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New entrance standards allow higher expectations

By Sandy Johnstone
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Professors will expect more from entry-level students when new admissions standards go into effect, says Jim Buch, admissions director. The State Board of Higher Education approved higher standards for entering freshman starting in 1985.

"Instructors have a dilemma," says Buch. "There are the students who took advantage of high school and took all the prep classes and the students who coasted on by. The new requirements are a narrowing of the gaps between the two."

The new standards require four years of English, three years of math, three years of social studies, two years of science and two years of other college preparatory work.

Acting on strong recommendations from Chancellor Bud Davis, the state board approved the standards at its Friday meeting in La Grande.

Most students currently attending the University meet the requirements, says Buch. In a study during fall term, the admissions office found about 80 percent of current students would have met the requirement.

The implementation date for the new entrance requirements has caused some controversy. The state board set the date at fall 1985, but the Board of Education and the Educational Coordinating Commission have indicated they prefer a more gradual implementation beginning in 1986.

Buch says the earlier date will present few adjustment problems for the University admissions office.

"I think there is adequate lead time for all students to adjust their schedules to meet the requirements," says Buch.

Exceptions are available for students who are attending schools unable to offer all of the necessary classes, says Buch. Those schools, however, are expected to conform to the new standards by 1987.

Transfer students currently need to have taken at least 15 hours and maintained a 2.0 grade point average to gain admittance.

However, the GPA requirement may be raised to 2.5 and the number of credits may increase to 24, says Buch. No decision has been made about those changes.

When the requirements were proposed in the fall, an interinstitutional committee discussed how to make the transition to the new admissions standards, Buch says.

High schools will identify college prep courses, Buch says. He says the admissions staff will have more difficulty identifying courses in out-of-state schools but will "gear up" to identify college preparatory courses in about 200 out-of-state schools.

The records office also will send a survey form out to the high school in September to get information about college prep courses.

Although the University will make some exceptions, such as for older students returning to school, Buch says the University will stick closely to the new standards.

"If we have the requirements, then by golly, we will be serious about it," says Buch.

Students fuel economy, according to report

By Sandy Johnstone
Of the Emerald

About \$150 million is funneled into the Eugene/Springfield economy through University and student spending, according to a recent report issued by the Office of University Relations detailing the economic impact of the University.

University students spend about \$48.2 million for food, clothing, books, entertainment, personal living expenses and off-campus housing, according to the report. Approximately 12,000 of the 15,500 University students live off-campus.

The operating expenses of the University, including payroll, exceed \$101 million, says the report. The payroll in November 1981 for 5,900 full-time and part-time employees was \$56.7 million, the largest in Lane County.

In addition, Eugene receives about \$575,000 in state per capita gasoline, cigarette and liquor taxes because of the number of students, faculty and staff living in the city, says the report.

"Most people don't think about the economic impact," says Barbara Edwards, acting vice president for University relations. "It brings an incredible amount of money into the area that would not be here without the University."

The report also tells some of the advantages of having the University in the community, says Edwards.

For example, the University plays a major role in tourism by hosting

cultural events, athletic activities and conferences.

In the summer of 1984, some 10,000 people are expected to attend the International Society of Music Education, hosted by the music school, and the Olympic Scientific Congress, hosted by the human development and performance college, according to the report.

"In addition to plowing dollars directly into the economy, the University is an active partner in current economic development efforts in the metropolitan area and region," says Charlene Curry, University legislative relations director.

She points out that the University is involved with the Joint Committee on Economic Diversification, the Business Assistance Team, the Southern Willamette Research Corridor, and the Oregon Pacific Economic Development Corp.

The report also says the high caliber of University research is expected to be important in the city's economic diversification effort, bringing in about \$18.9 million in grants and contracts during 1981-82.

"University faculty are engaged in scientific research of interest to high technology firms, including work with lasers, the genetic code, cell biology and materials that may be used to build faster computers," says the report.

Moonlighting professors explain two-job life

By Joan Herman
Of the Emerald

The sentimental image of a cabbie driving through dark city streets to earn a few extra bucks doesn't quite fit the University's "moonlighting" professors.

For one, most professors earn much more than the New York cabbie's two-bit tip. But like the stereotypical moonlighting American, they are driving their own businesses as well as

holding down full or part-time faculty positions on campus.

Many moonlighting professors earn extra income from the business sector. About 20 business college professors do everything from advising large corporations on marketing strategies to arbitrating industrial labor disputes.

And some have their own consulting businesses. James Reinmuth, dean of the business college, is also president of Rubicon Asset Management Corp., an investment advisory service that offers financial counseling for both personal and business investments.

"Since we are business professors, (the business world) is our laboratory," he says.

Reinmuth also does "lots of free consulting" and occasionally leads seminars in management training.

The business world also offers him a breath of fresh air from the University's financial woes. "It's simply nice to have a change from the bureaucratic environment of the University," Reinmuth says.

"The outside world is a relief valve" from constantly hearing about poor funding, he says. Reinmuth gets the best of both worlds as company president and University dean, but if he had to choose between the two, he says he'd take the latter.

"I have too much heart and soul in this place," says Reinmuth, who has worked at the school for 17 years. The University working environment allows

him the freedom to "dabble in other interests."

For their dabbling, business professors sometimes earn an extra \$10,000 to \$20,000 yearly. It also gives them much needed visibility within the state's business community.

On a shelf behind his desk, Reinmuth has a file crammed with note cards. They represent many of the business contacts Reinmuth has made over the years. These contacts often invest in the University's future.

So the University — as well as Reinmuth — profits from his lucrative dabbings.

Other professors say their "real world" experiences enhance their classroom effectiveness.

Psychology Prof. Stephen Johnson offers graduate students in his practicum course insights about psychotherapy gleaned from his own practice.

"I think I am a much better teacher of psychotherapy than if I hadn't done it (started his own practice)," says Johnson, who has taught at the University for 15 years.

Three years ago, feeling burned out from the "extremely demanding" psychotherapy research he was conducting on families, Johnson made the transition from full-time academician to part-time professor and psychotherapist.

But not without much soul-searching and a "few years of



Psychology Prof. Steve Johnson

depression."

"The doctrine of academia is that the right, moral, noble thing to do is systematic research because you affect more people," he says. "Being in private practice, making money, charging fees and writing popular books has a taint of materialism."

He has authored a self-help book for newly divorced people, "First Person Singular: Living the Good Life Alone."

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Business school Dean James Reinmuth