

**REPORT OF THE COMMISSION TO PLAN FOR THE
ESTABLISHMENT OF A PROPOSED STATE-SUPPORTED
UNIVERSITY IN THE RICHMOND METROPOLITAN AREA**



SENATE DOCUMENT NO. 14

COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
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REPORT OF THE COMMISSION
TO PLAN FOR THE ESTABLISHMENT OF A
PROPOSED STATE-SUPPORTED UNIVERSITY
IN THE RICHMOND METROPOLITAN AREA

Richmond, Virginia
November, 1967

to:

HONORABLE MILLS E. GODWIN, JR., *Governor of Virginia*

and

THE GENERAL ASSEMBLY OF VIRGINIA

Pursuant to the provisions of Senate Joint Resolution No. 63 of the 1966 session of the General Assembly of Virginia, I am pleased to transmit herewith the report of the Commission.

I am further pleased to state that the report has the unanimous endorsement of the Commission.

It is the hope of the Commission that its work may contribute to the further advancement of higher education in the Commonwealth.

Respectfully submitted,

/s/ Edward A. Wayne

Edward A. Wayne

Chairman of the Commission

PART 1.

INTRODUCTION

The 1966 Session of the General Assembly of Virginia, in Senate Joint Resolution No. 63, made provision for the creation of a commission to plan for the establishment of a proposed State-supported university in the Richmond Metropolitan Area, and gave directions for its work in the following terms :

SENATE JOINT RESOLUTION NO. 63

Creating a commission to plan for the establishment of a proposed State-supported university in the Richmond metropolitan area.

Agreed to by the Senate, March 5, 1966

Agreed to by the House of Delegates, March 11, 1966

Whereas, the Higher Education Study Commission, in its Report of December nineteen hundred sixty-five to the Governor and General Assembly of Virginia, recommended that steps be taken at an early date to plan for the establishment of a proposed State-supported university in the Richmond metropolitan area; and

Whereas, the Commission expressed the view that there is needed in the Richmond area a "bold new development with the establishment of a major university under State control" with "a substantial graduate school, which would offer a fairly wide range of subjects leading to the master's and the doctor's degree"; and

Whereas, said Commission further recommended that consideration be given to the utilization of Richmond Professional Institute and the Medical College of Virginia as parts of such university; now, therefore, be it

Resolved by the Senate of Virginia, the House of Delegates concurring, That the Governor shall appoint a Commission consisting of fifteen members from the State at large, one of whom shall be designated by the Governor as Chairman of the Commission. The Commission is directed to undertake a comprehensive study of the proposal to create a major new university in the Richmond metropolitan area, including the utilization of the Medical College of Virginia and Richmond Professional Institute as parts thereof, and a long-range plan of objectives, needs and resources for such a university, and the name therefor.

The Director and staff of the State Council of Higher Education shall serve as the secretariat of the Commission. In addition, the Commission may employ such professional or technical consultants as may be necessary to complete its study.

The Commission may also seek the guidance of the governing boards and administrative officials of public and private institutions of higher learning in the Commonwealth and public and private secondary schools in the city of Richmond and counties adjacent thereto, appropriate State and city officials, and representatives of Virginia business, industry and professions.

The Commission may accept and expend gifts, grants, and donations from any or all sources or persons for the purpose of carrying out its study, including such appropriations as may be made to it by law.

All agencies of the State, educational and otherwise, shall cooperate with the Commission in the study.

The Commission shall conclude the study and make its report to the Governor and the General Assembly not later than October one, nineteen hundred sixty-seven.

The above resolution indicates clearly the purpose and scope of the inquiry assigned to this Commission.

To facilitate its work, the General Assembly authorized the employment of professional and technical consultants. This provision provided a clear and logical first step by which the Commission could address itself to the task at hand. After considering several possibilities, the Commission approached Dr. Paul R. Anderson, then Vice President for Academic Affairs (now President) of Temple University, Philadelphia, Pennsylvania. Dr. Anderson agreed to head a team of three consultants to the Commission. Associated with Dr. Anderson was L. E. Burney, M.D., Vice President for Health Sciences at Temple University and former Surgeon General of the United States Public Health Service. (The Commission is indebted to Dr. Burney for his "Rationale for the Association of a Medical College with a University Complex" which appears as Appendix B). The third member of the team was Dr. Edwin P. Adkins, Director, Office of Research and Program Development, also of Temple University.¹

The broad and diverse background of these consultants and their direct administrative experience with a comprehensive university located in an urban area made their services invaluable to the Commission. They alerted the Commission to potential problems and they projected creative and dynamic ideas and suggestions for the Commission's consideration.

The Commission organized itself into a series of subcommittees. One subcommittee, under the chairmanship of Dr. Franklin J. Gayles, with Dr. J. D. Hagood, Mr. D. French Slaughter, Jr., and Dr. H. I. Willett as members, was asked to make a complete survey of the baccalaureate, master's and doctor's programs currently available within the Richmond Metropolitan Area, including offerings of both public and private institutions. Another subcommittee under the chairmanship of Dr. G. John Coli, with Messrs. J. Sargeant Reynolds and Frederic H. Cox as members, was asked to make a survey of the business, professional, governmental and cultural groups of the community in order to compile a consensus of the known educational needs of the area, with particular attention to the establishment of priorities of need. A third subcommittee under Mr. Eppa Hunton, IV, with Mrs. Eleanor P. Sheppard and Mr. G. William Norris as members, was asked to make or have made an engineering appraisal of the physical facilities now available at Medical College of Virginia and Richmond

¹ Detailed biographical information concerning the consultants appears in the Appendix. It seems appropriate to recite in brief several of the reasons which led the Commission to Temple University in search of consultants. In the first place, Temple is a multi-campus university, located in an urban environment. Second, its development represents a response to community needs for advanced education with programs scheduled to permit the combination of full-time employment and part-time education. The Commission observed with great interest the striking similarity of this aspect of Temple with one of the institutions directly involved in its study, i.e., Richmond Professional Institute. Third, Temple includes within its complex a Health Sciences Division, with a large hospital and variety of out-patient clinics.

Professional Institute, to estimate the prospective life and usefulness of these facilities, to review and appraise campus sites proposed by the respective political units in the Richmond Metropolitan Area, and to recommend to the full Commission such site or sites which, in their judgment, appeared most feasible to conform to the projected needs of the proposed university. Finally, an Executive Committee consisting of Chairman Wayne, Vice Chairman Lloyd C. Bird, Messrs. Joseph C. Carter, Jr., Stuart Shumate, and William H. Trapnell, was named and charged with the responsibility of working on a continuing basis with the consultants and Secretariat, to coordinate the work and reports of the several subcommittees, and to prepare in draft form the various sections of the report for presentation to and consideration by the full Commission.

The Commission would be remiss if it did not express its debt of gratitude to the administrative officers, as well as their staff associates, from the private institutions of higher education now serving the Richmond Metropolitan Area, i.e., Presbyterian School of Christian Education, Randolph-Macon College, Union Theological Seminary, University of Richmond, and Virginia Union University. All of these institutions, and more particularly their presidents, have met with the Commission frequently and have freely made their records and plans available, thus making possible the development of a comprehensive picture of the present and projected higher education programs which are or will become available so that, in projecting a long-range plan of objectives and needs of the new university, the Commission could avoid unwarranted duplication of effort and consequent waste of resources. The boards of visitors, administrative officers, deans and directors, and in fact the total staffs of the Medical College of Virginia and the Richmond Professional Institute, have furnished this Commission with the most complete cooperation imaginable. To ask was to receive, and more often than not, requests were anticipated by these institutions, thus making the Commission's task a most rewarding experience.

The appreciation of the Commission is extended to the officials of Chesterfield, Hanover, and Henrico Counties and the City of Richmond who provided the Commission with comprehensive data relative to available sites for the University in each of their jurisdictions. The willingness of these individuals to give of their time to conduct site visitations for the Commission's Site Committee is further testimony of their assistance.

Also, the Commission wishes to acknowledge the guidance and counsel obtained from Dr. Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools. Through his kind offices, the Council of the Commission on Colleges of the Southern Association of Colleges and Schools reviewed the possibility of the development of the university complex as one institution in Richmond to include at the outset Richmond Professional Institute and the Medical College of Virginia. At its summer meeting on June 19, 1967, the Council said that it "would not permit accreditation to delay such progress, especially since the State will be building on two accredited colleges of high standards." In effect, the Council has ruled that "accreditation of the university complex under a new name" will be simply a continuation of the accredited status of the existing institutions.

The Commission is especially grateful for the provision of the resolution under which the Director and staff of the State Council of Higher Education for Virginia were named to serve as the Secretariat of the Commission. Without the untiring efforts and highly professional qualifications of this group, the Commission would have found it difficult, if not

impossible, to complete the task assigned to it. It would be rank ingratitude if the tremendous contribution made by this highly qualified Secretariat were not acknowledged.

Finally, the Commission expresses its sincere gratitude to the many citizens in the Richmond Metropolitan Area and throughout the State who shared with the Commission their ideas, suggestions and opinions concerning the establishment of a new university.

The report of the Commission and its recommendations are presented to the Governor of Virginia and the members of the General Assembly, in the hope and expectation that the adoption of these recommendations will enhance significantly the quantity and quality of higher education opportunities in the Richmond Metropolitan Area and in the State at large.

Finally, the Commission fully realizes that a university is a living, evolving institution which must continually review its role if it is to serve effectively the society of which it is a part. It would be presumptuous for this Commission to attempt to define the future scope of the new university. That privilege and responsibility belongs properly to the Board of Visitors of the institution. It is our hope that nothing in this report will restrict or impede, either now or in the future, the "bold new development" we foresee.

PART II

COMMISSION RECOMMENDATIONS

1. The Commission recommends the establishment, effective July 1, 1968, of an urban-oriented state university in Richmond to embrace and build upon the Medical College of Virginia and the Richmond Professional Institute, all of whose real estate and personal property shall be transferred to and placed under the control of the new university as of July 1, 1968.

2. The Commission recommends that the new university be named VIRGINIA COMMONWEALTH UNIVERSITY.

3. The Commission recommends that the University be developed initially as a dual-campus institution, consisting of the present Richmond Professional Institute properties and such additional land in the area south of Richmond Professional Institute as may be needed, and a Health Sciences Division campus on the present site of the Medical College of Virginia.

4. The Commission recommends that the Board of Visitors for the University be composed of fifteen (15) members, appointed by the Governor subject to confirmation by the General Assembly, with the initial composition of the Board to include four members selected from the existing Board of Visitors of the Medical College of Virginia, four members from the existing Board of Visitors of the Richmond Professional Institute, and seven members without prior service on either of these boards.

It is recommended that the initial terms of appointment to the Board be staggered, five members being appointed for two year terms, five members for three year terms, and five members for four year terms. All subsequent terms of appointment should be for four years and no person should be eligible to serve more than two successive full four year terms.

It is further recommended that the Governor be authorized to appoint the Board of Visitors at his convenience after enactment of the legislation

establishing the University and that the Board be empowered to meet, organize and conduct such preliminary business prior to July 1, 1968 as it determines necessary to effect the establishment of the University on July 1, 1968.

5. The Commission recommends that the existing membership of the Board of Visitors of the Medical College of Virginia and the Richmond Professional Institute, with the exception of those members named to the University Board, be designated as Advisory Boards to the Board of Visitors of the University for the 1968-70 biennium, to assist in such transitional matters as may be requested.

6. The Commission recommends that the University have a President who shall be the administrative head of the entire University; that there be a chief administrative officer for the Health Sciences Division of the University who will report directly to the President; that there be a chief administrative officer for the academic affairs of the University other than those of the Health Sciences Division, who will report directly to the President; and that the Board of Visitors establish the remaining administrative structure which it deems necessary for the University.

7. The Commission recommends, consistent with its charge to consider for the University "a long-range plan of objectives, needs and resources", that the Board of Visitors of the University give priority to the development of quality undergraduate programs in the liberal arts and sciences and substantial graduate offerings in the physical and behavioral sciences, professional education, and urban studies.

8. The Commission recommends that the funds appropriated for the 1968-70 maintenance and operation and capital outlay of the Medical College of Virginia and the Richmond Professional Institute be appropriated to the University.

The Commission further recommends that the 1968 General Assembly appropriate an additional sum of three hundred thousand dollars to the University for use during the 1968-70 biennium to finance the development and/or expansion of selected undergraduate and graduate programs, to provide for administrative staff for the University, to support a professional study of long-range library needs, resources and facilities sufficient for an urban university, to develop a comprehensive and detailed University Master Plan including site expansion priorities and utilization, and for other related uses.

The Commission also recommends that the 1968 General Assembly appropriate an additional one million dollars to the University for use during the 1968-70 biennium in the acquisition of properties and the planning and construction of facilities as may be approved by the Governor.

PART III

DELINEATION OF RECOMMENDATIONS

1. *The Commission recommends the establishment, effective July 1, 1968, of an urban-oriented state university in Richmond to embrace and build upon the Medical College of Virginia and the Richmond Professional Institute, all of whose real estate and personal property shall be transferred to and placed under the control of the new university as of July 1, 1968.*

The Richmond Metropolitan Area numbers within its environs eight institutions of higher education, three under state auspices and five under

private control. Only two of these institutions offer both undergraduate and graduate programs in a number of fields; and at the doctoral (Ph. D.) level, only programs in theology and in biological and medical sciences are available.

In addition to an increase in the number of opportunities, a new focus in higher education is needed. It is now apparent that the conditions prevailing in urban centers embody many of our most critical national, state and local problems. It is equally apparent that Virginia currently has no institution of higher education, privately or state controlled, with a primary orientation toward these pressing concerns. Rarely has any university been accorded a more timely opportunity to confront on an intellectual and practical level the social environment which surrounds it. Rarely has so challenging an opportunity to combine the free pursuit of knowledge in its own right with the ready availability of that knowledge for the enlightenment and enrichment of the larger community of which it is a part been presented to an institution of higher education.

An urban-oriented university is unique in that its basic philosophy concentrates on meeting the needs of an urban population living and working in an urban environment. The city is truly its living laboratory.

The urban environment offers the university great resources. Concurrently, the urban university has an obligation to participate in the solution of urban problems. The urban-oriented university envisioned for the Richmond Metropolitan Area should have these aspirations: to relate itself to the community without becoming overwhelmed by it; and to participate in the solution of existing problems without being absorbed by them.

2. The Commission recommends that the new university be named VIRGINIA COMMONWEALTH UNIVERSITY.

The Commission devoted considerable time to the selection of a name for the new university. Suggestions were freely offered the Commission from many sources, and each was carefully considered. From the names remaining after eliminating those in conflict with existing institutions, and those only remotely related to the heritage or geography of the area, the name "Virginia Commonwealth University" received the endorsement of the majority of the Commission. This name relates the University to the Commonwealth as a whole and also identifies Virginia as the specific commonwealth involved.

3. The Commission recommends that the University be developed initially as a dual-campus institution, consisting of the present Richmond Professional Institute properties and such additional land in the area south of Richmond Professional Institute as may be needed, and a Health Sciences Division campus on the present site of the Medical College of Virginia.

The one fundamental consideration overriding all others in the recommendation of a site by the Commission is its concept of the basic purpose of the University to be established. In the thinking of the Commission, the difference between the proposed new university and existing institutions of higher education in Virginia is related directly to the new university's urban-oriented characteristics. In order to achieve this basic orientation, the Commission concluded that the University needed to be located in an urban environment. It concluded that such a location was essential to the realization of the bold, new urban orientation which must characterize the University. With utmost respect for

appreciation of the existing structure of higher education in Virginia, the Commission agreed that a new and different type of higher education institution is needed, in order that the Commonwealth may address itself successfully to the pressing problems of rapid urbanization. The Commission believes that this point deserves primary emphasis and its recommendation reflects that conclusion.

Accessibility to the population to be served, the stage of development of the prospective site, and proximity to the other unit of the University were also important considerations.

Other matters of considerable significance relate to administrative efficiency, academic interrelationships between the present units and with other institutions, the movement of students and faculty between units work-study assignments, and other projects, all of which point to the same conclusion.

The scope of the ultimate development of the University must be determined by the Board of Visitors, in cooperation with the State Council of Higher Education and other appropriate State authorities. It is, therefore, recommended that the Board of Visitors, in developing its definitions of the University's role in higher education in Virginia, move as promptly as possible toward a long-range master plan which can identify any further campus needs in the Richmond area.

4. The Commission recommends that the Board of Visitors for the University be composed of fifteen (15) members, appointed by the Governor subject to confirmation by the General Assembly, with the initial composition of the Board to include four members selected from the existing Board of Visitors of the Medical College of Virginia, four members from the existing Board of Visitors of the Richmond Professional Institute, and seven members without prior service on either of these Boards.

It is recommended that the initial terms of appointment to the Board be staggered, five members being appointed for two year terms, five members for three year terms, and five members for four year terms. All subsequent terms of appointment should be for four years and no person should be eligible to serve more than two successive full four year terms.

It is further recommended that the Governor be authorized to appoint the Board of Visitors at his convenience after enactment of the legislation establishing the University and that the Board be empowered to meet, organize and conduct such preliminary business prior to July 1, 1968 as it determines necessary to effect the establishment of the University on July 1, 1968.

The success of any higher education institution is in large measure determined by the actions of its policy-making body. In Virginia, these statutory bodies are known as Boards of Visitors.

Throughout the nation today, the governance of higher education institutions is confronted with challenges on all sides. Students, faculty, non-professional employees, parents and citizens generally are prone to register their reactions vocally and sometimes violently whenever they consider institutional policies to be ill-founded or unilaterally developed.

The Board of Visitors of Virginia Commonwealth University will face especially challenging responsibilities as it guides the evolution of a bold, new higher education institution by blending appropriate elements of two existing institutions with totally new components. In view of the scope and uniqueness of the Board of Visitor's activities in assimilating per-

sonnel and traditions of two institutions into a functionally new university, the Commission recommends a Board of fifteen members.

The Commission is strongly of the opinion that the ideal composition of the initial Board of Visitors for the University should include persons acquainted with the operations and background of the Medical College of Virginia and the Richmond Professional Institute, as well as persons without a previous affiliation with either institution. What is needed is a proper mixture of experienced and new board members. It would be tragic, indeed, if the Board of Visitors failed to accomplish the true urban-oriented mission of the University because of a reluctance to deviate from policies which worked well in other educational institutions in other periods. At the same time, it would be equally unfortunate for the Board to be without or to ignore the valuable experience and background derived from governing the successful operation of other institutions. The Commission is convinced that the proper composition of the Board should include four members from each of the present Boards of the Medical College of Virginia and the Richmond Professional Institute, and seven members without prior experience on either of these Boards.

Staggered initial terms of appointment are recommended to provide sufficient continuity of Board membership to generate effective, long-range institutional planning.

The volume of work necessary to create a functioning university on July 1, 1968 makes it imperative that a Board of Visitors be appointed as early as possible after the enactment of the recommended legislation. It is important that the Board be empowered to function immediately after its appointment, even though it is recognized that its actions must be of a preliminary and unofficial nature.

5. The Commission recommends that the existing membership of the Board of Visitors of the Medical College of Virginia and the Richmond Professional Institute, with exception of those members named to the University Board, be designated as Advisory Boards to the Board of Visitors of the University for the 1968-70 biennium, to assist in such transitional matters as may be requested.

Enactment of legislation establishing Virginia Commonwealth University will be only a significant first step in the creation of a major new State university. The toil and dedicated service of many groups and individuals will be a second essential to the successful development of the University. Good planning dictates that two groups with outstanding qualifications to assist the University Board of Visitors during the 1968-70 development phase of the institution should be formally designated as advisory bodies to the new Board. These two groups are the outgoing Boards of Visitors of the Medical College of Virginia and the Richmond Professional Institute.

Providing a means whereby the new University Board may benefit from the ideas, experience and rich background of these former institutional boards is important for a number of reasons. Many of the initial developmental tasks which will require the attention of the University Board will relate to prior decisions and actions taken by the Medical College of Virginia and Richmond Professional Institute. Matters relating to construction contracts, building designs and plans in progress, institutional programs under development, official and unofficial institutional-community relations, alumni affairs, and foundation, Federal Government and endowment commitments are typical of the business responsibilities of the former institutions which must be assumed by the new Board. It

follows that the most definitive advisory assistance on these matters should be available from the former policy makers of these institutions.

In addition, the University Board will, from time to time, wish to discuss informally and obtain reactions to its preliminary analyses and tentative positions on certain issues with persons sensitive to the higher education climate and qualified to provide meaningful reactions. The availability of the former Boards to provide this advisory function could be especially beneficial. Surely, no persons will be more desirous of promoting the success of the new university than those who have served the institutions upon which the University is founded.

6. The Commission recommends that the University have a President who shall be the administrative head of the entire University; that there be a chief administrative officer for the Health Sciences Division of the University who will report directly to the President; that there be a chief administrative officer for the academic affairs of the University other than those of the Health Sciences Division, who will report directly to the President; and that the Board of Visitors establish the remaining administrative structure which it deems necessary for the University.

An urban-oriented university of the type proposed must have vigorous and effective leadership. Its President, the one man most responsible for guiding its destiny and development as an outstanding urban institution, must bring, in addition to demonstrated competence in the administration of higher education, a strong commitment, broad knowledge, and familiarity with the philosophy, characteristics and operational patterns of urban universities.

Given its historical development, location, and the highly specialized nature of its academic endeavors, the Health Sciences Division of the University should have a chief administrative officer. This educator and administrator, responsible to the President of the University, should work with other officers of the University to coordinate health sciences offerings with programs and opportunities in the other divisions of the institution, and further enhance the acknowledged excellence of its existing programs for the benefit of both scholar and practitioner.

To provide leadership for academic affairs in all other divisions of the University, the Commission recommends the appointment of a chief administrative officer, a man whose scholarly and administrative abilities are of sufficient magnitude to merit the respect of the University community. Responsible directly to the President, this educational officer should also possess the vision and imagination to guide the development of quality programs in areas uniquely related to the urban environment as well as in the traditional disciplines.

Having acquired a President for the University and two chief administrative officers for its principal divisions, the Board of Visitors should work closely with these officers to develop an organizational pattern for the University that builds on the best experience nationally, yet recognizes its unique opportunities to serve local, state and national needs.

7. The Commission recommends, consistent with its charge to consider for the University "a long-range plan of objectives, needs and resources", that the Board of Visitors of the University give priority to the development of quality undergraduate programs in the liberal arts and sciences and substantial graduate offerings in the physical and behavioral sciences, professional education, and urban studies.

Immediate attention in the development of the academic side of the University should be given to quality undergraduate programs in the liberal arts and sciences. Any comprehensive university must have as its core strong offerings in the liberal arts and sciences, since other programs depend on and derive strength from these basic academic disciplines. In the selection of faculty and staff for all programs, special attention should be given to their interests and qualifications in relation to the urban orientation of the University.

It is no secret that the Richmond Metropolitan Area has a critical need for graduate programs, particularly in the physical and behavioral sciences and in professional education. These and other advanced programs in the performing and applied arts, the communications media, and state and municipal government were identified by many individuals and groups as being sorely needed to upgrade the economic, physical and social well-being of the area and its citizens. In the developing of graduate programs in particular, every effort should be made to structure and schedule these offerings so as to meet the pressing needs of those living and working in the area within reasonable commuting distance of the new university. The industrial plants, especially those with substantial research divisions now located in the area, plus large government installations within commuting distance, have all indicated a sense of urgent need for such offerings. Therefore, high priority should be given to the elimination of this deficiency, recognizing that "Graduate work should not be undertaken unless the academic integrity of the undergraduate program can be maintained and financial support for superimposed graduate studies is unusually strong" (Southern Association of Colleges and Schools).

8. *The Commission recommends that the funds appropriated for the 1968-70 maintenance and operation and capital outlay of the Medical College of Virginia and the Richmond Professional Institute be appropriated to the University.*

The Commission further recommends that the 1968 General Assembly appropriate an additional sum of three hundred thousand dollars to the University for use during the 1968-70 biennium to finance the development and/or expansion of selected undergraduate and graduate programs, to provide for administrative staff for the University, to support a professional study of long-range library needs, resources and facilities sufficient for an urban university, to develop a comprehensive and detailed University Master Plan including site expansion priorities and utilization, and for other related uses.

The Commission also recommends that the 1968 General Assembly appropriate an additional one million dollars to the University for use during the 1968-70 biennium in the acquisition of properties and the planning and construction of facilities as may be approved by the Governor.

The development and operation of a university requires substantial financial support. A university is a complex enterprise, and like any major business, sound and adequate financing is essential for an efficient and productive operation. Just as poor business principles cannot be condoned in the ongoing activities of a higher education institution, neither is it possible to create and maintain an institution worthy of the "university" designation without a sufficient financial base. Imaginative and creative planning and the dedicated commitment of all parties, though essential, are not a substitute for adequate appropriations and funding.

Providing the University with funds appropriated for the Medical College of Virginia and the Richmond Professional Institute will insure

the continued operation of the ongoing programs and activities of these institutions. For the University to develop according to the philosophy and mission recommended by the Commission, substantial additional funds are needed for immediate new purposes.

A university administrative staff of adequate size and of the highest quality must be procured, an immediate investment must be made toward the determination of essential library needs and resources to support a university, and a broad, long-range University Master Plan must be developed. In addition, planning for a limited number of new and expanded undergraduate and graduate programs must be initiated immediately if these programs are to become operational in the Richmond Metropolitan Area within the next several years. To meet these priority needs, the Commission recommends a supplementary operational appropriation to the University of \$300,000 for the 1968-70 biennium.

In recommending that additional campus facilities of the University be developed on properties adjacent to the present Richmond Professional Institute site, the Commission is cognizant of the necessity for early acquisition of certain properties. The precise rate of development and site plan must be determined by the new Board of Visitors. In order, however, that this Board may proceed with dispatch in creating a university complex, it must have funds to acquire properties during the next two years. The Commission recommends an additional appropriation of \$1,000,000 to be used for this purpose as approved by the Governor.

PART IV

BACKGROUND ANALYSES AND FINDINGS

A. *Higher Education in the Richmond Metropolitan Area— The Current Picture*

1. Demographic Characteristics of the Area

An understanding of certain demographic characteristics of the Richmond Metropolitan Area is essential to the evaluation of existing higher educational opportunities and the subsequent formulation of recommendations for the future development of expanded opportunities. Demographic data with direct implications for higher educational planning are the following: (1) geography, (2) population, (3) college-age population, (4) educational attainment, and (5) employment.

Geography of the Area

The Standard Metropolitan Statistical Area (SMSA) for the Richmond Metropolitan Area is defined by the U. S. Bureau of the Census as including a total land area of 1,195.7 square miles, which is composed of: the County of Chesterfield, 464.6; the County of Hanover, 464.7; the County of Henrico, 228.7; and the City of Richmond, 37.7.¹

The Richmond Metropolitan Area is located at the center of the "Urban Corridor" which extends southward from Washington, D. C. through the Richmond-Petersburg, Hopewell triangle, and then southeastwardly to Hampton Roads. Approximately 81 per cent of the State's total population increase between 1940 and 1950, and 91 per cent between 1950

¹ U. S. Bureau of the Census: *Area Measurement Reports: Areas of Virginia: 1960* January, 1967.

and 1960, occurred in the "Urban Corridor"² which includes 17 per cent of the State's total land area.³ (Map, figure 1)

From a total of 436,044 in 1960, the population of the Richmond Metropolitan Area increased to 502,407 in 1966. This 15.2 per cent increase can be compared with an increase of 14.7 per cent for the entire State of Virginia for the same period. While the City of Richmond has shown a decline in population during the past six years, Chesterfield, Hanover, and Henrico Counties have grown at rapid rates (see Table I). Of particular interest are the Virginia Employment Commission's projections for the Richmond Metropolitan Area of 550,000 for 1970 and 615,000 for 1975.⁴

TABLE I
POPULATION INCREASES IN VIRGINIA AND
THE RICHMOND SMSA, 1960-66

Geographic Area	Population		Percent Change
	1960	1966	
STATE	3,954,429	4,535,961	14.7
RICHMOND SMSA	436,044	502,407	15.2
Chesterfield County	71,197	99,028	39.1
Hanover County	27,550	33,994	23.4
Henrico County	117,339	151,714	29.3
Richmond City	219,958	217,671	-1.0

SOURCE (partial): Virginia State Division of Planning, *Projections and Economic Base Analysis; Richmond Metropolitan Area*, June, 1967, page 17.

² Virginia Higher Education Study Commission, *Prospective College-Age Population in Virginia, by Subregions, 1960-1985*. (Staff Report No. 1), Richmond, Virginia, 1965, page 6.

³ U. S. Bureau of the Census, *op. cit.*



Virginia Higher Education Study Commission, *op. cit.*, pages 1-3.

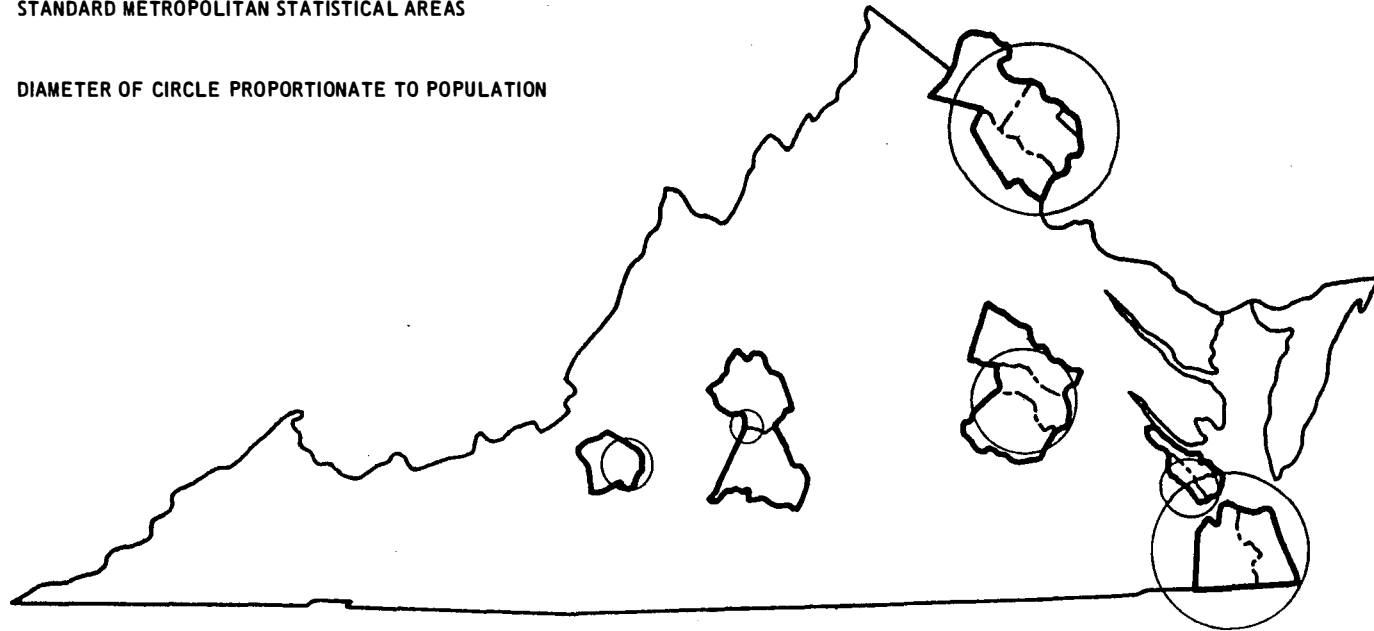
⁴ Virginia Employment Commission, *Manpower and Training Needs Survey of the Richmond Metropolitan Area*, July, 1966, page 2.

METROPOLITAN VIRGINIA 1967

Figure 1

SOURCE: Virginia Metropolitan Areas Study Commission,
Metropolitan Virginia 1967: A Brief Assessment, 1967,
pages 14-16.

-  STANDARD METROPOLITAN STATISTICAL AREAS
-  DIAMETER OF CIRCLE PROPORTIONATE TO POPULATION



NOTE: Standard Metropolitan Statistical Areas as defined by the U. S. Board of the Census are contiguous with county boundaries.

College-Age Population

It has been estimated by the Bureau of Population and Economic Research of the University of Virginia that there will be 37,400 persons ages 18-21 living in the Richmond Metropolitan Area by 1970, with this figure increasing to 47,300 by 1980. While the college-age population of the area in 1967 (34,200) was 11.1 per cent of the number of 18-21 year olds in the State, this percentage is expected to increase as employment opportunities in the area expand with further economic development.⁵

TABLE II
PROJECTIONS OF YOUTH 18-21 YEARS OF AGE IN VIRGINIA
AND THE RICHMOND METROPOLITAN AREA

Year	Chesterfield Co.	Hanover County	Henrico County	City of Richmond	Richmond Metropolitan Area	State	Index of Change, 1960=100 per cent	
							Rich. Met.	State
1960	3,736	1,644	4,467	12,612	22,459	216,880	100	100
1965	6,000	2,600	8,500	11,700	28,800	271,978	128	125
1967	7,800	2,700	10,800	12,900	34,200	307,000	152	142
1970	9,100	2,700	12,700	12,900	37,400	323,438	167	149
1975	11,200	3,300	15,600	13,900	44,000	351,366	196	162
1980	11,700	3,400	17,100	15,100	47,300	368,000	211	170

SOURCE: Bureau of Population and Economic Research, University of Virginia. (The first five columns above do not include students whose residences lie outside the Richmond SMSA, and are based on the assumption that migration patterns for the 18-21 age group are the same as those for the population as a whole.)

Level of Educational Attainment and Number of High School Graduates

The median number of school years completed by persons 25 years and older in the Richmond SMSA in 1960 was 10.7 years as compared with 9.9 years for the State as a whole and 10.6 years for the Nation. The range in the median years of educational attainment in the Richmond Metropolitan Area was:⁶

County of Chesterfield	11.0 years
County of Hanover	9.4 years
County of Henrico	12.1 years
City of Richmond	10.1 years

No demographic statistics are more important to urban higher education planning than those related to the number of high school graduates in the area. Table III indicates that in the past six years the public secondary schools in the area have graduated approximately 10 per cent of the total number of public high school graduates in Virginia. While many factors enter into predicting the exact nature of this percentage in future years, the continued rapid rate of economic development projected for the Richmond Metropolitan Area indicates that the future percentage of Virginia high school graduates produced in the area should not decrease and, in all probability, should increase.

⁵ Bureau of Population and Economic Research, University of Virginia.

⁶ Virginia Higher Education Study Commission, *State-wide Pattern of Higher Education in Virginia*. (Staff Report No. 2), Richmond, Virginia, 1965, pages 7-8.

TABLE III
NUMBER OF STUDENTS GRADUATED FROM HIGH SCHOOL
IN THE RICHMOND SMSA

Year	Chester- field	Hanover	Henrico	Richmond	Richmond SMSA Total	State Total	Richmond SMSA Per Cent of State Total
1961-1962	566	248	1,045	1,508	3,367	33,316	10.11
1962-1963	591	268	1,135	1,429	3,423	34,197	10.00
1963-1964	687	309	1,301	1,579	3,876	39,173	9.89
1964-1965	1,036	354	1,722	1,934	5,046	49,482	10.20
1965-1966	1,050	326	1,752	1,897	5,025	49,409	10.17
1966-1967	1,144*	355*	1,833*	1,893*	5,225*	50,196*	10.41*
GRAND TOTALS					25,962	255,773	10.13

* 1966-1967 figures do not include summer graduates.

SOURCE: State Board of Education, *Annual Report of the Superintendent of Public Instruction*, Volumes 45-50. (Volume 50 in preparation)

The State Department of Education has prepared projections of public high school graduates for the State. A continued projection level of 10 per cent for the Richmond Metropolitan Area has been applied to these State projections in Table IV.

TABLE IV
PROJECTED NUMBER OF HIGH SCHOOL STUDENTS
GRADUATED IN THE STATE AND THE RICHMOND
SMSA, 1967-1968 to 1976-1977

Year	Students Graduating from High School	
	State Total	Projected for Richmond SMSA
1967-1968	52,600	5,260
1968-1969	55,500	5,550
1969-1970	5,100	5,810
1970-1971	59,900	5,990
1971-1972	62,500	6,250
1972-1973	64,800	6,480
1973-1974	67,300	6,730
1974-1975	69,400	6,940
1975-1976	70,600	7,060
1976-1977	72,300	

SOURCE (partial): State Department of Education, *Projected Enrollment in Virginia Public Schools, 1966-1967 to 1981-1982*, March, 1967.

By applying the ratio suggested for Richmond Metropolitan Area and State graduates, it can be projected that over 7,200 students will be graduating from public high schools located in the Richmond SMSA by the school year 1976-77, an increase of 37 per cent in less than ten years.

The Virginia Higher Education Study Commission reported that in the fall of 1964, 59.40 per cent of those graduating from high schools in the Richmond-Petersburg-Hopewell area enrolled in post-secondary institutions. The percentage for Virginia as a whole was 55.18.⁷

Employment

The future expansion of population and the future productivity of Richmond Metropolitan Area public secondary schools are predicated largely on projections for a substantial rate of economic growth in the area. According to the Virginia Employment Commission, over the past fifteen years the total work force in the area increased 40 per cent to 226,688 in 1965.⁸ Employment is expected to continue to increase to 256,388 by 1970.⁹ The area's present employment is heavily concentrated in the City of Richmond, although the degree of concentration is reported to have diminished gradually from 83 per cent in 1950 to 75 per cent in 1965.¹⁰

Unemployment in the Richmond Metropolitan Area decreased in both relative and absolute terms between 1960 and 1965 and, in the latter year, totaled only 2.2 per cent of the total work force. Compared with Virginia and the Nation as a whole, the Richmond Metropolitan Area has one of the lowest rates of unemployment.¹¹

Employment opportunities are increasing rapidly in practically all industrial groups in the Richmond SMSA. Increasing at the most rapid rates are opportunities in services and government, with an aggregate gain of 26,407 during the 1950-1965 period. This increase in government and service employment represented 40.7 per cent of the area's total employment gain and was more than twice the combined increase for all manufacturing industries.¹² The Virginia Employment Commission reports that in 1966 employment by State and Federal governments in the Richmond Metropolitan Area totaled 33,700. By 1972, it is projected that such employment will have increased to 36,350. The corresponding figures for employment in services are 27,800 in 1966, and 31,750 in 1972.¹³

The Richmond Metropolitan Area has a reasonably well diversified manufacturing complex with most industrial categories represented. The largest employer is the chemical industry with 9,800 workers in 1966 followed by tobacco, food products, and printing in that order (see Table V).

⁷ Virginia Higher Education Study Commission, *Geographical Origins of Students Attending College in Virginia*. (Staff Report No. 3), Richmond, Virginia, 1965, pages 49-50. (In the study here cited, this area was defined as including the Counties of Prince George and Dinwiddie, in addition to the Counties of Chesterfield, Henrico, and the City of Richmond. Hanover County was not included.)

⁸ Virginia Employment Commission, *op. cit.*, page 3.

⁹ State Division of Planning, *Richmond Metropolitan Area: Projections and Economic Base Analysis*, June 1967, page 3. The Division of Planning does not use for the purpose of the report here cited the SMSA of the U. S. Bureau of the Census. Based on commuting patterns, the counties of Goochland and Powhatan are added to the Richmond SMSA.

¹⁰ Virginia Employment Commission, *op. cit.*, page 3.

¹¹ *Ibid.*, page 3.

¹² *Ibid.*, page 4.

¹³ Virginia Employment Commission, *op. cit.*, page 9.

TABLE V
 DISTRIBUTION OF EMPLOYMENT IN MANUFACTURING IN
 JULY 1966 AND ANTICIPATED EMPLOYMENT IN
 1968 AND 1972 IN THE RICHMOND SMSA

Industry Groups	July 1966	1968	1972
TOTAL	49,300	51,700	55,750
Chemicals	9,800	10,700	12,100
Tobacco	8,300	8,000	8,000
Food and Kindred Products	5,200	5,550	5,550
Printing	4,600	5,100	5,550
Paper	4,100	4,250	4,350
Apparel	3,600	3,800	4,400
Lumber	2,500	2,450	2,650
Fab. Metal Products	1,900	2,000	2,200
Stone, Clay and Glass	1,400	1,550	1,700
Other Products*	7,900	8,300	9,250

* Includes furniture and fixtures, primary metals, machinery, transportation equipment, textile, rubber, leather products, products of petroleum and coal, and miscellaneous manufacturing.

SOURCE: Virginia Employment Commission, *Manpower and Training Needs of the Richmond Metropolitan Area*, July, 1966, page 9.

Summary

In summary, it can be noted that the demographic characteristics of the Richmond Metropolitan Area have particular relevance for the planning of future higher educational needs. Outstanding among these are the following:

- (1) Central location within the rapidly developing "Urban Corridor" of the State;
- (2) Population increasing at a more rapid rate than the State as a whole, and expected to reach 615,000 by 1975;
- (3) Rapidly increasing population in the 18-21 years age group;
- (4) Higher than average level of educational attainment with projected graduation annually of over 6,000 from public high schools in 1971-72, and in excess of 7,000 by 1975-76;
- (5) Greater percentage of high school graduates enrolled in post-secondary institutions of education than in the State as a whole;
- (6) Expanding employment opportunities in practically all categories, particularly in government and the services;

With these characteristics in perspective, it is appropriate next to review the existing higher education resources of the Richmond Metropolitan Area.

2. Existing Higher Education Resources in the Area

Types of Institutions

The Richmond Metropolitan Area is currently served by eight institutions of higher education, three under State auspices and five under

private control (see Table VI). Four of these are senior colleges (two with graduate programs through the master's level); three are specialized professional schools; and one is a newly-established, two-year, comprehensive community college. All but one provide educational opportunities for both men and women, and three offer programs to a sizeable number of students on a part-time basis.

TABLE VI
INSTITUTIONS OF HIGHER EDUCATION IN THE
RICHMOND METROPOLITAN AREA

Institution	Founded Type	Enrollment, Fall 1967				
		Men	Women	Full-time	Part-time	Total
State-Controlled Institutions						
John Tyler Community College	1967 Coed	809	399	841	367	1,208
Medical College of Virginia	1838 Coed	992	608	1,559	41	1,600
Richmond Professional Institute	1917 Coed	4,985	5,078	5,300	4,763	10,063
TOTAL State Institutions		6,786	6,085	7,700	5,171	12,871
Privately-Controlled Institutions						
Presbyterian School of Christian Education	1914 Coed	39	99	86	52	138
Randolph-Macon College	1830 Men	855	8	857	6	863
Union Theological Seminary	1812 Coed	250	15	205	60	265
University of Richmond	1830 Coed	3,452	1,053	2,854	1,651	4,505
Virginia Union University	1865 Coed	663	803	1,310	156	1,466
TOTAL Private Institutions		5,259	1,978	5,312	1,925	7,237
TOTAL ENROLLMENT IN ALL RICHMOND METROPOLITAN AREA INSTITUTIONS OF HIGHER EDUCATION		12,045	8,063	13,012	7,096	20,108

SOURCE: Data provided the Commission by the respective institutions of higher education.

Current and Projected Enrollments

In the fall of 1967 the Richmond Metropolitan Area institutions of higher education enrolled a total of 20,108 students. Sixty-five per cent of these students were engaged in full-time study, and sixty per cent were men. (see Table VI)

Enrollment projections for the four senior colleges and the Medical College of Virginia (see Table VII) indicate the extent to which the individual institutions envision growth in the size of their student bodies during the decade ahead. The three private institutions anticipate increases in the number of students varying from twenty-five to fifty per cent, while Richmond Professional Institute predicts that its enrollment will triple by 1975.

TABLE VII
INSTITUTIONAL PROJECTIONS OF ENROLLMENT

Program Levels and Year	MCV			RPI			RM		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Fall 1970-71									
Terminal-Occupational	31	....	31	600	5,540	6,140	.....	.....	.....
Bachelor's*	715	15	730	7,370	740	8,110	990	.....	990
First Professional**	843	....	843	.....	.....	.....	.....	.....	.....
Graduate	155	28	178	600	900	1,500	.....	.....	.....
TOTAL	1,744	38	1,782	8,570	7,180	15,750	990	.....	990
Fall 1975-76									
Terminal-Occupational	24	....	24	600	7,700	8,300	.....	.....	.....
Bachelor's	895	25	920	13,500	780	14,280	.....	.....	.....
First Professional	868	....	868	.....	.....	.....	.....	.....	.....
Graduate	221	24	245	1,500	2,150	3,650	.....	.....	.....
TOTAL	2,008	49	2,057	15,600	10,630	26,230	.....	.....	.....

Program Levels and Year	UR			VU		
	F-T	P-T	Total	F-T	P-T	Total
Fall 1970-71						
Terminal-Occupational	....	....	....	....	....	....
Bachelor's*	3,250	2,000	5,250	1,525	225	1,750
First Professional**	200	15	300	49	6	55
Graduate	200	1,000	1,200	....	....	....
TOTAL	3,735	3,015	6,750	1,574	231	1,805
Fall 1975-76						
Terminal-Occupational	....	....	....	....	....	....
Bachelor's	4,000	3,000	7,000	1,650	275	1,925
First Professional	380	20	400	67	8	75
Graduate	300	1,500	1,800	....	....	....
TOTAL	4,680	4,520	9,200	1,717	283	2,000

* Requiring 4 or 5 years

** Requiring at least 6 years.

SOURCE: Data provided the Commission by the respective institution of higher education.

Current Degree Programs

Only two Richmond Metropolitan Area institutions of higher education (Richmond Professional Institute and University of Richmond) offer both undergraduate and graduate programs in a number of fields (see Table VIII). Two institutions (John Tyler Community College and Richmond Professional Institute) account for the large majority of two-year associate degree programs, the type of educational opportunity that is being expanded rapidly through the development of the state system of comprehensive community colleges. The four senior colleges provide most of the undergraduate bachelor's programs, and two (Richmond Professional Institute and University of Richmond) offer the greatest number of master's programs. First professional offerings include dentistry and medicine by the Medical College of Virginia, law by the University of Richmond, and theology by Union Theological Seminary and Virginia Union University. At the doctoral (Ph.D.) level only programs in theology at Union Theological Seminary and in the biological and medical sciences at the Medical College of Virginia are available.

TABLE VIII
DEGREE PROGRAMS OF INSTITUTIONS OF HIGHER
EDUCATION IN THE RICHMOND METROPOLITAN AREA
AS OF SEPTEMBER 1, 1967

Institution	Number of Degree Programs by Level				
	Association	Bachelor's	First Professional	Master's	Doctor's
State-Controlled Institutions					
John Tyler Community College	19	....	....	....	....
Medical College of Virginia	1	4	2	15	13
Richmond Professional Institution	14	47	....	23	....
Privately-Controlled Institutions					
Presbyterian School of Christian Education	....	1	....	2	....
Randolph-Macon College	....	30	....	....	....
Union Theological Seminary	....	....	1	1	1
University of Richmond	2	36	1	19	....
Virginia Union University	....	23	1	....	....

SOURCE: Data provided the Commission by the respective institutions of higher education.

The listing of degree programs by field and level in Table IX indicates the higher educational opportunities available in the Richmond Metropolitan Area. In the arts and sciences, degree programs exist in seven fields of the humanities, four of the natural sciences, and six of the social sciences. Degrees may be obtained in nineteen areas of business and in ten areas of education. The number of degrees conferred during 1965-66 suggests the extent to which current opportunities are being utilized.

TABLE IX
DEGREE PROGRAMS BY FIELD AND LEVEL IN
RICHMOND METROPOLITAN AREA
INSTITUTIONS OF HIGHER EDUCATION,
1965-1966

Field	Associate		Bachelor's		First Professional		Master's		Doctor's	
	No. Insts.	No. Deg.'s	No. Insts.	No. Deg.'s	No. Insts.	No. Deg.'s	No. Insts.	No. Deg.'s	No. Insts.	No. Deg.'s
Arts and Sciences										
Humanities	1	....	4	130	....	....	1	5	....	....
Natural Sciences	....	....	4	166	....	....	1	6	....	....
Social Sciences	1	....	4	378	....	....	2	29	....	....
Business	2	13	3	193	....	....	1	31	....	....
Education	....	....	4	234	....	....	3	43	....	....
Fine and Applied Arts										
Art	1	....	3	103	....	....	1	....	....	....
Music	....	....	3	1	....	....	1	....	....	....
Speech and Drama	....	....	3	17	....	....	1	....	....	....
Health Sciences										
Dental Research	....	....	....	....	....	....	1	....	....	....
Dentistry	....	....	....	....	1	61	....	....	....	....
Hospital Adm.	....	....	....	....	....	....	1	18	....	....
Legal Medicine	....	....	....	....	....	....	1	1	1	....
Medical Sciences	....	....	....	....	....	....	1	4	1	3
Medical Tech.	....	....	2	25	....	....	....	....	....	....
Medicine	....	....	....	....	1	73	....	....	....	....
Nursing	....	....	2	44	....	....	....	....	....	....
Occup. Therapy	....	....	1	17	....	....	1	....	....	....
Pharmacy	....	....	1	20	....	....	....	....	1	....
Physical Therapy	....	....	1	20	....	....	....	....	....	....
Psychiatric Res.	....	....	....	....	....	....	1	....	1	....
Radiologic Tech.	1	....	....	....	....	....	....	....	....	....
Rehabilitation Counseling	....	....	....	....	....	....	1	27	....	....
Law	....	....	....	....	1	66	....	....	....	....
Social Work	....	....	....	....	....	....	1	43	....	....
Technology	1	33	....	....	....	....	....	....	....	....
Theology	....	....	....	....	2	43	1	17	1	5
TOTAL DEGREES										
CONFERRED, 1965-66	46		1,373		243		224		8	

SOURCE: Data provided the Commission by the respective institutions of higher education.

Projected New Programs and Degree Productivity

The figures of Table X indicate that in the next decade the three private senior colleges in the Richmond Metropolitan Area expect to increase their bachelor's degree productivity by about fifty per cent, compared with a three hundred per cent increase in bachelor's degrees projected by Richmond Professional Institute. At the master's level the University of Richmond estimates a three hundred per cent increase in degrees earned, with Richmond Professional Institute predicting a seven hundred per cent increase in degrees at this level. Neither of these institutions offers work at the doctoral level, though Table X indicates that Richmond Professional Institute plans doctoral degrees by 1970. It should also be noted that the Medical College of Virginia predicts that its production of master's degrees will more than double in the next ten years, accompanied by a tripling of its Ph.D. degrees.

Estimated increases in degree productivity are due in part to projected new programs. Information supplied to the Commission indicates that in the next five years Richmond Metropolitan Area institutions of higher education are projecting degree opportunities in the following additional fields:

	Bachelor's	Master's	Doctoral
Business	1	1	....
Education	2	2	....
Fine and Applied Arts .....	....	3	....
Health Professions	1	1	....
Humanities	2	2	2
Library Science .....	....	1	....
Natural Sciences	2	2	3
Social Sciences	2	....	2
Social Work .....	....	....	1
Technology	1	....	....
Urban Planning .....	....	1	....
TOTAL	11	13	8

SOURCE: Data provided the Commission by the respective institutions of higher education.

TABLE X
INSTITUTIONAL PROJECTIONS OF DEGREES

Degree Level and Year	MCV	RM	RPI	UR	VU
1970-71					
Associate	15	....	100	150	....
Bachelor's*	230	160	1,281	650	250
First Professional**	180	....	....	90	17
Master's	43	....	395	240	....
Doctor's	50	....	8	....	....
1975-76					
Associate	20	....	50	250	....
Bachelor's	265	185	1,987	800	300
First Professional	210	....	....	120	22
Master's	65	....	820	350	....
Doctor's	70	....	15	?	....

* Requiring 4 or 5 years.

** Requiring at least 6 years.

SOURCE: Data provided the Commission by the respective institutions of higher education.

Library Resources

Any institution of higher education requires a variety of resources and facilities, but one of the most important is its library. Several criteria must be considered in evaluating a library's excellence: the appropriateness of the collection for the instructional and research programs of the students and faculty; its adequacy in breadth, depth, and variety to stimulate both students and faculty; its accessibility; its use; and the competence and interest of its staff. Statistics can provide suggestive leads as to the library's effectiveness in supporting a particular educational pro-

gram, but they must always be studied in the context and perspective of the institution's objectives and curricula.

Table XI summarizes the library collections of Richmond Metropolitan Area institutions of higher education as of June 30, 1966. The College Library Standards of the American Library Association have established as a minimum book collection for a college of up to 600 students, 50,000 volumes. They further suggest that for each additional 200 students, 10,000 additional volumes should be required. Applying these standards to the current aggregate holdings of the senior colleges in the area yields a gross deficiency of approximately 490,000 volumes. Yet such a figure speaks only to quantity and fails to reflect important dimensions of the quality of the collections. Any meaningful assessment of library resources must consider the extent to which they are sufficiently broad, varied, authoritative, and up-to-date to support every part of the educational program.

The Higher Education Study Commission observed in its report in 1965 that assessing the library resources for institutions with advanced graduate study and research involves much more than a simple count of volumes: "Standards for minimum number of library volumes cannot well be applied to institutions with well-developed programs of graduate studies, for the collections in such institutions need to be extensive in the highly specialized areas in which advanced graduate courses are offered."¹⁷ In order to keep these research libraries adequate and up-to-date, the Commission pointed out that provision must be made for regularly increasing funds for the purchase and housing of new materials, this being especially important in medicine and science due to the rapidly growing body of medical and scientific literature.

TABLE XI
LIBRARY COLLECTIONS OF RICHMOND METROPOLITAN AREA
INSTITUTIONS OF HIGHER EDUCATION
AS OF JUNE 30, 1966

	MCV	RPI	RMC	UR	VU
Volumes Held at End of 1964-65	78,241	68,500	63,275	168,350	57,567
Volumes Added During 1965-66	4,598	6,500	3,624	9,910	6,536
Volumes Withdrawn During 1965-66	45	....	451	450	....
Volumes Held at End of 1965-66	82,794	75,000	66,448	177,810	64,103
Reels of Microfilm Held at End of 1965-66	132	....	718	734	3,584
Physical Units of Other Forms of Microtext Held at End of 1965-66	11,427	....	750	365	695
Periodicals Being Received at End of 1965-66	1,450	704	325	740	458

SOURCE: Data provided the Commission by the respective institutions of higher education.

3. Unmet Higher Educational Needs in the Richmond Metropolitan Area

In its initial meetings the Commission reviewed the findings presented by the Higher Education Study Commission in 1965, analyzed additional statistics compiled by the State Council of Higher Education, and concluded that major gaps existed in the higher educational offerings avail-

¹⁷ Report of the Higher Education Study Commission, December, 1965, page 141.

able in the Richmond Metropolitan Area. Having made this general determination, the Commission accepted as a primary objective the identification of the specific higher educational needs of the area.

To accomplish this, two Committees were established and together with the Secretariat, charged with the responsibility for collecting and categorizing data on the demography of the community, existing and projected higher educational offerings in the area, and the opinions and recommendations of knowledgeable individuals and groups as to the region's higher educational needs.

The preceding two sections have summarized pertinent demographic and higher educational characteristics of the area. The Committee report on educational needs, interests, and resources is included in the appendices. In this section, the Commission presents its appraisal of the area's higher educational needs which should be met by the new University.

At the undergraduate level a substantial need exists for full degree programs to be available during both the day and evening in such fields as English, philosophy, foreign languages, economics, political science, mathematics, chemistry, physics, etc. Stated more broadly, the development of a strong comprehensive undergraduate arts and sciences program should be given high priority. Undergraduate professional curricula in the fine, applied, and communicative arts and in such specialities as urban studies and computer science are also needed to meet the diverse educational needs of the urban community. Certain evidence was presented to the Commission which indicated the need for additional undergraduate engineering opportunities in the Richmond Metropolitan Area. The Commission feels that the Board of Visitors of the University should give this matter careful study to ascertain the extent of such needs in light of the undergraduate engineering programs currently available in the state institutions of higher education.

Just as it is essential for the University to develop broad baccalaureate offerings, it is also important that the two-year associate degree programs currently offered by the Richmond Professional Institute be phased out of the University as soon as community colleges are available in the area to assume this educational function. In this regard the University should initiate and maintain close communications with the State Department of Community Colleges and with the several individual community colleges, in order that the transfer of two-year programs from the University to the Community Colleges may proceed without working a hardship on any student or institution. With this accomplished, the University can devote all of its resources to the strengthening and expansion of its remaining undergraduate and graduate programs.

It can be expected that the undergraduate programs of the University will not only attract high school graduates who wish to continue their education locally by enrolling as full-time or part-time students, but will also appeal to students seeking to transfer as third-year students in a senior institution after completing two-year college transfer programs in community colleges. Through continuous cooperative planning it should be possible for the University and the nearby community college to effect imaginative sequential program opportunities designed to meet the particular educational needs of these students.

As new and expanded undergraduate programs are developed, adults of all ages will be attracted to the University on a part-time basis to continue their education and in many instances earn an undergraduate degree. Especially will this be true if the University accommodates these persons,

as it should, by providing broad evening and Saturday offerings. Assuming a prompt implementation of broad undergraduate programs, flexible scheduling, and expanded facilities, it seems reasonable to assume that the number of students enrolled in undergraduate courses at the University should approximate 18,500 by 1972 and 22,000 by 1977.

The Commission was extremely concerned over the dearth of graduate programs available to the citizens of the Richmond Metropolitan Area. In fact, it found the void of doctoral level programs in fields other than theology and the health sciences a persuasive justification in itself for the establishment of a dynamic, urban-oriented university with a strong focus on meeting the graduate needs of the area.

The urban characteristics of the area and its existing and projected professional employment opportunities support first priority being given by the University to the establishment of master's degree curricula in the physical sciences, behavioral sciences, and professional education. Concurrent with the introduction of these programs at the master's degree level, planning should be initiated toward the activation of doctoral degree programs in some of these fields. Building upon the existing master's degree offerings of the Medical College of Virginia and the Richmond Professional Institute, the University may be justified in the relatively near future to offer doctoral programs in the fields of social work, psychology, and sociology. As in all of its program recommendations, the Commission is firm in its view that each program must be of high quality, developed in conformity with the standards of the Southern Association of Schools and Colleges, and consistent with the coordinated state-wide system of higher education as determined by the State Council of Higher Education.

Additional master's level programs, which, in the opinion of the Commission, should receive early attention, include business, public administration and government, management, communications, selected fields of engineering, and the fine and applied arts. When the library resources of the University are of sufficient quality, the Board of Visitors of the new University should give serious consideration to determining the feasibility of offering a master's degree program in library science.

The Commission is well aware that substantial funds are needed to develop quality higher educational programs at any level. It wishes to emphasize at this point that the creation of a "bold new development", an urban university with a substantial graduate school, will require significant financial support. It urges the General Assembly to appropriate funds of such magnitude as to enable the University to expand rapidly its graduate offerings during 1968-70.

With the provision of adequate resources and the continuing emergence of new graduate programs in the years ahead, the University's graduate enrollment by 1972 should grow to 2,500 and by 1977 reach at least 3,700.

Any university with graduate programs at the doctoral level must of necessity give attention to the research activities that are so crucial to advanced educational offerings. The new University will be able to build upon the excellent research programs in the health sciences already well-established at the Medical College of Virginia. The Commission feels that the University should continue to support in every way possible the demonstrated excellence of these research efforts, while at the same time encouraging the development of similar competencies in other fields as new doctoral programs are established. Particular attention should be directed to

the possibility of cooperative research ventures with the scientific and industrial research operations and facilities in the Richmond Metropolitan Area.

In addition to identifying academic and research needs of the area which the University should strive to meet, the Commission feels it is appropriate to suggest certain operational procedures which the University might employ to maintain close affiliation with the community and thereby enhance its opportunities to provide effective public service.

From its establishment, the University should demonstrate a commitment to cooperative endeavors with the private and public institutions of higher education in the area. Through the promotion of inter-institutional curriculum planning, exchange of courses and course credits, joint faculty appointments and the sharing of specialized resources and equipment, mutual benefits may be derived by both the private institutions and the University and the public at large.

The University should develop a close partnership with the surrounding municipalities and with the area's cultural, civic, social and service groups and agencies. As an urban institution with a strong service orientation, it should be continuously alert to discovering appropriate ways to collaborate with these bodies for the advancement of the educational, social and economic status of the area and the State. Individual administrative and faculty personnel can be expected to represent the University on a variety of organizational and agency committees. However, in order to fulfill its mission as an urban University, the institution should function as a catalyst to generate community interest and participation in seeking solutions to the persistent problems of the community. In performing this role, the University must focus its participation on stimulating the community to constructive action and avoid becoming typed as the problem-solver for the community.

Closely allied with the public service role of the University are the opportunities the urban community affords as a dynamic learning laboratory for those pursuing work in the institution. With proper planning, student internships of many varieties and types may be developed with various governmental bodies, program related on-the-job training opportunities may be established with small as well as large commercial operations, and the specialized resources of the urban area such as technical libraries and highly specialized research laboratories may become available for use by University student and faculty personnel.

Selective recruitment of talented personnel from the reservoir of practicing professionals and specialists employed in the commercial, industrial and research enterprises of the area as part-time faculty can provide a valuable dimension to the instructional program of the institution. The use of these persons as part-time faculty must, however, be kept within well defined limits and should in no way be viewed as a substitute for a highly competent, full-time permanent staff.

Finally, it is urged that the University utilize in a creative manner, the potential of educational television.

B. *An Urban University*

1. **The Dimensions of the Urban University**

In recent years it has become increasingly apparent that the conditions prevailing in our urban centers present many of our most critical national, state, and local problems. However we may view the social, polit-

ical or economic issues facing our nation today, we are aware that our future depends in large part upon the wisdom with which we attack and solve the dilemmas of our cities. Problems of education, health, transportation, communication, industrial development, manpower, political organization, and social improvement do now, and will in the future, compete for attention. It is therefore important that we anticipate the possible role of the university in the solution of these problems.

Within this context, what should be the role of the public, urban university? Shall it restrict its activities, in the traditional sense to the discovery of new knowledge and to the teaching of knowledge, old and new? Or must the urban university of the future as an instrument of society accept a responsibility for putting the knowledge to use? Is not the urban university the institution through which the state must work toward the solution of many of its critical urban problems in the future?

Inherent in these questions are implications for social usefulness, equal student opportunity, suitability of programs and policies, and the normally accepted functions of a university as research, teaching and application of knowledge. These goals are more or less shared by many, if not most, institutions of higher education though the latter is often neglected in practice or it remains in the area of lip-service. What distinguishes a university is not so much the degree of its endorsement of broad goals of higher education, but rather the nature of its more specific aims, resulting from its historical development, its location, and its hopes for the future, which shape and fashion its particular purposes and individual goals.

The evolving urban university of the future should exhibit the basic characteristics of a public institution located in and a living part of the metropolitan community. These include the adoption of academic and professional programs as the needs of the area indicate, the avoidance of selecting students on social or economic grounds, and a limitation on the acceptance of qualified students only as the absence of space or faculty may dictate.

There is common recognition of the significant difference between a university which has an address in a metropolitan area and one whose essential purposes are intertwined with the social order of which it is a part. A traditional university can as well be located in the countryside as in a metropolitan complex.

In neither case does it confront on an intellectual and practical level the social environment which surrounds it. A true urban university must provide for this confrontation, even though there is no set pattern by which its future can be designed. It must combine what is most difficult, namely, the free pursuit of knowledge in its own right and the ready availability of that knowledge for the enrichment of the larger community of which it is a part.

The relationship between the urban university and the metropolitan area should be a two-way street. The urban environment offers the university great resources. The business and industry of the region, its social, welfare, and educational agencies, and its cultural institutions all offer resources which should be used by the university to improve instruction at all levels; the city should be recognized as a living laboratory. At the same time, possessing research facilities and trained personnel, the urban university accepts the responsibility to participate fully in the urban problem-solving process. Hence, the various colleges and their faculties accept as one primary objective the development of new ways to meet the unsolved

needs of the urban area. The university should aspire to make of itself a planning and resource center, to relate itself to the community without becoming overwhelmed by it, to participate in the solution of existing problems without being absorbed by them.

Regional prosperity tends to develop around strong centers of science and technology. The production of trained manpower at the undergraduate and graduate levels, research into the causes of urban blight, programs in community medicine, and study of the problems of community health and recreation are examples of the kind of academic endeavor which permit an urban university both to pursue knowledge on the highest level and to make it meaningful in human terms. Therefore, the urban university should commit itself to research, consultation and teaching which will contribute to social improvement.

Education in and appreciation of the arts are important for any multi-purpose university, but especially is this true for the urban university of the future. Through programs in art, music and the performing arts, the university should train skilled teachers, directors, writers and performers and help in every way possible to raise the cultural level of the communities which it serves.

While it is true that the virtue of the urban university is in the interplay between knowledge and action, its danger may well be that of insulation and narrow provincialism. Hence, the doors of the university should be open to students from all parts of a state, from other states, and from foreign countries within reasonable limits as staff and facilities permit.

In years past the very slowness of social change, or perhaps more accurately, the failure to understand it, led to the belief that the definition of a university had certain eternal aspects. Now with the recognition of social change as a process to be understood and directed, it seems high time to use both the historical and social context of a society and also its change-rate as a basis for a more evolutionary definition of a university. The university of today is not only in transition, it is on an evolutionary track, whose directions are largely a function of the nature and direction of its host society. It is in the urban institution that this evolution toward the "new" university has the best chance of success.

The preparation of the emerging generation must be such that the human needs of that generation are met. The varied manpower needs of every society require a more relevant and appropriate response than has been the case. Lest the argument be misunderstood as a plea for human engineering in a restrictive sense, it is possible that there will always be tension between a human development focus and the manpower development focus, but it is also true that the university will serve the new generation better if it builds that tension into the university instead of leaving it to fate. Given a serious approach to this problem, the university should generate a new level of vitality which would benefit both human and societal needs at the same time. An urban university today has an excellent chance to strike this balance.

In summary it is clear that the urban university is an evolving institution. It must, if it is to serve the new role so necessary in a metropolitan society, be responsive to mass higher education needs and it must educate for fuller participation in the urban world. While providing for specialization, this university must also educate for diversity. Continuing education should be a major component part of its total service. It must be a manpower development institution which adapts readily to the changing (and prevailing) economic and social needs of its larger community. Above all

it must be a participant in the community problem-solving process; in a sense it must be a contributing neighbor to its service area, thus raising the sights of its area.

2. An Urban University in the Richmond Metropolitan Area

If the arguments presented in the preceding section with respect to the "Dimensions of the Urban University" are valid for the nation generally, it is pertinent to question their relevance for Virginia in general and the Richmond Metropolitan Area specifically. Is there an identifiable urban trend visible in Virginia? If so, what are its dimensions and is it likely to continue? Are these urban areas in Virginia already large enough, or are they likely to attain sufficient size, to justify the establishment of a major university with competence and interest in the problems of urbanization? Will the urban needs of Virginia justify the higher educational expenditure necessary to come to grips with the real issues inherent in these needs? If such an institution is desirable, is the Richmond area an appropriate location?

Elsewhere in this report a profile of population figures with future projections is presented in detail. These statistics indicate rather conclusively that further urbanization is a dominant and continuing trend in the Commonwealth. Therefore, it is logical to assume that those unique problems associated with urbanization will become increasingly critical for Virginia. It appears that the highest concentration of population in the entire nation will become focused in the corridor stretching from Norfolk through Richmond and north to Boston. Further, this trend is expected to accelerate rather than to decline.

All of the problems normally associated with a large regional metropolitan center are, in greater or lesser degree, present in the Richmond Metropolitan Area. These include education, health, manpower, industrialization, transportation, communication, housing, social improvement, political organization and their many ramifications. In some cases, resolution of problems can come at the local level; others will surely require state or regional action; a few will be matters of national concern. It is very obvious that all solutions cannot, nor should they, come from any one level of government if our democratic institutions are to survive as they have developed historically.

Virginia already has a number of excellent institutions of higher education of both public and private variety. These colleges and universities have in the past and will in the future serve many of the basic needs of the State. It is likely that most of these institutions will remain in their present locations and will continue to serve many of the same legitimate ends which they have in the past. However, an increasingly concentrated population foreshadows new and imperative needs in the future which can be served best by a university complex located near to the center of that concentration, where the laboratory is immediately at hand, and where the orientation from the outset can be directed toward research on and solution to the problems of the urban area. If it is to contribute in new and vital ways to the system of higher education in the state, a university complex located in the Richmond Metropolitan Area, at the center of Virginia's urban corridor, should from its inception exhibit the basic characteristics of a university located in and functioning as a living part of the metropolitan community.

For very realistic reasons the Richmond area is a logical location for the establishment of an urban university complex. Several strong component parts of such a university already exist and can be readily inte-

grated into a functional organization. Specifically, the Medical College of Virginia and the Richmond Professional Institute can provide the nucleus for such a complex. The financial commitments of the State at these institutions are considerable; the elements of a university staff and faculty are present; the population to support such an effort is in the immediate area; the city is the industrial and cultural center in the region; and the base for study of the complex urban problems can be readily built at this location.

Through experimental work in the natural and social sciences, in cooperation with its medical center, a university complex in the Richmond Metropolitan Area would be uniquely able to contribute to the resolution of urban problems by focusing upon problem-oriented research in the physical, biological and social sciences. Further, the fine and performing arts have already attained a significant degree of excellence in the Richmond area, and a university complex could nurture and foster this development. Thus the establishment in Richmond of an urban-oriented state university would complement the existing state system and enable Virginia to enhance its research and educational opportunities in a way which would directly benefit the Commonwealth and the Nation.

Sites were proposed for the University in Chesterfield, Hanover, and Henrico Counties and in the City of Richmond. Testimony on the advantages of each site was presented to the Commission by officials from the Counties and City at an open hearing conducted in the State Capitol on March 15, 1967. In addition written data and descriptive materials on each location were provided to the Commission. Also, each site was visited by the Commission's Facilities and Site Committee. In its report to the Commission, this Committee (report in Appendix A) unanimously recommended that the University be a dual-campus institution with the Health Sciences Division located at Medical College of Virginia location and the other campus developed from the present Richmond Professional Institute location southward toward the river. This recommendation received the endorsement of the full Commission.

Accessibility to the population to be served, the stage of development of the prospective site, availability of space for future expansion, purposes to be achieved, and the functional interrelationship of all units of the institution should be prime considerations in the selection of a university location. The Commission feels that each of these factors merit comment in terms of the recommended MCV-RPI site.

The MCV-Expanded RPI site, which may be called the urban site, offers certain obvious advantages. The State has an investment in buildings and land in the combined locations in excess of \$46,000,000. Even though site limitations restrict future expansion at the Medical College of Virginia, the school cannot realistically be relocated. This fact necessitates a commitment to a dual-campus university. The Richmond Professional Institute location is in close proximity to the Medical College of Virginia and there is room for expansion at the Richmond Professional Institute location, especially southward toward the river. Using these locations, it will be possible to limit to two the number of campuses needed for the University.

The urban site, MCV-RPI, is the natural location with the city for the development of an urban-oriented university. The city is a living laboratory for many programs of an urban nature and the closer that laboratory is to the care of the university complex the better. Academic interrelationships, the movement of students and faculty between units of the institution and between employment locations and the university are easier if all campuses are located in close proximity with the city. If an

out-of-city location were to be selected as a main campus, a downtown service campus (continuing education, seminar center, etc.) would be an absolute necessity, thus complicating the administrative and functional structure of the University.

A not inconsiderable item in favor of the MCV-RPI site is the presence of City-owned facilities which can be used by the University. In addition, existing commercial services including transportation and housing facilities in the City can more readily be used by students and faculty with the central unit of the University at this location rather than outside of the City.

It is recognized that the expansion of the present Richmond Professional Institute campus to accommodate a major university complex will entail costs for land acquisition. However, assuming expansion in the direction proposed (southward from present RPI properties toward the river), and barring some fantastic rise in land values, estimates indicate that site acquisition in and of itself will not prove a major cost factor.

The tremendous investment which the State now has in the Medical College of Virginia and the useful functions it performs, not only as an educational institution, but also in providing care for the sick, both in its hospitals and outpatient clinics, indicate clearly that this location should be retained as the campus for the Health Sciences Division of the University. Improvements on that site represent an investment in excess of \$29,000,000, with replacement cost estimated in excess of \$60,000,000. It is obvious that the campus of the Medical College of Virginia, hemmed in on the west by City and Federal buildings, on the south by State properties, and on the north and east by the Richmond-Petersburg Turnpike, is wholly inadequate for expansion in other fields.

The appraised present value of the buildings of Richmond Professional Institute is \$6,581,800, including a substantial amount of space that the Commission feels should not be used for a long period of time. Adding to this figure the estimated cost of buildings now under construction or approved for erection in the very near future, the total investment at this site will approximate \$17,500,000. The Commission believes that to develop suitable facilities of equivalent student capacity on another site at present construction costs would necessitate an investment of prohibitive magnitude.

Transition in land use of the area south of the present Richmond Professional Institute properties to the river appears inevitable. Such change from one land use to another involves problems for those affected. The Commission is cognizant of the potential hardships that might develop in this transition; however, there is a time factor of considerable importance involved. Expansion of the campus facilities south from the present site of Richmond Professional Institute as proposed in this report can only take place over a considerable time span. As indicated in the report of the Committee on Facilities and Site, the Commission believes that the time factor involved will provide ample opportunity for gradual transition from current land use to proposed land use without working severe hardships on those who may be affected.

The planning, physical expansion, and renewal involved in developing facilities around the present Richmond Professional Institute site provide an opportunity to deal with pressing urban problems through the visionary character of the architecture and setting of the new university. These problems include transportation, circulation and intense use of land. New, bold and imaginative concepts in planning physical growth could focus attention on possible solutions to other problems of urban existence.

C. Organizational Structure of the University

From its analysis and study of the higher educational resources and needs of the Richmond Metropolitan Area, the Commission concluded that an urban-oriented state university is urgently needed in the area. The Commission believes that the two existing, state-controlled institutions in the Richmond area, namely, the Medical College of Virginia and the Richmond Professional Institute, should be utilized as the nucleus of the University and should be organized and developed with other elements to form a truly urban university. It is the recommendation of the Commission that the 1968 General Assembly take such action as may be needed to establish "Virginia Commonwealth University" as the new university, effective July 1, 1968, and to transfer to Virginia Commonwealth University on that date all of the real and personal property of the Medical College of Virginia and the Richmond Professional Institute.

Consistent with its charge to provide a plan for the University, the Commission supports the following pattern of organization for the University. It should be noted, however, that the Commission is not prescribing a detailed organizational structure. It believes this to be the function of the Board of Visitors of the institution. The Commission urges, however, that the University be established, organized and staffed in an orderly and planned manner.

The policy-making body for the University should be a Board of Visitors as is the case in the other four-year, state-controlled colleges and universities in the Commonwealth. The Commission favors a fifteen member Board appointed by the Governor, subject to the approval of the General Assembly. Five of the initial appointments should be for two years, five for three years, and five for four years. Subsequent appointments should be for four-year terms. Tenure on the Board should be limited to two successive full four-year terms.

In order that the University may have the benefit of experienced Board members and also the services of those not previously associated with the two state-controlled institutions of higher education in Richmond, the Commission recommends that the initial composition of the Board include four members selected from the existing Board of Visitors of the Medical College of Virginia, four members selected from the existing Board of Visitors of the Richmond Professional Institute, and seven members without prior service on either of these Boards.

To facilitate the emergence of the University on July 1, 1968, members of the Board should be appointed as soon as possible after passage of the enabling legislation and empowered immediately upon appointment to meet, organize, and initiate a search for a President of the new University, although the Board would have no power to act in an official or legal role until July 1, 1968.

The first major function and the most important to be performed by the Board of Visitors should be the selection of a President for the University. The Board should make every effort to conduct its presidential selection process in a manner which will permit the naming of the President at the earliest feasible date. He should be the first appointee of the Board and responsible to the Board for the administration of the total university complex.

The selection of a President is always a complicated and difficult decision, for there is no model of the ideal President. Institutions of different types need presidents with different kinds of competencies and back-

grounds. Over a period of years, a single institution is likely to need a different kind of President at various points in time.

While it is not the role of the Commission to suggest how the Board of Visitors should select a President for the University, the Commission does wish to emphasize that its recommendation calls for the establishment of a "bold, new development"—an urban-oriented University. As the chief administrative officer responsible for guiding the development of the entity into an outstanding urban University, the President should have a strong commitment, broad knowledge, and familiarity with the philosophy, characteristics, and organizational and operational patterns of urban universities as well as successful experience in higher educational planning and administration. Other staff and faculty personnel should be appointed by the Board upon recommendation of the President.

Two administrators should be directly responsible to the President for the operation of the two main component parts of the University: one who will head the Medical College of Virginia and hospital—the Health Sciences Division of the University; and one who will be responsible for all other parts of the University.

Realizing the evolutionary character of the new university, the Commission feels that the responsibility for developing a detailed organizational structure for the University should rest with the Board of Visitors. Suggestive of the approaches which might be followed and illustrative of the organizational structure found in somewhat similar institutions, the Health Sciences Division might provide for five major academic components or schools (Medicine, Dentistry, Pharmacy, Nursing, and Allied Health Professions), each headed by an appropriate official. Other major administrative segments of the University which could be established and headed by appropriate officials include Academic Affairs, Student Affairs, Business Affairs, Development, and a Graduate School.

As soon as a President and other key administrative officers have been obtained, these administrators and the Board of Visitors should direct their attention to determining productive ways whereby similar or related existing programs at the Medical College of Virginia and the Richmond Professional Institute locations may be combined, reorganized or modified. While this cannot be an instantaneous development, certain obvious steps should be initiated promptly. For example, the University should consolidate the nursing programs presently offered at both locations at the Health Sciences Division under a single dean.

APPENDICES

- A. Commission Committee Reports
- B. "Rationale for the Association of a Medical College With a University Complex," by L. E. Burney, M. D., Commission Consultant
- C. Correspondence with the Southern Association of Colleges and Schools
- D. Summary Biographical Data of Commission Consultants

NOTE: A complete set of the presentations, materials and exhibits presented to the Commission by the Counties of Chesterfield, Hanover and Henrico and the City of Richmond are on file in the office of the Secretariat.

APPENDIX A
COMMISSION COMMITTEE REPORTS

COMMITTEE REPORT ON THE HIGHER EDUCATIONAL
RESOURCES AVAILABLE IN THE
RICHMOND METROPOLITAN AREA

The entire data and analyses of this Committee have been incorporated as Part IV, Section A, 2 (26-34) pages of the Commission's report.

COMMITTEE REPORT ON HIGHER EDUCATIONAL NEEDS
OF THE AREA

At the first meeting of the Commission on June 10, 1966, it was recognized that, although the overall need for establishment of a new state university was amply supported, a study should be made of the unmet research and academic needs of the area. Such a study would be aimed at defining the specific curricular needs as suggested by employers, managers of business and industrial establishments, heads of financial institutions, government officials, professional personnel, and other influential individuals of the area.

On September 28, 1966, the Commission Chairman appointed a Committee composed of G. John Coli, J. Sargeant Reynolds, and Frederic H. Cox, Jr. to determine "higher education interests, needs, and resources of industry and businesses in the area." It was noted at the time that the higher education interests, needs and resources of cultural, governmental, and other such activities would also be taken under consideration.

This Committee held its first meeting on November 21, 1966, to formulate an approach for carrying out its assignment. Although the full Commission had previously met with the principal college educators in the Richmond area, the Committee felt it necessary to meet again with this group to discuss specific academic and research needs. Such a meeting was held on December 8, 1966, and information from that meeting has been incorporated in the comment summaries to follow.

The Committee next reviewed a study concluded in 1963 by the Education Committee of the Virginia State Chamber of Commerce. The research project was entitled, "Higher Education and the Economic Development of Virginia." Dr. George W. Jennings, consultant to the authoring Committee, made his files and final report available to this Committee. The Committee determined that, while the prior study was valid in all respects, it would be appropriate to update the critical information regarding specific academic and research needs of the community. During this period of review of previous studies, the Committee also contacted the State Council of Higher Education to obtain information on related studies being conducted in the State.

The Committee then assembled the names of approximately 600 key individuals in the Commonwealth from a list provided by the Virginia State Chamber of Commerce. From this list, approximately 70 names were selected as being among the most influential business, professional, government, and cultural leaders of the Richmond area. To these, Committee members added the names of other persons known to them who could be

expected to make constructive recommendations on unmet higher education needs. The list of persons finally developed contained 110 names, and is on file with the Committee.

In December 1966 and January 1967, the Committee sent letters to these individuals. Included were persons from manufacturing, retailing and wholesaling, civic organizations, local government, State and federal offices, banks and financial institutions, school officials, church groups and cultural associations. The Committee attempted not to overlook any person or group who might have a constructive suggestion representing a sizable segment of the Richmond Metropolitan Area population.

Sixty-four replies were received by March 7, 1967. A summary of the responses requesting curricula by major discipline follows:

Summary of Requested Degree Programs

<i>Discipline</i>	<i>Degree Level</i>			<i>Total</i>
	<i>Bachelor</i>	<i>Master</i>	<i>Doctor</i>	
Engineering (excl. Architecture)	23	16	8	47
Physical Sciences	16	14	15	45
Business Administration	20	16	7	43
Liberal Arts	18	11	6	35
Social Sciences	16	6	8	30
(incl. Urban Planning & Architecture; excl. Business Administration)				
Fine Arts (incl. Music)	17	4	1	22
Education	7	8	7	22
Communicative Arts	11	1	....	12
Law	6	....	....	6
Medicine	1	3	2	6

The Committee files include the specific branches of each discipline, and these are reflected in the conclusions and recommendations at the end of this section.

In addition to recognized collegiate curricula, several miscellaneous course offerings were recommended by respondents as follows:

Responses Recommending Miscellaneous Offerings

- “Refresher courses in technology and business”
- “Survey courses in the humanities”
- “Additional technician training”
- “Vocational rehabilitation training”
- “Basic English, grammatical construction and spelling”
- “Scientific seminars”
- “Workshop-type seminars similar to AMA”

There was a significant insistence on the scheduling of Master’s and Doctor’s course work so that these degrees could be obtained by evening and Saturday work without a requirement for physical residence or full-time day studies. Typical comments of respondents on this point were:

Summary of Comments Urging Evening Courses

"Opportunity to earn degrees in evening and Saturday work would be attractive."

"Make it possible for students 'to obtain a degree without residence' like NYU, Wharton School and Harvard."

". . . courses . . . should be available both during the day and evenings."

". . . seminars in the business and professional fields are needed."

"Our most pressing need . . . is for graduate courses offered at night . . ."

". . . some thought should be given to . . . degree programs which can be pursued through night school work."

". . . need for evening classes . . ."

". . . it should be possible for industry people to continue working full time while obtaining advanced degrees."

". . . it is necessary . . . that evening courses be available . . . to allow for acquiring . . . degrees through the doctorate level."

". . . all (courses) must be offered in an Evening College for maximum effect."

From among the respondents and others whose advice and counsel were desired, the Committee selected approximately 50 persons to be invited in four groups to discussion meetings. The groups were selected so that all persons attending any one of the four sessions would have some degree of common interest and would be likely to concentrate on a specific segment of recommended curricula.

The keynote of the four meetings was the need to explore the larger mission of a metropolitan university with respect to its responsibility for innovation in the field of higher learning and its role as an innovating contributor to the cultural and general welfare of the community. The meetings also allowed respondents to the Committee's letter to extend their remarks and amplify their comments and justification for the research and curricular needs they had submitted in writing. These discussions enabled the Committee to refine its statistical data and to develop final conclusions and recommendations on the academic and research needs of the area.

Throughout the course of this study ran the comment that the establishment of a state University in the Richmond area is one of the most important steps ever considered by the State in regard to education, and that its impact on the community would be to invigorate the life of the area economically and culturally. Also dominant was the feeling that whatever is done should be of the very highest quality. Woven into this was the thought that the sooner this institution is developed the better, and that attaining high quality need not be dependent solely on a lengthy period of time. Many felt that the State could not afford to wait a "traditional" period with the continuing loss of top talented youth leaving the State in ever-increasing numbers to seek educational opportunity elsewhere and most of them never returning. Many felt that the new University should be unique particularly in its founding philosophy, and not a duplication of other institutions; that it should be an urban university, seeking solutions to urban problems, fulfilling urban needs, as well as providing for some of the more traditional educational requirements.

As a result of the foregoing, the Committee concludes as follows: With respect to academic and research needs, the state-supported university to be established in the Richmond Metropolitan Area should have the following features:

- a. It should, in its basic approach, concentrate on meeting the needs of an urban population living and working in an urban environment.
- b. It should make maximum use of the existing teaching staff, curricula and reputation of RPI and MCV.
- c. It should have, as a basic academic core, a strong four-year liberal arts program at the undergraduate level.
- d. It should make all course and degree offerings available through evening and Saturday classes.
- e. To support existing degree programs, planned curricula, and research needs, the development of a major university library must be undertaken as a priority project.
- f. Whereas it is considered generally undesirable to duplicate degrees awarded by other institutions in the Richmond area, it will be necessary to duplicate certain basic course offerings that are common to many different degree programs.
- g. Academic programs should fall into two broad categories:
 - (1) Courses and degrees to meet expressed vocational and avocational needs of residents of the area.
 - (2) Research and special programs designed to upgrade the economic, physical and social well-being of the Richmond Metropolitan area and its citizens.
- h. The formulation of advanced research programs should be coordinated with the work of the Virginia Institute for Scientific Research.
- i. Specific degree programs should be established or expanded on the following priority basis:

First:

M.S. Chemistry
 Ph.D. Chemistry
 M.S. Chemical Engineering
 M.S. Mechanical Engineering
 M.S. Education
 M.S. Urban Studies

Second:

M.S. Psychology
 Ph.D. Psychology
 B.A. Music (Performer)
 B.A. Music Education
 M.S. Library Science
 Ph.D. Education
 B.A. Journalism

COMMITTEE REPORT ON FACILITIES AND SITE

The Committee appointed by the Commission Chairman on September 28, 1966 to Inventory Present and Projected Facilities of the Medical College of Virginia and Richmond Professional Institute, submits the following report:

Following the meeting of the full Commission held in the State Capitol at which representatives of the Counties of Chesterfield, Hanover and Henrico, and the City of Richmond, presented their proposals as to sites which they deemed appropriate and available as the location for the proposed new state university in the Richmond Metropolitan Area, this Committee made an inspection of the locations listed in Exhibit A hereto.

Several other locations in the City of Richmond were suggested for consideration but when the Committee met with representatives of the City, the latter recognized that these other locations were not as desirable as those visited and they were withdrawn from consideration.

Accessibility to the population to be served, the stage of development of the prospective site, the purposes to be served by the institution, and the proximity of other units of the university are prime considerations in the selection of a location, to all of which due weight has been given.

The State Council of Higher Education for Virginia, at the request of the Commission, made a detailed analysis of physical facilities and land at the Medical College of Virginia and Richmond Professional Institute, giving in detail an appraisal of the value of the buildings and contents, type of construction, age, available space classified as to function and use, and much other valuable information. These data have been published in the Council Report, "Physical Facilities at Virginia's Colleges".

The Health Sciences

The tremendous investment (estimated present replacement cost, \$60,328,000) which the State has in the Medical College of Virginia, the useful functions which it performs, not only as an educational institution but in providing care for the sick, both in its hospitals and its outpatient clinic, for the Richmond Metropolitan Area, construction in progress and plans for future development, indicate clearly that this location should be retained as the campus for the Health Sciences Division of the proposed new university.

But it is obvious that the campus of the Medical College of Virginia, hemmed in on the west by the City and Federal buildings, on the south by State buildings, and on the north and east by the Richmond-Petersburg Turnpike, is wholly inadequate for additional activities in other fields. Frankly, we are concerned about its adequacy for the Health Sciences Division over the long-term future.

The Second Campus

Ideally, it is desirable that all parts of the new university be located on a single campus but the cost of abandonment of the Medical College of Virginia campus and buildings would be far too great in comparison with any benefit to be derived. Therefore, the Committee reached the conclusion that the new university must have a second campus in addition to that of the Medical College.

Should such second campus be within the city proper or in a more open and rural setting in one of the counties adjoining? In attempting to answer this question we compared the relative advantages of what appeared to us to be the best available sites in each category. There was no doubt in our minds but that the R.P.I.-Oregon Hill site in the City and the Elko tract in Henrico were the best available. We have, therefore, weighed what appeared to us to be the respective merits and demerits of these two sites, the one urban, the other rural.

I. R.P.I.-OREGON HILL AREA

The R.P.I.-Oregon Hill Area, containing approximately 193 acres, is bounded roughly by Grace, Belvidere and Harrison Streets, and the James River. It is subdivided in a natural way into three sections: Area 1. The present R.P.I. campus of 65 acres, bounded by Grace, Belvidere, Main and

Harrison Streets; Area 2. Bounded by Main, Belvidere, the proposed Expressway and Harrison Street; and Area 3. Bounded by the proposed Expressway, Belvidere, the James River, Hollywood Cemetery and Harrison Street.

Exhibit B is a plat showing this entire R.P.I.-Oregon Hill Area with the appraised value of all privately-owned property in the area.

Exhibit C, a statement furnished us by the City of Richmond, shows the assessed value of property in each of these three subdivisions of the R.P.I.-Oregon Hill Site, broken down so as to show the assessed value of R.P.I.'s present holdings, city-owned property, churches and church affiliated schools and charitable organizations, privately-owned properties and property to be acquired for the expressway.

Should this site be adopted for the proposed new university, it is the view of your Committee that the present R.P.I. campus, Area 1, should first be fully developed and that at a later date Areas 2 and 3 should, in turn, be acquired and developed as a part of the over-all campus as needed. In this way, dislocation of business establishments and of the residents would be minimized.

It will be observed that in Area 1, the present R.P.I. campus areas, there are only 6 business establishments. The number of residences owner occupied as of the 1960 Census was 75, and tenant occupied was 755, while the total population other than students was 1,865. The City estimates, as of 1967, the total population of this Area 1 at 1,500 of whom only 200 are non-students of R.P.I.

Among the advantages which this site would have are :

1. Size sufficient to provide a campus for a university of as many as 25,000 students.
2. Classroom facilities may be used for both day and night classes, thereby maximum usage.
3. Ready exchange of faculty, students and courses with the Health Sciences Division and a strengthening of the relationship in this respect presently existing between R.P.I. and M.C.V.
4. Public transportation for the population to be served in all parts of the city and suburban areas readily accessible.
5. Ready accessibility to people coming from other sections of the State by private automobile, bus, rail or air.
6. Availability to a greater portion of the neighboring population of programs, lectures and similar events.
7. Streets, lights, water, sewerage and other public utilities as well as fire and police protection are already provided.
8. Dormitory facilities will not be required to the same extent as would be true of a rural location.
9. City owned property, such as the Mosque and Monroe Park, as well as air rights over the Expressway, and school buildings when no longer needed to serve the surrounding population, would be available on a mutually agreed upon basis.
10. Churches are available in the area and will have a fertile field for work among the students.

11. The City itself provides a living laboratory for courses in psychology, sociology, political science, business, law and other related topics, and will permit close cooperation between faculty, student body and industry.

We recognize and have considered carefully arguments which might be made against the adoption of this site, among which are:

1. Cost of acquisition of additional ground.
2. Restricted area for expansion.
3. Displacement of people and necessity for relocation.
4. Parking and traffic flow problems.

II. *THE ELKO TRACT*

State ownership of the Elko Tract of 2400 acres in Henrico County presents a most attractive, interesting and tempting site for development of the second campus of the proposed new university.

The site is already developed and provided with streets, gutters, sewers, light and water. There is room for expansion beyond the wildest dreams of the growth of the new university. The parking problem would not exist. None of the property within the area is privately owned and consequently no residents or businesses would be dislocated or have to be moved as a result of its use. There would be a great psychological advantage in establishing the new university at this site and separating it in its entirety from R.P.I., M.C.V. and all other existing institutions in the Richmond Area and thereby avoid the danger of friction that may result from a combination of these two institutions.

On the other hand, the economic loss that would result from the abandonment of the existing buildings of R.P.I. and those now under construction, or even of their conversion to other uses would, in our opinion, be hard to justify. Removal of the Health Sciences from M.C.V. to the Elko Tract would create chaos in the operation of a medical center. The hospital facilities of M.C.V. would have to be continued in the City of Richmond to provide such facilities for the people of the City and surrounding area. If the faculty transferred to the Elko Tract, the quality of medical service available at the present facilities at M.C.V. would necessarily decline markedly. The clinical material that would be available at any new hospital erected on the Elko Tract would be inadequate for the education of students and to attract faculty of the highest quality.

There are no stores, recreation facilities or housing available near the Elko Tract. Students and personnel would have to seek these facilities until such time as they sprung up on the periphery of this campus.

While it is true that the Elko Tract is readily accessible from Richmond by highway, there is no public transportation available except by the Chesapeake and Ohio Railway. Students and personnel would, therefore, be dependent upon privately owned cars and such other transportation as may be subsequently established, which would be a great deterrent to students with lower incomes.

Academic relationships with other institutions in the Richmond area would be more difficult and part-time instructors from Federal, State and City governmental positions, in Medicine, Dentistry, Law and other professions, would not be as readily obtainable. We believe proper development and construction on this site would require a period of five years at

least before it could be built up to the point where it could accommodate as satisfactorily the student body now provided for at R.P.I. The growth of this institution is such that a delay of this extent is a matter of prime importance.

Location of the second campus on the Elko Tract would eliminate in a large measure the benefits to be derived from the availability of the City itself as a living laboratory for instruction of students and the participation of the faculty in the affairs of the community and industry and change the whole character and nature of the institution from that of a modern urban university to another academic community in a rural setting.

It is of interest to recall that in 1931 a Commission on "A Liberal Arts College for Women Coordinate with the University of Virginia" submitted its report to the General Assembly (Senate Document No. 4, 1932), recommending that in lieu of establishing a coordinate college ab initio one of the state teachers colleges be converted to that use. The State Teachers College at Fredericksburg was selected as the most satisfactory for that purpose and so was born "Mary Washington College of the University of Virginia". Many of the reasons which prompted this report in 1932 are equally applicable to the recommendation of the use of the present R.P.I. campus.

CONCLUSION

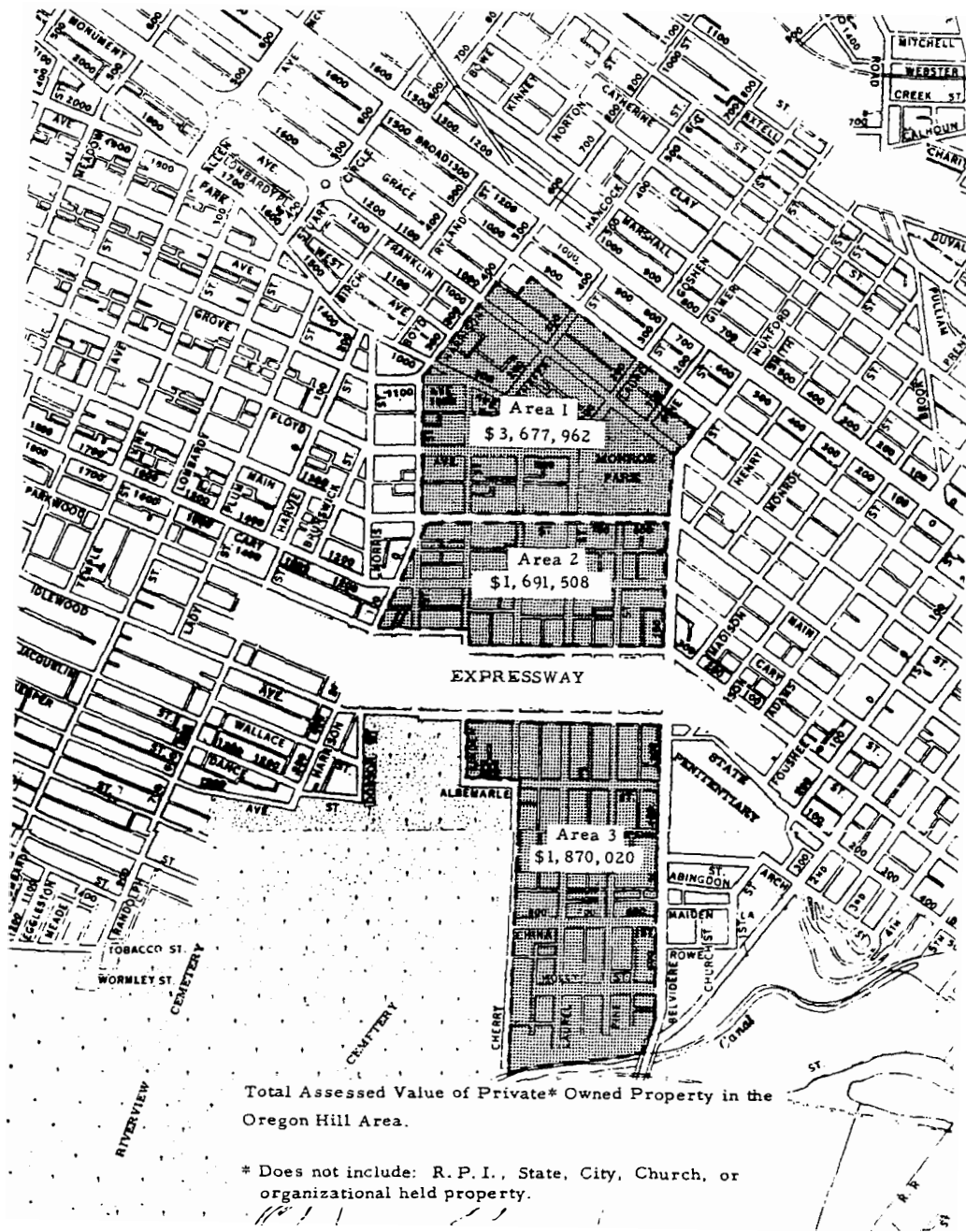
Considering all of the factors involved, your Committee is of the opinion that the area between Grace Street on the north, Belvidere on the east, the River on the south and Harrison Street on the west, is the most suitable available site for the location of one campus of the proposed new university in the Richmond Metropolitan Area, and that the campus of the Health Sciences Division should be developed around the present Medical College of Virginia.

EXHIBIT A

Proposed Sites Visited and Inspected by the Committee

1. Chesterfield County—Swift Creek Area owned by Powell interests.
2. Hanover County—
 - (a) Poor House tract four miles west of Ashland on State Route 696 and Stag Creek.
 - (b) Sliding Hill intersection of Interstate Route 95.
 - (c) North of Chickahominy River near Route 33.
 - (d) Two locations in Rockville-Hylas area.
3. Henrico County—Elko Tract.
4. City of Richmond—
 - (a) R.P.I.-Oregon Hill Area.
 - (b) Broad Street Station-Parker Field Area.
 - (c) Southside-River front-Hull Street Area.

EXHIBIT B



Total Assessed Value of Private* Owned Property in the Oregon Hill Area.

* Does not include: R. P. I., State, City, Church, or organizational held property.

EXHIBIT C

	Area 1 North of Main to Grace	Area 2 South of Main to Expressway	Area 3 South of Express- way to River	Total
Assessed Value of Property:				
1. RPI Present Holdings:	\$13,488,510	\$ 45,800	\$	\$13,534,310
2. Other State-owned Holdings:	....	....	\$ 43,900	43,900
3. City-owned Holdings:				
a. Monroe Park	\$ 844,000	\$	\$	\$ 844,000
b. Mosque	750,000	....	....	750,000
c. Schools	....	....	78,750	78,750
d. Other	....	85,850	41,350	127,200
Total City-owned	\$ 1,594,000	\$ 85,850	\$ 120,100	\$ 1,799,950
4. Churches and Church-affiliated Schools and other organizations	\$ 1,783,000	\$ 63,000	\$ 595,820	\$ 2,442,620
5. Privately-owned Properties	\$ 3,677,962	\$1,691,508	\$1,870,020	\$ 7,239,490
Subtotal	\$20,543,472	\$1,886,158	\$2,629,840	\$25,060,270
Expressway	\$	\$ 282,250	\$ 738,350	\$ 1,020,600
Grand Total	\$20,543,472	\$2,168,408	\$3,368,190	\$26,080,870
Other Data				
1. No. of Business Establishments	6	82	24	,102
2. No. of Residences				
a. Owner occupied	75*	90*	174*	189
b. Tenant occupied	755*	306*	302*	1,061
Total Residences	899*	428*	493*	1,810
3. Population (Exclusive of Students)	1,865*	1,394*	1,642*	4,901
*1960 Census data				
NOTES: 1967 population for <i>Area 1</i> is estimated to be approximately 1,500 persons, including 1,200 resident students, 150 off-campus students, and 200 non-student population.				
Population in 1967 of <i>Area 2</i> is estimated to be reduced to 1,200 persons as a result of demolition for municipal parking lots and commercial expansion. <i>Area 3</i> has experienced a higher vacancy rate than in 1960 and demolition of residences has occurred for commercial expansion. A 1967 population of 1,400 persons is estimated.				

APPENDIX B
"RATIONALE FOR THE ASSOCIATION OF A
MEDICAL COLLEGE WITH A UNIVERSITY COMPLEX,"
L. E. BURNEY, M.D., COMMISSION CONSULTANT

TEMPLE UNIVERSITY
PHILADELPHIA, PENNSYLVANIA 19122

Director of Research
and Program Development
and Assistant to the President

MEMORANDUM

February 27, 1967

To: Mr. Edward A. Wayne
Commission Chairman

From: Commission Consultants
Dr. Edwin P. Adkins, Director of Research and Program
Development
Dr. Paul R. Anderson, Vice President for Academic Affairs
Dr. Leroy E. Burney, Vice President for Health Sciences

Re: Rationale for the Association of a Medical College With a
University Complex

Phenomenal changes have been made in medical practice, medical education, and medical research during the last fifty years. Scientific advances, resulting in new knowledge, new drugs, new technology, and new equipment, have made it possible to expand the life span of the American man to more than 70 years. Research, which has been responsible for most of these advances, has been spurred by governmental support and has moved out of the small, decrepit laboratory into modern, machine-filled centers where the most up-to-date technological and mechanical aids are readily available. Medical colleges have adapted with the changing times and now are educating young men and women who realize that the completion of their formal schooling is only the beginning of their true education.

Since 1910, when the Flexner report urged closer liaison between medical college and university, this interrelationship has grown and flourished. Today, of 99 medical colleges in operation or planning to open soon, only nine are not affiliated with a university.

The report, "Planning for Medical Progress Through Education," submitted to the Executive Council of the Association of Medical Colleges by Lowell T. Coggeshall, M.D., in April, 1965, underscores the importance of this close relationship in several different sections. To cite but a few:

"The atmosphere of the university provides important stimulation to scholarship, to research, and to teaching. The function of the university as an external arbiter of standards for all the disciplines serves as a useful antidote to the tendency of medical schools to become parochial.

"No medical college, other than one affiliated closely with a university, can achieve as high standards in its educational mission or be stimulated to as high a degree. Physician education, no matter whether in the classroom, in the laboratory, or at the bedside, is consistent with and part of the university education.

"Interdisciplinary approaches to instruction and research can be taken best—and probably only—within the jurisdiction of the university."

The report also makes it clear that university-medical college affiliation is a two-way street, with each drawing support from the other.

"The medical school of the future will need to draw with increasing regularity on the other disciplines available within the university—the biological sciences, the physical sciences, the social sciences, the humanities, engineering sciences, computer science, veterinary medicine, and education. There is also increasing recognition of the need for a university to have a good school of medicine as an integral part of the research-teaching enterprise if it is to be a strong, well-rounded university. Just as medicine must increasingly draw on the social sciences, the social scientists must have access to medical research facilities and findings to understand the physiological bases of man's behavior."

Creation and formulation of new knowledge—research—is historically best accomplished within the framework of a university where the scientific inquiry of scholars is unfettered. Operational and utilitarian research can occur within many organizations, but it is the university that provides the unique interplay of scientists seeking basic truth.

In the field of patient care, it is through operation of university hospitals for teaching and research and through maintenance of the highest professional standards in affiliated institutions that the university exemplifies the best in health care. The university, which makes its expert service available to the community as a model, gains access to the social laboratories in which students and faculty alike can study the natural history of health as well as of disease.

Thus, in the three basic areas of responsibility of a medical college and medical center—education, research, and patient care—strong affiliation with a university is of paramount importance. But, above and beyond the medical college's and university's involvement with the medical student, the investigator and the patient, there is another area in which only the university can properly meet the needs of society. That is the field of continuing education. With the rapid growth in medical knowledge which is taking place in this era, it is imperative that the physician in practice be provided the opportunity for continuous education and re-education. Only the university can maintain the needed continuity of planning and the enforcement of high scholarship standards in such a program. It is the only institution which can provide the tie between research and practice to assure that the true benefits of scientific advance are provided to the patient.

The modern medical college, therefore, has an obligation to its students, its faculty, its graduates and the patients it serves, to provide the intellectual setting where the highest standards will be enforced, where an atmosphere of academic stimulation will be maintained, and where the resources are available to permit unrestricted growth and development. That intellectual setting is found only in the university.

NOTE: The bulk of the material included in this memorandum was prepared by Dr. Leroy E. Burney, Vice President for Health Sciences, Temple University, and the members of his staff.

APPENDIX C

CORRESPONDENCE WITH THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

FEDERAL RESERVE BANK OF RICHMOND
Richmond 13, Virginia

June 8, 1967

Dr. Gordon W. Sweet, Executive Secretary
Commission on Colleges
Southern Association of Colleges and Schools
Suite 592-795 Peachtree Street
Atlanta, Georgia 30308

Dear Dr. Sweet:

The time draws near when our Commission must file its report with Governor Godwin and the General Assembly. The date set in the Senate resolution which created our Commission is October 1, 1967, and we expect to meet that deadline. Our report is slowly shaping up, but it will be at least another couple of months before we reach any final position on several potentially controversial facets, particularly such as name and location.

A far more important matter, and one on which we seek your advice and counsel, involves accreditation of the proposed University. We have no reason to believe that your Association would raise any question on this score, but we should like to respond effectively should the subject come under discussion in the General Assembly. Certainly, we will not propose nor can I conceive of any steps being taken which would in any way weaken the academic quality of the Medical College of Virginia or Richmond Professional Institute, the two institutions which will constitute the core of the University. On the contrary, everything we have in mind would serve to strengthen and undergird these institutions so that as a University they can better serve the needs of the Commonwealth for quality education.

We envisage an organization which will assimilate the academic offerings of the two existing institutions into a university complex. True, there will be a new name, yet to be determined, and there will also be a new board of visitors. In our thinking, this new board will be drawn from the boards of the two institutions mentioned above, augmented with other individuals to be appointed by the Governor of the Commonwealth. The existing boards will be looked to for counsel and assistance in the period of transition to whatever administrative structure the new board of visitors may establish. In effect, such structural changes and administrative reorganization as may be adopted to establish a university structure will become effective only over a period of time.

Under these general circumstances, we would assume, as I have stated earlier, that no question as to accreditation would arise and that we may anticipate a continuation of Southern Association approval as the University evolves. We should appreciate hearing from you and stand ready to supply you with additional comments and information if desired.

Sincerely yours,

EDW. A. WAYNE

Edw. A. Wayne, Chairman

Commission to Plan the Establishment of
a New State University in the
Richmond Metropolitan Area

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Suite 592-795 Peachtree Street—Atlanta, Georgia 30308

July 7, 1967

Mr. Edward A. Wayne, Chairman
Commission to Plan the Establishment
of a New State University in the
Richmond Metropolitan Area
Federal Reserve Bank of Richmond
Richmond, Virginia 23213

Dear Mr. Wayne:

At its summer meeting on June 19, 1967, the Council of the Commission on Colleges of the Southern Association of Colleges and Schools reviewed your letter of June 8, 1967, in which you suggest that the State of Virginia may develop a university complex, as one institution, in Richmond, to include at the outset Richmond Professional Institute and the Medical College of Virginia. The Council is interested always in such a development as you envision to increase educational opportunities and effective-

ness in the State. The Council would not permit accreditation to delay such progress, especially since the State will be building on two accredited colleges of high standards.

The Council has ruled that the date of accreditation of the university complex under a new name to be selected will be that of the older institution in the complex, Richmond Professional Institute, 1953; and that the total university will conduct a self-study and have the accreditation reaffirmed four years after the university is established. It is noted that the reaffirmation of accreditation of the Medical College of Virginia should take place in 1969. If the university is established with faculty and students in regular session prior to 1969, the self-study and affirmation of accreditation at the Medical College of Virginia will not be required but will be included in the evaluation of the university.

Sincerely yours,
Gordon W. Sweet
Acting Director of Special Studies
Commission on Colleges

FEDERAL RESERVE BANK OF RICHMOND
Richmond 13, Virginia

July 10, 1967

Dr. Gordon W. Sweet
Acting Director of Special Studies
Commission on Colleges
Southern Association of Colleges and Schools
Suite 592-795 Peachtree Street
Atlanta, Georgia 30308

Dear Dr. Sweet:

Thank you for your letter of July 7 advising of the ruling of the Council of the Commission on Colleges of the Southern Association of Colleges and Schools concerning continued accreditation of the university complex under study here. Your letter is in response to my inquiry of June 8, 1967.

The position taken by the Council is appreciated. We note the conditions mentioned with respect to future self-study, which appear to us quite reasonable and proper.

Yours very truly,
EDW. A. WAYNE
Edw. A. Wayne, Chairman
Commission to Plan the Establishment
of a New State University in the
Richmond Metropolitan Area

APPENDIX D
SUMMARY BIOGRAPHICAL DATA OF
COMMISSION CONSULTANTS

Paul Russell Anderson, Ph.D.
President
Temple University

Education

B.A., Ohio Wesleyan University, 1928
Ph.D., Columbia University, 1933

Honorary Degrees

LL.D., Ohio Wesleyan University, 1949
LL.D., University of Pittsburg, 1950
LL.D., Allegheny University, 1957
L.H.D., Elmira College, 1958
LL.D., Lake Erie College, 1960
D.Litt., Chatham College, 1960

Professional Experience

Dean of the College and Professor of Philosophy, Lawrence College	1941-1945
President, Chatham College	1945-1960
Vice President for Academic Affairs, Temple University	1960-1967
President, Temple University	1967-present

Organizations

Board of Directors, American Academy of Political and Social Science,
1965-present
Chairman, Committee on Measurement and Evaluation of the Amer-
ican Council on Education, 1948-1959
Chairman, Governor's Commission on Higher Education, Common-
wealth of Pennsylvania, 1955-1959
Member, Pennsylvania State Council of Education, 1954-1963
Trustee, Beaver College, 1962-present
Trustee, International College, Beirut, Lebanon, 1956-1965

Publications

Philosophy in America from the Puritans to James, (co-author),
Appleton-Century, 1939
Platonism in the Midwest, Columbia, 1963
*Science in Defense of Liberal Religion: A Study of Henry More's
Attempt to Defend Seventeenth Century Religion with Science*,
Putnam, 1933
Editor, "Universal Military Training and National Security," *Annals
of the American Academy of Political and Social Science*,
September, 1945

Born in Appleton, Wisconsin, on September 27, 1907

L. E. Burney, M.D.
Vice President for Health Sciences
Temple University

Education

B.S., Indiana University, 1928
M.D., Indiana University, 1930
M.P.H., The Johns Hopkins University School of Hygiene and Public Health, 1932

Honorary Degrees

Sc.D., Jefferson Medical College, 1957
LL.D., Seton Hall University, 1957
Sc.D., DePauw University, 1958
Sc.D., Indiana University, 1959
Sc.D., Woman's Medical College of Pennsylvania, 1960

Professional Experience

Departments of Public Health, Georgia and Missouri	1937-1943
Assistant Chief, Divisions of States Relations, Washington, D. C.	1943-1945
District Director, New Orleans Regional Office	1945
State Health Commissioner, Indiana State Board of Health	1945-1954
Assistant Surgeon General, Deputy Chief, Bureau of State Service, Washington, D. C.	1954-1956
Appointed Surgeon General, U. S. Public Health Service, by President Eisenhower	1956-1961
Vice President for Health Sciences, Temple University	1961-present

Professional Memberships

American Cancer Society, Philadelphia Division, Incorporated
American Association of Public Health Physicians
American Board of Preventive Medicine
American College of Physicians
American Medical Association
Arthritis and Rheumatism Foundation
Association of American Medical Colleges
Association of Military Surgeons of the U. S.
Association of State and Territorial Health Officers
Boy Scouts of America National Health and Safety Committee
College of Physicians of Philadelphia
Delaware Valley Hospital Council
Eastern Pennsylvania Psychiatric Institute
Mayor's Advisory Council on Tuberculosis
Milbank Memorial Fund
National Commission on Community Health Services
National Sanitation Foundation
Pennsylvania Health Council—past president
Pennsylvania Medical Society

Public Health Association of Pennsylvania
Philadelphia County Medical Society
Board, St. Christopher's Hospital for Children
Philadelphia Board of Health
The Johns Hopkins University School of Hygiene and Public Health
Visiting Committee
Board, Skin and Cancer Hospital of Philadelphia

Born in Burney, Indiana, December 31, 1906

Edwin P. Adkins, Ph.D.
Director, Office of Research and
Program Development,
Temple University

Education

A.B., Berea College, Berea, Kentucky, 1937
M.A., Education Administration, West Virginia University, 1939
Ph.D., History, Ohio State University, 1948

Professional Experience

Instructor of History, Ohio State University	1945-1948
Dean of the College, Glenville State College, W. Va.	1948-1953
Director of Education, State University College, Albany, N. Y.	1953-1962
National Coordinator, Continental Classroom (on leave of absence)	1958-1959
Vice President and Dean of Faculty, Indiana State University	1962-1966
Director of Research and Program Development, Temple University	1966-present

Organizations

Collegiate Association for the Development of Educational
Administration in New York State
Consultant on program to Bard College, the University of Rochester,
Western Michigan University, Allen University, Cornell
University, and other colleges and universities
Indiana Conference on Higher Education
Member, NCATE Visitation and Appraisal Committee
New York State Council on Administrative Leadership
Phi Kappa Phi

Publications

Setauket—The First Three Hundred Years, David McKay, 1960
Television and Teacher Education (editor), AACTE, 1960

Born in West Virginia on November 11, 1916