

COMMISSION ON THE FUTURE OF THE UNIVERSITY

Questions for consideration:

1. Appointing Procedure: Advisory Council, Committee on Committees, etc.
2. Large or small
3. Balance among disciplines and professional schools
4. Balance among faculty and administration
5. Student component
6. Desirability of public representation
7. Resources, staffing, etc.

You will find C. Duncan's self-study committee slate attached. Although the idea of a small (possibly three-man) committee seems attractive at first glance, we both agree that the commission should consist of a minimum of nine members. I feel that thirteen would be preferable in the view of the amount of work there is to be done. The chairman of the commission ought to have release time from teaching; the other members ought to be released from all other committee-service activities.

The Dean of Faculties should be the President's representative in providing the necessary administrative leadership and authority so that the commission can work freely and with the fullest cooperation. There should be specific representation on the commission for 1) graduate education, 2) undergraduate education, 3) research, 4) public service, 5) professional schools, 6) the College of Liberal Arts.

The charge of the commission and other information relative to the charge, are contained in 1) Romney's document of (September 8, 1969) 2) Lallas' memorandum of June 23, 3) OPIR's statement of April 1, 1967. Those materials will constitute an adequate point of origin.

The commission's work will have been substantially facilitated by the Planning Office questionnaire that was distributed to all instructional units during the spring of 1969. All of the replies have been returned and compiled in a three-volume document. We have ten sets and can deposit most of them with the commission. I suggest that a first action for the commission would be to ask each department and college to review its report--and finalize it.

Ralph Miner, a competent research associate in the Office of Planning and Institutional Research can be assigned .5 FTE to the commission through March 31, 1970. .5 FTE of a management analyst can be assigned to the commission as soon as it is ready to begin its work. A substantial portion of Fred Mohr's time can be assigned depending upon the wishes of the commission (Chuck Duncan has severe reservations in this regard that he would want to talk about with you.)

Half-time secretarial service can be provided through OPIR. OPIR can also be used as a clearing house and communications headquarters--thus providing a full reception and telephone service.

Duncan - you see, see if you can

Com on Com - *fun* - lists of -
 - 6 faculty + 3 students = 2 + 1 + 1

Chm: - Nwe - Hally - Scola
 - Patton, Wautherhead - Bernd C
 Goldrich - on com
 SK

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A Statement of Charge

Background Comments

"The state system has probably never faced a need more urgent than that which now confronts it. When the legislative assembly convenes in January 1971, the state system must have in hand a lucid, convincing expression of:

- . what its objectives are
- . where it feels it is in relationship to its objectives
- . where, how fast, and by what means, it would propose to move toward its objectives in the several biennia.

We have roughly 12 months in which to accomplish our task. Working at forced draft we may be able to meet the deadline. If we fail, we face the prospect that legislature will, through its committees, assume the task through committee and legislative action."

We must speak specifically and pointedly to the kinds of questions that have formed the basis of legislative inquiry and in some cases, legislative criticism."

The above statement by Miles Romney, Vice Chancellor for Academic Affairs, to the State Board of Higher Education indicates both the importance and urgency of the task at hand. I concur with his conclusions. In my judgment, the decisions to be made this year will be more significant to the future of the University of Oregon than any of the past four decades--exceeded in importance only by the original allocation of functions in 1932.

We would, of course, agree that definition of institutional objectives and patterns of operational development for the future is an endeavor to which the University community should properly give continuing effort and attention. It would have been most desirable ~~otherwise~~, had we been allowed to proceed at our own initiative and at our own pace, rather than having to respond to external events. Yet, it must be acknowledged that institutions tend to be slow about these matters: they do not readily, of their

own volition, marshal the resources and energy necessary for a full "self-study".

I am of the impression that faculty members have been concerned for several years about the "direction" in which the University is going, the matter of its ultimate size and student mix, and its patterns--or lack of systematic patterns thereof--for allocation of resources: that faculty have increasingly wanted to direct careful and studied attention to the future of this University. Thus, the present study is timely; it responds to a need that is strongly felt by members of the University community; it may fill a significant gap in our relations with the legislature and the public that can result in greater support by the public in the future. I believe we have everything to gain by extending the best efforts of which we are capable in this endeavor.

Charge to the Commission

The basic charge to this Commission, therefore, is to develop an adequate statement on the future of the University in reply to the mandate of the Legislature. Obviously such a statement will include matters of educational philosophy and general statements of objectives: it cannot, however, stop there. Philosophy and objectives must be extended into specifically, detailed patterns of operation and development regarding a wide range of institutional matters. Essentially, your work will constitute a "master plan" for the next decade.

Coryollary to the charge stated above, and of equal significance in my judgment, the work of this Commission ought to provide a baseline for continuing self-examination and analysis by the University community in the future--to be the catalytic agent for continuing efforts toward self-improvement and relevant innovation. The activities of the year, and the framing of the final document will, I hope, be such that the legislature's need for specific operational guidelines will be met; and the University community will be provided with a springboard for a continuing action. Your report should be completed in time for faculty discussion in the Spring of 1970 with the expectation of completing the final version during the Summer.

Comments on Procedures

I suggest as an initial part of your procedure that you identify significant "entities" within the University and request that they organize themselves immediately to provide the Commission with relevant information. For example, coherent statements should be provided to you on such matters as graduate education, undergraduate education, research, public service, professional schools, the College of Liberal Arts, the University's housing program, University resources, priori-

ties and budget allocations, patterns of student life, etc. You may find that establishment of relevant task forces will be a desirable procedure to initiate: there may be other ways of obtaining the information that you will need. Dean Duncan will, I am sure, assist greatly in facilitating your work.

Although there is much to be done, a good start has already been made. The October 1969 statement of the Office of Academic Affairs has provided an excellent description of matters to be studied--a definition of much of your agenda. In view of the detail to be found in that paper, will not, in this statement, further define specific matters to be examined. As you may know, during the Spring of 1969, the Office of Planning and Institutional Research distributed a comprehensive questionnaire on the future of the University to all instructional units. All of the replies have been returned and compiled in a three volume document. The Office has ten sets and can deposit most of them with the Commission. I suggest, as an early action for the Commission, that each department and college be asked to review its report--and finalize it.

A document which will be of much use to you is the Post-high School Study for Oregon written by the Council of Presidents under the direction of Miles Romney. It was intended as a background document for the establishment of a State System educational plan. Although it was completed several years ago it will be invaluable to your efforts.

As a first step in your examination, I ask that you review (1) the present statement of University Objectives (accepted by the University Faculty in 1964) and (2) the role of the University in the State System with particular reference to curricular allocations among institutions. The Statements of Objectives of the State System and of the other institutions will also be relevant in this regard. The existing statements are available for your review: The Board's Office will shortly distribute a revision of its guidelines for your further review.

I am providing the following resources for you. Ralph Miner, Research Associate in the Office of Planning and Institutional Research can be assigned .5 FTE to the Commission through March 31, 1970--and will be replaced at that time. .5 FTE of a management analyst (OPIR) can be assigned to the Commission as soon as it is ready to begin its work. A part-time secretary for the Commission can be located in Dean Duncan's office (or OPIR). His office can also be used as a clearing house and communications headquarters--thus providing a full reception and telephone service.

(Comment on release time for Chairman from instruction-research duties, and release of other members from other University committee-service activities).