is higher than either UO or OSU. PSU incurs various costs per student—counseling, record keeping, support services, library use—which are not fully compensated under the reduced FTE budget allocation. In 1974, PSU estimated that its unreimbursed cost for servicing students not recognized in the FTE formula exceeded \$1.3 million, but admitted it could not prove the point with empirical data.²⁷

The Chancellor and Board members admit the FTE formula does not compensate certain costs incurred by PSU because of its higher head count. But they point out that

each institution has components in its budget which are derived without regard to FTE and reflect the FTE adjustment only as enrollment thereafter changes; that FTE does not affect the budget for physical plant, general administration, or general institutional expenses (totaling \$4,877,024 for PSU); and that each institution has considerable discretion in allocating its state monies once received.

Your Committee is satisfied that the FTE formula does not fully compensate PSU for some costs incurred in handling its sizeable head count. But the inability of PSU to produce reliable figures for those costs makes it difficult to determine the magnitude of the inequity.

In response to 1975 legislative concern about allocation of funds, a Board-sponsored committee for resource acquisition and allocation (CORAA) met in 1975-76 to consider ways to achieve more equitable funding. All institutions in the state system, including PSU, participated in CORAA. According to PSU, the resulting "CORAA formula" is some improvement but does not give enough consideration to head count; at best, it offers "parity" only in the distant future.

PSU officials also said the CORAA formula is "sort of sitting on the back burner" and it is not clear how the model will be applied. The Board appears to be waiting for more national data. However, Chancellor Lieuallen said CORAA will be used for "some 1977-78 appropriations."

The 1975 accreditation report criticizes any funding system based on enrollment, arguing that in times of declining enrollment higher education needs greater funding to adjust to the educational requirements of society. It also underscores the inherent inequity in the FTE formula as applied to PSU.

It seems unlikely that the state system will abandon funding tied to enrollment. It is the method most widely used in other states. If PSU is to obtain relief from the inequity it sees in the FTE formula, it must continue to press its case with the Chancellor's office, the Board and the legislature. One approach is to appropriate a given sum to fund a course for a stated minimum and maximum number of students, and change the appropriation only if the number of students falls below or rises above the applicable limit.

The Board also has established enrollment limits. PSU is limited to 10,000 FTE. According to the Chancellor, unexpected increases will be met on an individual basis.

3. Duplication

The Board also controls funding by its control of educational programs. At one time, the guiding principle was that offerings of one state institution should not be duplicated at another. That policy has been modified in two respects: First, each institution is permitted to offer undergraduate liberal arts and science courses; duplication applies mostly to professional and graduate fields. Second, duplication is permitted if cost is not excessive and quality is not compromised.

PSU has sole authorization in applied science, professional studies and urban studies graduate work. It is permitted to duplicate some offerings at UO because of student interest and available resources. But certain disciplines are reserved to other institutions, for example: UO—architecture, law, librarianship; OSU—agriculture, forestry, home economics, pharmacy. Appendix C lists the graduate degrees offered by PSU, UO and OSU. It shows the vast number of programs which can be denied PSU on the basis of "unnecessary duplication." Many witnesses have urged that local demand justifies their inclusion at PSU without detracting from established programs at other schools.

B. Use of Physical Facilities

1. Space/time

Under Board direction all schools in the state system annually prepare an extensive space utilization report. The 1976-77 report has not been statistically analyzed by the state but does indicate utilization at PSU is higher than last year, and that it compares favorably with UO and OSU.

PSU's master plan contemplates construction of a professional school building, lateral expansion of the library, a third science building and expansion of the health and physical education facilities. Dr. Blumel said the plan will be reviewed periodically.

2. Education/public

PSU's campus is used for classes night and day. Demand for classroom space dominates the campus to such an extent that Smith Memorial Center, not constructed for classrooms, will be used for PSU classes, displacing DCE classes (see p. 155).

Non-student use of the campus largely is restricted to Smith Center, the library and a new theater in Lincoln Hall. The library lends books to students of most Portland area universities and colleges on a reciprocal basis. The general public may utilize the library but cannot check out books or remove reference material. The 1975 accreditation report said the library building is too small by at least one-third. The PSU administration is well aware of this shortcoming and puts additional library space high on its list of priorities for new construction.

3. Residential

For student housing, PSU is served by Portland Student Services, Inc. (PSS). PSS currently manages twelve buildings with an average year-round occupancy rate of 98 percent. As of January 1977, 1,300 students were tenants of PSS (not all were PSU students).

There are no state-operated dorms on the PSU campus and the Board has been reluctant to provide housing at PSU. The 1975 legislature authorized \$10 million to be spent in the Portland area on student housing, part of which was used to purchase the Ondine student residence. However, the traditional dormitory concept will not be followed at PSU.

High occupancy rates at PSS facilities suggest additional demand for near-campus student housing and surveys support this need. In 1974, before the Ondine purchase, a PSS survey indicated that demand for student housing units exceeded the supply by 750. In April 1977, PSS reported a four-to-six month waiting list of nearly 500 students. The Ondine purchase helped, but the need for additional units remains.

C. Attitudes and Morale at PSU

Part of your Committee's charge was to assess attitudes of the Chancellor's office and the Board, plus internal attitudes of faculty and students and the community at large.

1. Chancellor and Board

The Chancellor's office understandably views PSU as only one of its concerns. However, Chancellor Lieuallen concedes that Portland State has been held back because other, older schools already have pre-empted most programs. PSU, in his words, is a young and undeveloped school which needs to define more adequately its role as an urban university. Nevertheless, he sees prospects for selected additional graduate and professional programs as good. He told the Committee, "I would say that chances for an urban studies program, for instance, are much better than for a Ph.D. in literature. It wouldn't be in the public interest to create programs here which would decimate other schools. Professional programs won't be shifted just because the bulk of the state's population is in the Portland metropolitan area. But if a second program is needed, PSU would get it."

Lieuallen does not view PSU as lacking support. "It has legislative clout . . . as much or more than other schools." He claims expenditure per student at PSU is more than UO or OSU, salaries are above average and undergraduate teaching is superior. However, he admits PSU does not have the variety of program offerings, has less research and less graduate work, and obviously less breadth and variety in professional programs.

The Board members we interviewed believe that ultimately Portland State will become dominant in the state system. It is just a matter of time. They are not particularly receptive to PSU's position on the FTE issue, nor do they agree with the oft-stated com-

plaint that PSU is treated as a "poor relation" of UO and OSU. They admit the Board's unnecessary duplication policy weighs heavily against PSU.

One Board member said the school lacks "direction and purpose" and has a "second-class citizen" attitude which leads its leaders to worry about the wrong things. Communications with the community are said to be better under Dr. Blumel's leadership.

PSU arrived later on the scene and therefore must fight for new programs. However, the historical reluctance to establish new offerings gradually is being modified.

2. Faculty

Written questionnaires were sent to every faculty member and about 25 percent were returned. Faculty members at PSU have the usual frustrations—mostly about money—but a large majority seems genuinely satisfied with the institution. The questionnaire asked faculty to name both positive and negative factors at PSU. It also provided respondents an opportunity to comment on community attitudes, faculty morale and institutional goals.

The urban location of the institution overwhelmingly is considered the most positive feature. Next was the mature, serious, varied student population. Also prominently mentioned was the youth and promise of the school.

Faculty members complained of inadequate salaries (a conclusion not supported by Chancellor Lieuallen or Board members), a lack of funds for travel, crowded classes, etc. Faculty members are concerned about their relative isolation from other institutions of higher education and their professional colleagues. There is some concern that the school places too much emphasis on vocational courses, too little on liberal arts.

The new regime of President Blumel is considered a positive change and many respondents commented on improved relations with the community.

Although PSU's urban location almost always is considered a major advantage, many felt the school is not making maximum use of that advantage. Suggestions were made for improvements, most involving more effort at public relations, formation of a community advisory group to review programs and suggest ideas for mutual benefit, cooperation with local governments in arranging for speakers, greater emphasis on the performing arts, more effort to meet local needs (both business and community) and more consultative services.

There were many suggestions for new goals and priorities, plus some uncertainties as to what are PSU's present goals. Suggestions centered on serving the community.

A wide difference of opinion was expressed about faculty morale but the consensus was "fair to good." Some frustration was expressed over what was seen as inability of the faculty to exercise any real influence in the course that PSU will follow in years ahead.

3. Students

Questionnaires were distributed to students through the various departments. The percentage of return was not as great as with the faculty, but many did respond.

A large majority attend PSU for economic reasons; they cannot afford to go elsewhere, they have a job, they can afford only part-time attendance. Hence there is not always a strong tie to the school.

Student morale is not perceived as a major problem either by faculty or students. Students listed good course selection and variety as the most positive factors. Faculty and location were close behind.

The in-town location provides an excellent laboratory for many disciplines, although more could be done to take advantage of the site. Under the work/study schedule most students follow, PSU provides a relatively inexpensive way of obtaining a higher education. Evening classes, in particular, are popular and more should be offered.

Negative factors include lack of variety of graduate courses, impersonality of the school, etc. While most students feel the faculty is excellent, others do not. The consensus, however, is toward high regard for faculty.

Students consider the community's attitude towards PSU ambivalent. Some felt it was good, others described it as "benign neglect."

Not enough has been done to locate and communicate with PSU alumni. Although PSU, because of its high enrollment of part-time working students, cannot be expected to generate the same degree of alumni support that a campus college can develop, PSU believes that alumni support would be helpful and has implemented initial steps to that end.

4. Community attitudes

Each Committee member interviewed five or six persons from the community at large. Selection of those interviewed was left up to the Committee member but an effort was made to pick people with divergent interests.

Predictably, not everyone is acquainted with PSU. It is a relatively new school, one which has not developed a large graduate following nor a "subway alumni" which follows its recently emerging sports programs.

Asked for their opinion of PSU, respondents gave a wide variety of answers. Some thought it was very good, some very poor. The concensus is fair to good. The school is perceived as filling a real need in the metropolitan area but as suffering in the past from ineffective leadership and student radicalism. They tend to ignore PSU but "would miss it if it were gone." As in other parts of the survey, PSU's location is considered a definite plus. Most respondents felt that public relations efforts must be increased and improved. They cited a definite lack of public relations "push" to let the community know of PSU's potential. The "Vital Partners" concept (see p. 157) was applauded but needs to be pursued more vigorously.

Responses to questions regarding PSU's future role ranged from requests for a stronger intercollegiate sports program to a much broader offering of cultural events. Although there was no concensus, several respondents suggested broader off-campus offerings, bringing faculty members out into the community. The school should grow, but should concentrate on teaching and not "on providing a training ground for 'student radicals.'" Events of the late 1960s and early 1970s have not been forgotten, unfortunately. Evening classes drew favorable comment and should be expanded.

Overlap between PSU and nearby community colleges was not perceived as any particular problem, especially since it is unavoidable. There was total agreement that communications between PSU and community colleges should be expanded wherever possible.

There was unanimity that PSU should concentrate on liberal arts courses. Upper division and graduate work should be emphasized, not to the exclusion of lower division courses at PSU, but in cooperation with community colleges. PSU should develop more courses to take advantage of its urban setting.

We also asked "If someone sought your advice, would you recommend that he or she attend PSU?" The majority said yes, although the lack of social life and student housing were cited as negative factors. Positive factors were its accessibility and low cost. Comparisons with UO and OSU found PSU faring well.

D. Interrelationships among PSU and other elements of the community

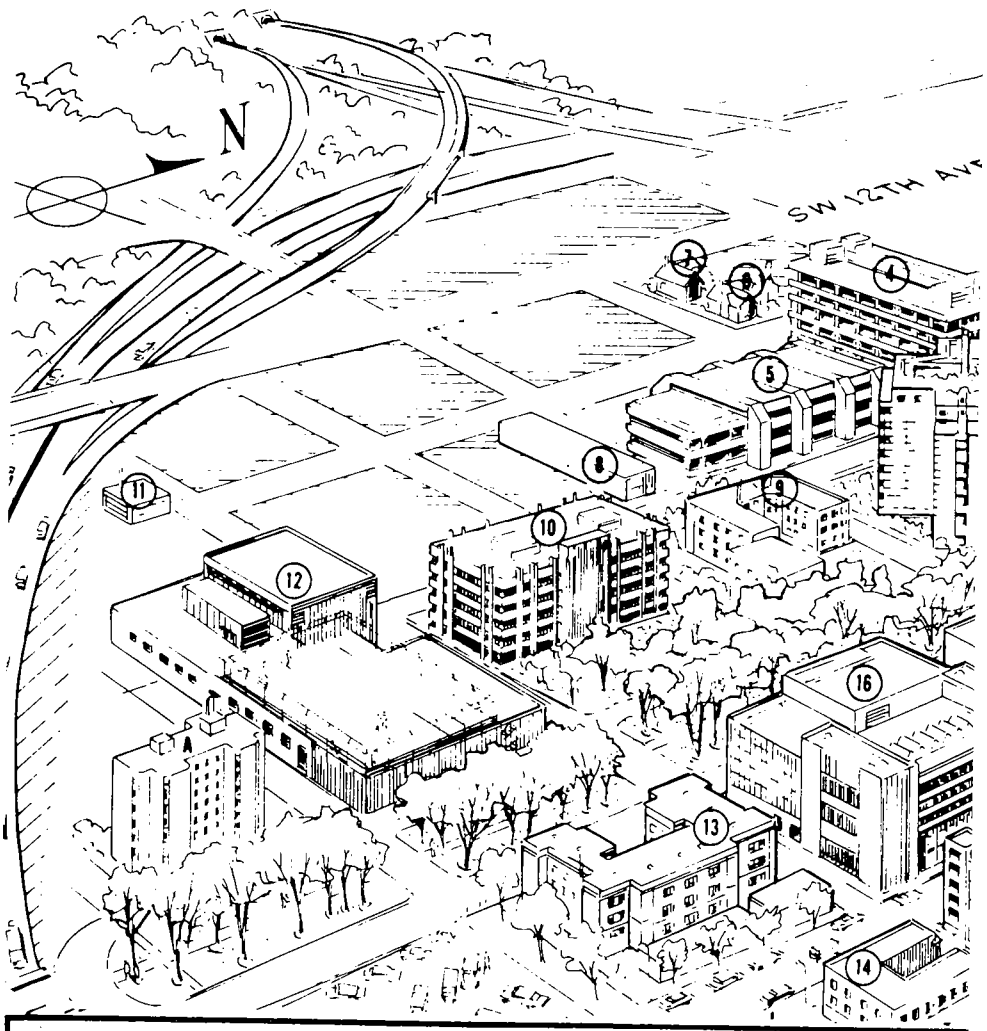
PSU's greatest influence on the community is through the many thousands of residents who have been enrolled in one or more classes. They represent most professions and economic levels. Their number grows constantly because the great majority of PSU's "alumni" remain in the metropolitan area. Though unorganized, this group may be PSU's most significant link with the community.

Other interrelationships between PSU and the community are covered below.

1. Educational institutions

High Schools

About three-fourths of PSU's 15,000 students come from high schools in the Port-



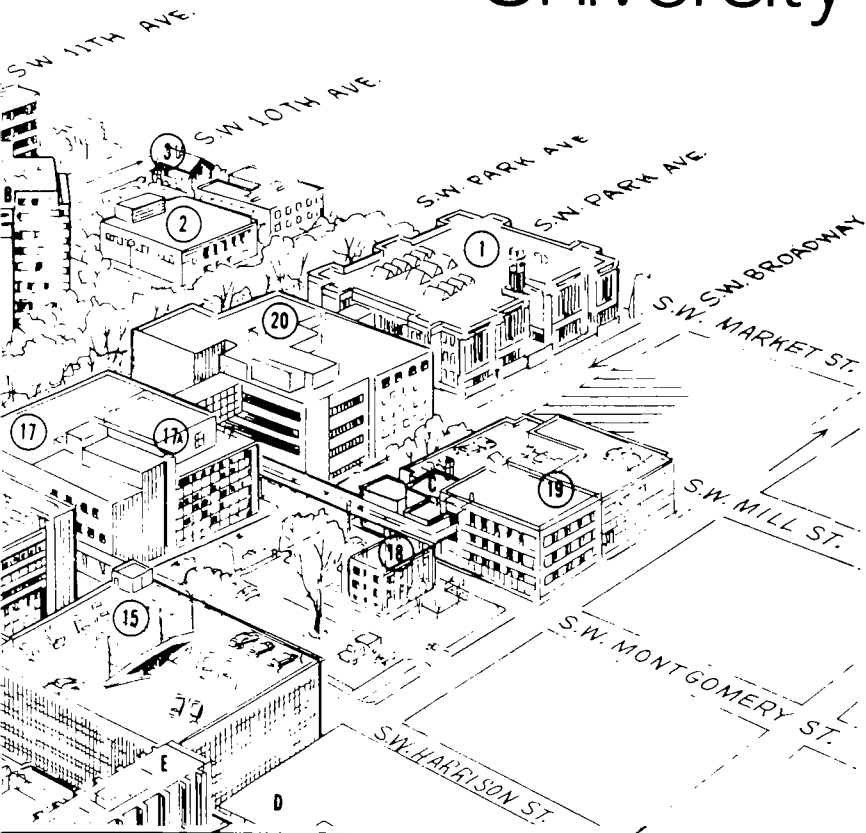
LEGEND

- 1 Lincoln Hall
- 2 Division of Continuing Education
- 3 Harder House
- 4 Science I

- 5 Science II
- 6 & 7 School of Social Work
- 8 Grounds Maintenance
- 9 Montgomery Building
- 10 Library West
- 11 Heating Plant
- 12 Health/Physical Education
- 13 Shattuck Hall
- 14 East Hall
- 15 Parking I
- 16 Neuberger Hall
- 17 Smith Memorial C
- 17A Library East
- 18 Francis Manor
- 19 Services/Parking
- 20 Cramer Hall

The offices of Portland Student Services are located in the Montgomery Building (9).

Portland State University



Other Buildings

- A. Park Plaza
- B. Ione Plaza
- C. Koinonia House
- D. Bookstore
- E. Private Residence Hall

(Diagonal lines indicate areas of future development)

land area.²⁸ PSU has been increasingly active in recruiting capable students from local high schools and hosts students at a campus orientation session. Its staff also visits local high schools to meet with counselors, students and parents. Like UO and OSU, its grade-point average and tuition requirements favor Oregonians.²⁹

Credit is given for college level courses taken in high school if the student receives a C or better. But offerings of PSU courses to high school students have been sporadic.³⁰ High school counselors consider PSU a valuable community asset but usually not a first choice unless the student is unable to go elsewhere.³¹ Attitudes of counselors toward PSU vary widely, with a corresponding effect on the number of applicants from their schools.

Teachers

PSU seeks to maintain a close and continuing relationship with the 10,000 teachers in the area. One of its three professional schools, the School of Education, is devoted to preparing elementary and secondary school teachers. Working in conjunction with other PSU departments, it offers courses which meet the state's requirements for teacher certification. Masters degrees are offered in elementary education and specialization in a variety of basic teaching fields, plus school administration, librarianship, counseling and special education. Efforts are being made to permit PSU to offer a doctorate in education and a graduate program in school administration.

Private Colleges

At the undergraduate level, PSU is in direct competition with a number of private institutions. Most have features which set them apart from PSU—substantially higher tuition, different entrance requirements, predominantly daytime classes, heavier concentration of boarding students and, in some cases, a sectarian tradition. There is little formal interrelationship among these schools, apart from recognition of course credits for transfer and some limited sharing of resources. An example of cooperation is PSU's Masters in Public Administration, developed jointly with Lewis and Clark College.

Community Colleges

Community colleges compete directly and effectively with PSU for lower division students (first two years of college). By statute, community colleges are authorized to offer "lower division collegiate programs" as well as vocational-technical subjects, with a restriction that the programs should terminate after two years or less, except for "certain curricular offerings of a technical nature."³² They must be located within commuting time of a substantial majority of students; be open to persons who can profit from the course offered, whether or not high school graduates; avoid patterning themselves after other educational institutions in order to "maintain a unique quality of flexibility"; set fees so that low income families can attend even though the instruction duplicates that offered in "established private institutions"; and strive for "close cooperation" with other state colleges to achieve transfer of course credits with a minimum of difficulty.³³ Community colleges can put revenue measures on the ballot. Those in the Portland metropolitan area have enjoyed considerable success, both in terms of enrollment and local support. Their success was a major cause of the decline in undergraduate enrollment at PSU in the late 1960s, and of PSU's accelerated efforts recently to attract more part-time students of all ages, most of whom maintain regular jobs.

There has been much debate whether direct competition should continue between PSU and community colleges in lower division courses. Community colleges justify those courses by their implementing statute and the compelling argument that the hairdresser or mechanic has as much right (and need) for liberal arts instruction as a four-year college student. Their lower tuition (\$12 per credit at PCC vs. \$28 per credit at PSU) is the decisive factor for many. PSU counters that a university needs lower division instruction to draw a student base for upper division and graduate programs, to provide the breadth of instruction necessary to attract and hold competent faculty and, perhaps most

important, to provide a financial base to support the more costly upper division and graduate programs.

There are substantial areas where they do not overlap: community colleges have many students who cannot or do not want to go beyond the lower division level, and PSU attracts the serious and qualified student who intends to advance further. But the areas of overlap, e.g., the student who picks a school only because of more convenient location or lower cost, are substantial enough to warrant public concern about duplication of effort at taxpayer expense. The legislature responded in 1975 by establishing the Oregon Educational Coordinating Commission (OECC) to develop a "state comprehensive education plan" which takes into account community colleges and university programs, and to oversee the programs and budget of the respective boards in charge of those institutions. It has the power to eliminate duplicate programs. To date, however, its actions seem to be advisory. It is a coordinating body and not a "super board" as some of its detractors claim. It is still exploring its role. Members say the duplication of courses between two and four year schools has been a continuing point of discussion but without resolution.

Portland State and the local community colleges have, in the last year or so, begun discussions to implement transfer of course credits and have arranged to share library and certain other equipment and facilities. PSU recognizes that acceptance of "block transfer" of credits from community colleges probably will increase enrollment of the latter, to PSU's detriment, but it has little choice in face of the legislative mandate and the reality of the community colleges' popularity and lower charges.³⁴

PSU is aware other areas of cooperation might prove mutually advantageous, but little has developed beyond the idea stage. These areas include joint use of facilities (e.g. classrooms, laboratories, libraries, computers), exchange of faculty, joint counseling of students, combined recruiting and teaching in high schools, complementary development of curriculum, and cooperative research. The possibilities are far-reaching. Certain difficulties, however, such as PSU's statutory mandate to remain at its present campus location and the willingness of community colleges to respond promptly to student demands, must be overcome. Leaders of the respective institutions can do much to develop closer relationships, and have made a start by periodic meetings, but implementation also requires support of the community, the respective governing boards and the legislature.

Upper division and graduate instruction

At the upper division, graduate and professional level, PSU has little competition in the metropolitan area. Private colleges compete at the upper division level, but do not begin to serve the many students who, because of expense, jobs, high school record or choice, attend PSU.³⁵ At the graduate and professional levels, several private institutions offer various degrees and programs. The Oregon Graduate Center furnishes highly specialized scientific and engineering instruction to about 25 students; Lewis and Clark College maintains a School of Law and the UO Health Sciences Center offers medical, hospital and nurse training.

With nearly one million people, the Portland metropolitan area could support graduate and professional schools in fields which have no local counterpart. However, in most cases, the state system has been unwilling to provide the necessary authorization and funding. Several reasons have been advanced: 1) The state has limited funds to allocate among existing institutions; 2) Most fields where PSU could expand are already served by one or more existing state institutions; and 3) PSU is a young institution and should prove its ability in the fields it now serves before the state commits a disproportionate amount of money to further program expansion.

Division of Continuing Education (DCE)

For a number of years prior to 1971, "continuing education," i.e., education for persons not seeking degrees or taking less than eight credit hours, was funded and administered by the state, under its Division of Continuing Education (DCE). DCE utilized PSU

facilities for evening and summer courses, and started many which later were taken over directly by PSU (e.g., graduate courses). PSU received funds from DCE for use of its facilities and staff, amounting to about half of DCE's \$3 million state funding in 1970.

DCE also offered courses at other Portland locations. The Chancellor has prohibited PSU from teaching continuing education courses outside the PSU campus. A PSU instructor can teach such a course, but is paid by DCE as an independent contractor.

In 1971, the legislature cut back state funding for higher education (assigning higher priority to welfare and public education) and terminated DCE's state support. DCE continued to operate state-wide but its operations had to be self-supporting. The resulting loss of revenue to PSU caused significant cutbacks. A number of previous DCE courses were dropped, but the slack was, to some extent, picked up by community colleges.

At about the same time, PSU also experienced a drop in enrollment attributed to the rise of community colleges and tapering of the post-World War II baby boom. To bolster enrollment, PSU actively encouraged part-time students (six credit hours or less per term) to enroll, whether or not they were pursuing degree programs. Under the guidance of Dr. Leroy Pierson, PSU's Office of Continuing Studies has instituted innovations such as active recruitment of students from local businesses, elimination of fees for services utilized only by daytime students, registration by mail, guaranteed placement for part-time students, freedom to select advanced courses without first taking foundation courses, and elimination of the admission requirement that a student be in a degree program. PSU's enrollment of part-time students increased from about 2,500 in 1971-72 to 6,200 in 1976-77, the only category to do so. Of the 6,200, half were in degree programs, 31 percent were taking courses related to their professions, ten percent sought personal enrichment, and nine percent took courses in civic affairs. All 6,200 counted for PSU budget purposes, but under the FTE formula, counted for only about 2,000 FTE credits.

DCE still operates in the Portland area, serving about 1,500 students on a self-sustaining basis that by-passes PSU. Although some faculty are from PSU, many are from other institutions. The students are not counted for PSU budget purposes. The 1977 Legislature passed House Bill 2025 permitting state institutions to offer division or graduate programs within a 30 mile radius of a state campus and lower division programs within the same radius (excepting areas within a community college district). Governor Straub vetoed the bill because it would permit PSU, OCE and Southern Oregon State College to develop branch campuses and increase their FTE appropriation through added enrollment, without legislative review or control. He also cited the threat to DCE.

Dr. Pierson believes the potential for continuing education in the Portland area is unlimited, especially in the liberal arts. He bases his conclusion on his long experience in continuing education (over 17 years), the national decline in students seeking full-time degree programs, and the increase in continuing education.

2. Government

Some areas of direct rapport exist between PSU and the two major regional governments, the City of Portland and Multnomah County. Largely as a result of their joint efforts, PSU offers a number of courses in public management and administration, including a recent masters in public administration. PSU also has courses in the social sciences, social work, urban affairs, law enforcement, health administration and other subjects related to government operations and services. But neither the City nor the County ties job promotion to educational advancement. Some PSU students serve as interns in various government bodies (approximately 20 students served the 1977 Legislature), thus combining work experience with credit towards a degree; but there is no fixed quota or policy for interns.

The City and County each have PSU alumni on their staffs, but no preference is given PSU in recruitment. The Committee was told that PSU graduates often are at a disadvantage because they are unable to obtain adequate instruction at PSU in city planning and other specialized areas (such as budget development and analysis, health

services, other professional areas) where governmental demand is high.

PSU's School of Urban Affairs, which officially started functioning July 1, 1976, should improve PSU's stature in these areas. Its 150 graduate students are required to work on unfunded research projects related to pertinent issues in the community (e.g., implications of two-tier government, retail potentials of downtown Portland, effect of City residential care facilities ordinance, 1975 state housing legislation and mandated health services). Faculty are encouraged to serve on government committees (e.g., corrections, youth, Burnside Projects, CRAG). The School took charge of the four-year Administration of Justice Program which works closely with government and private agencies (e.g., 150 students worked in 60 local criminal justice organizations). The Black Studies Program sponsors guest lectures and services to more than a dozen local agencies and organizations.

The Institute on Aging, the largest research agency in the School, participates in numerous projects dealing with the elderly (e.g., training at nursing home facilities, technical assistance to social service agencies and organizations, and workshops on preparation for retirement). The Center for Urban Studies conducts studies intended to benefit decision makers in various urban areas (e.g., transportation, housing) and maintains staff and reference materials.

Multnomah County has been more active than the City in its participation with PSU, probably because more County personnel have been affiliated with PSU as students or instructors. Historically, City government has avoided much involvement with PSU. For example, during PSU's physical expansion in the 1960s the City did not interfere with the Portland Development Commission's control of that growth.³⁶ Today, however, the City is very active in the development of all areas of Portland, so any physical expansion of PSU will meet with more participation by the City in planning and implementation.

The Committee believes that City and County would like to develop closer ties with PSU. But, because of severe financial strain and cutbacks in other services, neither thinks it has the money or personnel to assume organizational responsibility. Representatives of both governments said they would expect PSU to accept leadership responsibility and work directly with government officials on a one-to-one basis to develop specific programs, rather than operate through citizens' committees and broad statements of goals and objectives.

Dr. Blumel's inaugural as president of PSU was celebrated by a series of events in early 1975 called "Vital Partners Week." The underlying theme was that PSU and the Portland metropolitan community are in an ongoing symbiotic relationship and that the events would call attention to areas of mutual benefit and, it was hoped, be a catalyst for an ever increasing rapport. While the major impetus came from PSU, the City and County were involved in all phases of Vital Partners Week. To keep that theme alive, PSU obtained a \$10,000 grant to finance a series of position papers, a conference of PSU and government officials, and a follow-up evaluation.

The potential for mutually beneficial PSU-government programs is vast, but to date little has been done to develop them. A start occurred in 1976, when PSU was authorized to develop an Institute for Policy Studies which will seek to identify, evaluate and plan ways to solve issues of concern to state government, with emphasis on long-range planning and guidance for the legislative, executive and administrative departments.

It is easy to visualize similar planning efforts for city, county and regional governmental bodies, but implementation will require the leadership and cooperation of local government leaders and authorization by the Chancellor's office, Board and, possibly, the legislature.

3. Business and Professions

Urban businesses and professions present an unlimited potential for interrelationship with PSU. One of the major conclusions in a 1967 study of the future needs of the Pacific Northwest says:

"Regional growth will be influenced considerably by the increasing demand of industry for more highly educated personnel. The forthcoming post-manufacturing economy, with its emphasis upon human resources, places higher demand on 'brain power' than on physical labor. Increasing skill levels will be required by the region's future industrial and business community, while there will be a relative decrease in job opportunities for those individuals having low skill levels and low levels of educational attainment. This in turn, provides significant opportunities for employment of those completing their education in the Pacific Northwest."³⁷

The report recommended that opinion leaders stress the advantages of regional education, that higher education be made available to all who qualify, that universities and colleges strengthen graduate and post-doctoral programs (especially in management science, engineering, medical science and electronics) and that communication between the business community and regional schools be strengthened to define business needs and develop business support to address those needs.

PSU fulfills many needs of regional businesses and professions. The School of Business Administration often is cited as an example of a dynamic, aggressive department very successful at integrating its offerings with the needs of the business community. A majority of PSU students work in the Portland area while attending PSU. Many PSU graduates (65-70 percent), non-graduates and present students reside and work here. Major schools and departments reflect a commitment to business administration, engineering (limited), science, social sciences, social work, teacher training and urban studies. Most people we interviewed agreed that those areas are beneficial to the community and should be continued and strengthened. To counter an enrollment decline in the late 1960s PSU promoted registration at business locations and by mail and made other changes which increased its enrollment of part-time students, most of whom held full-time jobs.

Many people cited areas where PSU could fulfill an unmet educational need in the local business and professional community.³⁸ One of the most criticized areas is the lack of engineering and advanced applied sciences at PSU. As previously noted, even the limited engineering courses at PSU were achieved only after a concerted political effort, spearheaded by Portland businessmen, overcame the intense opposition of OSU supporters. The failure of PSU to attain broader authorization was countered by the privately-sponsored Oregon Graduate Center (OGC) which offers graduate research and instruction in metallurgy, laser applications, chemistry and environmental technology (primarily air pollution). Facilities and equipment at OGC are not found elsewhere in the state; yet the state system (including PSU) has been unwilling to assume OGC functions, which involve very high cost per student, thus forcing OGC to survive on federal and private grants and limited cooperation on specified projects with OSU, UO Health Sciences Center and Oregon Primate Center. According to the late Dr. Samuel Diack, former chairman of OGC's Board of Trustees, OGC and PSU could, short of total integration, mesh engineering and applied science, systems science and other mutual areas, and combine facilities and faculty in worthwhile projects.

Most people we interviewed agreed that PSU is underutilized by local businesses, and that one cause is a failure of communication. Local businesses have moved to facilitate communication through IPAR (Institute of Public Affairs Research), which acts as a speakers bureau to provide business spokesmen to schools at all levels. IPAR also sponsored a conference in 1976 which brought businessmen and PSU personnel together to explore ways to develop better interaction. IPAR hopes that PSU and other schools

will use businessmen to develop curriculum and participate in teaching and counseling, and that businesses will better understand and utilize resources at PSU. IPAR has only scratched the surface, but intends to pursue avenues of greater cooperation.

4. Cultural Affairs

PSU is a leader in the cultural life of the community. It has large, active departments of dance, music, art, theater, and literature, which involve thousands of Portlanders in performances and exhibition. Its graduate programs in the arts give it greater depth than most other institutions offering similar enrichment courses. The ever increasing alumni of PSU cultural programs form a natural bond with the school which expands its influence.

Each year PSU presents a great variety of arts events on the campus, plus lectures, seminars, and conferences in the sciences. PSU's central location makes these offerings easily accessible. The newly renovated theater in Lincoln Hall seats 487 and is ideal for live performances. It is booked continuously. Hundreds of events are open to the public throughout the year at PSU. Some feature distinguished performers, lending considerable prestige to the University, and attract large audiences. Other events are slighter, specialized or experimental and do not have as broad an appeal, but still make a contribution.

Funds sufficient for an important annual PSU lecture series have not been available to date. For the 1976-77 school year, PSU spent \$12,000 on speakers (besides those offered by departments) and budgeted \$33,500 for its Cultural Affairs Board. PSU also has obtained some special grants. But these funds are not adequate to present and publicize more than a few speakers on topics of importance.

General

IV. CONCLUSIONS

The Board's restrictive view of PSU—that PSU should concentrate on improving the quality of its current offerings and limit its expansion to carefully selected programs specially suited to its urban location, provided established programs at other state institutions are not undermined—does not disserve the community. But it contemplates growth at a very slow, deliberate pace.

Your Committee concludes that a more expansive view of PSU is warranted and feasible. In addition to the obvious fact that the Portland area includes about 40 percent of the state's population and a substantial number of businesses and other activities which might be served by a university, many people we interviewed suggested courses and programs which, in their view, would have sufficient local demand to justify their existence at PSU. To implement this broader view, we believe that PSU should take the initiative to plan its growth in a manner which best serves the community at large, that the community should be involved in planning PSU's future on a meaningful and continuing basis, that certain inhibiting state policies (discussed below) should be abandoned or modified to accelerate PSU's curricular and physical growth, that the Board and Chancellor should adopt specific guidelines and timetables for PSU's growth and actively seek the necessary monetary appropriations from the legislature, and that the legislature should respond with the requested monies. We also believe that a stronger and more diversified public university in Portland will benefit the state as a whole.

A. Goals and Planning

1. PSU, the Board and the Chancellor acknowledge that PSU should take the initiative in planning its future.

2. The 1973 guidelines developed by the Board are useful, but need definition. For example, it is not clear what is meant by the terms "multipurpose university" or "urban institution," and the Guidelines do not set forth specific programs and timetables for PSU.

3. The 1970 goals report ("The Next Steps") contains ideas germane to the planning and definition of PSU's urban mission, but has received little support and should not be regarded as a definitive statement for purposes of future planning.

4. There has been no effort at the Board level, and only a one-shot effort at the PSU level (in 1970), to include representatives of the community at large in structuring PSU's goals.

B. State policies that inhibit PSU's development

1. **Program duplication.** Under its broad discretionary power to eliminate "duplicate" programs (ORS 351.200 (1)), the Board has denied PSU programs that would serve the best interests of the community. As a consequence, PSU must be extremely selective in development of new programs, structuring requests to circumvent offerings at other state institutions even though the Portland area has a demonstrable need. PSU cannot achieve its full potential until the non-duplication policy has been modified further to enable PSU to develop graduate and professional programs that will fill needs in the metropolitan area. In addition to expanded teacher training, obvious examples include architecture, advanced engineering and journalism. See Appendix C for courses offered at UO and OSU which cannot be offered at PSU without involving duplication.

2. **Enrollment quotas.** Enrollment at PSU is below capacity, but has reached the Board's imposed quota of 10,000 FTE students. Because state financial support is tied to enrollment, such a quota will restrict the ability of PSU to expand its capacity. Elimination of an enrollment quota at PSU would permit it to bring capacity and demand into balance without artificial barriers.

3. **FTE.** The Board's FTE formula for budgeting and appropriating money discriminates against PSU because of its substantial number of part-time students (6,000 part-time plus 9,000 full-time give PSU an FTE enrollment of only 10,000, compared to OSU, which has nearly as much FTE enrollment as actual students). The CORAA formula does not cure the inequity. Neither formula fully compensates PSU for the added costs of handling more part-time students and larger turnover.

4. **Physical location.** The community would be served by limited university programs at locations other than the PSU campus (e.g., seminars at business locations, classes for the disadvantaged or handicapped). PSU should receive state financial support to cover costs incurred for such courses above tuition received, provided such state support does not exceed that for a comparable course on campus. Although PSU does not regard ORS 352.195 as a restriction, legislation eliminating the reference to the former Lincoln High School site would end any doubt.

5. **Student housing.** There is substantial demand for more student housing, notwithstanding the considerable accomplishments of PSS. The 1975 acquisition of the Ondine shows state acceptance of PSU's willingness to provide some housing. However, your Committee concludes that the original legislative conception of PSU as not being a dormitory institution is sound, that student housing should be provided by the state only if the cost does not affect PSU's funding for educational purposes and that any future plans for student housing should be developed as a joint PSU-City of Portland effort to ensure coordination with the City's comprehensive land use goals.

C. Physical facilities

1. PSU is making generally effective use of its existing buildings. Increased use of space early and late in the day has improved utilization. Classroom space is heavily used Monday through Thursday, but little used Friday through Sunday.

2. PSU has adequate land to accommodate foreseeable construction.

3. There is need for the construction PSU now contemplates under its current master plan. With respect to student housing, see B, 5.

D. Contacts with the Community At Large

1. PSU suffers from an inferiority complex, for the most part undeserved. It has many departments, courses and faculty doing an excellent job. It has a solid foundation

to assert intellectual leadership, but needs to do a better job of making known its strong points.

2. The community is not well informed about PSU.

3. PSU's budget for guest lecturers and other special programs is small. Some programs have been of excellent quality and broad appeal, but in many instances publicity has not reached as many people as it should. The community (and PSU) would benefit from more such programs.

4. PSU alumni are not well organized. Plans exist to make greater use of this resource, but at present funds are inadequate to do an effective job.

V. RECOMMENDATIONS

A. Goals and Planning

1. The process of defining PSU's role in the community should involve at least the following steps:

(a) A permanent advisory council should be established, with membership comprised predominantly of representatives of the community, and the balance representing PSU administration, faculty and students. Community members should include business, labor, professional and political leaders, minorities and "just plain folks." The City Club should offer to assist in forming the committee.

(b) The advisory council should meet regularly, perhaps monthly, and allow sufficient time to thoroughly explore all suggestions. It should have a working knowledge of PSU's budget limitations, accreditation reports and protocol vis-a-vis the Chancellor, the Board and the legislature. In addition to seeking community views and helping to plan PSU's urban mission, it should be prepared to mobilize community effort for support at the state level. Meetings should be publicized, open and summarized in press releases.

(c) The advisory council should be authorized by the Board and should have the right to have its views presented to and heard by the Board in appropriate cases.

(d) The advisory council should take appropriate steps to define and implement PSU's role in the community, recognizing that the needs of the community and PSU are in flux. It should also undertake any other tasks appropriate to achieving maximum advantage from the association of PSU and the community.

(e) The advisory council should determine the needs and wants of the community with regard to Portland's only state-supported university. Polls, neighborhood hearings, meetings with business, professional, governmental and other groups, and a listening post at PSU could be utilized.

(f) Urban universities in other locations should be studied for ideas applicable here, e.g., non-traditional education.³⁹

2. PSU should develop specific programs and timetables to implement its role as an "urban university." The Board should give great weight to PSU's recommendations, refine its guidelines for PSU, and actively seek supporting legislative appropriations.

B. Elimination of policies that inhibit development of PSU

The state guidelines listed below should be modified or removed. PSU should press its case before the Chancellor and the Board, and seek legislative change where administrative relief is not forthcoming. Community support should be enlisted.

The guidelines are:

- 1) avoiding "unnecessary" duplication;
- 2) funding based on FTE;
- 3) placing quotas on enrollment;
- 4) restricting PSU activities to the Park Blocks (ORS 352.195).

If administrative relief is not achieved by 1979, PSU should seek a cure in the legislature.

C. Steps that would further PSU's service in the community

1. PSU, the Chancellor, Board and legislature should support programs that will enable PSU to give a full range of university services to people in the metropolitan area who have the need but cannot fill that need at another school because of limited finances or commitment to family or job. The criteria should be whether there is sufficient demand in the community and whether the instruction can be provided at reasonable cost.

2. PSU and the community colleges should make a concerted and continuing effort to define their respective roles, develop areas of cooperation and lessen direct competition. Similar cooperation with private institutions would be desirable.

3. Area businesses, governmental bodies and others should make better use of PSU's services and facilities. PSU, in turn, should make its services more available to the community.

D. Accreditation

1. PSU should put major emphasis on continuing to respond to criticism and recommendations of accreditation teams which evaluate PSU, its schools and departments.

2. The Chancellor, Board and legislature should ensure that PSU has adequate financial and administrative support to respond to these recommendations.

E. Physical facilities

1. Top priority should be given to building needs for educational purposes, e.g., the professional, library, science and physical education facilities presently contemplated. Residential space for students should not divert energy or money from educational needs.

2. PSU also should consider community-wide needs in programming use and construction of its physical facilities (e.g., more utilization on weekends, greater public use of theater, library, gym, etc.).

F. Contacts with the community at large

1. PSU would perform a valuable community service and enhance its position of intellectual leadership in Portland by offering annually a major, well-publicized series of lectures by scholars and other distinguished persons. The series should be a high-level university project, apart from the speakers customarily presented by the various departments.

2. PSU should review the means by which its information reaches the community. Throughout this study your Committee received impressions that PSU's vital contribution to the intellectual, professional and business life of Portland is not sufficiently understood. All means by which information goes out—newspapers, radio, mailings, personal and group contacts, and especially TV—should be scrutinized and, where performance is inadequate, should be upgraded. Examples include regular newspaper and other media coverage, improved and unified graphic design, upgrading of mailing lists. (The community and its news agencies are urged, on their side, not to lose sight of the extensive and varied contribution which PSU makes to the cultural life of Portland.)

3. A stronger move to develop effective contacts with PSU alumni is recommended. Although PSU alumni cannot be expected to give the same type of support that alumni of four-year campus colleges give, they are potentially the strongest advocates for PSU and represent a ready market for further educational offerings.

The Committee recognizes that implementation of the above recommendations will require more effort and money. But we are convinced that a better informed community will more effectively perform its function of enlightened support for PSU and its indispensable educational programs.

G. City Club follow-up

1. The City Club should:

a. Offer its services in the formation and implementation of the advisory council for PSU, e.g., selection of community members, and in assisting PSU to obtain Board approval of the advisory council.

b. Continue to study PSU from time to time (through a standing committee or one or more study committees) to ensure that PSU is taking appropriate steps to maximize its relationship with the community.

Respectfully submitted,*

Becky Gardner

Rachael Griffin

Lee Irwin

Leigh D. Stephenson, *Chairman*

*We wish to acknowledge the assistance of members Raymond Balcomb, Douglas Capps, David Fowler and Harold Tascher, who participated during earlier stages of this study.

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FOOTNOTES

1. See Appendix A
2. See Appendix B
3. Prior to 1946, the only higher education provided by the state in Portland consisted of nighttime extension classes, available since 1918.
4. The University of Oregon was established in 1872. Oregon State College, founded in 1868, became a University in 1961. A "University" has broad coverage of many areas of undergraduate and graduate education, including professional schools.
5. PSU has the state system's only School of Social Work.
6. OSU, UO, UO Health Sciences Center, PSU, Oregon College of Education, Southern Oregon College, Eastern Oregon State College, Oregon Institute of Technology.
7. Of the nine, none may be an employee of the system under the Board's control, and no more than three may have been admitted at any one such institution. The schools recommend nominees. (ORS 351.020.)
8. For an excellent discussion, see *City Club Bulletin*, Vol. 43 (Jan. 22, 1973), No. 50, May 10, 1963, "Graduate Education and Research Facilities for Metropolitan Portland," and Richardson, John Aiden, "The Evolution of a University: A Case Study of an Organization and its Environment" (Doctoral Dissertation, December, 1974, available at PSU library).
9. Guidelines approved by the State Board of Higher Education for Portland State University.
10. John Hakanson, "Portland Needs a State College," *The Oregonian*, February 1, 1948.
11. Richardson, *supra*, pp. 44-60, 69-71. Once Portland State became a college, local private schools ended their opposition and, in some cases, encouraged joint programs. After 1955, the chief competitors of PSC were UO, OSC and the extension courses offered by DCE, and, in the 1960s and 1970s, community colleges.
12. The Anderson report, prepared under Board authorization. Richardson, *supra*, pp. 53-55, 92-93.
13. Richardson, *supra*, pp. 67-69.
14. Richardson, *supra*, pp. 181-182.
15. Richardson, *supra*, pp. 66-67.
16. Richardson, *supra*, pp. 86-89, 117-118.
17. Richardson, *supra*, pp. 94-114.
18. Richardson, *supra*, pp. 107-108, 119; OSC supported PSC's efforts in 1958-1959, and achieved degree powers in humanities and social sciences.
19. Richardson, *supra*, pp. 125-138.
20. Richardson, *supra*, pp. 139-146.
21. *City Club Bulletin*, Vol. 43, No. 50, *supra*, pp. 723-724.
22. Richardson, *supra*, pp. 167-238.
23. *The Next Steps*, Report and Recommendations of the Commission on Institutional Goals. PSU, December 1970. The Commission, appointed by then PSU President Gregory Wolfe, included 15 people, some connected with PSU, and the balance from the metropolitan community.
24. *Ibid*, p. 8.
25. Northwest Association of Schools and Colleges (NASAC), Commission on Colleges, "Evaluation Report Portland State University," October 20-22, 1975. According to the NASAC *Accreditation Procedural Guide*, P. 2: "Accreditation means that an institution's own goals are soundly conceived, that its educational programs have been intelligently devised, that its purposes are being accomplished, and that the institution is so organized, staffed, and supported that it should continue to merit such confidence."
26. According to the state system's 1976-1977 operating budget, estimated income from student tuition and fees was 33.6% at UO and 29.7% at OSU.
27. *The FTE Based Budget Formula*. Office of Planning and Institutional Research, PSU, May 15, 1974.

28. In the last several years, undergraduate enrollment has declined, in part because of the advent of community colleges, and PSU's graduate and evening programs have expanded.

	1974	1976
Students age 22 or older	56%	83%
Students age 25 or older	36%	43%
Students from a metropolitan area	42%	93%
Students who work	76%	76%
Total students	13,200	15,300

29. At PSU, Oregonians need only a 2.25 high school GPA and pay a regular student fee of \$239 for 12-21 credits, whereas nonresidents need a 2.75 GPA and pay \$768 for 12-21 credits.
30. A pilot program to enable top-flight seniors to take PSU courses at Milwaukie High School recently was approved. Another such program is pending at Clackamas High School.
31. Many have expressed a similar "second class" attitude about PSU, others attested the strength of PSU in various areas.
32. ORS 341.005(3), 341.009(4)
33. ORS 341.009(1), (2), (7), (8), (17)
34. ORS 341.009(7): "There shall be close cooperation between those directing the community college program and those responsible for higher education, so that lower-division college transfer programs of the community college will provide adequate preparation for entering four-year institutions, and so that students will be able to transfer with a minimum of difficulty."
35. Starting in the fall of 1976, City College is offering upper division and Masters level courses in the Portland area. City College is a private institution headquartered in Seattle which in three years has developed in some twelve communities in Washington. It calls itself a "college without walls" and offers individualized courses of instruction to people who, because of jobs or other reasons, have not completed their undergraduate education. It is too early to know if it will have any effect on PSU or other area institutions.
36. *City Club Bulletin*, Vol. 52, No. 12, Aug. 13, 1971, "Report on Urban Renewal in Portland."
37. *The Pacific Northwest . . . Economic Growth in a Quality Environment*. Battelle Memorial Institute Columbus Laboratories, Columbus, Ohio. December 1967, p. 15.
38. No one contended that PSU should usurp disciplines already served in the Portland area, i.e., UO medical and health sciences, Lewis and Clark School of Law, or the vocational offerings of the community colleges.
39. Your Committee found some interesting programs in literature about the Boston University Metropolitan College. Other possibilities include the New York School for Social Research, Cincinnati University, and the Carnegie Commission report on higher education.

APPENDIX A — PERSONS INTERVIEWED

E. Dean Anderson, Vice President for University Relations, PSU
Judah Bierman, Professor of English, PSU
Joseph Blumel, President, PSU
Tom Buell, Vice President for Academic Affairs, PSU
Charles W. Bursch, Professor of Education, PSU
Ronald C. Cease, former Dean of Undergraduate Studies, PSU
Howard Cherry, State Representative
C. Girard Davidson, Chairman, Oregon Education Coordinating Commission
Amo DeBernardis, President, Portland Community College
Samuel Diack, then Chairman, Board of Trustees, Oregon Graduate Center
George Diel, Director of Community Services, Oregon State System of Higher Education
Karl Dittmer, Dean, College of Science, PSU
Richard Feeny, then Assistant to Multnomah County Chairman Donald E. Clark
Rick Gustafson, State Representative and Assistant to PSU President Blumel
William H. Hamilton, then Dean, College of Arts & Letters, PSU
Kenneth Harris, then Budget Officer, PSU
Gordon Hearn, then Dean, School of Social Work, PSU
George Hoffman, Dean, School of Social Science, PSU
Freeman Holmer, Office of the Chancellor, State System of Higher Education
Philip Joss, Member, State Board of Higher Education
Mary Kinnick, Associate Director, Planning and Institutional Research, PSU.
Earl L. Klapstein, then President, Mt. Hood Community College
Erwin F. Lange, Asst. Dean, College of Science, PSU
Roy E. Lieuallen, Chancellor, State System of Higher Education
Marc F. Maden, then Member, State Board of Higher Education
Don Mele, then General Manager, Portland Student Services, Inc.
William J. Moshofsky, Vice President, Georgia-Pacific Corp.
John Mosser, then Chairman, State Board of Higher Education
William C. Neland, Director, Physical Plant, PSU
Cynthia Parker, President, Portland Student Services, Inc.
Don Parker, Dean, School of Business, PSU
Leroy R. Pierson, Assoc. Dean for International and Continuing Education, PSU
Watford Reed, Education Editor, *The Oregon Journal*
William C. Scott, Jr., then Executive Assistant to Mayor Neil Goldschmidt
Larry Stoffel, Assistant Plant Engineer, PSU
Douglas C. Strain, President, Electro-Scientific Industries
Fred Waller, then President, PSU Faculty Senate
Edward G. Westerdahl, former member, State Board of Higher Education
Ray O. Wolf, former Dean, School of Education, PSU
Ray Worden, then Editor, *PSU Vanguard*

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APPENDIX C

COMPARISON OF DEGREES — PSU, UO AND OSU

PROGRAMS AND DEGREES (program followed by number offered)

B—Bachelor's
M—Master's
D—Doctorate

P—Preprofessional Program
C—Certificate
CP—Cooperative Program

SUBJECT AREA	PSU	UO	OSU	SUBJECT AREA	PSU	UO	OSU
Agriculture & Natural Resources	P-2	0	B-18 M-13 D-13	Health Services	P-8	B-3 P-8	P-8 B-7 M-3 D-3
Architecture	P-3	B-3 M-2	0	Home Economics	P-1	0	B-12 M-6 D-2
Area Studies	C-3	B-2 M-1	B-2 C-1	Law	P-1	P-1 D-1	P-1
Biological Sciences	B-1 M-1	B-1 M-1 D-1	B-6 M-5 D-4	Letters	B-2 M-1	B-7 M-6 D-3	B-3
Business and Management	B-1 M-2 C-1	B-9 M-13 D-7	B-11 M-10	Library Science	0	M-1	0
Communications	B-1 M-1 P-1 C-1	B-10 M-10 D-3	B-2	Mathematics	B-1 M-1	B-1 M-1 D-1	B-1 M-2 D-2
Computer and Information	D-1	B-1 M-1	B-1 M-1 D-1	Military Science	0	2	3
Education	B-20 M-19 C-4	B-25 M-33 D-31 C-2	B-30 M-34 D-32 CP-1	Physical Science	B-4 M-5	B-4 M-4 D-4	B-5 M-8 D-7
Engineering	B-3 M-1 P-1	0	B-13 M-9 D-7	Psychology	B-1 M-1	B-1 M-1 D-1	B-1
Fine and Applied Arts	B-3 M-2 C-1 P-1	B-7 M-7	B-3	Public Affairs & Services	B-2 M-1 C-1	B-5 M-3 D-1	0
Foreign Language	B-4 M-3	B-9 M-8 D-2	B-4	Social Science	B-6 M-6 C-1	B-5 M-6 D-5 C-2	B-5
				Interdisciplinary Studies	B-3 M-4 D-3 C-1	B-2	B-2 M-6 D-5

APPENDIX D
AUTHORIZATION FOR STUDY

As a non-campus public university in a metropolitan environment, Portland State University occupies a unique position in the State system of higher education.

From time to time, the University has established goals. Its last such effort was in 1970 when the report and recommendations of the Commission on Institutional Goals for Portland State University was published.

It seems appropriate the City Club of Portland undertake a study project to determine the existing goals of the University with respect to its role in the community as well as an exploration of community attitudes toward the role Portland State University should play in this community. Essential to such a study project would be an analysis of the financing structure of the University. If, as a non-campus, urban institution, Portland State University's student body and goals have different characteristics from those of other state universities, does the formula for allocating state financial support adequately allow for the differences in characteristics.

It is recommended that the Board of Governors appoint a study committee for the following CHARGE:

"Investigate, analyze and report on the role of Portland State University in the community and make such recommendations as it deems appropriate in order that the community and Portland State University may attain maximum advantage from their association."

In addition to considering idea matter raised in the above discussion, the committee should have discretion to pursue the following matters for comment:

1. The study should commence with a review of the 1970 report and recommendations of the Commission on Institutional Goals to determine to what extent the recommendations made in that report have been followed; to what extent they remain applicable; what new goals should be established; and what specific actions should be taken to attain appropriate goals.
2. In studying community attitudes toward the University you should also explore the attitudes of the Chancellor's office and Board of Higher Education with respect to Portland State University. Is Portland State being treated as a second class citizen by the community and/or the state system's administrative hierarchy?
3. An analysis of the academic program should be included to the extent germane to the issue of the role of the University in the community.
4. A disclosure should be made of any inequities in the existing financing structure together with specific recommendations for remedy.
5. Recommendations should be made with respect to definition of the relationship between Portland State University and other colleges and community colleges and how that relationship may best be developed.
6. Does the financing structure provide Portland State University with the ability to meet its goals?
7. The morale of the University community should be considered.
8. Utilization of physical facilities, including buildings and equipment, and the possible need for more, with respect to the fulfilling of its role should be explored.
9. Examination of space available for expansion of physical facilities.

The report should exclude comment on alternate financing sources or additional financing sources. Further, no consideration should be given to the subject of the type of athletic program the University should underwrite.

The report should be published and submitted within a year from this date.

April 1, 1974