

Faculty Senate

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1980 Agendas

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12/28/79

REPORTS TO THE FACULTY SENATE
January 10, 1980

Agenda for the Senate Meeting: Thursday, January 10, 1980, 3:33 p.m.
Withycombe 101

The Agenda for the Senate meeting on January 10 will include the reports and other items of business listed below. To be approved are the Minutes of the December 6, 1979, Senate meeting as published in the November 29 issue of the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Installation of the Senate President-Elect and Newly-Elected Members of the Executive Committee for 1980

As reported to the Faculty Senate on December 6, Patricia Wells (Business), was elected President-Elect. Leo W. Parks, the immediate past President-Elect, was installed as President at the October 4 meeting when Bill Wilkins resigned as Senate President to take a leave from OSU to accept an appointment in Washington, D.C.

The new members of the Executive Committee, elected at the December 6 meeting, are: Dwight Fullerton (Pharmacy), David Griffiths (Science), and A. Gene Nelson (Agriculture), each to serve for two-year terms. Continuing members of the Executive Committee include Kathleen Heath, Donald Reed, and Richard Scanlan, whose terms expire at the end of 1980.

On behalf of the Faculty Senate, the officers and continuing members of the Executive Committee express their appreciation and sincere thanks to the elected members whose terms are ending: Sally Malueg (CLA), Glenn Klein (Ext.), and Owen Osborne (Engineering).

2. Welcome and Instructions to New Senators (pp. 6-7)

Attached is the list of the Members of the Faculty Senate for 1980, which includes 34 newly-elected Senators, including six who were re-elected for a second consecutive term. In accordance with Section 5, Article XIV of the Senate's Bylaws, appropriate materials are provided for all newly-elected Senators. Faculty Senate Bylaws and Standing Rules for its committees and councils can be found in the new Faculty Handbook (Blue notebook) provided to each member of the Faculty. A Memorandum containing information concerning the specific duties and responsibilities and regarding schedules and conduct of Senate meetings will be sent to each newly-elected Senator. The Faculty Senate Committee/Council Membership Roster (including student members) will be distributed at the January 10 meeting to all Senators instead of just the newly-elected ones. (Rosters will be placed on the sign-in table for easy access.)

3. Appointments of Recording Secretary and Parliamentarian - 1980

- a. Recording Secretary: As prescribed in Article VI, Section 1, of the Senate Bylaws, the Executive Committee will appoint Thurston Doler as Recording Secretary for 1980, subject to approval of the Senate.
- b. Parliamentarian: As prescribed in Article XV, Section 2, of the Bylaws, the Executive Committee will appoint William Longenecker (Director of the English Language Institute) to the position of Parliamentarian for 1980. However, since Mr. Longenecker will be on leave from OSU winter term, the Executive Committee would like to request that no official replacement be appointed for this term, and that Thurston Doler be accepted for service, as needed, at the meetings. This recommendation is subject to approval by the Senate.

4. Faculty Status Committee (p. 8) - Paula Kanarek

The FSC has recommended the formation of a University-Level Promotion and Tenure Committee. Chairman Kanarek will discuss the Committee's recommendation. (Further information is provided under Reports from the Executive Committee.)

5. Faculty Status Committee (pp. 9-13) - Paula Kanarek

Attached are Reports from the FSC and Dean of Faculty, David Nicodemus, regarding various FTE related issues. The FEWC has these matters under consideration.

6. Academic Requirements Committee (pp. 14-15) - Astrid Hancock

Attached is a report from the Academic Requirements Committee regarding clarification of the residency requirement. As indicated, this report has been referred to the Academic Regulations Committee, which has the matter under study and is expected to report during Winter term.

7. Salary Equity (pp. 16-17) - Leo W. Parks

Attached is a copy of the Memorandum which President Parks sent to Faculty Senators just prior to the December 6, 1979, meeting seeking a "sense of the Senate" on a Resolution regarding salary equity. The intent of the President was to obtain a "straw vote" on this matter at the December 6 meeting. A formal motion was made, however, to adopt the Resolution, following which a Senator invoked Article X, Section 1, paragraph 2, of the Bylaws, which provide for the postponement of a vote on an original main motion that was not included on the original agenda. In the meantime, an amendment had been introduced to insert just prior to "the Chancellor," the phrase State System Presidents. This motion will be open for consideration with the proposed amendment to be voted on first and then the Resolution itself. (See Minutes of December 6, 1979, p. XIII, Motions 79-365-4 & 5). Also attached is an excerpt from "A Case for Equity," Association of Oregon Faculties, (1979), p.

B. Reports from the Executive Committee

1. Research Assistant Unclassified - Memo of Request (pp. 18-20)

The attached letter seeks consideration of several issues regarding this faculty rank. The letter has been forwarded to President MacVicar and his staff, since they are currently working with the RAU's on a number of matters. A copy of Dean Nicodemus' letter is also attached.

2. Records of Faculty Senate Committees (pp. 21-22)

Attached is a letter from the University Archivist, along with Guidelines for retention of some of the materials being held by Faculty Senate committee chairmen. Instructions will be sent to all Faculty Senate committee chairmen early in 1980 indicating the intent of the Faculty Senate Office to work with each committee chairman to enable Archives to obtain and preserve valuable committee records.

3. Student Faculty Guidelines (p. 23)

Attached is a Memorandum from Cindy Wilhite, ASOSU President, regarding faculty and student expectations. The Executive Committee has reviewed the request and indicated a willingness to assist on a committee to study the matter.

4. Academic Calendar (p. 24)

The issue of changing to a Semester System has been brought to the Executive Committee, which has subsequently appointed a committee composed of Bruce Shepard, Ronald Cameron, Dean Judith Kuipers, and two students - Rayce Jonsrud and Timothy Myers - to study and research this matter. At this time, the charge to the committee is to survey the multitudes of material available from the many institutions who are using this system to identify the major issues, and to study the advantages and disadvantages of the system. Thus, the principal task of the committee is fact finding, not policy recommendation. (See attached Memo from President MacVicar.)

5. New Senator Orientation

- Owen Osborne

Senator Osborne will report on the events of the Training/Orientation session held for newly elected Senators on Tuesday, January 8, from 2:30-9:00 p.m. at Nendel's Inn. Each newly elected Senator should have received an outline of the program and a request to participate prior to receipt of this Report.

6. Travel/M meal Rules and Regulations

Because of numerous complaints regarding the new travel rules, the Executive Committee is considering courses of action that might be taken. President Parks has communicated with Vice President Smith, who is also concerned about this problem, and offered the assistance of the Faculty Senate and/or the Executive Committee.

7. Retirement Committee (Faculty Senate)

An independent Retirement Committee involved directly with the various problems of retirement, including economic, etc., will be recommended in the near future. After consultation with the Committee on Committees (which recommended a retirement sub-committee of the FEWC), and the Faculty Economic Welfare Committee (which recommended an independent committee, with perhaps one FEWC member who could serve as liaison), and various other individuals (both administrative and faculty), the Executive Committee has elected the course of action noted above. Standing Rules will be developed and submitted to the Committee on Committees for their approval. The matter will then be brought back to the Senate.

8. Request for Volunteers

The need to establish several new committees - Retirement, Promotion and Tenure, and Faculty/Student Guidelines - to name a few, has prompted President Parks to write a letter to all members of the Faculty seeking volunteers to serve on the to-be-appointed committees. Each year volunteers are requested to serve on University-level standing committees and are appointed in the various areas. However, the pool of individuals diminishes rapidly, and it is now necessary to ask others to assist. As President Parks indicated in his letter, anyone who has particular interest or expertise in one of the areas involved is encouraged to respond. Anyone interested may respond through the form on the letter, or contact the Faculty Senate Office (SS 107, ext. 4344).

9. University-Level Promotion and Tenure Committee

The Executive Committee, at its meeting on December 14, agreed to investigate further the need for and function of a Promotion and Tenure committee at the University level.

10. Interinstitutional Faculty Senate

The IFS will meet on January 11 and 12. If there are matters Senators wish to have discussed, please contact one of the IFS members (Solon Stone, Leo Parks, and Pat Wells). A report will be made at the February Senate meeting.

11. Tenure Status after Program Reduction - Financial Exigency

Attached is a Memorandum from Vice Chancellor W. T. Lemman and a response by Dean D. B. Nicodemus. The Executive Committee has discussed these Memoranda and view the issues contained therein to be of the utmost importance to faculty. The documents have been referred to the Faculty Status Committee for their review. In the meantime, other appropriate courses of investigation are being pursued. (pp. 25-29)

C. Reports from the Executive Office

D. New Business

- 1. Motion for Bylaws Change - Dwight Fullerton

E. Parliamentary Tip

OBJECTION TO THE CONSIDERATION OF AN ORIGINAL MAIN MOTION

Article X: Motions and Voting. (This article of the Bylaws contains the following:) Motions: Main motions, introducing new business to the Faculty Senate, shall be limited to: (a) those specifically stated in the mailing (Sec. 2, Article XIV) for the meeting; (b) those providing for the disposition of a report included in said mailing; or (c) those distributed to the members, in written form, at a previous meeting.

Other main motions shall be in order, but the request of a single member shall be sufficient to postpone a vote. (Then follows ways of dealing with this postponed motion.)

This article was invoked at the December 6 meeting to prevent a vote on a motion regarding a salary recommendation. At the time the motion was made, the Senate discontinued discussion of the motion. Nothing in the quotation above precludes discussion of the proposal following objection to taking a vote on it. Further, nothing in this article precludes taking a "straw vote", which may be regarded as an opinion poll.

Robert's Rules of Order contains an incidental motion called, "Object to Consideration of a Motion" which is similar to the provision of the Bylaws. Immediately after an original motion is introduced any one person may object to its consideration. If sustained by a two-thirds vote, the matter is, thus, dropped.

* * * * *

FACULTY SENATE MEMBERSHIP

OREGON STATE UNIVERSITY

JANUARY 8, 1980

(Exclusive of the Senate President and Senate President-Elect and, ex-officio, the University President and Dean of Faculty)

Underlined names are newly-elected or re-elected for a term starting in January 1980. *Names marked by an Asterisk are serving for a second consecutive term. Year in parentheses after name indicates year present continuous membership began, in January unless otherwise indicated. Term expires on December 31 of the year indicated at the head of each column.

1980

1981

1982

AGRICULTURE:

- | | | |
|---|--|--|
| ✓ <u>Floyd W. Bodyfelt</u> , Food Sci & Tech/Ext (78) | ✓ * <u>Charles M. Fischer</u> , Poultry Science (78) | ✓ <u>H. Ronald Cameron</u> , Bot & Pl Path (80) |
| ✓ John C. Buckhouse, Rangeland Res (78) | ✓ <u>Alberta B. Johnston</u> , Ext (79) | ✓ * <u>Lois A. McGill</u> , Food Sci & Tech (77) |
| ✓ Michael H. Chaplin, Horticulture (78) | ✓ <u>Gerald F. Kling</u> , Soils Sci (79) | ✓ <u>Alvin R. Mosley</u> , Crop Sci (80) |
| ✓ John A. Edwards, Agr & Res Econ (78) | ✓ <u>Louis M. Oester</u> , Ext (79) | ✓ <u>Daryl G. Richardson</u> , Hort (80) |
| ✓ Norman R. Goetze, Ext Crop Sci (79) | ✓ <u>Carl W. O'Connor</u> , Agr & Res Econ (79) | ✓ * <u>V. Van Volk</u> , Soil Sci (77) |
| ✓ Walter H. Kennick, Animal Sci (78) | ✓ * <u>William E. Sandine</u> , Microbiology (76) | ✓ <u>Jean B. Wyckoff</u> , Agr & Res Econ (80) |
| ✓ Richard A. Scanlan, Food Sci & Tech (78) | ✓ <u>Jack R. Stang</u> , Horticulture (79) | |
| ✓ Herbert H. Stoevener, Agr & Res Econ (78) | | |

BUSINESS:

- | | | |
|----------------------------------|---|--|
| ✓ Kurt K. Motamedi, Bus Adm (78) | ✓ <u>Charles M. Gudger</u> , Bus Adm (79)
TBE vice Wells | ✓ <u>Charles W. Dane</u> , Mktg, Fin & Prod (80) |
| | | ✓ <u>Philip B. Schary</u> , Bus Adm (80) |

EDUCATION:

- | | | |
|--------------------------|-----------------------------|------------------------------|
| ✓ Edwin L. Anderson (78) | ✓ <u>Betty Griffin</u> (80) | ✓ <u>Frank R. Cross</u> (80) |
| | ✓ <u>Howard Wilson</u> (79) | ✓ <u>Charles Stamps</u> (80) |

ENGINEERING:

- | | | |
|---|--|--|
| ✓ John A. Seaders, Civil Engr (78) | ✓ <u>Robert V. Mrazek</u> , Chem Engr (79) | ✓ <u>Robert J. Zaworski</u> , Mech Engr (80) |
| ✓ * <u>Solon A. Stone</u> , Elect Engr (75) | ✓ <u>John Peterson</u> , Civil Engr (79) | |
| ✓ Leonard J. Weber, Elec & Comp Engr (78) | ✓ * <u>Owen D. Osborne</u> , Elec & Comp Engr (76) | |

FORESTRY:

- | | | |
|-------------------------------------|---|---|
| ✓ Henry A. Froehlich, For Engr (79) | ✓ <u>William K. Ferrell</u> , For Mgmt (79) | ✓ <u>Kenneth C. Gibbs</u> , Res Rec Mgmt (80) |
| ✓ Robert L. Krahmer, For Prods (78) | ✓ <u>Philip L. Tedder</u> , For Mgmt (79) | ✓ * <u>Robert O. McMahon</u> , For Prods (79) |

HEALTH & PHYSICAL EDUCATION:

- | | | |
|--|---|-------------------------------------|
| ✓ * <u>Donald E. Campbell</u> , Phys Educ (75) | ✓ <u>G. J. A. Masilionis</u> , Phys Educ (79) | ✓ <u>David Phelps</u> , Health (80) |
| ✓ <u>Kathleen F. Heath</u> , Phys Educ (78) | | |

HOME ECONOMICS:

- ✓ Georgene V. Barte, Foods & Nutr (78)
- ✓ Arthur E. Gravatt, Fam Life (78)

- ✓ Virginia Dickinson, Fam Res Mgmt (80)
- ✓ *Janice M. Weber, Ext Home Mgmt (77)

LIBERAL ARTS:

- ✓ Walter C. Kraft, For Langs & Lits (80)
- ✓ George B. Carson, History (78)
- ✓ C. Warren Hovland, Relig Studies (78)
- ✓ Floyd B. McFarland, Econ (78)
- ✓ *Alan A. Munro, Art (75)

- ✓ Thurston E. Doler, Speech Comm (79)
- ✓ Sally L. Hacker, Sociology (79)
- ✓ *Sara E. Malueg, For Langs & Lits (76)
- ✓ *Thomas C. McClintock, History (76)
- ✓ Nicholas J. Yonker, Relig Studies (79)

- ✓ Berkley Chappell, Art (80)
- ✓ John S. Gillis, Psychology (80)
- ✓ Flora Leibowitz, Philosophy (80)
- ✓ Nancy Leman, English (80)
- ✓ Ze'ev Orzech, Economics (80)
- ✓ Francis H. Shaw, History (80)

OCEANOGRAPHY:

- ✓ Andrew G. Carey (78)
- ✓ Jane Huyer (79)

- ✓ Steve Neshyba (79)

- ✓ *Herbert F. Frolander (78)

PHARMACY:

- ✓ Dwight S. Fullerton (78)

- ✓ Lyman T. Lais (79)

SCIENCE:

- ✓ Frank P. Conte, Zoology (79)
- ✓ Harry E. Goheen, Math (78)
- ✓ Robert J. Morris, Gen Sci (78)
- ✓ Donald J. Reed, Biochem (78)
- ✓ Max B. Williams, Chemistry (78)
- ✓ John T. Yoke, Chem (79) (vice Parks)

- ✓ *Joel Davis, Math (76)
- ✓ *Fred W. Decker, Atmos Sci (76)
- ✓ William J. Firey, Math (79)
- ✓ John W. Lee, Math (79)
- ✓ H. Hollis Wickman, Chem (79)

- ✓ Robert R. Becker, Bio/Bio (80)
- ✓ Victor J. Brookes, Entomology (80)
- ✓ Curtis R. Cook, Comp Sci (80)
- ✓ Paul L. Farber, Gen Sci (80)
- ✓ *David J. Griffiths, Physics (77)
- ✓ Donald L. MacDonald, Bio/Bio (80)

VETERINARY MEDICINE:

- ✓ Barbara M. Coles (79)

- ✓ Thomas E. Chapman (80)

LIBRARY:

- ✓ Agnes M. Grady (79)

- ✓ Mariol R. Peck (80)

ROTC:

- ✓ Terry G. Robertson, NROTC (79)

- ✓ James McPherson, Aero Studies (80)

TO: Leo Parks, Faculty Senate President

December 3, 1979

FROM: Paula Kanarek
Faculty Status Committee

PK

RE: Promotions and Tenure Committee

The faculty Status Committee is in agreement that faculty should have input at each stage of the promotions and tenure process. The lack of a consistent policy across the university is surprising.

It is probably difficult if not impossible for this committee to effect change at either the departmental or school level although it is our desire that there be faculty committees working at these levels. The committee does support the idea of a committee of faculty to review promotions and tenure decisions on a University wide basis. (It is of note that OSU is the only PAC-10 school with no such committee.) Concern was raised that such a committee might add yet another step to the already tedious process. Therefore, we would recommend that a University wide committee of faculty sit with the University President and Executive Deans at the final stage of promotion and tenure process. It is not expected that such a committee would be able to adequately review all faculty up for promotion and tenure. But such a committee could review the procedure by which promotion and tenure decisions are made to ensure that there is due process for all. In addition, such a committee might prove especially useful in the appeals process.

While our committee is in favor of a University wide promotions and tenure committee, we did not take up the matter of how such a committee should be selected. This could perhaps be discussed by the executive committee.

PHK:jmb

cc: Faculty Status Committee

TO: Pat Wells, Chairman
Faculty Economic Welfare Committee

December 3, 1979

FROM: Paula Kanarek
Faculty Status Committee

On November 27, the Faculty Status Committee met to discuss the November 14 memo sent to Leo Parks and the executive committee of the faculty senate. The faculty status committee believes that we should point out to the administration that there currently exists an inconsistency in our present method of allocating FTE (especially in the definition of 1.0 FTE). However, this would appear to be a problem which is interinstitutional rather than just peculiar to OSU. Therefore the committee is somewhat hesitant to endorse one particular solution to it. In fact the sentiment was that an interinstitutional committee (probably of administrators) would be in a better position to solve this inconsistency. The committee feels strongly that no change be imposed which might affect flexibility of individual faculty members.

Specifically, if the joint memo is adopted then the committee wishes to make several points:

- (1) Relate to the administration that the proposed changes are suggested to change the inconsistencies in our current definition(s) of 1.0 FTE and these changes are suggested without consideration of possible costs to the university.
- (2) The administration should be made aware that these changes are not to be retroactive (current 12 month people will not receive one month's additional salary). This should help alleviate concern about the money such changes might cost, but may make some current 12 month people angry when future colleagues are converted using a 1.33 rather than 1.22 rule.
- (3) If a 9 month appointment becomes a .75 FTE then what happens to people currently on .50 FTE for 9 months? According to my calculations they become .38 FTE and as such not entitled to the standard benefits (insurance and retirement). We need to make provisions for this.
- (4) By defining 9 month appointments as .75 FTE and allowing 3 weeks vacation time to them, it must specify when such vacation time may or may not be taken. (i.e. during classes)

The original assignment made to the Faculty Status Committee by the executive committee was to consider Recommendations 1 (negotiating summer term wages), 3 (9 month vacation policy) and 5 (requiring administrative units to advise 12 month people of where procedures for changing from 12 to 9 month appointments might be found). The proposed change in FTE does not directly address all these issues. The general feeling of the faculty status committee on these issues is:

- Rec 1: The current 22% rule for summer term is a good basis. Allowing individuals to negotiate their own summer term wages would probably be impractical and might well result in faculty receiving less than 22%. A change to a 33% rule would be

acceptable as long as "full summer employment" was appropriately defined.

Rec 3: Nine month faculty should not be expected to be in their offices every day from September 15 to June 15. They deserve some vacation time. For all practical purposes this time may be taken over the Christmas and spring breaks. However, perhaps we should consider further Dean Nicodemus' comments on flexibility and identify to him those departments (schools) which appear to be holding their faculty to absolutely no vacation time.

Rec 5: (Not discussed in the joint committee)
We believe all faculty should be made aware of the procedures for changing from 9 to 12 month appointments (and vice versa).

I'm not sure where this leaves us. Perhaps you and I should get together to try and resolve things further before this goes to the faculty senate. I'll be at an NIH meeting in Boston the rest of this week, but will be in the office on December 10.

PHK:jmb

cc: ~~Leo~~ Parks, Faculty Status Committee

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

November 28, 1979

To: Leo Parks, Faculty Senate President

From: D.B. Nicodemus 

Subject: Questions/comments regarding the proposed redefinitions of FTE for academic appointments on 12- and 9-months bases.

These questions/comments are based on the memorandum dated November 14, 1979 from the Faculty Economic Welfare Committee and the Faculty Status Committee with a "Joint Committee Recommendation/Motion" that "an FTE in academia be defined as 12 months of service with appropriate vacation" and that a full-time appointment on a 9-month basis be at 0.75 FTE.

The definition and examples of FTE given in the report are not complete. Our present Academic Personnel Action Request (APAR) forms include the following terms:

1. Working FTE: is the ratio between a staff member's level of employment or service and full-time service. (Working FTE often varies by term or quarter or more frequently.)
2. Yearly average FTE: is defined as the average working FTE averaged over one full year, either a fiscal (12 months) or academic (9 months) year.
3. FTE each Quarter or Term: is defined as the average working FTE averaged either over each quarter (or three-month period for those on 12-months appointments) or over each term (Fall, Winter, or Spring of the three-term, 9-month academic year).

Working FTE is a useful concept and quantity particularly if it varies during the year. It is also used on the Academic Wage Appointment Request forms to show the average "approximate working FTE" for each month of employment. The Yearly average FTE is also useful because it is the amount budgeted divided by the full time annual salary rate. The latter terms are defined as follows:

4. Full time annual rate: is the salary rate for full-time service on either a 12- or 9-month basis.
5. Amount budgeted: is the total salary budgeted and to be paid to the staff member during the fiscal or academic year of employment.

The FTE which appears on a faculty member's Notice of Appointment is the yearly average FTE and that term is 1.00 FTE for full-time appointments on either 9- or 12-month bases. But that term simply represents the average working FTE during either period of appointment.

It is also pertinent to note that FTE is simply an administrative tool and not a quantity that is allocated or prescribed in the institution's operating General Fund budget. The Board allocates dollars. Until a few years ago, the beginning budget also specified a total base FTE, but that quantity is now deleted and no longer appears in our budget.

6. Summer Term FTE: This unit is entirely different from the FTE units defined above, and it is defined only by a "wage schedule" showing course credit hours from 1 to 9 and "more than 9", their "FTE equivalent", and the corresponding wages expressed as a percent of previous year's 9-month salary rate. For 9 or more credits, the "FTE equivalent" is 1.00, and the Summer Term salary is currently (for 1980) 22% of the 1979-80 9-month rate. (It has also been higher in past years.) Other OSSHE units use different pay plans.

The time period during which faculty members actually teach 9 credit hours, corresponding to a Summer Term FTE of 1.00, varies depending on the schedule and the nature of the teaching activity. One may teach 9 credit hours or more over the full eight-week session, over the full eleven-week session, or over a much shorter period. For example, Star forms for 1979 include several appointments on 1.00 FTE for teaching during close to only a one-month period. Hence Summer Term appointments on 1.00 FTE correspond to a wide variety of levels of working FTE.

Summer Term appointments and Academic Wage appointments are frequently combined during the same time period, if they are both on a part-time basis, or in succession, if either is on full-time. The equivalent working-FTE levels for the Summer Term appointments are estimated in order to avoid combined wage appointments that would result in a net working FTE greater than 1.00 during any time period.

7. FTE used for Academic Wage Appointments: The comments on page 3 of the joint committee report refer to a "kind" of FTE used for summer wages where 1 FTE corresponds to 2-months service.

As noted previously, the only FTE used now in connection with Academic Wage appointments is the average working FTE during each month of employment.

Until several years ago, summer appointments on Academic Wages for 9-month faculty were not to exceed two months on full-time. Exceptions in special cases were considered by the President. For the past several years, this normal limit has been increased to 2.5 months (see Research Handbook, p 14).

Question a: Should any of the above definitions be modified by the proposed use of 0.75 FTE to designate a full-time 9-month appointment, and if so, how?

Question b: Should there be new definitions of FTE in order to limit combinations of 9-month appointments, Summer Term and/or Summer Academic wage appointments to 1.00 FTE, corresponding to a full-time 12-month appointment?

Question c: What is (or are) the primary object(s)/goal(s) of the proposed redefinition of 1.00 FTE?

In the Board's Administrative Rules, one finds many sections which include FTE-related terms such as "full-time" or on "0.50 FTE or more". Almost all of our personnel data forms and reports, both at the institutional and State System level, include items relating directly to FTE.

MEMO/Leo Parks

3

November 28, 1979

Any change, such as those proposed in the joint November 14 report, would have to be developed at the State System level and approved by the Board. This process would clearly require a great deal of cost both in time and dollars.

Question d: Have the committees considered any alternative policies/administrative procedures which might achieve the same primary goal(s) in a more economical and feasible way?

I hope that the above comments and questions may be of assistance to you and to any others who may be reviewing the joint committee report of November 14.

Please feel free to share or forward this memorandum to any individuals or committees.

/dm

The Department of
Physical Education



Corvallis, Oregon 97331

15 October 1979

TO: Executive Committee, Faculty Senate

FROM: Astrid F. Hancock, Chairman *Astrid F Hancock*
Academic Requirements Committee

SUBJECT: Academic Regulations 26e (Residence) and g (Restrictions)

The Academic Requirements Committee recommends that the University review the above regulations with a view to addressing the areas of: 1) Examinations for credit; 2) Study Abroad Program; 3) Oregon State University/Division of Continuing Education.

1) Re Examinations for credit: It is the Committee's interpretation that "residency" means classroom attendance on campus, and examinations for credit do not count toward satisfaction of the 45 hour residency requirement. For example, and in the extreme, a student taking the Trade and Industrial Examination can gain 48 credits. In another example, and a recent case, a transfer student, who enrolled for the first time in Summer 1979 for 3 credits as a Special student, and Fall 1979 as a Regular student, successfully petitioned the Academic Requirements Committee 13 September 1979 to take examinations for credit in 8 subjects, totaling 29 credits. The results of these 8 exams were in the Registrar's Office by 3 October 1979. The student has inquired concerning the residency status of these credits. The student has been informed that examinations for credit do not satisfy the residency requirement.

2) Re Study Abroad Program: It is the Committee's interpretation that students in the Study Abroad Program must complete a minimum of 15 upper division credits on this campus to satisfy the residency requirement (AR 26e (2)). It should be pointed out that students in this program gain residency credit, and their transcripts (Permanent Academic Records) list courses from the OSU Catalog for that work --- although the work is done in an overseas institution. In the 1971 report of this Committee (C. W. Dane, Chairman), it was pointed out that "... our foreign study program allows opportunities for students to receive OSU degrees without ever being on the Corvallis campus". If the addition of subparagraph (2) to AR 26e was intended to address this subject, it needs clarification. In the interim, the Committee interpreted AR 26e (2) to mean that at least 15 upper division credits must

-2-

be taken on the OSU campus, and has applied this interpretation in the case of a student who has never attended class at OSU, but who has gained 81 OSU residency credits in the Study Abroad Program.

3) Re Oregon State University/Division of Continuing Education: It is the Committee's interpretation that OSU/DCE is now a part of the institution. Accordingly, all such work through OSU/DCE is residence work.

Early confirmation of the Committee's interpretation or guidance would be appreciated.

sd

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

December 3, 1979

M E M O R A N D U M

To: Faculty Senators

From: Leo W. Parks, President, Faculty Senate

Subject: "Sense of the Senate" on Items Below

Leo W. Parks

At the November 11, 1979, meeting of the Joint Advisory Council at PSU, the topic of Salary Improvement for Academics was discussed. The view was expressed that a coordinated effort of the State educational institutions should be encouraged to address this matter in the next Legislature. Statistics presented to this assembly indicated that the academic community has lagged behind inflation by about 17%. This is viewed as a serious erosion of buying power for the individual faculty member and a diminution of recruiting power by the institutions. The question is, do you favor a coordinated effort to seek for academic staff a salary package in the next Legislature which addresses this matter? The following Resolution will be presented for your consideration:

"In recognition that the real income of the faculties of the Colleges and Universities of the Oregon State System of Higher Education has declined by 17 per cent since 1972, and that the prospects are for a further decline of several percentage points during the current year, we, the Faculty Senate of Oregon State University, urge the Chancellor, the State Board of Higher Education, the Governor, the Legislative Emergency Board, and the Legislative Ways and Means Committee to take the steps appropriate to each to remedy this situation during the last year of this and the two years of the coming biennium."

* State System Presidents, proposed amendment to be inserted just preceding "the Chancellor".

TABLE II

"The Real Story of Earnings": Gains and Losses in Average After
Tax Real Income, by Occupations, 1978 Compared with 1967.

<u>Occupation</u>	<u>Percent Gain or Loss</u>
Social Security Recipient	+ 59
Steelworker	+ 32
Autoworker	+ 24
Petrochemical Worker	+ 22
Truckdriver	+ 14
U. S. Army Major	+ 10
Plumber	+ 4.5
Policeman (municipal)	+ 0.9
Federal Civil Servant (Grade 7)	- 2.1
Computer Programmer	- 4.1
Engineer (journeyman)	- 7.5
Corporate Lawyer (middle level)	- 8.6
Accountant	- 8.8
U. S. Senator	- 10.3
Librarian	- 11.1
Welfare Recipient (per family)	- 16.5
University Professor	- 17.5

Source: Time, January 15, 1979, page 59, citing research conducted
by the Tax Foundation, Incorporated.

10 December 1979

Leo Parks
President, OSU Faculty Senate

Dear Leo;

On 4 December 1979 the first meeting of RAU's was held to propose goals for RAU working condition improvements and to propose plans of action to achieve those goals. The Ad Hoc RAU Committee thus formed out of concerns expressed at all levels of the OSU community in their common desires to resolve issues inherent in the present RAU policies. Some of the policies that need to be addressed include:

- 1) Full Faculty Representation
Faculty Senate and Committee Assignments
- 2) Job Security
Permanent and Temporary RAU's
- 3) Career Development
- 4) Lower Salary than Classified Counterpart Position
- 5) Differing Salary Levels for Same Position across OSU Campus
- 6) Promotion Opportunities Development
Develop possibly RAU I,II,III,IV
- 7) Professional Job Title Assignments

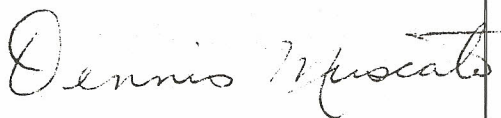
The Ad Hoc RAU Committee intends to determine the nature of the RAU audience and then design a questionnaire. The questionnaire will focus upon providing information on general goals and problem areas not listed above. The next step would be to present the results at a general RAU meeting. The general meeting would set up the formal structure for the general RAU body at OSU so they can resolve issues they feel of importance. The Ad Hoc Committee would be replaced by one formed by the general RAU consensus.

To implement the Ad Hoc Committee objectives we desire support in the following way:

- 1) Initial operating expenses for xeroxing and questionnaire development (\$300).
- 2) Determine baseline RAU audience information and mailing label generation from OSU computer center grant or other source (\$300).
- 3) Written statement recognizing that this committee can use OSU facilities, services and records in their capacity to help resolve RAU issues.

Acceptance of monetary support from any source does not obligate RAU's to any particular course of action to realize their goals. The support must be used to gather and facilitate impartial information exchanges. February 1980 is the target date for a general RAU meeting. I appreciate any comments you may have and can provide additional elaboration if necessary.

Sincerely,



Dennis Muscato
Forest Research Lab, OSU
753-9166

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

December 14, 1979

To: President MacVicar
Dean John Byrne

From: D.B. Nicodemus *DB*

Subject: Mr. Muscato's letter of 12-10-79 to Leo Parks

The attached letter was distributed to members of the Faculty Senate's executive committee at its meeting today. The question of Faculty Senate representation for RAU's has been considered very recently by the Faculty Status Committee which made no recommendation for change to the Senate.

Knowing that the President's office had recently arranged a breakfast meeting with a number of RAU's to visit with them and exchange informal questions or comments, I suggested to the executive committee that I forward to each of you copies of Mr. Muscato's letter and invite your advice and suggestions regarding an appropriate response to (1) the policies that an ad-hoc RAU committee has identified as deserving attention, and (2) a request for financial support and the use of services and facilities to carry out a survey and to conduct studies which might require access to certain personnel records - perhaps only to obtain statistical information.

If appropriate, we might consider these matters at our next Monday a.m. meeting.

/dm

cc: Leo Parks

Attachment

Archives

Oregon
State
University

Corvallis, Oregon 97331

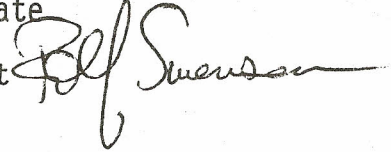
(503) 754-2165

November 28, 1979

TO: Leo Parks, President, Faculty Senate

FROM: Rolf Swensen, University Archivist

SUBJECT: Retention of Committee Minutes



Thank you for calling this morning about retention of minutes of Faculty Senate committees. As I mentioned, this is covered in the Archives & Records Management Handbook that we're about to issue. Enclosed is a page from this handbook covering committee minutes.

I'd be glad to help in any other way. Please feel free to stop by the Archives anytime for information or a tour.

Another item occurred to me. Sometime ago we did some research for Thomas Bedell and Dean Nicodemus on previous policies regarding the granting of honorary Doctorates at OSU. If the Faculty Senate needs any further information, don't hesitate to ask us.

From Archives & Records Management Handbook - to be issued soon

Schedule Number	Description of Records	
1001-016	EMPLOYEE DESK NOTES Includes calendars, logs, and diaries recording information used in reports, EXCEPT those recording a crisis or special event.	1 Year
1001-017	INSURANCE POLICIES-EXPIRED . Fire, theft, or extended coverage. No claims outstanding. . Liability, motor vehicle accident, and group insurance for employees. No claims outstanding.	2 Years 10 Years
1001-018	INSURANCE POLICIES-STATE MOTOR VEHICLES	5 Years
1001-019	MINUTES OF BOARDS, COMMISSIONS, COUNCILS, COMMITTEES AND DEPARTMENTS Includes minutes of all meetings of any boards, commissions, councils, committees or similar organizations created by statute, order, or ordinance. The record should contain a list of those present, a record of subjects discussed, statements of intent, a record of action taken, and any evidence of which the action was based. . Official copy (kept by Clerk, Recorder, or Secretary). . Member's copies, after completion of service. . Agendas (only if included in minutes).	Permanent 2 Years 1 Year
1001-020	ORDERS, ORDINANCES, AND RESOLUTIONS . Directive or Legislative in nature. . Routine orders approving fiscal transactions, except fiscal office copy.	Permanent 2 Years

ASOSU

MEMORIAL UNION EAST
CORVALLIS, OREGON 97331
(503) 754-2101



ASSOCIATED STUDENTS OF
OREGON STATE UNIVERSITY

November 21, 1979

M E M O R A N D U M

TO: Leo Parks, Faculty Senate President
FROM: Cindy Wilhite, ASOSU President
RE: STUDENT AND FACULTY GUIDELINES

ASOSU sees a need on the part of both faculty and students for spelling out precisely what is expected from each other and by the University. Moreover, that these criteria, upon acceptance by the three involved groups, be published as a part of approved University Publications: Schedule of Classes; Faculty Handbook; Student Handbook; others deemed appropriate.

To facilitate compiling these expectations, I am requesting that we form a joint ad-hoc committee. I would think a committee consisting of three faculty, three students, two deans and Dr. Judith Kuipers would be very workable.

I have two reasons for not requesting the Faculty Senate's advancement of Teaching Committee to deal with this:

1. The committee's current workload would likely not lend itself to completing this project by Spring term.
2. The need to have the recommendations come from an All-University committee, as compared to a Student Senate (with faculty members) or a Faculty Senate (with student members) committee, if they are to be accepted by both groups.

Please let me know of your reaction to this suggestion.

cc: Judith Kuipers, Dean of Undergraduate Studies
Laurie Mitchell, Director ASOSU Student Affairs
D.B. Nicodemus, Dean of Faculty
Rick Swart, Barometer Editor

Office of the President



Corvallis, Oregon 97331

(503) 754-4138

December 4, 1979

Dr. Leo W. Parks
President, Faculty Senate
Faculty Senate Office
Campus

My dear Leo:

I have your letter in which you indicate that it is your intention to appoint a small committee composed of members of the faculty with representation from students to consider the issue of the academic calendar. It would seem to me wise to have at least one member from the university administration to represent the overall institutional and administrative aspects of calendar modification, and I believe that Dr. Judith Kuipers would be an excellent person to be included in this group for this particular task.

In my conversation with you I indicated it was my understanding that there was no contemplated action on the part of the Faculty Senate to reduce the length of the academic year in terms of the number of contact days between faculty and students. I believe this is a vital consideration and trust that in any conversations in which we are involved with the University of Oregon we will adopt this position as essential to any consideration with respect to going to a different calendar structure.

Very truly yours,

A handwritten signature in dark ink, appearing to read "R. MacVicar", written in a cursive style.

Robert MacVicar
President

RM:is

Office of the
Dean of Faculty

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-2111

December 4, 1979

To: Wm. T. Lemman, Vice Chancellor
for Personnel Administration

From: D.B. Nicodemus *D. B. Nicodemus*

Subject: Two memoranda interpreting Board Rules:
1. Reduction in FTE in lieu of termination under
provisions of OAR 580-21-315, and
2. Tenure status if FTE is reduced below 0.50 FTE
under provisions of OAR 580-21-315.

President MacVicar asked me to respond to you directly regarding two memoranda sent to Institutional Presidents on November 26, 1979.

The interpretation expressed in the second memorandum (dated November 26) seems to be very reasonable. The interpretation in the first (marked "Draft") does not look unreasonable, but I hesitate to endorse it fully until it is reviewed more carefully. My very preliminary reactions follow.

The proposed reduction in FTE of a tenured faculty member in lieu of termination, under the conditions of OAR 580-21-315, should require even more careful review and stringent conditions, I believe, than a termination so as to avoid possible misuse of the proposed option. It is also hard for me to conceive of an institution being able to resolve a serious problem involving program or department reduction or for a bona fide financial exigency by reducing only a fraction of one tenured appointment. And if the problem is not due to financial exigency, at least 12 months prior notice is required. Perhaps, the suggested interpretation would be helpful to a smaller institution or in a small and very specialized department or program. But in most institutions, it seems to me that careful staffing and program planning should virtually eliminate the need of the proposed interpretation of OAR 580-21-315. In other words, I believe that tenured commitments are so important that we need to make it most difficult to modify such commitments. Also, as pointed out in the first paragraph of the "draft" memo, the proposed reduction can now be accomplished via termination and reappointment on less than full-time. I suggest that the proposed interpretation, although no change in the stated Rule is intended, might encourage more frequent use of the process. Hence I see no need for it.

I will share copies of these preliminary comments with President MacVicar and also with the Faculty Senate President, Leo Parks. They may have other comments for you later.

/dm

cc: President MacVicar
Professor Leo Parks

OREGON STATE SYSTEM OF HIGHER EDUCATION

OFFICE OF THE CHANCELLOR

P.O. Box 3175

EUGENE, OREGON 97403

TELEPHONE

(503) 686-4153

November 26, 1979

MEMORANDUM

TO: Institution Presidents

FROM: W. T. Lemman, Vice Chancellor
for Personnel Administration

There are two memorandums enclosed interpreting Board Rules. The one marked "Draft" has been reviewed and approved in the Board's Office, but we thought you might have observations on the issue which have not occurred to us. If I don't receive any objections in the next few days, the memorandum will be formally issued. Thanks for your help!

WTL/js

enclosures

Done re -

Please review and reply directly

to person w/ cc. to me

D R A F T

MEMORANDUM

TO: Institution Presidents

FROM: W. T. Lemman, Vice Chancellor
for Personnel Administration

SUBJECT: Reduction in FTE in lieu of Termination in Circumstances of Program Reduction-Financial Exigency

The Board's Administrative Rules (OAR 580-21-315) give authority to institutions to terminate both tenured and non-tenured faculty members for reasons of program reduction or financial exigency. Although the Rules do not expressly provide for a reduction in FTE as an alternative to termination, such should certainly be inferred since the same thing can be accomplished by full termination and a subsequent (or concurrent) offering to re-employ on a part-time basis. In fact, the requirement of OAR 580-21-315(d) to offer reappointment to a terminated faculty member whose position is to be filled within two years of the termination presumably applies to partial restoration of positions as well.

The question then arises whether an institution, in offering a reduction in lieu of termination and partial reappointment, can restructure the position or is limited to merely reducing the position to one or more of its existing components and assigning a pro-rata FTE. An example may assist in clarifying the issue.

An institution has a nominal teaching load of X credit hours per term. This load level carries the expectation that the equivalent of an additional number of credit hours will be spent on scholarly activities, departmental and institutional committee assignments, student advising and the like. For accounting purposes, each three hour course is assigned an FTE of Y. When the institution employs part-time instructors, it does so on a "teach only" basis with no expectation of other institutional and public services and therefore assigns an FTE of less than Y for each three hour course. Query: Can a faculty member whose FTE is to be reduced by reason of "program reduction" and whose residual assignment is one course of three credit hours be retained on a "teach only" basis on less than Y FTE or must the assignment be at Y FTE and include the full panoply (pro-rated) of related duties normally assigned to full-time faculty?

We conclude that the institution may properly offer reduced employment on either basis. To hold otherwise is to hamper the institution unnecessarily in its range of options and may indeed force the harsher option concerning faculty termination. In reaching this conclusion, consideration has been given to the nature of the tenure commitment and contemporary staffing policies as well as the needs of the institution in meeting the critical condition necessitating program reduction, program elimination, or the declaration of financial exigency.

November 26, 1979

MEMORANDUM

TO: Institution Presidents

FROM: W. T. Lemman, Vice Chancellor *BL*
for Personnel Administration

SUBJECT: Tenure Status after Program Reduction-Financial
Exigency

We have been asked whether a faculty member employed on indefinite tenure whose FTE is reduced below .50 as a result of actions taken for reasons of program reduction, program elimination, or financial exigency may retain indefinite tenure at the reduced level. The answer is yes.

For reasons which have been well discussed, the Board's Administrative Rules (OAR 580-21-105) permit institutions to award indefinite tenure only to those faculty whose FTE is .50 or more. Since the reduction in FTE for one of the reasons cited above is not "for cause," it appears reasonable to permit the faculty member and the institution to agree to an action less severe than termination while maintaining as much of the faculty member's former status as may be appropriate. Under these circumstances, an appointment at less than .50 FTE carrying indefinite tenure should carry the (mutual consent) acknowledgment required by OAR 580-21-105(2).

WTL/js

School of Pharmacy


 Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3725

30 December, 1979

To: The Faculty Senate Office

 From: Pete Fullerton
 Pharmacy Senator

 Subject: Motion to drop the "one request to postpone a vote"
 section of Article X of our Senate Bylaws

I would like to move that we delete the phrase indicated below. This was part of a Bylaws Committee recommendation in February, 1979, but was not passed. There are times when the Senate may need to act promptly, eg in providing 'effect of inflation and reduction of PERS' information to the State Emergency Board two weeks ago. As Professor Doler notes in the minutes of the February 1, 1979 Senate meeting (below) it is already possible to postpone a vote with a third of those present in favor. This would seem to provide adequate protection against hasty action while still providing for prompt Senate action when really needed.

The second part of the Bylaws Comm. report was given by Senator Doler, CLA, a member of the Committee. The Committee recommends that Article X, Section be amended as follows:
 "Sec. 1, Motions. Main motions introducing new business to the Faculty Senate, shall be limited to: (a) those specifically stated in the mailing (Sec. 2., Article XIV) for the meeting; (b) those providing for the disposition of a report included in said mailing, ~~or~~ (c) those distributed to the members, in written form, at a previous meeting, or (d) those introduced from the floor of the Senate as New Business. (Underlined material to be added.)

This motion to delete the phrase crossed out in these February 1, 1979 minutes.

~~Other main motions shall be in order, but the request of a single member shall be sufficient to postpone a vote. Such a postponed motion shall automatically become an agenda item for the next regular meeting unless it (a) is made the order of the day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote, with an interval of three (3) days allowed for the return of ballots." (Struck through material to be deleted.)~~

Doler reported that the Bylaws Committee was unanimously of the opinion that the Senate should have the privilege of deciding whether or not they want to retain this provision of the Bylaws. Doler noted that one argument in favor of keeping it was to retain the opportunity for Senators to consult with their colleagues before voting on a newly introduced matter. On the other hand, he observed that there are several ways that new items of business can be postponed. Among these is "object to consideration," which permits a third of those present and voting to defer action on an original main motion.

1/24/80

REPORTS TO THE FACULTY SENATE
February 7, 1980

Agenda for the Senate Meeting: Thursday, February 7, 1980, 3:30 p.m.
"The Forum" Snell Hall

The Agenda for the Senate meeting on February 7 will include the reports and other items of business listed below. To be approved are the Minutes of the January 10 Senate meeting as published in the January 16 issue of the Staff Newsletter Appendix. NOTE LOCATION OF MEETING.

A. Reports from the Faculty

1. Faculty Recognition & Awards Committee - Ken Hedberg

The Committee's report, dated January 11, 1980, was sent separately to Senators by campus mail marked Confidential. At the February 7 meeting, the Committee's chairman, Ken Hedberg, will be present to present the report and discuss the nomination with Senators. If additional information is available it will be presented at that time. The Senate will meet in Executive Session to consider this report. In accordance with the Senate's Bylaws (Article IX, Sec. 3), the Senate President may call an Executive Session which excludes all but elected and ex-officio members or their designated substitutes. Before going into executive session, the Senate President must also announce the statutory authority for such action (Attorney General's Public Meeting and Records Manual - 1973, Attorney General's Opinion #6996, Section I.,D.).

The purpose of the Executive Session is to consider a nominee for an OSU Distinguished Service Award for 1980. If the nominee is approved by the Senate, the name will be recommended to President MacVicar for his final approval and conferral at the June 1 Commencement. Balloting will occur early in the meeting and the results will be announced to Senators before the end of the meeting if possible.

The Faculty Recognition and Awards Committee requested early consideration of one candidate because of a time factor involved and the Executive Committee approved their recommendation for presentation to you at this time. The regular report of the Faculty Recognition and Awards Committee on Distinguished Service Awards nominees will be presented at the April meeting as in the past.

2. Curriculum Committee (pp. 4-7) - Roberta Hall

Attached is the Summary prepared by the Curriculum Committee and requested by Senators at the November 15, 1979, meeting. Chairman Hall will present and discuss the attached report of the Committee regarding Curricular Requests for 1980-81.

3. Faculty Economic Welfare Committee Report - Pat Wells
(pp. 8-10)

Attached is a report stating the Recommended Guidelines for the Faculty Salary Portion of the University Budget.

4. Academic Regulations Committee (pp. 11-12) - John Oades

Attached is the Committee's report in response to a referral by the Executive Committee in fall of 1979. The report deals with an Academic Deficiencies Committee recommendation regarding AR 22.

B. Reports from the Executive Committee

1. PAC-10 Leadership Conference - Pat Wells

President Parks and President-Elect Wells participated in the PAC-10 Leadership Conference at USC January 18-20. This is the second meeting of Faculty leaders of the PAC-10 schools.

2. Student Faculty Guidelines Committee

At the direction of the Senate, the Executive Committee has appointed three Faculty members to serve on the above committee. They are: Jan Weber (Home Ec), Chuck Dane (Business), and Marcia Shaw (Speech). This information has been forwarded to Dean Kuipers, who is coordinating the committee.

3. Faculty Club

A request from Faculty to explore the possibility of a Faculty Club at OSU has been directed to the Executive Committee. It was agreed by the Executive Committee that there is merit to the suggestion and they would like to appoint a special Ad Hoc Committee to look into the matter. Any Faculty Senator or Faculty member who would be interested in serving on a committee to study this should contact Boris Becker (School of Business) or Dave Griffiths (Physics Dept./Executive Committee liaison), or call the Faculty Senate Office. Results of the committee's study will be reported to the Senate at a later date.

4. Uniform Holiday Observance

The Executive Committee will appoint individuals to serve on a special committee to investigate the feasibility of uniform observance of holidays by faculty, staff, and students.

5. Committee Volunteers

As reported in the last Reports to the Faculty Senate, President Parks had intended to write a letter to all Faculty asking for volunteers to serve on various committees which need to be appointed for varying topics and durations of time. It was decided, however, to wait for the regular request for volunteers that is distributed by the Dean of Faculty's Office, and, perhaps, send it out somewhat earlier. Therefore, no letter to all Faculty will be sent out by this office.

C. Reports from the Executive OfficeD. New BusinessE. Parliamentary TipMotions that bring a Question again before the Assembly

The Senate may dispose of main motions by (1) passing or defeating them, 2) postponing them indefinitely, 3) referring them to a committee, or 4) laying them on the table. Any of these "final" actions, however, may be brought back, changed, or rescinded under certain circumstances. A motion that is tabled may be brought back by a simple majority vote to take it from the table. Motions that have been passed may be "Rescinded" or "Amended", even after the passage of time, if the votes to do so are available. If the move is made the same day or the next day by someone on the winning side, almost any motion may be reconsidered. Finally, a matter referred to a committee may be brought back to the floor by passing a motion to discharge the committee from further consideration of it.

Each of these motions has other qualifying details which may be obtained from the Parliamentarian in event a member contemplates their use.

#

Curriculum Coordination



Corvallis, Oregon 97331 (503) 754-3711

January 22, 1980

TO: Leo Parks, President
Faculty Senate

FROM: University Curriculum Committee

SUBJECT: Curricular Requests for 1980-81

The Chancellor is pleased to approve courses and curricular changes for Oregon State University as indicated and listed below:

Proposal for the initiation of Minor Programs in the Departments of Art, Economics, Foreign Languages and Literatures, History, Music, Philosophy, and Psychology, for use with baccalaureate degree programs throughout the University.

Proposal for New Technical Minors in Physical Sciences, Life Sciences, and Gerontology, for use with baccalaureate degree programs in Technical Journalism.

Proposal to Delete the Doctor of Philosophy degree in Guidance and Counseling and Initiate the Degree in Counseling. OSU will continue to offer a doctoral degree program in Guidance and Counseling, leading to the EdD degree.

Proposal by the Department of Forest Management to Discontinue options in Forest Business, Forest Recreation, and Forest Science.

Proposal for Initiation of Minor Programs in Business, Forest Biology, Forest Harvesting, Forest Products, Public Administration, Range Management, Resource Recreation Management, Statistics, and Wildlife for use with the baccalaureate degree program in Forest Management.

Proposal to Discontinue options in Family Life and Personal Finance in the BA/BS Degree Program in Home Economics Education.

Proposal for the Recognition of Gerontology as a Graduate Minor.

Proposal for the Revision of the Health Care Administration Program. Areas of specialization for the bachelor of science degree in Health Care Administration are changed from Health Services Organizations,

Parks
1/22/80
Page 2

Children's Resident Facilities, and Retirement Facilities to Long Term Care Administration, Public Health Service Administration, and Private Health Care Administration.

Course Request Document for 1980-81, for a net catalog credit addition of 169 hours.

enclosures
kls

SUMMARY OF CATALOG VIS-A-VIS SCHEDULE CHANGES
BY COLLEGE SCHOOL
1980-81

College/School	New		Change		Drop		Net Catalog Credit Change	Scheduling Offsets (by Sections or Other Courses, or Alternate Scheduling	Net Yearly Load Adjust- ments After Offsets
	#Reqs.	Credit	#Reqs.	Credit	#Reqs.	Credit			
Liberal Arts	(36)	+ 143	(116)	+ 13	(20)	- 115	+ 40	- 90	- 50
Science	(16)	+ 71	(21)	+ 6	(19)	- 56	+ 21	- 9	+ 12
Agriculture	(10)	+ 34	(6)	0	(12)	- 21	+ 13	- 16	- 3
Business	(1)	0	(0)	0	(0)	0	0	0	0
Education	(8)	+ 17	(36)	+ 3	(1)	- 4	+ 16	- 5	+ 11
Engineering	(8)	+ 38	(27)	+ 7	(19)	- 36	- 5	- 4	- 9
Forestry	(9)	+ 26	(1)	0	(3)	- 4	+ 22	- 3	+ 19
Health & PE	(15)	+ 54	(26)	+ 7	(2)	- 6	+ 55	- 55	0
Home Economics	(1)	+ 3	(0)	0	(4)	0	+ 3	- 3	0
Oceanography	(2)	+ 9	(0)	0	(2)	- 9	0	0	0
Pharmacy	(7)	+ 51	(4)	+ 5	(11)	- 59	- 13	0	- 13
Vet. Medicine	(0)	0	(0)	0	(1)	- 3	- 3	0	- 3
Health Care Adm.	(1)	+ 15	(0)	0	(0)	0	+ 15	- 15	0
Interdisc. Studies	(1)	+ 2	(0)	0	(0)	0	+ 2	- 2	0
University Studies	(1)	+ 3	(0)	0	(0)	0	+ 3	- 3	0
University Honors	(0)	0	(2)	0	(0)	0	0	0	0
GRAND TOTALS	(116)	+ 466	(239)	+ 17	(94)	- 314	+ 169	- 205	- 36

Discussion of Scheduling Adjustments:

Detailed explanations of OSU's course requests for 1980-81 are given under each College/School and department in the enclosed Category II document to clarify new courses, changes, drops, and scheduling offsets. Additional information is given for each new course and course change.

New internship, externship, or clerkship type courses are requested by the College of Liberal Arts, College of Science, School of Agriculture, School of Health and Physical Education, School of Pharmacy, and the Health Care Administration program. The credits from these courses account for 114 of the total 454 new credits requested by the University.

In Business, Oceanography, and University Honors, the total credit as reflected in the Catalog will remain the same for 1980-81. The effect of scheduling offsets results in a net load adjustment of zero in Health and Physical Education, Home Economics, Health Care Administration, Interdisciplinary Studies, and University Studies, and a decrease in Liberal Arts, Agriculture, Engineering, Pharmacy, and Veterinary Medicine.

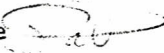
The tabulation on the preceding page emphasizes that the Colleges and Schools are making every effort to maintain a current, responsive, flexible, and high-quality curriculum within the constraints of a faculty and resources in steady state. This effort is demonstrated by the outright dropping of 314 hours of credit and the offset of 205 hours through deletion of sections of other courses, or alternate term or year scheduling. It should be pointed out that nearly all of the proposed new courses and many of the course changes have been offered at least once on an "X," Selected Topics, or open-ended (seminar, projects, etc.) basis, some several times. Thus, these courses have already been incorporated into the departmental schedules.

School of Business



Corvallis, Oregon 97331

January 1980

TO: Leo Parks, President, Faculty Senate
FROM: Pat Wells, Chairman, Faculty Economic Welfare Committee 
SUBJECT: RECOMMENDED GUIDELINES FOR THE FACULTY SALARY PORTION OF
THE UNIVERSITY BUDGET.

Faculty salary issues are a continuing concern to the OSU Faculty Senate. Our concerns for the 17% decrease in actual faculty spending power and for the significant loss in monthly retirement income (caused by the decrease in PERS retirement contribution/attribution have already been expressed (Sense of the Senate, December 6, 1979, motion number 79-365-4, amendment number 79-365-5, passed January 10, 1980).

Attached are recommended definitions for salary terminology (items 1 and 2) and policy guidelines (items 3, 4, 5, and 6) which resulted from the information and requests regarding this subject which you forwarded to the FEWC. Appropriate comments regarding each item have been included.

It is my intention to move that the Faculty Senate approve and recommend the use of these definitions and policy guidelines to the administration. Please schedule this topic at the first available Faculty Senate Meeting.

January 16, 1980

RECOMMENDED DEFINITIONS FOR SALARY TERMINOLOGY AND POLICY GUIDELINES FOR
THE FACULTY SALARY PORTION OF THE UNIVERSITY BUDGET

1. Salary funds that merely maintain the real purchasing power of faculty shall be referred to as maintenance funds, not raises. Anything less than maintenance shall be referred to as a real salary decrease.

Comment: When prices increase more than faculty salaries increase, real income from University employment decreases and the faculty's standard of living cannot be maintained.

2. Merit monies shall be defined as those in excess of those monies required to maintain the real purchasing power of faculty and shall be used for promotions, reward for exemplary service, and retention of outstanding faculty.

Comment: Merit must continue to be rewarded. Faculty should strive for self-improvement and should be rewarded for such efforts.

3. Funds needed to maintain the real salary structure shall be estimated from the increase in the Portland Consumer Price Index or the maximum allowable under the President's wage-price guidelines that may be in effect.

Comments: OSU faculty do not enjoy the periodic cost-of-living adjustments found in many labor contracts. Nor do they enjoy the periodic step increases enjoyed by State civil service employees, public school teachers, or higher education faculty in the University of California and California State College systems. Oregon State faculty are always behind because salary adjustments are made every two years by the biennial legislature. These adjustments are usually based on previous economic history with no provision for future economic trends.

4. If faculty members are performing fully satisfactory service to the University, their real purchasing power should be maintained to the extent that University-wide salary funds permit maintenance adjustments of salaries. If a faculty member is not performing at the expected level, the dean/department head should document this and may recommend a smaller salary adjustment than that given for the University-wide maintenance adjustment in salaries.

Comment: It is expected that any faculty member not performing adequately shall have been warned and shown what improvement is expected.

5. Oregon State University salaries should be calculated independently of the University of Oregon with the goal to maintain parity with the 19 other schools. In the calculation of parity, the total salary package (base salary and fringe benefits) should be used.

January 16, 1980

FEWC: Definitions/Guidelines (Continued--page 2)

5. (continued)

Comment: The University must continue to attract new faculty and retain current faculty if the institution is to remain strong and continue its development as one of the nation's leading land-grant universities.

6. Salary funds shall not be taken from resources necessary for the University to carry out its mission of teaching, research, and service.

Comments: The university community needs the proper facilities and resources to study in and to carry out research. Libraries, computing facilities, instrument purchases and maintenance, etc. are the essential tools needed by the academic community. Existing programs must not be allowed to become diluted by not having adequate resources.

School of Education
Vocational-Technical
Division

Oregon
State
University

Corvallis, Oregon 97331

January 21, 1980

TO: Leo Parks, President Faculty Senate

FROM: John Oades, Chairperson Academic Regulations Committee 10

RE: Committee Response to AR 22

On August 9, 1979, Bill Wilkins forwarded a request from Faculty Senate for the Academic Regulations Committee to review the report of May 10, 1979 by the Academic Deficiencies Committee concerning AR 22b. "Suspension."

I wish to report that the Academic Regulations Committee has made that review. It is the unanimous recommendation of those members present that AR 22 not be altered at this time. The following reasons reflect the concerns of the committee:

- 1) Though language of AR 22 is not totally precise, the Academic Deficiencies Committee seems to indicate in their report that it is ". . . working quite well."
- 2) That inclusion of the recommended words "eligible for suspension" in AR 22b (third paragraph) would likely further confuse the issue, as "eligibility" for suspension is not clearly defined.
- 3) The word "Normally" at the beginning of the third paragraph provides the necessary flexibility to allow exceptional cases to be treated in an exceptional fashion.

I hope that the above information will serve to satisfy the Senate request for our review. Should you need further information or desire that we present this deliberation directly to the Senate, please give me a call (ext. 3681).

MTR

Oregon State University
Academic Regulations Committee
January 17, 1980

Minutes of the meeting held on January 17, 1980 at 3:00 pm in the Memorial Union, Room 106.

Present: John Oades, Philip C. Magnusson, Max Williams, Terry Lindstrom, Barb Rohen, and John Souther.

Absent: Wallace E. Gibbs, Ze'ev Orzech, William Hutson.

It was announced that member William Hutson was presently on leave of absence and that John Oades would contact Leo W. Parks, Faculty Senate President, to get a replacement for Hutson.

The members discussed the proposed change in AR 22 suggested by the Academic Deficiencies Committee and forwarded to this committee by the Faculty Senate. It was our opinion that rephrasing the third paragraph in Section b. of AR 22 to read "Normally, students who have not previously been eligible for suspension at OSU. . ." would also require the rewording of the entire section to make it clear. As it stands now in the regulation, eligibility for suspension is not defined clearly and any such change would further complicate the regulation. It was also our opinion that the word "normally" allows for exceptions and gives the Academic Deficiencies Committee some freedom in the suspension policies. Therefore, it was moved by Max Williams that there be no change made in AR 22. The motion was seconded and carried unanimously.

Next, the members discussed the areas in AR 26 dealing with "residency" that the Academic Requirements Committee wished to be reviewed, namely: 1) Examination for credits, 2) Study Abroad Program, 3) Division of Continuing Education (DCE). After a general discussion, it was the opinion of this committee that more information was needed to deal with the topics fairly. Therefore, we will request Wallace E. Gibbs to submit at our next meeting information about other institutions in the Northwest on how they currently stand on "residency."

The next meeting of this committee will be held on Tuesday, February 5, 1980 at 8:30 am in the Memorial Union, Room 106.

Tuesdays at 8:30 am will be the permanent meeting time of this committee.

xc: Leo Parks, Faculty Senate President
Academic Regulations Committee Members

OREGON STATE UNIVERSITY
Faculty Senate Office
(503) 754-4344

Corvallis, Oregon 97331
Social Science 107
2/22/80

REPORTS TO THE FACULTY SENATE
March 6, 1980

Agenda for the Senate Meeting: Thursday, March 6, 1980, 3:00 p.m.
Snell Hall "Forum"

The Agenda for the Senate meeting on March 6 will include the reports and other items of business listed below. To be approved are the Minutes of the February 7 Senate meeting as published in the February 14 issue of the Staff Newsletter Appendix. NOTE: The March 6 meeting will begin at 3:00 p.m. to enable more time for discussion of several items that are of particular interest to Faculty and this meeting will also be held in THE FORUM in Snell Hall.

A. Reports from the Faculty

1. Faculty Economic Welfare Committee (pp. 4,5) - Pat Wells

Attached is a recommendation from the FEWC regarding distribution of salary monies for 1980-81. Since the several agencies of the State are moving ahead on this matter, it is of paramount importance to the Faculty that the Senate act on this matter at this meeting. There is no time for referral back to the committee for reconsideration.

2. Board of Intercollegiate Athletics - Wil Gamble

Annual reports of Intercollegiate Athletics were initiated by the Senate's action of January 15, 1980 (see Minutes 258, p. xxiii). Chairman Gamble will report on activities of the Board during the past year and may have resource people from both Men's and Women's athletics to either discuss their areas or answer questions.

3. International Education Committee (pp. 6,7) - E. Dorris Tilles

The attached letter from Jack Van de Water, Director of International Education, was referred to the IEC by the Executive Committee. The substance of this letter will constitute the basis of the report to the Senate regarding possible Faculty participation in these projects. Mr. Van de Water has been invited to participate to answer questions Senators might have.

4. (Experimental) Modified Admission Requirements - Miriam Orzech

The EMAR program, when first established, was experimental. The program has now dropped the "E" and is known as the "MAR" program. The nature, scope, and function of the Modified Admission Requirements program will be reviewed by the Director of Educational Opportunities, Miriam Orzech.

5. Affirmative Action at OSU

- Pearl S. Gray

Oregon State University is an equal opportunity employer and the Affirmative Action program is an integral part of the policy involved. Upon request of members of the Senate, the affirmative action operation at OSU will be reported on by Director Gray.

6. Bylaws Committee (pp. 8, 9)

- Fred Ramsey

Attached is a Report of the Bylaws Committee regarding a matter referred to it by the Senate. The Senate will have the option of acting on the original proposal, the Committee recommendation, or either of the above as may be amended by the Senate.

B. Reports from the Executive Committee1. Retirement Committee

Standing Rules have been proposed and referred to the Committee on Committees for their approval. Upon approval of the Rules by the Senate, a University-level Standing Committee will be appointed. The committee has been added to the list of Standing Committees of the Faculty Senate for which volunteers are sought yearly on the Committee Volunteer form.

2. Faculty Club Committee

The Executive Committee has appointed a formal committee to study the feasibility of a Faculty Club. David Griffiths (Sci) has agreed to serve as a liaison committee member to the committee from the Executive Committee.

The Executive Committee is in the process of appointing a committee. If any Senators are interested in this project, they are encouraged to contact the Faculty Senate Office.

3. Joint Advisory Council Meeting

OSU is hosting the next Joint Advisory Council meeting on March 13. The agenda is prepared by our Executive Committee, so if Senators have suggestions for topics they would like the Committee to consider, please forward them to the Faculty Senate Office or to any Executive Committee member. Arrangements are being made for a special guest speaker to be present at the luncheon, following which the Council will meet for several hours. Meetings are held on a rotating campus basis each term.

4. Spring Parking Survey (pp. 10-12)

Senators have requested information regarding the results of the parking survey conducted last spring. The Traffic Committee, through the Vice President's Office, is sharing the results with the Senate. A summary is attached.

5. Child Care Proposal

ASOSU has appointed a special committee to undertake the task of identifying the kinds of day care needs by campus personnel, including Faculty. A basic proposal has been prepared and President Parks has reviewed it and agreed to cooperate in the survey if there is a way be can be of assistance. Faculty Senators may wish to discuss this topic in a caucus meeting or with constituents. Since the proposal is in draft stage, it is not presented here.

6. Committee Volunteer Request Forms

Committee Volunteer request forms prepared yearly by the Dean of Faculty's Office will be generated somewhat earlier this year than in the past to assist in providing names of individuals willing to serve on university level committees. The Executive Committee urges Senators to volunteer to serve on one university-level committee in addition to other committee service if at all possible. The topics and issues considered by these committees are, for the most part, of vital importance to the university.

The Executive Committee is notified of volunteers for Faculty Senate Committees and attempts during spring term to assign individuals to committees in their areas of interest. In many cases where volunteers are not sufficient for a particular committee, the Executive Committee will solicit assistance from people other than those whose names appear on the volunteers list. There are presently several ad hoc committees which need to be appointed to study issues which will require varying durations of time involvement. The Executive Committee seeks your assistance and involvement in this process.

C. Reports from the Executive Office

1. Report on Accreditation Visit by the Northwest Association

The Evaluation Committee will be holding its final or closing meeting with the President just prior to the Faculty Senate meeting at 1:30 p.m. in MU 105. All interested Faculty or Students are welcome to attend.

2. Other

D. New Business

E. Parliamentary Tip (located on 2nd page of FEWC Report, page 5)

February 26, 1980

To: Leo Parks, President, Faculty Senate
From: Pat Wells, Chairman, Faculty Economic Welfare Committee
Subject: Recommendations Concerning Faculty Salary Adjustments

The Faculty Economic Welfare Committee received a request from the Executive Committee on February 20, 1980 to draft recommendations concerning salary adjustments for 1980-81 for presentation to the Faculty Senate of March 6, 1980. The Executive Committee indicated that no written statement has yet been received from the Chancellor's office, but at this time salary adjustments are expected to be as reported to the Faculty Senate on February 7 by President MacVicar:

1. Funds to provide salary adjustments averaging 7.5 percent to be effective on July 1, 1980 for 12-month academic staff and on September 16, 1980 for 9-month staff: and
2. Funds to provide salary adjustments averaging 3 percent to be effective about May 1, 1981 for both 9- and 12-month academic staff.

The Executive Committee specifically asked for recommendations concerning how the expected funds should be used for across-the-board, merit, or some combination of across-the-board and merit salary adjustments.

The Faculty Economic Welfare Committee finds that the total funds available for 1980-81 salary adjustments are significantly less than the immediate past and prospective future increases in the cost of living for Oregon State University faculty. Once again, the salary of the typical faculty member will increase less than prices, and faculty will experience decreases in real income. The Committee is very disturbed about the long-run implications of lower real salaries for faculty welfare and for retaining and attracting outstanding faculty to maintain and improve the academic program at Oregon State University. The academic strength of the University and faculty welfare are inextricably intertwined. The administration and faculty should work together to combat recent declines in faculty real salaries and to improve our position relative to the "other nineteen" universities.

The Committee has considered, but rejected, a recommendation that all 1980-81 salary adjustment funds be used for across-the-board salary increases. The Committee recognizes that merit salary adjustments to reward outstanding contributions to the University's academic mission have the cost of smaller across-the-board adjustments and, therefore,

Page 2

in today's economic environment mean larger declines in faculty real salaries. The Committee believes, however, that a University must reward meritorious faculty service in the short-run as well as the long-run if it is to have a viable and vigorous academic program.

Therefore, the Faculty Economic Welfare Committee recommends that:

1. Funds to provide salary adjustments averaging 7.5 percent on July 1, 1989 for 12-month academic staff and on September 16, 1980 for 9-month staff be divided between (a) across-the-board salary adjustments of 4.5 percent and (b) merit salary adjustments of 3.0 percent.
2. Funds to provide salary adjustments of close to 3 percent to be effective about May 1, 1981 for both 9- and 12-month academic staff be used solely for across-the-board salary adjustments.

PARLIAMENTARY TIP: A great deal of an assembly's time is used in receiving, considering, and disposing of committee reports. Frequently the assembly will "re-plough" the same ground that the committee has already pulverized.

The time required to dispose of committee reports can be diminished considerably if the following four steps are taken by committee chairmen in reporting to the assembly:

1. Describe the way in which the committee undertook its charge.
2. Report the facts uncovered or information obtained.
3. State the findings or conclusions derived from the facts or information obtained.
4. Present the resolutions or recommendations of the committee.

Covering these four areas will likely supply the Senate with the information which is "dug out" through a series of questions and answers. This question-answer process is more time consuming than the committee report would be.

International Education



Corvallis, Oregon 97331 USA (503) 754-3006

January 7, 1980

Memo To: Leo Parks

Subject: Faculty Exchange Opportunities

From: Jack Van de Water

We have been developing new opportunities for O.S.U. faculty to exchange with colleagues in other countries. At present agreements have been concluded or under consideration with the following:

1. France - University of Poitiers
2. Germany - University of Stuttgart
3. Mexico - University of Guadalajara
4. Nigeria - University of Benin and University of Jos
5. Australia - New South Wales Institute
6. Costa Rica - All institutions of higher education

Other possibilities are developing related to links between O.S.U. and universities in Japan, Korea, Chile, and China.

Perhaps it would be appropriate to get together so I could bring you and the Senate up-to-date on these matters. In certain cases we need to develop policies and procedures for selecting faculty because the interest in these opportunities may exceed the available places.

JV:mn

cc: D. Nicodemus
J. Kuipers
J. Byrne

A handwritten signature in cursive script, appearing to read "Jack".

Office of the
Faculty Senate

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-4344

January 22, 1980

M E M O R A N D U M

To: Doris Tilles, Chairman, International Education Comm.
From: Executive Committee of the Faculty Senate *Leo W. Parks*
Leo W. Parks, Senate President
Subject: Report of the Committee

Jack Van de Water has advised the Executive Committee of the opportunity for Faculty exchange among several institutions around the world (see his letter, which is attached). We would like to have this reported to the Senate and would appreciate any additional information of direct concern to the Faculty that the International Education Committee might like to submit along with that report. It is customary that the chairman of the Committee whose report is being presented actually make the personal report to the Senate. We would appreciate being able to take the information developed by your committee to the Senate at its meeting on March 6 or April 3.

It might be appropriate to combine this report with the Annual Report of the International Education Committee if you so choose.

Please do not hesitate to call if you have questions.

LWP/ss
Attachment



Department of Statistics

Corvallis, Oregon 97331

(503) 754-3366

M E M O R A N D U M

January 24, 1980

To: Executive Committee of the Faculty Senate
Leo W. Parks, Senate President

From: Fred Ramsey, Chairman, ByLaws Committee

Subject: Proposed Amendments to Article X, Section 1

Proposal: The ByLaws Committee recommends that paragraph 2, sentence 1 of the section be amended as follows:

"Other main motions shall be in order, but the request of a single member ten percent of the members present shall be sufficient to postpone a vote."

Discussion: The committee considered this proposal along with (a) reintroducing the amendment which was defeated by the Senate last February, (b) recommending no change and (c) deleting Section 1 entirely, renumbering the sections and renaming the article. It was the feeling of the committee that (a) would repeat last year's result because Senators desire some power to object above the "objection to consideration" which requires but one third of those present to defer action on a new motion.

In addition, the committee believes that the sentence as it currently stands would be desirable if there were any way to question or debate the objection. Our proposal of ten percent allows some debate but retains the idea of a small number of senators being able to object.

Peripheral Subject: The Bylaws do not address the question of when an objection may be raised to voting on a new motion. Thus considerable discretion can be exercised by the chairman in ruling on an objection's validity. It is our feeling that, were our proposed amendment to pass, the chairman could ask for objections under Article X both at the outset and the conclusion of debate on a new motion.

School of Pharmacy



Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3725

30 December, 1979

To: The Faculty Senate Office

 From: Pete Fullerton
 Pharmacy Senator 

 Subject: Motion to drop the "one request to postpone a vote"
 section of Article X of our Senate Bylaws

I would like to move that we delete the phrase indicated below. This was part of a Bylaws Committee recommendation in February, 1979, but was not passed. There are times when the Senate may need to act promptly, eg in providing 'effect of inflation and reduction of PERS' information to the State Emergency Board two weeks ago. As Professor Doler notes in the minutes of the February 1, 1979 Senate meeting (below) it is already possible to postpone a vote with a third of those present in favor. This would seem to provide adequate protection against hasty action while still providing for prompt Senate action when really needed.

The second part of the Bylaws Comm. report was given by Senator Doler, CLA, a member of the Committee. The Committee recommends that Article X, Section be amended as follows:
 "Sec. 1, Motions. Main motions introducing new business to the Faculty Senate, shall be limited to: (a) those specifically stated in the mailing (Sec. 2., Article XIV) for the meeting; (b) those providing for the disposition of a report included in said mailing, or (c) those distributed to the members, in written form, at a previous meeting, or (d) those introduced from the floor of the Senate as New Business. (Underlined material to be added.)

This motion to delete the phrase crossed out in these February 1, 1979 minutes.

~~Other main motions shall be in order, but the request of a single member shall be sufficient to postpone a vote. Such a postponed motion shall automatically become an agenda item for the next regular meeting unless it (a) is made the order of the day for an adjourned meeting to be held at least twenty-four (24) hours later, or (b) is made the question for a mail vote, with an interval of three (3) days allowed for the return of ballots.~~ (Struck through material to be deleted.)

Doler reported that the Bylaws Committee was unanimously of the opinion that the Senate should have the privilege of deciding whether or not they want to retain this provision of the Bylaws.

14. Please indicate if you would favor or oppose each of the following parking improvements. (check each line once)

Favor Oppose No opinion

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | Use available University land, even though long walks are required. |
| ☐ | ☐ | ☐ | Use available University land, even green areas, to give short walks. |
| ☐ | ☐ | ☐ | Purchase land off-campus for parking, using traffic and parking fees. |
| ☐ | ☐ | ☐ | Construct parking garages, even though a significant increase in parking fees would be required of everyone. |
| ☐ | ☐ | ☐ | Construct parking garages if only those using them would pay for construction. |
| ☐ | ☐ | ☐ | Operation of a shuttle bus, paid out of parking fees, every 15 minutes from parking on campus fringe. |

Other _____

15. How many miles is it, one way, from your home to campus?

- | | |
|-----------------------------------|--|
| ☐ 0.5 mile | ☐ 3 miles |
| ☐ 1 mile | ☐ 4 or 5 miles |
| ☐ 2 miles | ☐ 6 or more miles |

16. Would you use bus or van pools to commute to campus if they were convenient and the costs each way were:

☐ \$.25/trip ☐ \$.35/trip ☐ \$.50/trip ☐ \$.75/trip

17. What is your employment, rank or classification? (check one)

- | | |
|--|---|
| ☐ faculty and/or admin. | ☐ senior or junior |
| ☐ classified staff | ☐ sophomore or freshman |
| ☐ other staff | ☐ part time student |
| ☐ visitor | ☐ other (please specify) |
| ☐ graduate student | |

COMMENTS _____

Thank you for your cooperation. Please fold and staple with the address showing, and return through campus mail this week. Campus mail drops are available at any department office.

(fold here)

TRANSPORTATION RESEARCH INSTITUTE
CIVIL ENGINEERING DEPARTMENT
APPERSON HALL
CAMPUS

INTRODUCTION

This report summarizes the results of a questionnaire study of parking usage and attitudes undertaken in the Spring of 1979 by the Transportation Research Institute. This study was initiated at the request of President MacVicar to determine if a parking problem does exist on campus, and if so, what parts of campus experience the greatest problem. The interest and attitudes of the Oregon State University community on increasing parking were also to be determined. The study was performed as a class project for a class in Transportation Systems Management, CE 554.

Parkers who parked in a parking space on campus or in a designated area off campus were given questionnaires. The users are categorized as follows:

1. Faculty/Administration
2. Staff
 - a) classified
 - b) other
3. Visitors
4. Students
 - a) graduate student
 - b) senior or junior
 - c) sophomore or freshman
 - d) part-time student
5. Other (such as handicapped)

A total of 1245 valid cases out of a total of 1256 respondents were received and analyzed. A total of eleven respondents did not indicate their classification.

CONCLUSIONS

Generally, the needs and desires are quite similar for the Faculty, Administration and Staff groups. The student group gave responses that varied significantly from other groups. Although minor parking problems are identified, the responses and parking inventory shows that the parking problems are limited. The North and Northeast areas of campus experience difficulty in locating acceptable parking. However, the responses to questions on the acceptable walking distances and fees indicate that parkers are not willing to pay increased user fees to provide more convenient parking or reduce walking distance.

Specific conclusions derived from this questionnaire are:

- Parkers are not willing to pay increased fees, even to receive very convenient parking
- Parkers support marking some parking spaces for small automobiles. This practice would immediately increase parking capacity by saving about 20% of the area per space.
- Parking policies to encourage car pooling are favored.
- Parking improvements which use University land are favored even though long walks are incurred,
- Purchasing land off campus for parking or construction of a parking garage are opposed, if it involves an increase in parking fees.
- A shuttle bus through campus from outlying parking areas is favored.

The data collected from this questionnaire and a campus parking inventory are being used as the base data for a comprehensive parking study to analyze and evaluate parking improvement priorities. That study is still in progress and will be made available when it is complete.

OREGON STATE UNIVERSITY

Faculty Senate Office (503) 754-4344

Corvallis, Oregon 97331

Social Science 107

3/24/80

REPORTS TO THE FACULTY SENATE
April 3, 1980

Agenda for the Senate Meeting: Thursday, April 3, 1980, 3:30 p.m.
Withycombe 101

The Agenda for the April 3 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the February 7 Senate meeting as published in the February 14 issue of the Staff Newsletter Appendix. Also to be approved are the Minutes of the March 6 Senate meeting, which are currently being published.

A. Reports from the Faculty:

1. Faculty Recognition & Awards Committee

- Ken Hedberg

The Committee's report, dated March 31, is being sent to Senators separately by campus mail marked Confidential. At the April 3 meeting, the Committee's chairman, Ken Hedberg, will present the report and discuss the nominations with Senators. If additional information is available, it will be presented at that time. The Senate will meet in Executive Session to consider this report. In accordance with the Senate's Bylaws (Article IX, Sec. 3), the Senate President may call an Executive Session which excludes all but elected and ex-officio members or their designated substitutes. Before going into executive session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, Section I., D.).

The purpose of the Executive Session is to consider nominees for OSU Distinguished Service Awards for 1980. Nominees whose names are approved by the Senate will be recommended to President MacVicar for his final approval and conferral at the June 1 Commencement.

Balloting will occur early in the meeting and the results will be announced to Senators before the end of the meeting if possible.

2. Committee on Committees' Report (pp. 4-6)

- Carol Saslow

a. Retirement Committee

Attached is a report of the Committee on Committees in which it recommends establishing a Retirement Committee as a subcommittee of the Faculty Economic Welfare Committee. (p. 4)

Also attached are proposed Standing Rules for a Retirement Committee as a University-level standing committee, submitted by Pat Wells on behalf of the Faculty Economic Welfare Committee. This proposal will be moved as a substitute for the Committee on Committees proposal. (pp. 5, 6)

b. Instructional Media Committee

In response to a referral from the Executive Committee, the Committee on Committees presents the following amendment to the Standing Rules of the Instructional Media Committee (formerly Classroom Television Committee): "The Committee may appoint technical advisory personnel as needed. These persons will aid the Committee in its work, but will not vote on policy decisions."

B. Reports from the Executive Committee:

1. Ad Hoc Committee on Uniform Holiday Observance

The committee has prepared a questionnaire for distribution to all Faculty. The Executive Committee reviewed the form and has approved its distribution. They also wish to encourage all Faculty to return the questionnaire in order to obtain a good idea of how convenient or inconvenient the current system is.

2. Faculty Club

Several more individuals have volunteered to serve on a committee to investigate establishing a Faculty Club. The Executive Committee is continuing to accept names of interested Faculty and hopes that the committee will be formed and working in the near future.

3. Volunteers for Faculty Senate Committees

The Executive Committee has just received lists of volunteers for its committees. The process of identifying possible new committee members is rather complex, and has already begun. Any Faculty member wishing to volunteer for service who has not received a form may contact the Dean of Faculty. Any Faculty member who wishes to be considered for service on a Faculty Senate ad hoc committee or special committee may do so by calling the Faculty Senate Office (x4344) or writing us a note.

4. Annual Reports of Faculty Senate Committees

The process for presentation of annual reports is changed somewhat this year in that we will attempt to present all reports from all committees during May or at the first fall meeting. Any Senator who is serving as a committee chairman or committee member might like to make note that reports are due in this office by no later than April 15 to allow the Executive Committee to review them and prepare them for the May 1 Reports to the Faculty Senate.

5. Joint Advisory Council

The Joint Advisory Council (consisting of Faculty leaders from UO, PSU, UO/HSC, & OSU) met on the OSU campus on Thursday, March 13. Topics discussed included salary improvement for the next biennium; Faculty participation in the selection of a Vice Chancellor and, eventually, the Chancellor; early retirement and reduced FTE options; and the effects of a proposed property tax limitation petition currently being circulated in the Eugene area.

6. Academic Calendar Committee

The Ad Hoc Committee appointed to research the matter of the academic calendar (semester system) has submitted a Preliminary Report. Their report has not been included in this document, but will be submitted along with other information from them in the future.

7. Revised Procedure for Voting in President-Elect Elections when there are more than two Candidates on the Ballot (p. 7)

Article VI, Section 3, of the Faculty Senate Bylaws, "Election Procedures for Senate President-Elect," paragraph three: "Election shall be by mail ballot in the month of November in a manner designated by the Executive Committee, which shall report the election results at the regular December meeting."

Attached is a Memorandum to the Executive Committee which describes a procedure for Preferential Balloting. This procedure has been adopted by the Executive Committee to be used in instances in which there are more than two candidates on the ballot.

C. Reports from the Executive Office

D. New Business

Department of
Psychology



Corvallis, Oregon 97331

(503) 754-2311

MEMORANDUM

Date: October 31, 1979

To: Thurston Doler, Faculty Senate Office

From: C. A. Saslow, Chair, Committee on Committees

A handwritten signature in cursive script, appearing to read "C. A. Saslow", written in dark ink.

1. In response to the August 9, 1979 letter from Bill Wilkins on the creation of a standing committee on retirement, the Committee on Committees makes the following recommendations:

Since retirement is closely tied to salary and other economic considerations, any committee working on retirement should retain close ties to the Faculty Economic Welfare Committee. On the other hand, keeping abreast of the complex and changing retirement situation would call for an energetic group concentrating first on the issue. Therefore, the Committee on Committees suggests that a sub-committee be formed under the supervision of the Faculty Economic Welfare Committee. To do this we are proposing the following change in the Faculty Senate Standing Rules on Committees.

(appended to end of current rules for Faculty Economic Welfare Committee).

"The Faculty Economic Welfare Committee appoints each year a Sub-Committee on Retirement consisting of five faculty members, at least one of which shall be retired and, at least one of which must be a member of the parent committee. Other members may be appointed by the Faculty Economic Welfare Committee from the faculty at large. The purpose of this Sub-Committee is to keep the parent committee and the Faculty Senate fully informed about retirement options, to recommend retirement policies, and to work for improved retirement plans for University Faculty."

School of Business



Corvallis, Oregon 97331

March 25, 1980

MEMORANDUM

TO: Leo Parks, Faculty Senate President

FROM: Pat Wells, Chairman---Faculty Economic Welfare Committee *Pat*

SUBJECT: PROPOSED RETIREMENT SUBCOMMITTEE

The report of the Committee on Committees regarding a proposed subcommittee of the Faculty Economic Welfare Committee has been discussed by this committee. The Faculty Economic Welfare Committee wishes to substitute the following motion for the recommendation of the Committee on Committees:

The Faculty Senate directs the Executive Committee to establish a University-level Standing Committee on Retirement.

This committee shall study the matter of retirement in all its aspects and ramifications to include but not be limited to the following: retirement options, advantages and disadvantages of early, regular, and late retirement; beneficiary options and their comparative merits, comparisons, and contrasts with other retirement systems; the retirement problems of retired faculty and the solutions to these problems; and the adaptation of the retirement system to the economic realities of the times and needed adjustments to those times. Further, the committee shall formulate recommendations which may be submitted by appropriate faculty representatives to the Legislature for amendments to the retirement system. It is encouraged to maintain liaison with other faculty committees such as the Faculty Economic Welfare Committee, the Faculty Status Committee, and the Budget and Fiscal Planning Committee. The Retirement Committee shall report regularly to the Executive Committee of the Faculty Senate.

Membership shall consist of six faculty appointed so that two members' terms expire each year. Membership shall include up to one-third retired faculty members. The Director of Staff Benefits shall be an ex officio member.

RATIONALE: The consensus of the Faculty Economic Welfare Committee regarding the Committee on Committees' proposal for a subcommittee of the FEWC to deal with retirement was that this proposal was not acceptable. The committee believes that any committee on retirement should be a freestanding committee answerable only to the Executive Committee and the Faculty Senate. The FEWC believes that retirement is a sufficiently important area of concern to warrant a special committee.

The FEWC meets weekly to discuss current matters of economic concern to the faculty. Two reports have been returned to this committee for further study. A recommendation for the salary package of the next budget must be considered. There has been no time to consider specific aspects of retirement. Retirement is sufficiently important that much more than the economic aspects must be studied.

The members of the FEWC do not have the expertise, the time, or the coordinating ability to appoint faculty members to a retirement subcommittee. The committee does not have the time to evaluate in the required detail such a subcommittee's reports.

School of Business



Corvallis, Oregon 97331

November 20, 1979

MEMORANDUM

TO: Leo Parks, Faculty Senate President

FROM: Pat Wells, Chairman - Faculty Economic Welfare Committee 

SUBJECT: Proposed Retirement Subcommittee

The report of the Committee on Committees regarding a proposed subcommittee of the Faculty Economic Welfare Committee has been discussed by this committee. The consensus of the committee was that any committee on retirement should be a freestanding committee answerable only to the Executive Committee and Faculty Senate. The Faculty Economic Welfare Committee believes that retirement was a sufficiently important area of concern to warrant a special committee.

Members of the Faculty Economic Welfare Committee suggested that one member (not the chairman of the Faculty Economic Welfare Committee) be a member of both committees (not the chairman of the Retirement Committee) in order to maintain liaison. Milford McKimmy has volunteered to act as liaison from the Faculty Economic Welfare Committee to a Retirement Committee.

In the event that the Committee on Committees suggestion of a subcommittee on retirement stemming from the Faculty Economic Welfare Committee stands, it is suggested that Milford McKimmy be appointed chairman of that subcommittee. If a motion to have a subcommittee of the Faculty Economic Welfare Committee work on retirement comes to the floor of the Faculty Senate, I am obligated by the committee to vote against and to speak against that motion.

se

C: Carol Saslow, Chairman, Committee on Committees

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

M E M O R A N D U M

March 21, 1980

TO: Faculty Senate Executive Committee
FROM: Thurston Doler, Executive Secretary
SUBJECT: Election of President-Elect Proposal (see Senate Bylaws, Article VI, Sec. 3)

Some controversy has arisen regarding the election of the President-Elect in elections in which more than two candidates are on the Ballot. You will recall that in the most recent election the Senate voted, properly, to declare elected the person receiving the largest number of votes, regardless of whether it was a majority. The most recent President-Elect was elected by a plurality, less than 50% of the votes cast.

I propose that a procedure be adopted wherein the election is conducted by Preferential Balloting, as described in Robert's Rules of Order Newly Revised, 1970, pp. 357-360. The following procedures are an adaptation of the Robert's System:

1. When more than two candidates are on the ballot, they are voted on by ranking them from first through last. The most preferred candidate should be ranked first, the next preferred, second, etc., to rank all the candidates.
2. The first counting separates ballots according to their first choice. If any candidate has a majority of first place votes, that person is declared elected.
3. If no candidate receives a majority of first place votes, the ballots received by the person getting the fewest number of first place votes are redistributed to the other candidates. This distribution occurs after the preferences are "re-ranked" with second raised to first, third to second, etc., whichever is applicable. This step may be repeated with subsequent redistribution of ballots from the candidate receiving the fewest first place votes until a winner is selected or an unbreakable tie occurs.
4. The candidate receiving the majority of first place votes through this re-ranking procedure shall be the winner.
5. If a tie occurs in the original or re-ranking procedures and it is desirable to break that tie, the following procedures shall be invoked in the order described:
 - a. Median score/using the 1st, 2nd., etc., rankings. Compute the median ranking of the persons who are tied. That person who has the lower median score will continue as a candidate. The one with the higher median score will have his/her ballots redistributed in the manner described in "3." above.
 - b. Average score/using the 1st, 2nd, etc., rankings: Compute the average score of the persons who are tied. That person having the lower average score will continue as a candidate. The person with the higher average score will have his/her ballots redistributed in the usual manner described in "3." above.
6. If an unbreakable tie occurs, that person having the most first place votes, as first place votes, are calculated in the preferential process, or the lowest median score, or lowest average score, whichever is applicable in the descending order of original distribution, re-rank, median, or average, shall be declared to be the winner.

REPORTS TO THE FACULTY SENATE

May 1, 1980

Agenda for the Senate Meeting: Thursday, May 1, 3:00 p.m.Withycombe 101

The Agenda for the May 1 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the March 6 Senate meeting, as published in the March 27 issue of the Staff Newsletter Appendix, and the April 3 Minutes as published in the April 10 issue of the Staff Newsletter Appendix. NOTE: Please note the change in time to 3:00 p.m.

A. Reports from the Faculty:1. Faculty Economic Welfare Committee (pp. 4-7) - Don Reed

a. Attached is a report and recommendation from the FEWC. This matter of vacations for nine-month faculty was introduced as new business at the regular Senate meeting on April 3, but a vote on it was deferred under the (new) Bylaws provision that prohibits any vote on a new agenda item if 25% of the Senators present support the objection to taking a vote. The item then becomes an automatic agenda item at the next meeting of the Senate. Thus, this recommendation is before the Senate for its consideration. (pp. 4-5)

b. Attached is a recommendation from the FEWC concerning "Definition of Terms," which the Committee urges be adopted as the "official meaning" of these terms when they are used to talk about salary matters. The committee's recommendations are its response to a report that was returned to it earlier for further consideration (Motion 80-367-3, Feb. 1, P. XI). (pp. 6-7)

2. Academic Advising Committee (pp. 8-10) - Leslie Dunnington

Attached is the Annual Report of the Academic Advising Committee. Page two of this report contains three recommendations which the Senate is asked to consider. If these recommendations are adopted, an agent in each instance will need to be named to carry out the recommendation.

3. Academic Regulations Committee (pp. 11-12) - John Oades

Attached is a Report and recommendation of the Academic Regulations Committee. This matter was referred to the ARC by the Executive Committee. The committee's report adequately explains the matter of AR 26, Part e.

4. Curriculum Committee (pp. 13-17) - Roberta Hall

Attached is a report of the Curriculum Committee which contains an Annual Report of its activities, plus a recommendation to include an English Composition Test in graduation requirements. A proposed fee for the test is also presented. The Executive Committee recommends this matter be referred to the Academic Regulations Committee for their review and recommendations.

B. Reports from the Executive Committee

1. Interinstitutional Faculty Senate

The IFS held its regular Spring term meeting at Ashland, OR, on April 4 and 5. The meeting was presided over by the newly installed IFS President, Leo Parks. The meeting addressed the topics of:

- a. Academic Calendars
- b. Role of TSPC in curricular planning
- c. Extra Compensation requests
- d. Faculty involvement in Search Committees; and
- e. Salary recommendations for the Governor's Budget.

2. Association of Oregon Faculties Statewide Annual Meeting

The AOF Annual statewide General Meeting has been set for May 10 on the OSU campus in "The Forum" in Snell Hall, from 9:30 a.m.-4:00 p.m. Governor Atiyeh and OSBHE member Robert Ingalls are scheduled to participate. Also, there will be a panel of Legislators talking with the Faculty. All Faculty, whether members or not, are invited to participate. More information can be obtained by calling Dave Carlson or Robert Becker.

3. Faculty Club Committee

The Executive Committee has appointed members of the Faculty to serve on the Ad Hoc Committee investigating the possibility of a Faculty Club at OSU. Committee members are: Mariol Peck, Chrm., Library; Bill Becker, Business; Linn Soule, Business; Walter Kraft, For. Languages; Margaret Lumpkin, Education; Barbara Coles, Vet. Medicine; Charles Gudger, Business; John Yoke, Chemistry; and Herb Frolander, Oceanography. Several other people have volunteered to serve as resource people.

4. Retirement Committee

As directed by the Senate at its April 3 meeting, a University-level Retirement Committee is being appointed. Several faculty have agreed to serve; the full committee will be announced soon.

5. Annual Reports of Faculty Senate Committees

Annual Reports received from committees to date which require no Senate action, but are for the purposes of information only, include the following:

- a. Advancement of Teaching (Mary Jane Grieve, Chrm.) (pp. 18-19)
- b. Budgets & Fiscal Planning (Ken Patterson, Chrm.) (pp. 20-21)
- c. Bylaws (Fred Ramsey, Chrm.) (p. 21b)
- d. Graduate Admissions (Anton Polensek, Chrm.) (p. 22)
- e. Graduate Council (Wendell Slabaugh reporting) (p.23)
- f. International Education (E. Doris Tilles, Chrm.) (p. 24)
- g. Library (William Firey, Chrm.) (p. 25)
- h. Research Council (John V. Byrne, Chrm.) (pp. 26-27)
- i. Special Services (Francis H. Shaw, Chrm.) (p. 28)
- j. Undergraduate Admissions (Olaf A. Boedtke, Chrm.) (p. 29)
- k. University Honors Program (John Spragins, Chrm.) (p. 30)
- l. Faculty Status (Robert McMahon, Act. Chrm.) (pp. 31-32)
- m. Faculty Economic Welfare (Pat Wells, Chrm.) (pp. 33-56)

C. Reports from the Executive Office

D. New Business

E. Parliamentary Tip: Article X, Section 1. of the Faculty Senate Bylaws reads as follows: (Underlined material denotes recent addition, struck through material denotes recent deletion.)

MOTIONS: Main motions, introducing new business to the Faculty Senate, shall be limited to: (a) those specifically stated in the mailing (Sec. 2., Article XIV) for the meeting; (b) those providing for the disposition of a report included in said mailing, or (c) those distributed to the members, in written form at a previous meeting.

Other main motions shall be in order, but the request of ~~a single member~~ 25% of the members present shall be sufficient to postpone a vote. Such a postponed motion shall automatically become an agenda item for the next regular meeting unless it (a) is made the order of the day for an adjourned meeting to be held at least twenty-four hours later, or (b) is made the question for a mail vote, with an interval of three (3) days allowed for the return of the ballots.

The entire section is quoted here, but the focus should be upon the provision for postponing a vote by a 25% vote of Senators present. Since a recent use of this provision was confused with the regular motion to postpone to a future time, the suggestion is made that the practice of "objecting to taking a vote" be continued. Thus, a Senator who wishes to invoke this provision would simply state, after being recognized by the President, "I object to taking a vote on this motion." The President would then put the matter to the Senate, and if twenty-five percent of those present voted to defer a vote, then a vote on that motion would not be taken.

The language of the Bylaws which says, "shall be sufficient to postpone a vote," suggests that a vote on the main motion only is intended. This seems to be supported by subsequent provisions for providing for an adjourned meeting or a mail ballot, both of which do require motions and voting. Thus, the provision does not seem to intend to exclude any vote at all on this motion but, rather, a vote on the main motion itself. Invoking this provision, however, does not preclude further discussion of the motion.

School of Business



Corvallis, Oregon 97331

April 2, 1980

MEMORANDUM

TO: Leo Parks, Faculty Senate President

FROM: Pat Wells, Chairman, Faculty Economic Welfare Committee 

SUBJECT: Vacations

The Faculty Economic Welfare Committee recognizes that academic year appointments are held primarily by the faculty who provide on-campus instructional service during the regular academic year. The Committee also recognizes that faculty members on nine month appointments may also hold appointments on or off campus for periods up to and including a three month period during the summer. Long-standing tradition has governed the spirit of academic appointments in the University. Acceptance of such appointments means a commitment to fulfill obligations which by their nature require great flexibility in the manner by which the faculty member honors his or her duties. A regular work week is not a standard by which the academician lives and works. Scholarship, service and teaching often require long and intense periods of both preparation and performance of duties in a self-determined manner. While such intellectual and creative endeavors constitute great attractions and rewards, effective service to the university requires adequate vacation privileges.

The Committee anticipates that the proposed change in vacation policy will not change the present period of service of nine month academic appointments. The net impact of this policy change should be minimal.

Leo Parks
April 2, 1980
Page 2

Therefore, the FEWC presents the following motion:

The OSU Faculty Senate recommends to the IFS the following change in the Oregon Administrative Rules, Chapter 580, Division 21, Board of Higher Education:

NOTE: "~~Lined-Out~~" to be deleted. "Underlined" to be added.

Vacations:

580-21-030 Vacation privileges mean absence from duty for the purpose of recreation and rest for a limited period during which regular compensation is received. Vacation privileges are not cumulative from year to year. ~~Vacation privileges are open only to employees serving for twelve months of the year.~~ Academic staff members who are appointed on a twelve-month basis are eligible for a one-month vacation with pay after eleven months of service. Academic staff members who are appointed on a nine-month or other basis are eligible for a proportionally equivalent vacation with pay during the period of their service. All vacation time shall be arranged to produce minimum interruption to the primary duties of the position. Rules governing vacation privileges for classified staff members are set forth in the State Compensation Plan.

PAW:dc

School of Business



Corvallis, Oregon 97331

TO: Leo Parks, President, Faculty Senate
FROM: Pat Wells, Chairman, Faculty Economic Welfare Committee 
SUBJECT: RECOMMENDED DEFINITIONS FOR THE FACULTY SALARY PORTION OF THE
UNIVERSITY BUDGET

At the request of the Faculty Senate, the Faculty Economic Welfare Committee has reconsidered and revised the definitions for the faculty salary portion of the university budget that the Committee recommended to the Senate, February 7, 1980. The Committee believes that the revised definitions will facilitate budget planning and discussions concerning faculty salary adjustments within and outside the university community.

Therefore, the Committee moves that the Faculty Senate approve and in turn recommend the use of these definitions to the administration, IFS, and The State Board of Higher Education.

Enclosure - Definition of Terms - 4/1/80

April 1, 1980

RECOMMENDED DEFINITIONS FOR THE FACULTY SALARY PORTION OF THE UNIVERSITY BUDGET

Salary adjustment funds are needed for three main purposes:

1. "Continuation funds":

- a. To make normal promotions and
- b. To employ new faculty to replace or compensate for the loss of faculty due to resignation, retirement, or death.

Comments: Adjustment funds are needed to continue and maintain the university's programs. Turnover money resulting from terminations varies substantially from year-to-year and will not be sufficient in many years for these purposes.

2. "Across-the-Board Funds":

- a. To mitigate the decline in the purchasing power of faculty salaries attributable to increases in the cost of living and or
- b. To meet the competition of the "other nineteen" universities, the salaries of which the State Board of Higher Education use as a yardstick.

Comments: These funds would be paid to all staff who are doing satisfactory work.

3. "Merit Funds":

To reward faculty who have made outstanding contributions to the university's teaching, research and or service missions.

Comments: These funds are essential for continual improvement of the quality of service by the faculty.

Report of the Committee
On Academic Advising
1979-80

I. Background and Procedure

- A. **Authority:** The Committee on Academic Advising was established by the Faculty on June 4, 1970.
- B. **Responsibility:** The Committee on Academic Advising reviews and recommends policies and programs which facilitate students' progress by orientation, academic advising, and vocational planning. Recommended policies are submitted to the Faculty Senate for approval by the University administration.

C. **Membership:**

Faculty

Leslie Dunnington, '81 Chair, Coun Center
Charles Daily, '80, Physical Education
Gloria Levine, '82, Foreign Lang & Lits
Paul Nelson, '82, English

Students

Judy Etzel, Business
Kent Hartman, Business
Richard McKellar, CLA
Eric Olsen, Engineering

D. **Scope of Committee Activities:**

Topics of discussion by the Committee this year are summarized in the following list:

1. Who should advise
2. Student/Adviser ratios
3. Recognition for advising
4. Awards or other incentives for advising
5. Evaluation of advising
6. Consistency in advising across campus (e.g. school to school, department to department)
7. SOAP advising
8. Dissemination of information regarding advising during Beaver Open House and similar occasions.
9. Possibility of publishing an advising brochure or pamphlet for the student. (Similar in content to the Faculty Advising Manual.)
10. The publication or lack thereof of information regarding advising functions at OSU. (Special emphasis was given to the OSU Bulletin, Schedule of Classes, and Student Handbook.)
11. Importance of improving and enhancing the role of the adviser.

II. Recommendations to the Faculty Senate

Information pertaining to advising is sparse or in some cases nonexistent in University publications. Therefore, much of this committee's energy was directed to examination of those materials and discussion of information which might be incorporated in them.

- ** The University Advising Committee recommends that the statement which will appear in the 1980-81 OSU Bulletin be reviewed and that expansion of that statement be considered for future issues.

The Committee recommends a review of the contents and format of the Schedule of Classes with the purpose of improving its usefulness and readability.

The Committee recommends that a statement on academic advising be included in the Student Handbook and that the proper officers in Student Activities be encouraged to do so.

III. Other Committee Activities

The University Advising Committee was asked by Judy Kuipers, Dean of Undergraduate Studies, to review the Faculty Advising Manual.

(**NOTE from Executive Secretary: Please see attached Memo from Dean Kuipers indicating the new wording of the statement. 4/22/80)

Office of the Dean of
Undergraduate Studies

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3733

March 7, 1980

M E M O R A N D U M

TO: Donald J. Reed, Biochemistry & Biophysics
Les Dunnington, Counseling Center

FROM: Judith L. Kuipers, Dean of Undergraduate Studies *JLK*

RE: Advising Statement

I was able to get the printers to delay catalog production long enough to get this statement on advising included. Simply did not have time to check with you, but will deal with the Senate Committee regarding a statement to go in this summer's production of the Schedule of Classes. At least we have advising in the catalog and index for 1980-81!

Thanks for your help.

JLK/sw

Enclosure

cc: ✓ Leo Parks
Tom Parsons

Academic Advising

All students on the Oregon State campus should be aware of the purpose and importance of academic advising. Advisers assist all students in long and short range academic and career planning. Advisers provide information concerning curricula, educational options available within the University, and course schedule planning. They help the student interpret University and department requirements. Finally, advisers aid students whose academic progress is unsatisfactory, referring them to other University service units that provide assistance. Head advisers for each college are listed in the Schedule of Classes.

School of Education
Vocational-Technical
Education Division

Oregon
State
University

Corvallis, Oregon 97331

March 26, 1980

TO: Leo Parks, President, Faculty Senate

FROM: John Oades, Chairperson, Academic Regulations Committee 

RE: AR 26 Institutional Requirements for Baccalaureate Degrees,
Part E. Residence

On October 23, 1979 you forwarded a request that the Academic Regulations Committee review and make recommendations addressing the report of October 15, 1979 by the Academic Regulations Committee concerning AR 26.e. (Subsequent request December 6, 1979 by Academic Requirements Committee seeking "Clarification of Residence Requirement"). In the above communications, the Academic Requirements Committee has sought clarification of AR 26.e. (Residence) as affected by three concerns:

- 1) Examinations for Credit
- 2) Study Abroad Programs
- 3) OSU Division of Continuing Education

Under present regulations it is apparently possible for a student to earn credits through one or more of the above modes and thereby complete OSU Residence requirements. It is thus technically possible "... that a student could graduate from Oregon State University without ever setting foot on campus."

I wish to report that the Academic Regulations committee has completed the requested review. The committee unanimously recommends the following additions to AR 26.3. (additions/alterations in italics):

26.e. Residence:

- (1) Minimum, the last 45 hours of the last 60 term hours if authorized by approval of a petition to the Academic Requirements Committee. Classroom work taken through the Division of Continuing Education is not considered as residence work, with the exception of extended campus courses.²
- (2) Minimum, 15 hours of upper division credits must be taken in the student's major from courses regularly listed in the OSU Schedule of Classes or the OSU Summer Bulletin.

Leo Parks
March 26, 1980
Page 2

- (3) Subject to approval by the school/college and department in which the student is majoring at Oregon State University and by the Academic Requirements Committee, credits earned in (a) a professional school which is not a part of Oregon State University but which is in a field designated for this purpose in the Oregon State University Catalog, or (b) a Foreign Study Program which is sponsored by the Oregon State System of Higher Education, may be accepted for all or part of the 45 hours referred to in (1) above, and all or part of the 15 hours referred to in (2) above. In this event the total program presented for the baccalaureate degree must include a minimum of 45 hours which were earned by classroom work on the Oregon State University campus in Corvallis.
- (4) Credits earned by special examination for credit (AR 23) are not considered to be resident study.

Footnotes

1 The minimum requirement was increased from 45 to 60 upper division hours in 1974. It first applied to students who graduated in 1978.

2 ~~Extended campus courses are courses taught away from the regular campus as part of the normal teaching load of Oregon State University faculty members.~~

2 "Extended Campus Courses" are courses regularly listed in the Oregon State University Schedule of Classes or Summer Bulletin which are taught away from the campus by members of the Oregon State University faculty as part of their normal teaching loads. Such courses are, in addition, specifically listed as "Extended Campus Courses" in the Schedule of Classes or in a supplement to it.

3 Fields which are so designated in the General Catalog are (a) Dentistry, (b) Medicine, (c) Optometry, (d) Podiatry, and (e) Veterinary Medicine.

(Change Footnote 3 of Paragraph 26.h. to Footnote 4)

4 Before senior standing may be achieved, a student must complete 135 term hours with a grade-point average of 2.00.

It is the feeling of the Academic Regulations Committee that the above additions to AR 26.e. would equitably resolve the problems posed by the Academic Requirements Committee. It is our assumption that if these revisions were adopted they would become effective Fall Term 1980. Should you have questions or need further information, please give me a call (ext. 3681).

xc: Members Academic Regulations Committee

MTR

Curriculum Coordination



Corvallis, Oregon 97331 (503) 754-3711

April 15, 1980

TO: Leo Parks, President
Faculty Senate

FROM: University Curriculum Committee
Roberta L. Hall, Chair

SUBJECT: Annual Report, 1979-80

This report will summarize our work for 1979-80, as completed by April 15. In addition to a summary of our curricular reviews, it includes a proposal for initiation of an English Composition Test and a progress report on our deliberations concerning the meaning of minor programs at OSU.

Curricular Reviews

The Category I proposals (the program document) was presented to the Faculty Senate on November 15, 1979, and was approved. At this same time, the Category II requests (the course document) were also presented, but for information only. Subsequently, these requests were forwarded for institutional review and sent on to the Chancellor's Office. All requests submitted by Oregon State University were approved at all levels, and notification was made to the Faculty Senate in a report dated January 22, 1980, for the Faculty Senate meeting on February 7, 1980. Further details can be seen in the agenda for that Senate meeting. Review and deliberations on these proposals occupied most of the Committee's attention during Fall Term.

During Winter Term, temporary "X" courses or course changes for Spring and Summer Terms, 1980, were reviewed. These requests were in addition to the requests reviewed during the preceding Spring Term for 1979-80. Thirty (30) requests were approved and forwarded for institutional review and sent on to the Chancellor's Office. The Committee is currently reviewing 143 requests for temporary "X" courses or course changes for 1980-81.

Minor Programs

Included in the curricular requests for 1980-81 were quite a few minor programs. A number of Senators questioned the Curriculum Committee about the constitution and function of minors. A formal request was made that the Committee consider whether minor programs should be noted on student transcripts. At this writing (April 15), the deliberations are still in progress but several points may be reported:

1. No statewide guidelines exist as to the constitution or definition of an academic minor.

Minor Programs (continued)

2. Two kinds of minors may be identified at OSU. We believe they may most accurately be designated as (a) supportive, or (b) independent.

Supportive minors are those minors designed by an academic unit for its own majors. These courses come from academic units other than the major unit. They may be from a single unit or a variety of units. One example of the supportive minor is the Behavioral Science minor, which serves some students in Business Administration (see page 127, OSU General Catalog).

Independent minors are developed by an academic unit for students from any other academic unit (not for its own majors). Independent minors include a preponderance of courses (and frequently a totality) from the sponsoring unit. An example of the independent minor is the newly approved minor in Philosophy.

3. Minors not only are quite diversified among themselves but, in some cases, there is terminological overlap with other approved programs of study. Others are "area of concentration," "area of emphasis," "norm," and "option." These may represent subdivisions of a major or they may be functionally equivalent to supportive minors; some are obligatory and some elective for particular major degree programs.
4. It is clear that in some cases an "area of concentration" or "option" is more pertinent to a student's program than a minor. Therefore, we would not like to recommend that the minor be printed on the transcript until we have conducted a thorough review of all the program designators.

English Composition Test (ECT) Proposal

The Oregon State System of Higher Education notes, in Publication No. 80-008, 1980, that one of the characteristics of traditional American higher education is "... providing competence in communication and number skills." Summarized comments from representative OSU faculty reflect an increasing concern about the writing abilities of their students:

Students have limited opportunities to utilize writing skills, which consequently are inadequately developed.

Students are graduating without assurance of their own writing competency.

It appears to us that before awarding the baccalaureate degree, a university has an obligation to foster the communication skills of undergraduate students

Leo Parks

- 3 -

April 15, 1980

English Composition Test (ECT) Proposal (continued)

The University Curriculum Committee, therefore, proposes to include the passing of an English Composition Test (ECT) as a graduation requirement. The objective of this test is twofold: (1) it should provide an incentive to students to improve their writing skills, and for all faculty to provide students with writing experience; and (2) it should provide the University with assurance that all graduates have attained a designated skill level.

The Proposal

The University Curriculum Committee submits for consideration these amendments to the general University requirements:

1. Insert the following statements into the Requirements for Baccalaureate Degrees, General Requirements, sub-paragraph a, between current items 1 and 2. The proposed item would become item 2, and the following items would be renumbered accordingly. (See page 13, 1979-80 OSU General Catalog)
All current requirements are retained.

GENERAL REQUIREMENTS

- a. Each student will complete the following requirements:

- (1) English Composition, Wr 121
(minimum grade of C)

- PROPOSED (2) All students, after satisfying requirements of Wr 121 and having earned a minimum of 75 term hours toward graduation, must pass the English Composition Test (ECT) before being advanced to senior standing. The test may be repeated as many times as necessary.

2. Include the following statement in the list of special fees (see page 16, 1979-80 OSU General Catalog).

English Composition Test fee . . . per examination, \$ 15.00
(for example)

Mechanics of the ECT

1. The test will be administered by the Dean of Undergraduate Studies in consultation with the composition committee of the Department of English and the Communications Skills Center. The group will:
 - a. determine the specific testing instrument; for example, a standardized objective test, a holistically graded writing sample, or a combination of the two.

Leo Parks

- 4 -

April 15, 1980

English Composition Test (ECT) Proposal (continued)Mechanics of the ECT (continued)

- b. Specify the criteria for passing. If both an objective test and a writing sample are evaluated, a composite score might be appropriate.
 - c. Establish the amount each student will be assessed, to cover expenses, on an annual basis.
2. The ECT will be administered by the Communications Skills Center once each term (including Summer Term).

Background

In January, 1979, the University Curriculum Committee began deliberating the value of proposing an English proficiency test as a requirement for graduation from Oregon State University. The Committee has now concluded that such a test is both feasible and desirable. The following discussion summarizes the Committee's efforts. (Also see University Curriculum Committee minutes for 1978-79 and 1979-80.)

At the January 15, 1979, meeting, a formal English proficiency test was proposed as a prerequisite for graduation. Subsequent meetings during Winter and Spring Terms, 1979, involved discussions with the former director of the Communications Skills Center (Tim Perkins) at OSU; Bob Frank and Ed Smith of the English Department; Marjorie Kirrie, Head Reader for the Educational Testing Service; and Nathaniel Allyn of the College Board.

Following additional inquiries, the Committee concluded that (1) requiring a formal English competency test is feasible, (2) student awareness of this requirement will positively affect writing skills, and (3) evaluation of competency after 75 credit hours will give students the opportunity to develop skills without delaying their graduation.

On May 10, 1979, a proposal was submitted to the Executive Committee of the Faculty Senate to include an English Composition Test as a requirement for graduation. This proposal was subsequently referred back to the Curriculum Committee for supportive information. The Committee has discussed its proposal with the English Department's composition committee and has revised the ECT proposal.

English Composition Test: The Instrument

The fundamental question that arises when one attempts to assess writing proficiency is: "What is the best way to evaluate this skill?" Unfortunately, there is no "best" way. The most appropriate approach depends to a great extent upon the purpose for the evaluation and the resources available. The following discussion does not pretend to be comprehensive but represents a summary of the Committee's investigations.

Leo Parks

- 5 -

April 15, 1980

English Composition Test: The Instrument (continued)

Methods of evaluating writing skill may be categorized as either direct assessment or indirect assessment. Direct assessment involves evaluation of a writing sample; indirect methods often refer to standardized, objective tests. The major advantage of direct over indirect methods of assessment is face validity.

Indirect methods, however, have been found to be highly reliable. For example, Godshalk, et al., (1966) found that objective test scores had a .84 correlation to the direct score when the direct measure was based upon multiple readings of five essays. The most efficient predictor of writing skill would be a test including both objective questions and a writing sample; however, it is doubtful that the slight increase in reliability due to the inclusion of a writing sample would justify the additional cost.

If a writing sample is to be included in the English Composition Test (ECT), we believe that its inclusion must be justified upon the model it provides to both the students and faculty. The proposal presented here leaves the choice of a test instrument in the hands of a committee under the direction of the Dean of Undergraduate Studies.

References

1. Breland, H. M. and Gaynor, J. L., "A Comparison of Direct and Indirect Assessment of Writing Skill," Journal of Educational Measurement, 1979 16(2).
2. Godshalk, Swineford, and Coffman, ETS, The Measurement of Writing Ability, 1966.
3. Oregon State Board of Higher Education, Non-Traditional Education in the Oregon State System of Higher Education, OSSHE Office of Academic Affairs, Publication #80-008, 1980.

RL/SS:cjj

School of
Home Economics

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-3551

April 10, 1980

Dr. Leo Parks, President
Faculty Senate
Oregon State University

Dear Dr. Parks;

The ADVANCEMENT OF TEACHING COMMITTEE has met regularly once a month during this school year. Committee activities included:

- (1) reviewing the application proposals for faculty development awards. The committee submitted recommendations to Dean Judith Kuipers. Fifteen awards were granted.
- (2) brainstorming ideas for activities that the committee might do. Three were chosen:
 - (a) Panel of distinguished professors - held April 22nd in MU 208 with Professors Ralph Quatrano and Austin Walter and Dean James Knudsen speaking on "Distinguished Teaching: Three Perspectives."
 - (b) Fact Seeking discussion on the new add-drop policies to be held on May 1st at 13:00 in MU 208.
 - (c) Formulation of a teaching-learning code. This activity was dropped at the request of the faculty senate. However two members of this committee were appointed to the committee that was formed by faculty senate action.
- (3) discussing the student committee seeking action to make C.A.U.T. a permanent program. The committee reaffirmed the belief that it is a worthwhile project and support the students' request.
- (4) discussing letters from:
 - (a) Dr. Bill Wilkins concerning Classroom Needs of Handicapped Students. While the committee felt this a very important issue members felt that remediation of the problem was ongoing and that we'd support these efforts.
 - (b) Dr. Wendall Slaubaugh concerning use of course reaction cards.
 - (c) Dr. Helen Hall concerning teacher evaluation instruments.

r2

(at this writing April 10th there is no committee action to report).

- (d) Dr. Dale Simmons concerning the use of the M grade at O.S.U. The committee felt that we had insufficient information to make a valid decision about this. A letter is being sent to Dr. Simmons asking for further information.

Respectfully submitted,

Mary Jane Grieve

Mary Jane Grieve, Chairman

Faculty Members

Louise Garrison
Stephen Hawkes
David B. King
Marcia Shaw

Student Members

Suan Brock (W, S terms)
Teri Covalt (F term)
Pat Haggerty
Nancy Hollingworth
Ladd Johnson

MJG:ljf

Department of
Economics



Corvallis, Oregon 97331

April 10, 1980

To: Leo W. Parks, President, Faculty Senate

From: K. D. Patterson, Chair, Budget and Fiscal Priorities Committee

Re: Annual Report

During the 1979-80 academic year, the Committee has sought to more clearly define and establish appropriate faculty participation in the university budget process. As in the past, matters of faculty salary and other benefits were examined by the Faculty Economic Welfare Committee. Our committee concentrated its efforts on (1) how the university requests resources and (2) the internal distribution of resources within the university.

Most of the "asking" budget submitted to the Board is determined by mechanical application of formula established by the Board, legislature, and/or the executive department. There are few institutional choices within this process. A certain amount of institutional initiative is permitted within the Program Improvement component of the budget request. Program Improvement requests are in addition to the adjusted base budget (the formula budget). In past year Program Improvement requests were determined among the Board, the Board's staff, and institutional executives. Program Improvement requests to the Governor were system-wide, with most if not all institutions sharing whatever funds were actually approved. Institution specific requests were infrequent. In considering the 1981-83 biennial budget request the Board permitted individual institutions to submit relatively unstructured lists of critical budget needs. Very little time was given institutions to develop such lists. Some colleges/schools/divisions developed their suggestions centrally, while others involved faculty groups and smaller academic units. The Board consolidated and reduced the institutional requests with the Board's budget again emphasizing system-wide items (library, rehabilitation, computing, etc.) rather than institution-specific items, although some of the latter remain.

Our committee, through a sub-committee, monitored the development of the university request, although time limited more deliberative and effective involvement. We recognize that the Program Improvement component is the one area of budgeting which accommodates critical needs of individual university program, and we intend to continue our involvement in what we hope will be a less restrictive development of institutional needs and priorities.

Leo Parks
 April 10, 1980
 Page 2

A second area of university budgeting, that of internal distribution, is the concern of a group established by Vice-President Smith. OSCAR (Oregon State Commission on Resource Allocation) consists of academic and executive deans and two faculty representatives (Professors Thomas and Patterson) who are members of the committee. OSCAR was provided certain background information prior to its first meeting at which Mr. Smith expressed his interest in thoroughly reviewing present procedures and criteria. OSCAR members submitted position papers which were distributed prior to a second meeting. A clear difference of opinion as to the value of further examination of alternative internal allocation procedures was revealed at a second meeting. It now appears that the OSCAR group will not engage in extended study or discussions of alternative allocation approaches, although Mr. Smith and his budget personnel will.

Our committee and the faculty representatives to OSCAR are supportive of Mr. Smith's interest in internal resource allocation. We believe he has approached problems of intra-university funding openly, professionally, and with a genuine concern for the whole university. Our committee will provide whatever assistance it can to Mr. Smith and his staff in their efforts to analyze and improve the effectiveness of internal allocation procedures and criteria.

We express our appreciation to Mr. Smith and his staff for providing us with information and instruction on budget procedures and problems. We are pleased with the possibility of administrative acceptance of an appropriate faculty role in attaining and distributing university resources.

MEMORANDUM

21b.

DEPARTMENT OF STATISTICS
 Oregon State University

Date: April 2, 1980

To: Leo W. Parks, President, Faculty Senate

From: Fred Ramsey, Chairman
 BYLAWS COMMITTEE



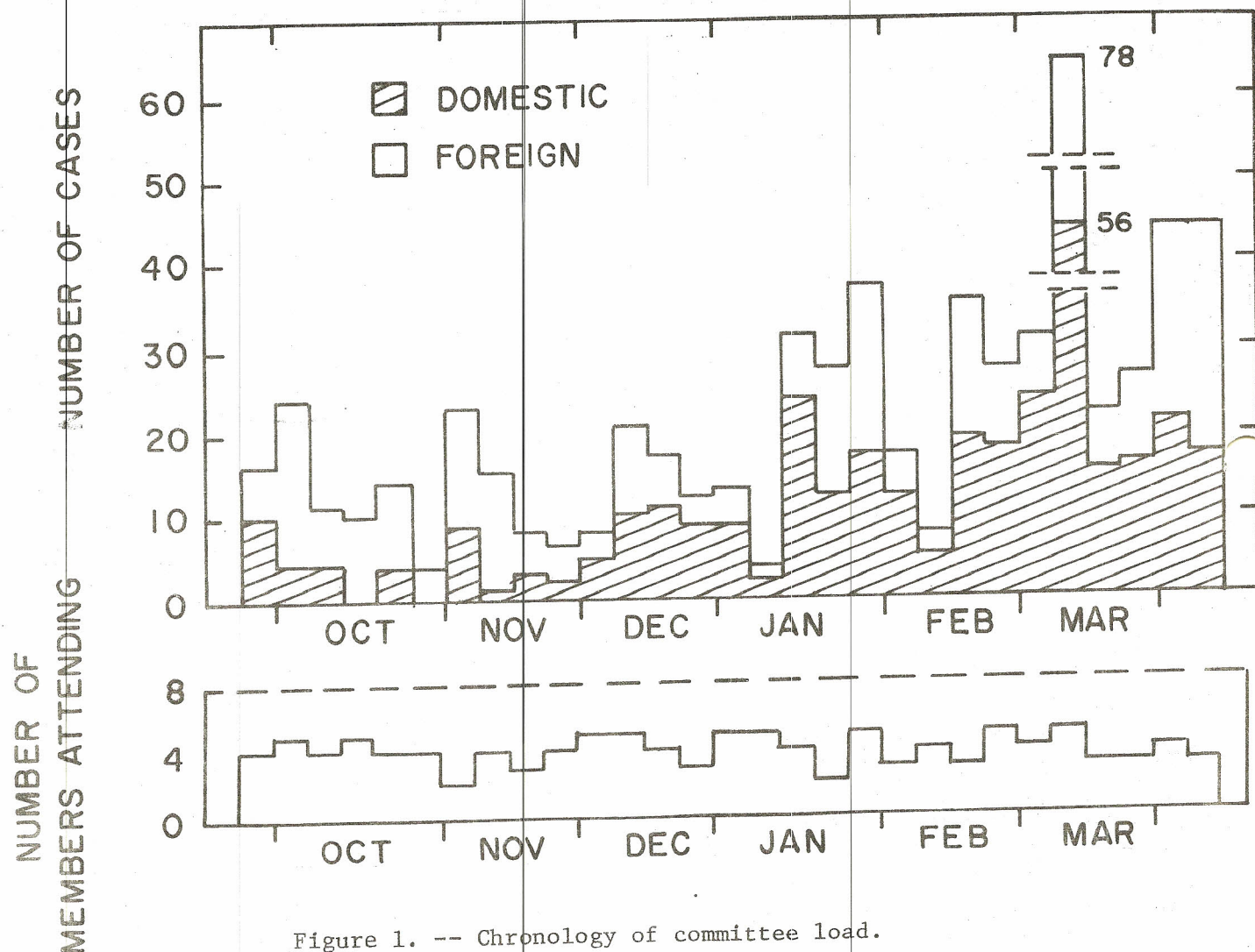
SUBJECT: Annual Report of Activities

The committee has met only in response to direct requests from the Executive Committee. All our actions and recommendations have been presented previously in Faculty Senate meetings. Thus we have nothing further to report at this time.

FLR:jmb

The committee meets every week throughout the calendar year to process admissions to the Graduate School of those students who do not meet the minimum university requirements for admission. Two committee members evaluate each case; only when they disagree, another member also looks at the case.

Between September 25, 1979, and April 8, 1980 the committee has processed applications for 339 domestic and 294 foreign students. The maximum number of cases per meeting was 78, the minimum was 4 and the average was 22 (Figure 1).



As in the past, attendance at meetings has been somewhat of a problem. The committee includes eight faculty members; the maximum number of members attending the meeting was five, the minimum two and the average four (Figure 1). The main work load during the reporting period has been carried by only four of the members, because the attendance of the remaining four was only about 30 percent or less. It appears that most members do not realize that the committee meets every week for up to two hours, when they volunteer for and accept the membership. Some members get trapped into a time commitment that they cannot keep. In the future, the Executive Committee should explain this situation to each new member it asks to serve on the Admissions Committee.

Graduate School



Corvallis, Oregon 97331 (503) 754-4881

April 4, 1980

MEMO TO: Leo Parks, President, Faculty Senate

FROM: Wendell H. Slabaugh, Associate Dean *W. H. Slabaugh*

SUBJECT: Annual Report of Graduate Council to Faculty Senate 1979-80

The Council began its year's work by acting on 321 curricular proposals (Category II) and 2 Category I program proposals, all for 1980-81 and for graduate level curricula. The policy and procedures for the final oral examination were reviewed and modified; provisions for alternate thesis formats were extended to two departments in addition to several already approved; procedural policies to accommodate Continuing Education were adopted; it was agreed with U of O and PSU that reserved undergraduate credits would be acceptable for mutual transfer providing the OSU reservation procedure is enforced; the provisions of GRA-GTA appointments were studied; the level of credits expected for fulfillment of the doctoral program and thesis was deferred to the student's committee; students may take graduate courses on an S-U basis but these courses cannot be included in their graduate degree program; several student petitions were considered; and a formal grievance case was resolved. Details on Council actions are embodied in Minutes published for each meeting and distributed to some 240 campus folks.

WHS:ld

24. April 15, 1980

To: Leo W. Parks, President, Faculty Senate
From: E. Doris Tilles, Chairman, International Education Committee
Subject: 1979-80 Annual Report of the International Education Committee

The International Education Committee started the year by reviewing the function of the committee as indicated in the Faculty Handbook. During this process we discovered that one of its responsibilities, i.e. representation on the Executive Board of each of the OSSHE overseas study programs, had inadvertently been taken away from the committee. This oversight was due to staff changes in the Office of International Education and the shifting of responsibility for these programs from the Dean of the College of Liberal Arts to the Dean of Undergraduate Studies. All committee members agreed that the committee should not relinquish this responsibility entirely. In view of the fact that service on these boards is very time consuming and occasionally presumes expertise in certain areas of international education and/or the region involved, the consensus was that the committee would assume the responsibility for the appointment of one OSU faculty member to each board either from the committee or from the faculty at large. This compromise solution appeared to satisfy the committee's statement of purpose without necessitating changes in its wording.

Much of the committee's attention centered on the faculty exchanges which are being developed by the Office of International Education under the direction of Jack Van de Water. The focus this year was on the faculty exchange agreement with the University of Poitiers (France) which has been signed by all parties concerned and which will go into operation during the next academic year. The committee will be responsible for screening and recommending OSU applicants. Although we will not be able to send an OSU faculty member during the first part of the academic year, the exchange is getting off to a successful start since it is an OSSHE program and the University of Oregon is planning to send two faculty members to Poitiers this fall.

The committee has tried to keep in touch with the problems faced by Iranian students at OSU. Although this is a volatile situation subject to sudden changes, it seems that the main problem up to this point has been financial since funds don't reach some of the students for a variety of reasons.

The Director of International Education has reported to the committee and has sought suggestions and advice from its members on a variety of projects which he has initiated and/or with which he is directly involved. This included the establishment of an Oregon State Commission on Foreign Language and International Studies. This commission will soon become a reality since Governor Atiyeh is about to authorize its establishment. The Director also sought and received the committee's support for his role in the organization of a National Association for Foreign Student Affairs Regional Workshop entitled Understanding Iran to be held on our campus in June. OSU is an institutional member of NAFSA.

Since a major function of the committee is to assist and support the Office of International Education in its various endeavors, I would like to take this opportunity to thank its current director, Jack Van de Water, for the fine working relationship which he has established with the members of the International Education Committee.

Department of
Mathematics

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-4686

April 9, 1980

TO: Leo Parks, President
Faculty Senate

FROM: W. J. Firey, Chairman
Library Committee

SUBJECT: Annual Report

The Library Committee has considered the following questions raised by its members and the Director of Libraries and has made the indicated recommendations to the Director of Libraries.

- (1) The extension of faculty borrowing privileges to faculty with less than 0.5 FTE. Currently these are treated on an individual basis and the committee saw no need for change in current policy.
- (2) The committee supported a proposal for partial catalogue computerization to improve literature searches and to assist in ordering new acquisitions. Estimated cost: \$1.25 million over 5 years.
- (3) The committee urged greater efforts be made to reduce processing times for new acquisitions.

The Director of Libraries has informed the Committee that current funding for acquisitions is likely to keep slightly ahead of inflation during this biennium.

The Committee has no proposals for Faculty Senate action this year relative to the library.

Dean of Research



Corvallis, Oregon 97331 (503) 754-3437

April 14, 1980

MEMORANDUM

TO: Executive Committee of the Faculty Senate

FROM: John V. Byrne, Chairman, Research Council(1)

SUBJECT: Research Council Activities, June 1, 1979 to April 15, 1980

The purpose of the Research Council is to promote, stimulate, and facilitate research activity at Oregon State University. The Council does this by advising the Dean of Research concerning the dissemination of information, by providing advice on research policies, and by reviewing requests for funds from the Institutional Public Health Service Grant and the General Research Fund. In addition, the Council provides advice on released time appointments and reviews recommendations for support from the College of Liberal Arts research program.

During the period June 1, 1979 to April 15, 1980 the Research Council reviewed 74 requests for support. Of these requests, 63 were approved for funding at a total of \$142,171. The source of funds and amounts provided are indicated below.

<u>Source of Funds</u>	<u>Number of Grants</u>	<u>Total Amount</u>
Public Health Service Institutional Grant	27	\$95,854
General Research Fund	25	20,887
CLA Research Fund	11	25,430

The Research Council also approved the allocation of funds for seminars and visiting lecturers as indicated in the following table.

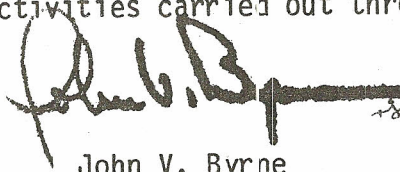
	<u>Directed Research</u>	<u>PHS Grant</u>
Agriculture	\$ 1,900	
Business	600	

-2-

Education	600	
Engineering	1,250	250
Forestry	1,000	
Health & Physical Education		800
Home Economics		800
Liberal Arts	1,500	
Marine Science Center	600	
Oceanography	600	
Pharmacy		600
Science	4,900	2,000
Veterinary Medicine		600
Nitrogen Fixation Laboratory	350	
	<u>\$13,300</u>	<u>\$5,050</u>

The Public Health Service Institutional Grant has been renewed; the grant amounting to \$118,331. This particular grant is a formula grant awarded on the basis of project funds assigned to Oregon State University on a competitive basis. Funds from the PHS Institutional Grant are monitored by the Research Council; they may be used for activities which can be clearly shown to be in support of health-related research.

The Council continues to be an extremely important advisory group to the Dean of Research for a number of activities carried out through the Research Office.



John V. Byrne

mep

(1) Members of Research Council

	<u>Year of Termination</u>
C. K. Mathews, Biochemistry	Indefinite
W. H. Slabaugh, Graduate School	Indefinite
W. H. Foote, Agricultural Experiment Station	Indefinite
P. E. Kifer, Food Science and Technology	1980
W. B. Shepard, Political Science	1980
L. R. Brown, Microbiology	1980
R. S. Quatrano, Botany	1981
R. Weinman, Speech	1981
F. T. Lindstrom, Statistics	1981
C. C. Pratt, Family Life	1982
M. L. Laver, Forest Products	1982
K. L. Peddicord, Nuclear Engineering	1982



Department of History

Corvallis, Oregon 97331 (503) 754-3421

April 15, 1980

TO: Executive Committee of the Faculty Senate
Leo W. Parks, Senate President

FROM: Francis H. Shaw
Chairman, Special Services Committee

SUBJECT: Annual Report of the Special Services Committee

Is it just, reasonable, and legal for Oregon State University to reserve campus based funds for students in the Educational Opportunities Program (EOP)? This issue has been the central concern of the Special Services Committee during the past year. Today, mid-April, 1980, the issue remains unanswered.

In the fall of last year the Special Services Committee reviewed the financial aid proposal for 1980-81 prepared by the EOP. We decided to support the request that \$355,660 be set aside for 135 EOP students in the 1980 summer term and the 1980-81 academic year. Our committee concluded that the financial aid request was reasonable, that it was in accord with federal guidelines, and that a failure to reserve such funds for EOP students would set back the University's efforts to promote equal access to higher education. Therefore, in December, 1979, the Special Services Committee forwarded, with its approval, the aid request to Dr. Edwin Strowbridge, Chairman, Financial Aid Committee. In an accompanying letter we explained why we thought that the reservation of funds for EOP students was essential. In late January of this year the Financial Aid Committee--which advises Richard E. Pahre, the Director of Financial Aid--adopted the position that "it is not appropriate under current regulations for Oregon State University to set aside funds for any special groups of students including EOP students." It was evident that the Financial Aid Committee was persuaded that set asides were either not legal or not acceptable to the Office of Education. The Special Services Committee, unconvinced of the notion that set asides were illegal or unacceptable, decided to seek a ruling from the Department of Education. And so in February our committee contacted the regional office of the Department of Education in Seattle. The Seattle office referred the difficult complex of issues to Washington D.C. for clarification. No further word has been received. Although efforts have been made through Senator Hatfield's office to obtain specific answers to our questions about set aside funds, there has been no response as of this date.

FHS:d

College of Science



Corvallis, Oregon 97331

(508) 754-4811

17 April 1980

TO: Leo W. Parks, President
Faculty Senate

FROM: Olaf A. Boedkter, Chairman *OAB*
Undergraduate Admissions
Committee (UAC)

RE: ANNUAL REPORT
(Committee Activities July 1, 1979 - April 3, 1980)

The Undergraduate Admissions Committee met a total of 24 times and considered 449 individual cases. Of these, 361 were approved for admission and 88 were denied admission.

For Fall Term 1979-80, 55 persons were admitted under the 3% program (86 was the maximum possible). Of the 55, 20 were non-residents.

To date, 3 have been admitted under the 5% program for Fall Term, 1980-81 (149 is the maximum allowable). Of these 1 was a non-resident.

Under the NSE program for Fall 1980-81, none have been approved to date.

rlk

M E M O R A N D U M

TO: Leo W. Parks, President, Faculty Senate
FROM: John Spragins, Chairman, University Honors Program Committee
DATE: April 17, 1980 *J.S.*
SUBJECT: Annual Report of UHP Committee

Activities of the UHP Committee during the 1979-80 academic year included the following:

- 1) A luncheon meeting including both UHP committee members and non-members who were felt to be likely to have useful ideas for the OSU Honors Program was held in order to solicit outside views regarding the program. Those attending, in addition to UHP Committee members, included R.L. Clinton, F.D. Schaumburg, J. Lattin, J.L. Kuipers, J. Garrard, Mrs. John Conner and G.W. Bengston. Although the meeting proved to be useful in providing ideas for the Honors Program, it seemed to be even more useful in informing others of what the Honors Program is and what it offers to students. Similar meetings, probably on an annual basis, are recommended to future committees.
- 2) The numbering system for Honors Colloquia received considerable debate. The committee agreed that a 300-level number for at least some colloquia would be more appropriate than the current UH250 number. A request for a new numbering scheme, with some 200-level and some 300-level colloquia, is in progress. Guidelines for numbering based on prerequisite structure and/or intellectual level are being developed.
- 3) The UHP Committee chairman attended a meeting of the Committee on Committees at which possible reorganization of the committee structure was discussed. Members of the UHP Committee are neutral with respect to possible reorganization, so long as any reorganization does not unfavorably affect the Honors Program or committee functioning.
- 4) After additional clerical help for the Honors Program was made available, on a temporary basis, by Dean Kuipers, the UHP Committee Chairman, at the committee's request, wrote Dean Kuipers commending her for this action and requesting that funds for this additional help be budgeted for future years.
- 5) A scholars program to complement the current University Honors Program is under consideration. Further study of such programs should be a major focus of next year's committee.
- 6) The committee chairman would like to express his appreciation to all committee members for their assistance during the past year. Working with them has been a pleasure.

JS:jb
cc UHP Committee Members

Department of Statistics



Oregon
State
University

Corvallis, Oregon 97331

(503) 754-3366

M E M O R A N D U M

April 22, 1980

To: Leo Parks
President, Faculty Senate

From: Paula Kanarek *R/K*
Chair, Faculty Status Committee

R. O. McMahon *ROM*
Acting Chair, Spring Term

Re: Items considered 1979-1980

A. Comments on Report of 9 vs 12 month faculty

Fall term 1979, we spent a lot of time considering this issue along with the Economic Welfare Committee. I think the issue has reached a "stalemate" between the two committees on the question of vacation policy and the fact that 12 month people are not really "1.33" 9 month people. Our concerns are expressed in a memo dated December 3, 1979 to Pat Wells, carbon copy to you.

B. University Wide Promotions and Tenure Committee

Our December 3, 1979 memo to you indicated that the committee was in favor of a University Wide Promotions and Tenure Committee. As a result of a January meeting of the Faculty Senate, the Executive Committee was to appoint a committee of three tenured individuals to sit in on and collect information on the promotion and tenure procedure for 1980. The Faculty Status Committee enthusiastically supports this move and would be most willing to meet with these individuals and Dean Nicodemus to discuss implementation of a more formal University Wide Promotions and Tenure Committee.

C. November 16 memo from Dean Nicodemus

Re: Supplemental Income for Faculty on Sabbatical Leave

The committee supports Dean Nicodemus' suggestion that the last two paragraphs from page 13 of the 1970-71 Faculty Handbook be inserted into the current handout.

Leo Parks
 March 11, 1980
 Page 2

- D. President MacVicar's letter to you dated January 7, 1980
 Re: Special task force recommendations on "untentured faculty"

During the 1977-78 and 1978-79 academic years the Faculty Status Committee spent many hours discussing untentured faculty. We still have concern about the increased use of fixed term appointments on this campus, but are prepared to accept President MacVicar's response. The only concern expressed by the committee is with the statement (middle of page 2 of the letter)

"Tenure-track appointments on annual tenure which are full time and at least .50 FTE on the instructional budget to any Oregon University faculty member should not exceed a total of seven years."

The concern of the committee is that this not be interpreted to mean that people with appointments of less than .50 FTE will not be eligible for tenure. There are a number of such individuals currently on campus. While we are fairly certain President MacVicar did not mean to exclude these individuals from tenure considerations we feel this should be stated explicitly.

- E. December 4 memo from Dean Nicodemus to William T. Lemman

The committee supports Dean Nicodemus' position and feels no further action is necessary.

- F. Flo Leibowitz' March 31 motion presented to Faculty Senate Office
 Re: Faculty ID cards

The committee met April 22 to discuss issues raised by this motion and will report to the Faculty Senate on May 29.

- G. Other issues to be acted on

The committee has yet to discuss a directive from the Chancellor's office regarding drivers who receive traffic citations while driving state cars.

- cc Thurston Doler, Secretary Faculty Senate
 Members, Faculty Status Committee

Roger King
 Martha Plonk
 Vern Dickinson
 James Oldfield
 Clayton Paulson
 Charles Gudger
 Solon Stone

School of Business



Corvallis, Oregon 97331

April 8, 1980

M E M O R A N D U M

TO: Leo Parks, President
Faculty Senate

FROM: Pat Wells, Chairman 
Faculty Economic Welfare Committee

SUBJECT:: Annual Report

The Faculty Economic Welfare Committee has met weekly since fall term. These meetings have lasted between one and two hours.

The FEWC presented a seminar to the faculty in the afternoon of Faculty Day in the fall to explain fringe benefits and the results of the "PERS" pickup. At that time the Faculty Economic Welfare Committee was asked to provide written information regarding the effect of the "PERS" pickup.

A "PERS" pickup report was presented to the Faculty Senate and referred back to the committee. The committee is still considering this report.

The committee presented a report on definitions and policy for salary distribution which was referred back to the committee for further consideration. The definitions aspect of this report is to be considered as an agenda item at the May 1st meeting.

The Faculty Economic Welfare Committee considered a comparison of salary between female and male faculty. No report was presented to the Senate regarding this consideration which was a holdover from the 1978-79 committee work.

The Faculty Economic Welfare Committee spent a great deal of time considering the internal distribution of salary adjustment funds for July 1980 and May 1981. A report was presented to the Faculty Senate at the March meeting, was passed, and recommended to the President. President MacVicar has used the Faculty Economic Welfare Committee report as guidelines for the July salary adjustment package.

Leo Parks
April 17, 1980
Page 2

Throughout the year the Faculty Economic Welfare Committee has attempted to keep informed concerning the comparative position of OSU faculty salaries, fringe benefits, and total compensation. The Committee has considered numerous dimensions of the faculty's position relative to the "other nineteen" institutions by evaluating the implications of the data reported in the accompanying tables. Because for most individuals the State currently pays 6 percent of faculty salary to PERS, comparisons must now be based on total compensation (salary plus countable fringe benefits) instead of salary alone.

During the remainder of the spring term, the Faculty Economic Welfare Committee will continue to evaluate alternative salary proposals for the next biennium, as well as a redraft of the PERS pickup report (which was referred back to the Committee).

(1979-80)

LIST OF EXHIBITS PREPARED BY THE OSU FACULTY ECONOMIC WELFARE COMMITTEE
April 1980

1. Adjustments Needed in Total Compensation. Table and Text. 4/9/80.
2. All Urban Consumers' Price Index. 3/28/80.
3. "All Ranks" Academic Salary Statistics, 1979/80-1982-83. Table and Text. 3/28/80.
4. Short-fall of Professors Salaries, and "All Ranks" Salaries at OSU compared with "Other Nineteen" (for the last 10 years). 3/27/80.
5. Short-fall of Professors Salaries, and "All Ranks" Salaries at UofO and OSU combined, compared with "Other Nineteen" (for the last 10 years). 3/28/80.
6. Average annual 1979-80 Academic Salaries, Fringe Benefits and Total Compensation, at "Other Nineteen" institutions compared with UofO and OSU. 3/17/80.
7. Comparison, percentage wise, of 9-month salaries at the UofO, and OSU, with the "Other Nineteen" for the last 24 years, by Academic Rank. 3/17/80.
8. Comparison of 9-month average salaries at UofO and OSU with the "Other Nineteen." (For the last 15 years showing percentage changes from the previous year.)
9. Chart comparing 9-month salaries at UofO and OSU compared to "Other Nineteen" for the last 24 years, for Full Professors. March 1980.
10. Comparison, by Schools and Colleges, of Academic Salaries at OSU, 1979-80. 2/14/80.
11. Comparison of OSU Salaries in 1979-80 with those in 1978-79 by Academic Rank. (Showing separately the 12-month, 9-month, and 9-month basis, all staff included.) 1/15/80.
12. Same as above, but excluding Administrators. 1/31/80.
13. The 6% State "pick-up" (showing influence on the magnitude of Retirement payments, under several assumptions). 12/10/79.
14. Academic Salaries, 1978-79, at each of 21 institutions, including UofO, OSU, and "Other Nineteen," ranked in relation to each other and by academic rank. 11/79.
15. Same as above, but for Fringe Benefits. 11/79.
16. Same as above, but for Total Compensation (Salaries plus Fringe Benefits). 11/79
17. OSU Academic Staff Statistics showing proportions of Academic on 12-month and 9-month appointments, by Academic Rank, and by Schools and Colleges, March 1979.

IN ORDER TO FULLY UNDERSTAND THE INDIVIDUAL EXHIBITS, IT IS NECESSARY TO READ ALL EXHIBITS.

ADJUSTMENTS NEEDED IN TOTAL COMPENSATION (Salaries plus Fringe Benefits)
for the first and second years of the next biennium to bring
the "All Ranks" Academic Classification up to a
level equal to the "Other Nineteen"
(An explanation of the accompanying table)

The first column of figures represents the actual situation this year (1979-80). The State Board of Higher Education's publicly announced objective is to bring the average of Oregon's academic salaries in line with the average of the "other nineteen" institutions listed in footnote No. 1 in the accompanying table. Note that the "Total Compensation" figure for the U of O plus OSU combined, currently stands at 95.8% of the "other nineteen."

This current year (1979-80), because of the State picking up the employee's individual contribution to the Public Employee's Retirement System, in lieu of a salary increase, it becomes necessary to consider "Total Compensation" as well as just "Salaries" in order to make appropriate comparisons between university compensation in this State and the "other nineteen." Total compensation includes both salaries and countable fringe benefits.

Starting with the figures in column No. 1, representing known facts for this year (1979-80), the assumption is made that for the next three years the "other nineteen" institutions, on the average, will increase their salaries and fringe benefits by 9.5% each year. This is presumed to be a conservative figure since the average "Total Compensation" at these institutions increased 9.4% from 1978-79 to 1979-80, and also considering the fact that we appear to be in double-digit inflation in the foreseeable near future.

In column No. 2 the salary figure for the U of O plus OSU combined of \$24,474 represents the "all ranks" average annual salary base at the end of the fiscal year, resulting from an expected 7.5% increase July 1, 1980 and a 3.0% increase about May 1, 1981. Likewise the figure of \$6,397 represents the average annual total amount of fringe benefits base at the end of the 1980-81

academic year at U of O plus OSU combined. It is presumed that increases in fringe benefits are pretty closely tied to increases in salaries and therefore the fringe benefits increase for 1980-81 will follow the same increase as for salaries. The "Total Compensation" figure of \$30,871 for U of O plus OSU combined represents the sum of \$24,474 for "Salary" and the \$6,397 for "Fringe Benefits".

In column No. 3 for 1981-82 the average "Total Compensation" for the "other nineteen" is calculated to be \$34,901 as a result of an assumed 9.5% increase from 1980-81. To bring U of O plus OSU combined total compensation up to this level would require an increase of \$4,030 ($\$34,901 - \$30,871 = \$4,030$) or 13.05%. It follows then that both salaries and fringe benefits for 1981-82 will need to be increased by 13.05% for the academic year 1981-82.

In column No. 4 figures are presented to indicate that to continue on full "Parity" with the "other nineteen" institutions for 1982-83 it will take estimated increases from 1981-82 to 1982-83 both in "Salaries" and in "Fringe Benefits" of 9.5%.

SUMMARY

Assuming that the "other nineteen" universities increase the "Total Compensation" of their academic faculties by an additional 9.5% each year, starting with July 1, 1980, it will require estimated faculty salary increases and also fringe benefit increases of approximately 13% for the first year of the next biennium (1981-82) starting July 1, 1981, and another 9.5% for the second year starting July 1, 1982 to bring the average annual "Total Compensation" of the University of Oregon and Oregon State University combined faculties up to a level equal to the average of these other competitive institutions.

"ALL RANKS" ACADEMIC SALARY STATISTICS, 1979-80 -- 1982-83
 9-Month Appointments, Teaching 50% or more of the time
 Source of data: State Board of Higher Education and Oregon State University

	1	2	3	4
	1979-80 (Actual)	1980-81 (Estimated)	1981-82 (Estimated)	1982-83 (Estimated)
<u>Salary</u>				
"Other 19" ^{1/}	\$ 24,416	+ 9.5% = \$26,735	+ 9.5% = \$29,275	+ 9.5% = \$32,057
U of O + OSU, Comb.	22,104	+ 7.5% + 3.0% = 24,474 ^{2/}	+ 13.05% ^{5/} = 27,669	+ 9.5% ^{6/} = 30,298 ^{6/}
<u>Fringe Benefits</u>				
"Other 19" ^{1/}	4,692	+ 9.5% = 5,138	+ 9.5% = 5,626	+ 9.5% = 6,160
U of O + OSU, Comb.	5,777	+ 7.5% + 3.0% = 6,397 ^{2/}	+ 13.05% = 7,232	+ 9.5% = 7,919
<u>Total Compensation</u>				
"Other 19" ^{1/}	29,108	+ 9.5% = 31,873	+ 9.5% = 34,901	+ 9.5% = 38,217
U of O + OSU, Comb.	27,881*	+ 7.5% + 3.0% = 30,871 ^{3/}	+ 13.05% ^{4/} = 34,901	+ 9.5% = 38,217

^{1/} The "other 19" Institutions with which the State Board of Higher Education compares salaries at the University of Oregon and Oregon State University are as follows: Universities of California, Colorado, Idaho, Illinois, Indiana, Iowa, Iowa State, Michigan, Michigan State, Minnesota, Montana, North Carolina, Ohio State, Purdue, Texas, Utah, Washington, Washington State, and Wisconsin. Average salary and fringe benefits assumed to increase 9.5% each year for the next three years.

^{2/} Represents increases of 7.5% July 1, 1980 and 3.0% about May 1, 1981. Compounded, these equal 10.725%.

^{3/} Salary \$24,474 + Fringe Benefits \$6,397 = Total Compensation \$30,871.

^{4/} To raise U of O + OSU Total Compensation in 1980-81 (\$30,871) up to expected average Total Compensation of "other 19" in 1981-82 (\$34,901).

^{5/} Total Compensation at U of O + OSU (\$34,901) minus Fringe Benefits (\$7,232) requires a salary of \$27,669 which is 13.05% higher than the U of O + OSU salary of \$24,474 the previous year.

^{6/} Total Compensation at U of O + OSU (\$38,217) minus Fringe Benefits (\$7,919) requires a salary of \$30,298 which is 9.5% higher than the U of O + OSU salary of \$27,669 the previous year.

* This is 95.8% of the average for the "other 19".

ALL URBAN CONSUMERS PRICE INDEX (CPI) ^{1/}
1967 = 100

Year and Month	United States	Portland
1967	100.0	100.0
1968	104.2	103.5
1969	109.8	108.6
1970	116.3	113.2
1971	121.3	116.1
1972	125.3	119.5
1973	133.1	127.3
1974	147.7	142.8
1975	161.2	156.5
1976	170.5	167.0
1977	181.5	180.2
1978	195.4	198.4
Jan. 79	204.7	211.7
Mar.	209.1	215.4
May	214.1	220.7
July	218.9	227.4
Sept.	223.4	232.2
Nov.	227.5	236.6
1979	217.4	225.4
Jan. 80	233.2	244.6
Mar.		
May		
July		
Sept.		
Nov.		
1980		

^{1/} This is the "All Items" CPI; Bureau of Labor Statistics, U.S. Dept. of Labor.

"ALL RANKS" ACADEMIC SALARY STATISTICS, 1979-80 -- 1982-83
 9-Month Appointments, Teaching 50% or more of the time
 Source of data: State Board of Higher Education and Oregon State University

	1	2	3	4
	1979-80 (Actual)	1980-81 (Estimated)	1981-82 (Estimated)	1982-83 (Estimated)
<u>Salary</u>				
"Other 19" ^{1/}	\$ 24,416	+ 8.0% = \$26,369	+ 8.0 % = \$28,478	+ 8.0% = \$30,756
O.S.U.	21,279	+ 7.5% + 3.0% = 23,560 ^{2/}	+ 14.02% ^{5/} = 26,863	+ 8.0% ^{6/} = 29,011
U of O + OSU, Comb.	22,104	+ 7.5% + 3.0% = 24,474	+ 9.98% = 26,916	+ 8.0% = 29,069
<u>Fringe Benefits</u>				
"Other 19" ^{1/}	4,692	+ 8.0% = 5,067	+ 8.0 % = 5,473	+ 8.0% = 5,911
O.S.U.	5,615	+ 7.5% + 3.0% = 6,217	+ 14.02% = 7,089	+ 8.0% = 7,656
U of O + OSU, Comb.	5,777	+ 7.5% + 3.0% = 6,397	+ 9.98% = 7,035	+ 8.0% = 7,598
<u>Total Compensation</u>				
"Other 19" ^{1/}	29,108	+ 8.0% = 31,436	+ 8.0 % = 33,951	+ 8.0% = 36,667
O.S.U.	26,894*	+ 7.5% + 3.0% = 29,777 ^{3/}	+ 14.02% ^{4/} = 33,951	+ 8.0% = 36,667
U of O + OSU, Comb.	27,881**	+ 7.5% + 3.0% = 30,871	+ 9.98% = 33,951	+ 8.0% = 36,667

^{1/} The "other 19" Institutions with which the State Board of Higher Education compares salaries at the University of Oregon and Oregon State University are as follows: Universities of California, Colorado, Idaho, Illinois, Indiana, Iowa, Iowa State, Michigan, Michigan State, Minnesota, Montana, North Carolina, Ohio State, Purdue, Texas, Utah, Washington, Washington State, and Wisconsin. Average salary and fringe benefits assumed to increase 8% each year for next three years.

^{2/} Represents increases of 7.5% July 1, 1980 and 3.0% about May 1, 1981. Compounded, these equal 10.72%.

^{3/} Salary \$23,560 + Fringe Benefits \$6,217 = Total Compensation \$29,777.

^{4/} To raise O.S.U. Total Compensation in 1980-81 (\$29,777) up to expected average Total Compensation of "other 19" in 1981-82 (\$33,951).

^{5/} Total Compensation at O.S.U. (\$33,951) minus O.S.U. Fringe Benefit (\$7,089) requires a salary of \$26,863 which is 14.02% higher than the O.S.U. salary of \$23,560 the previous year.

^{6/} Total Compensation at O.S.U. (\$36,667) minus O.S.U. Fringe Benefit (\$7,656) requires a salary of \$29,011 which is 8.0% higher than the O.S.U. salary of \$26,863 the previous year.

* This figure is 92.4% of the average for the "other 19." ** This is 95.8% of the average for the "Other 19".

O.S.U. Faculty Economic Welfare Committee 3/13/80 & 3/28/80 DCM

ADJUSTMENTS NEEDED in TOTAL COMPENSATION (Salaries plus Fringe Benefits)
 for the first and second years of the next biennium to bring
 the "All Ranks" Academic Classification up to a
 level equal to the "Other Nineteen"
 (An explanation of the accompanying table)

The first column of figures represents the actual situation this year (1979-80). The State Board of Higher Education's publicly announced objective is to bring the average of Oregon's academic salaries in line with the average of the "other nineteen" institutions listed in footnote No. 1 in the accompanying table. Note that the "Total Compensation" figure for O.S.U. currently stands at 92.4% of the "other nineteen."

This current year (1979-80), because of the State picking up the employee's individual contribution to the Public Employee's Retirement System, in lieu of a salary increase, it becomes necessary to consider "Total Compensation" as well as just "Salaries" in order to make appropriate comparisons between university compensation in this State and the "other nineteen." Total compensation includes both salaries and countable fringe benefits.

Starting with the figures in column No. 1, representing known facts for this year (1979-80), the assumption is made that for the next three years the "other nineteen" institutions, on the average, will increase their salaries and fringe benefits by 8% each year. This is presumed to be a conservative figure since the average "Total Compensation" at these institutions increased 9.4% from 1978-79 to 1979-80, and also considering the fact that we appear to be in double-digit inflation in the foreseeable near future.

In column No. 2 the salary figure for O.S.U. of \$23,560 represents the "all ranks" average annual salary base at the end of the fiscal year, resulting from an expected 7.5% increase July 1, 1980 and a 3.0% increase about May 1, 1981. Likewise the figure of \$6,217 represents the average annual total amount of fringe

benefits base at the end of the 1980-81 academic year at O.S.U. It is presumed that increases in fringe benefits are pretty closely tied to increases in salaries and therefore the fringe benefits increase for 1980-81 will follow the same increase as for salaries. The "Total Compensation" figure of \$29,777 for O.S.U. represents the sum of \$23,560 for "Salary" and the \$6,217 for "Fringe Benefits."

In Column No. 3 for 1981-82 the average "Total Compensation" for the "other nineteen" is calculated to be \$33,951 as a result of an assumed 8% increase from 1980-81. To bring O.S.U. up to this level would require an increase of \$4,174 ($\$33,951 \text{ minus } \$29,777 = \$4,174$) or 14.02%. It follows then that both salaries and fringe benefits for 1981-82 will need to be increased by 14.02% for the academic year 1981-82.

In column No. 4 figures are presented to indicate that to continue on full "Parity" with the "other nineteen" institutions for 1982-83 it will take estimated increases from 1981-82 to 1982-83 both in "Salaries" and in "Fringe Benefits" of 8.0%.

SUMMARY

Assuming that the "other nineteen" universities increase the "Total Compensation" of their academic faculties by an additional 8.0% each year, starting with July 1, 1980, it will require estimated faculty salary increases of approximately 14% for the first year of the next biennium (1981-82) starting July 1, 1981, and 8% for the second year starting July 1, 1982 to bring the average annual "Total Compensation" of Oregon State University faculty up to a level equal to the average of these other competitive institutions.

Short-Fall of "Professors"
Salaries at UofO and OSU
Combined, - with average
of "Other 19"

Academic Year	"Other 19"	UofO and OSU Combined	Difference minus
1969-70	\$18,271	\$17,089	\$1,182
70-71	19,150	17,793	1,357
71-72	19,551	18,220	1,331
72-73	20,311	18,380	1,931
73-74	21,359	19,020	2,339
74-75	22,349	19,862	2,487
75-76	24,106	22,527	1,579
76-77	25,419	24,513	906
77-78	26,860	25,713	1,147
78-79	28,256	27,742	514
10yr. total			\$14,773

Source of data:
 HEGIS and OSBE

KJM 3/28/80

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Short-Fall of "All Ranks"
Salaries at UofO and OSU
Combined, - with average
of "Other 19"

Academic Year	"Other 19"	UofO and OSU Combined	Difference minus
1969-70	\$13,715	\$13,160	\$555
70-71	14,455	13,970	485
71-72	14,963	14,458	505
72-73	15,659	14,843	816
73-74	16,668	15,508	1,160
74-75	17,576	16,110	1,466
75-76	18,986	18,067	919
76-77	20,162	19,705	457
77-78	21,353	20,499	854
78-79	22,670	22,150	520
10yr. total			\$7,737

Source of data:
 HEGIS and OSBE

KJM 3/28/80

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**AVERAGE ANNUAL 1979-80 ACADEMIC SALARIES, FRINGE BENEFITS, AND TOTAL COMPENSATION,
"OTHER 19" INSTITUTIONS, UNIVERSITY OF OREGON, AND OREGON STATE UNIVERSITY; BY ACADEMIC RANK¹
(9-Month Appointments; Teaching 50% or more. HEGIS.)**

Academic Rank	Annual Salary	Fringe Benefits	Total Compensation
<u>Professor</u>			
"Other 19"	\$ 30,283	\$ 5,580	\$ 35,863
U of O	28,440	7,062	35,502
OSU	26,916	6,790	33,706
<u>Associate Professor</u>			
"Other 19"	22,177	4,568	26,745
U of O	21,131	5,649	26,780
OSU	21,251	5,672	26,923
<u>Assistant Professor</u>			
"Other 19"	18,201	3,730	21,931
U of O	17,193	4,729	21,922
OSU	17,231	4,740	21,971
<u>Instructor</u>			
"Other 19"	14,903	3,025	17,928
U of O	14,740	4,151	18,891
OSU	13,265	3,803	17,068
<u>All Ranks</u>			
"Other 19"	24,416 ¹	4,692	29,108
U of O	22,869	5,927	28,796
OSU	21,279	5,615	26,894

^{1/} Source of data: State Board of Higher Education and Oregon State University.

Table 2. Comparison of Average 9-month Academic Salaries at the University of Oregon and Oregon State University; with the Average of the "Other Nineteen" Institutions that the State Board of Higher Education Uses for Comparative Purposes, 1956 to date. (By Academic Rank.)

Source: Office of Personnel Administration, and Analytic Services; OSSRE. Also Office of Budgets, Oregon State University.

Year	Professor			Associate Professor			Assistant Professor			Instructor			All Ranks		
	19 ¹	U of O % of 19 ¹	OSU % of 19 ¹	19 ¹	U of O % of 19 ¹	OSU % of 19 ¹	19 ¹	U of O % of 19 ¹	OSU % of 19 ¹	19 ¹	U of O % of 19 ¹	OSU % of 19 ¹	19 ¹	U of O % of 19 ¹	OSU % of 19 ¹
1956-57	\$ 8,627	98%	94%	\$ 6,559	103%	99%	\$ 5,414	98%	98%	\$ 4,383	103%	100%	n/a	n/a	n/a
1957-58	9,614	107%	103%	7,319	110%	104%	6,054	104%	103%	4,893	103%	104%	\$ 7,120	105%	103%
1958-59	9,830	105%	99%	7,451	107%	102%	6,181	100%	101%	5,017	99%	100%	7,284	104%	97%
1959-60	10,560	101%	96%	7,974	104%	96%	6,596	98%	96%	5,313	97%	98%	7,465	105%	99%
1960-61	10,892	103%	97%	8,249	104%	96%	6,843	99%	94%	5,486	96%	96%	8,200	100%	93%
1961-62	11,606	105%	97%	8,773	105%	97%	7,244	100%	96%	5,767	100%	99%	8,728	102%	96%
1962-63	12,105	107%	95%	9,180	103%	96%	7,594	99%	95%	6,028	98%	95%	9,163	102%	95%
1963-64	12,886	105%	93%	9,678	106%	96%	7,973	99%	97%	6,260	99%	98%	9,678	102%	94%
1964-65	13,672	102%	88%	10,203	102%	91%	8,353	96%	94%	6,518	98%	96%	10,221	99%	91%
1965-66	14,709	104%	89%	10,927	104%	94%	8,927	100%	96%	6,880	99%	98%	10,949	106%	93%
1966-67	15,426	101%	87%	11,454	103%	93%	9,465	96%	96%	7,308	98%	94%	11,479	100%	92%
1967-68	16,455	99%	87%	12,208	100%	93%	10,082	97%	97%	7,830	101%	95%	12,325	100%	92%
1968-69	17,331	99%	86%	12,833	99%	92%	10,574	96%	98%	8,296	96%	97%	12,978	100%	92%
1969-70	18,271	100%	87%	13,494	99%	93%	11,149	97%	96%	8,737	100%	97%	13,715	100%	92%
1970-71	19,150	98%	86%	14,115	99%	95%	11,692	97%	98%	9,161	100%	95%	14,455	100%	93%
1971-72	19,551	98%	87%	14,437	99%	95%	11,986	97%	99%	9,577	104%	96%	14,963	100%	93%
1972-73	20,311	95%	85%	14,974	98%	93%	12,418	95%	97%	9,849	102%	96%	15,659	99%	90%
1973-74	21,359	92%	85%	15,685	97%	93%	13,009	99%	98%	10,253	105%	96%	16,668	97%	89%
1974-75	22,349	91%	85%	16,402	96%	94%	13,664	94%	97%	10,932	103%	98%	17,576	95%	88%
1975-76	24,105	96%	90%	17,762	99%	97%	14,698	98%	100%	12,037	101%	94%	18,986	98%	92%
1976-77	25,419	99%	92%	18,748	101%	100%	15,404	101%	102%	12,482	106%	98%	20,162	101%	94%
1977-78	26,860	99%	92%	19,716	101%	99%	16,188	100%	100%	13,015	105%	97%	21,353	99%	92%
1978-79	28,256	100%	95%	20,703	103%	103%	16,994	102%	101%	13,837	108%	98%	22,670	100%	95%
1979-80	30,283	94%	89%	22,177	95%	96%	18,201	94%	95%	14,903	99%	89%	24,417	94%	87%

¹ The "other 19" Institutions with which the State Board of Higher Education compares salaries at the University of Oregon and Oregon State University are as follows: Universities of California, Colorado, Idaho, Illinois, Indiana, Iowa, Iowa State, Michigan, Michigan State, Minnesota, Montana, North Carolina, Ohio State, Purdue, Texas, Utah, Washington, Washington State, and Wisconsin.

n/a Not available

Prepared by D. Curtis Mumford for the Faculty Economic Welfare Committee, Oregon State University, April, 1979. March 17, 1980

Average Annual 9-month Academic Salary Comparisons
Source: Office of Personnel Administration, and Analytic Services Section; OSSHE.
Also Office of Budgets, Oregon State University.

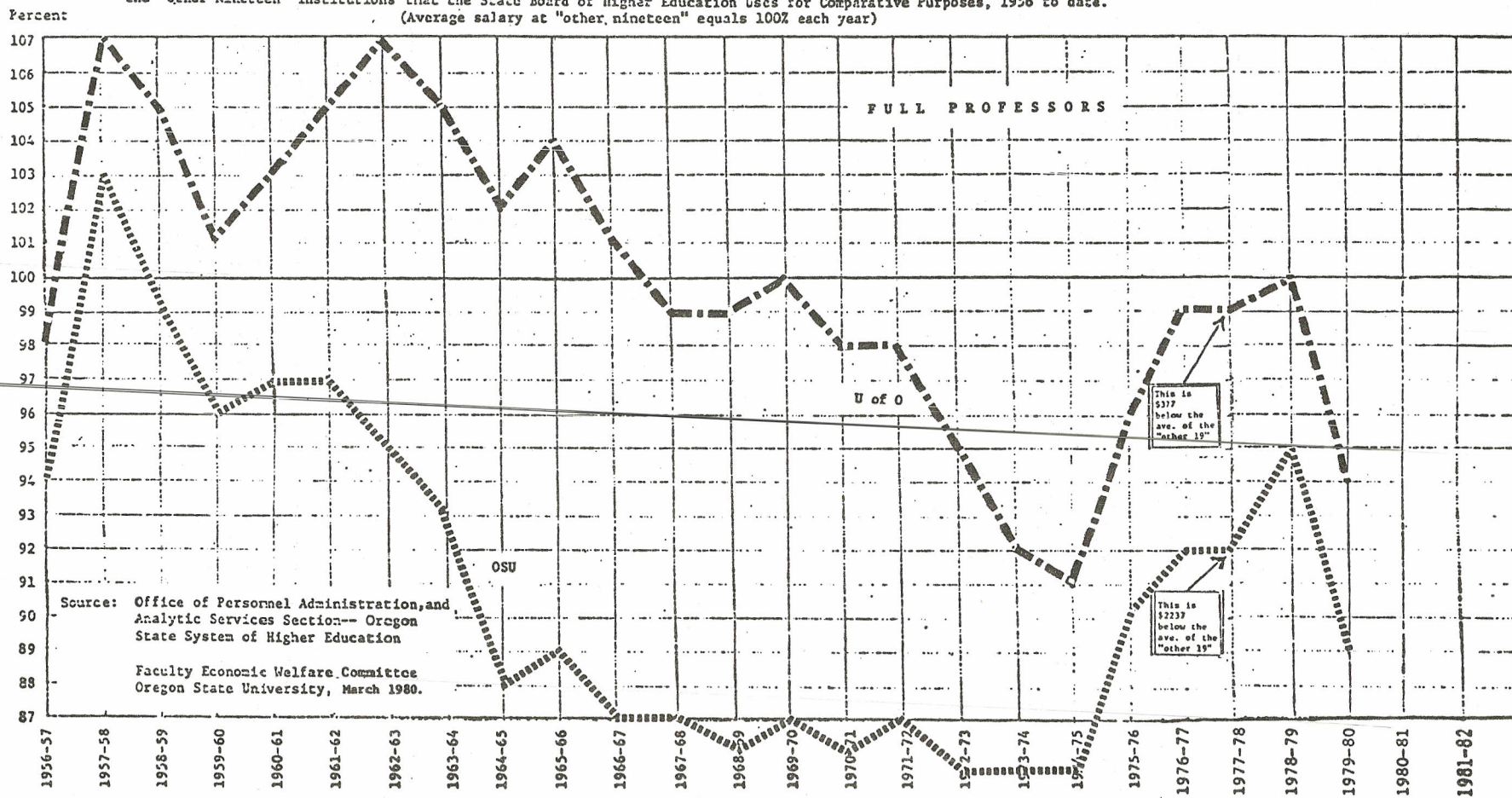
Year	Professor			Associate Professor			Assistant Professor			Instructor			All Ranks		
	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU	19 ¹	U of O	OSU
2/ 1965-66	165% \$14,709	171% \$15,347	152% \$13,032	122% \$10,927	127% \$11,361	120% \$10,320	100% \$ 8,927	100% \$ 8,956	100% \$ 8,565	77% \$ 6,880	76% \$ 6,831	79% \$ 6,765	\$10,949	\$11,560	\$10,225
3/ 1965-66	+7.6%	+10.4%	+7.9%	+7.1%	+8.8%	+10.6%	+6.9%	+11.7%	+9.6%	+5.6%	+6.4%	+7.8%	+7.1%	+13.7%	+10.4%
2/ 1966-67	163% 15,426	172% 15,620	148% 13,355	121% 11,454	130% 11,754	118% 10,666	100% 9,465	100% 9,059	100% 9,048	77% 7,308	79% 7,178	76% 6,877	11,479	11,438	10,579
3/ 1966-67	+4.9%	+1.8%	+2.5%	+4.8%	+3.5%	+3.4%	+6.0%	+1.2%	+5.6%	+6.2%	+5.1%	+1.7%	+4.8%	-1.1%	+3.5%
2/ 1967-68	163% 16,455	167% 16,370	146% 14,268	121% 12,208	125% 12,188	116% 11,367	100% 10,082	100% 9,774	100% 9,796	78% 7,830	81% 7,923	76% 7,460	12,325	12,266	11,300
3/ 1967-68	+6.7%	+4.8%	+6.8%	+6.6%	+3.7%	+6.6%	+6.5%	+7.9%	+8.3%	+7.1%	+10.4%	+8.5%	+7.4%	+7.2%	+6.8%
2/ 1968-69	164% 17,331	169% 17,168	144% 14,913	121% 12,833	125% 12,708	115% 11,830	100% 10,574	100% 10,139	100% 10,325	78% 8,269	79% 7,968	78% 8,063	12,978	12,956	11,931
3/ 1968-69	+5.3%	+4.9%	+4.5%	+5.1%	+4.3%	+4.1%	+4.9%	+3.7%	+5.4%	+6.0%	+0.6%	+8.1%	+5.3%	+5.6%	+5.6%
2/ 1969-70	164% 18,271	168% 18,200	147% 15,852	121% 13,494	123% 13,318	117% 12,552	100% 11,149	100% 10,847	100% 10,756	78% 8,737	80% 8,708	79% 8,458	13,715	13,709	12,603
3/ 1969-70	+5.4%	+6.0%	+6.3%	+5.2%	+4.8%	+6.1%	+5.4%	+7.0%	+4.2%	+5.4%	+9.3%	+4.9%	+5.7%	+5.8%	+5.6%
2/ 1970-71	164% 19,150	165% 18,834	144% 16,562	121% 14,115	122% 13,923	117% 13,410	100% 11,692	100% 11,381	100% 11,471	78% 9,161	80% 9,143	76% 8,733	14,455	14,522	13,415
3/ 1970-71	+4.8%	+3.5%	+4.5%	+4.6%	+4.5%	+6.8%	+4.9%	+4.9%	+6.6%	+4.9%	+5.0%	+3.3%	+5.4%	+5.9%	+6.4%
2/ 1971-72	163% 19,551	164% 19,116	144% 17,040	120% 14,437	123% 14,316	116% 13,765	100% 11,986	100% 11,634	100% 11,827	80% 9,577	86% 9,992	78% 9,205	14,963	15,035	13,850
3/ 1971-72	+2.1%	+1.5%	+2.9%	+2.3%	+2.8%	+2.6%	+2.5%	+2.2%	+3.1%	+4.5%	+9.3%	+5.4%	+3.5%	+3.5%	+3.2%
2/ 1972-73	164% 20,311	163% 19,273	142% 17,207	121% 14,974	124% 14,613	115% 13,917	100% 12,418	100% 11,831	100% 12,105	79% 9,849	85% 10,005	78% 9,464	15,659	15,556	14,109
3/ 1972-73	+3.9%	+0.8%	+1.0%	+3.7%	+2.1%	+1.1%	+3.6%	+1.7%	+2.4%	+2.8%	+0.1%	+2.8%	+4.7%	+3.5%	+1.9%
2/ 1973-74	164% 21,359	154% 19,701	142% 18,087	121% 15,685	118% 15,186	114% 14,581	100% 13,009	100% 12,816	100% 12,774	79% 10,253	84% 10,718	77% 9,831	16,668	16,181	14,792
3/ 1973-74	+5.2%	+2.2%	+5.1%	+4.7%	+3.9%	+4.8%	+4.8%	+8.3%	+5.5%	+4.1%	+7.1%	+3.9%	+6.4%	+4.0%	+4.8%
2/ 1974-75	164% 22,349	158% 20,389	144% 19,036	120% 16,402	122% 15,730	116% 15,369	100% 13,664	100% 12,893	100% 13,210	80% 10,932	87% 11,258	81% 10,705	17,576	16,721	15,436
3/ 1974-75	+4.6%	+3.5%	+5.2%	+4.6%	+3.6%	+5.4%	+5.0%	+0.6%	+3.4%	+6.6%	+5.0%	+8.9%	+5.4%	+3.3%	+4.4%
2/ 1975-76	164% 24,106	160% 23,071	147% 21,706	121% 17,762	117% 17,505	117% 17,293	100% 14,698	100% 14,451	100% 14,764	82% 12,037	84% 12,202	76% 11,263	18,986	18,636	17,446
3/ 1975-76	+7.9%	+13.2%	+14.0%	+8.3%	+11.3%	+12.5%	+7.6%	+12.1%	+11.8%	+10.1%	+8.4%	+5.2%	+8.0%	+11.5%	+13.0%
2/ 1976-77	165% 25,419	163% 25,213	149% 23,437	122% 18,748	122% 18,977	120% 18,811	100% 15,404	100% 15,493	100% 15,722	81% 12,482	86% 13,271	78% 12,198	20,162	20,417	18,933
3/ 1976-77	+5.4%	+9.3%	+8.0%	+5.6%	+8.4%	+8.8%	+4.8%	+7.2%	+6.5%	+3.7%	+8.8%	+8.3%	+6.2%	+9.6%	+8.5%
2/ 1977-78	166% 26,860	164% 26,483	151% 24,623	122% 19,716	124% 19,977	120% 19,484	100% 16,188	100% 16,122	100% 16,269	80% 13,015	85% 13,668	78% 12,679	21,353	21,208	19,743
3/ 1977-78	+5.7%	+5.0%	+5.1%	+5.2%	+5.3%	+3.6%	+5.1%	+4.1%	+3.5%	+4.3%	+3.0%	+3.9%	+5.9%	+3.9%	+4.3%
2/ 1978-79	166% 28,256	164% 28,360	156% 26,858	122% 20,703	123% 21,250	124% 21,321	100% 16,994	100% 17,292	100% 17,212	81% 13,837	86% 14,933	79% 13,559	22,670	22,754	21,477
3/ 1978-79	+5.2%	+7.1%	+9.1%	+5.0%	+6.4%	+9.4%	+5.0%	+7.3%	+5.8%	+6.3%	+9.3%	+6.9%	+6.2%	+7.3%	+8.8%
2/ 1979-80	166% 30,283	166% 28,440	166% 26,916	122% 22,177	123% 21,131	124% 21,251	100% 18,201	100% 17,193	100% 17,231	81% 14,903	86% 14,740	79% 13,265	24,417	22,869	21,279
3/ 1979-80	+7.2%												+7.7%		-0.9%
2/ 1980-81															
3/ 1980-81															

¹ The "other 19" Institutions with which the State Board of Higher Education compares salaries at the University of Oregon and Oregon State University are as follows: Universities of California, Colorado, Idaho, Illinois, Indiana, Iowa, Iowa State, Michigan, Michigan State, Minnesota, Montana, North Carolina, Ohio State, Purdue, Texas, Utah, Washinton, Washington State, and Wisconsin.

² Percent each salary is of Assistant Professor at same University or group of Universities, same year.

³ Percent increase from previous year.

Comparison of Average 9-month Academic Salaries at the University of Oregon, and Oregon State University; with the Average of the "Other Nineteen" Institutions that the State Board of Higher Education Uses for Comparative Purposes, 1956 to date.
(Average salary at "other nineteen" equals 100% each year)



Oregon State University
Table 1. 1979-80 Average Annual Academic Salaries for Various Schools and Colleges
(9-month equivalents as of Dec. 31, 1979)^{1/}

Full Professor ^{2/}			Associate Professor			Assistant Professor		
FTE	School or College	Annual Salary	FTE	School or College	Annual Salary	FTE	School or College	Annual Salary
77.55	Science	\$ 28,508	1.96	Veterinary Medicine	\$ 28,013	4.94	Veterinary Medicine	\$ 25,568
9.97	Oceanography	28,301	22.26	Business	23,463	8.64	Business	19,870
7.75	Business	27,550	30.89	Engineering	22,226	4.72	Forestry	19,234
3.33	Pharmacy	27,325	5.92	Forestry	21,847	5.15	Pharmacy	18,980
22.06	Engineering	27,227	4.58	Oceanography	21,462	17.28	Engineering	18,976
6.56	Health and Physical Ed.	26,603	11.26	Home Economics	21,413	14.01	Forest Research Lab	18,467
10.42	Forestry	26,183	9.54	Forest Research Lab	21,182	42.57	Agriculture (Exp. Sta.)	17,532
3.44	Home Economics	26,128	50.16	Science	21,161	14.14	Education	17,345
40.05	Agriculture (Ext. Ser.)	25,995	16.71	Health and Physical Ed.	20,982	13.69	Agriculture (Res. Inst.)	17,263
21.68	Agriculture (Res. Inst.)	25,742	8.98	Pharmacy	20,908	3.07	Oceanography	17,086
14.76	Forest Research Lab.	25,579	15.61	Education	20,715	10.05	Health and Physical Ed.	16,924
60.32	Agriculture (Exp. Sta.)	25,171	60.18	Agriculture (Ext. Ser.)	20,472	9.86	Home Economics	16,783
11.99	Education	25,088	38.27	Agriculture (Exp. Sta.)	20,374	33.12	Science	16,608
56.10	Liberal Arts	24,739	59.02	Liberal Arts	20,360	49.16	Liberal Arts	16,242
			10.92	Agriculture (Res. Inst.)	20,074	99.65	Agriculture (Ext. Ser.)	16,110
All	University	\$ 26,577	All	University	\$ 21,068	All	University	\$ 17,044

^{1/} 12-month salaries were converted to a 9-month equivalent through use of conversion factor of 1.22. All "administrative staff" have been excluded, namely, and for purposes of this analysis, those staff members whose salaries are believed to be significantly influenced upward because of their assigned administrative responsibilities.

^{2/} The School of Veterinary Medicine has no full professor in this category.

Source of data: Office of Budgets, Oregon State University.

Comparison of 1979-80 Average Annual Academic Salaries at Oregon State University
with Salaries One Year Earlier, 1978-79. (File dates as of December 31.)

Academic Rank	1978-79		1979-80		Difference	
	FTE	Average Salary	FTE	Average Salary	FTE	Salary
	no.	\$	no.	\$	no.	%
<u>Professor</u>						
9-month.....	194.87	26,869	197.50	26,903	+ 2.63	+ 0.13
12-month.....	287.70	34,204	287.16	34,431	- 0.54	+ 0.66
9-month Basis.....	545.86	27,620	547.84	27,747	+ 1.98	+ 0.46
<u>Associate Professor</u>						
9-month.....	218.53	21,391	222.92	21,264	+ 4.39	- 0.59
12-month.....	222.17	25,525	227.80	25,863	+ 5.63	+ 1.32
9-month Basis.....	489.58	21,131	500.84	21,228	+11.26	+ 0.46
<u>Assistant Professor</u>						
9-month.....	165.74	17,104	158.85	17,137	- 6.89	+ 0.19
12-month.....	249.86	20,425	256.37	20,900	+ 6.51	+ 2.33
9-month Basis.....	470.57	16,869	471.62	17,133	+ 1.05	+ 1.57
<u>Instructor</u>						
9-month.....	97.51	13,227	118.86	13,093	+21.35	- 1.01
12-month.....	130.70	16,763	128.67	17,149	- 2.03	+ 2.30
9-month Basis.....	256.96	13,545	275.84	13,641	+18.88	+ 0.71
<u>All 4 above Ranks</u>						
9-month.....	676.65	20,742	698.13	20,529	+21.48	- 1.03
12-month.....	890.43	25,612	900.00	25,937	+ 9.57	+ 1.27
9-month Basis.....	1762.97	20,897	1796.14	20,976	+33.17	+ 0.38
<u>Research Associate</u>						
9-month.....	---	---	---	---	---	---
12-month.....	80.55	16,048	78.64	16,064	- 1.91	+ 0.10
9-month Basis.....	98.27	13,154	95.94	13,167	- 2.33	+ 0.10
<u>Research Assistant</u>						
<u>Unclassified</u>						
9-month.....	1.78	9,450	2.22	10,299	+ 0.44	+ 8.98
12-month.....	242.21	14,009	272.07	14,155	+29.86	+ 1.04
9-month Basis.....	297.28	11,470	334.15	11,594	+36.87	+ 1.08
<u>Graduate Research Assistant</u>						
9-month.....	18.10	11,201	21.13	12,374	+ 3.03	+10.47
12-month.....	212.41	10,348	218.87	10,842	+ 6.46	+ 4.77
9-month Basis.....	277.24	8,659	288.15	9,143	+10.91	+ 5.59
<u>Graduate Teaching Assistant</u>						
9-month.....	124.32	11,920	125.55	12,460	+ 1.23	+ 4.53
12-month.....	2.02	10,530	1.82	11,028	- 0.20	+ 4.73
9-month Basis.....	126.78	11,856	127.77	12,400	+ 0.99	+ 4.59
<u>Entire Academic Staff</u>						
9-month.....	820.85	19,171	847.03	19,103	+26.18	- 0.35
12-month.....	1427.62	20,811	1471.40	20,967	+43.78	+ 0.75
9-month Basis.....	2562.54	17,735	2642.15	17,800	+79.61	+ 0.37

SOURCE: Academic Staff Statistics, Office of Budgets, Oregon State University.

All administrative staff included. OSU Faculty Economic Welfare Committee

January 15, 1980

Comparison of 1979-80 Average Annual Academic Salaries at Oregon State University
with Salaries One Year Earlier, 1978-79. (File dates as of December 31.)

Academic Rank	1978-79		1979-80		Difference	
	FTE	Average Salary	FTE	Average Salary	FTE	Salary
	no.	\$	no.	\$	no.	%
<u>Professor</u>						
9-month.....	181.37	26,695	186.50	26,764	+ 5.13	+ 0.26
12-month.....	174.35	32,100	173.31	32,223	- 1.04	+ 0.38
9-month Basis.....	394.08	26,488	397.94	26,577	+ 3.86	+ 0.34
<u>Associate Professor</u>						
9-month.....	216.53	21,382	218.92	21,242	+ 2.39	- 0.65
12-month.....	182.52	25,202	184.08	25,496	+ 1.56	+ 1.17
9-month Basis.....	439.20	21,005	443.50	21,068	+ 4.30	+ 0.30
<u>Assistant Professor</u>						
9-month.....	164.74	17,094	157.85	17,127	- 6.89	+ 0.19
12-month.....	231.03	20,235	242.37	20,741	+ 11.34	+ 2.50
9-month Basis.....	446.60	16,774	453.54	17,044	+ 6.94	+ 1.61
<u>Instructor</u>						
9-month.....	97.51	13,227	118.86	13,093	+ 21.35	- 1.01
12-month.....	129.70	16,704	126.67	17,104	- 3.03	+ 2.39
9-month Basis.....	255.74	13,515	273.40	13,617	+ 17.66	+ 0.75
<u>All 4 above Ranks</u>						
9-month.....	660.15	20,567	682.13	20,380	+ 21.98	- 0.91
12-month.....	717.60	23,743	726.43	24,051	+ 8.83	+ 1.30
9-month Basis.....	1535.62	19,937	1568.38	20,003	+ 32.76	+ 0.33
<u>Research Associate</u>						
9-month.....	---	---	---	---	---	---
12-month.....	80.55	16,048	78.64	16,064	- 1.91	+ 0.10
9-month Basis.....	98.27	13,154	95.94	13,167	- 2.33	+ 0.10
<u>Research Assistant</u>						
<u>Unclassified</u>						
9-month.....	1.78	9,450	2.22	10,299	+ 0.44	+ 8.98
12-month.....	242.21	14,009	272.07	14,155	+ 29.86	+ 1.04
9-month Basis.....	297.28	11,470	334.15	11,594	+ 36.87	+ 1.08
<u>Graduate Research Assistant</u>						
9-month.....	18.10	11,201	21.13	12,374	+ 3.03	+ 10.47
12-month.....	212.41	10,848	218.87	10,842	+ 6.46	+ 4.77
9-month Basis.....	277.24	8,659	288.15	9,143	+ 10.91	+ 5.59
<u>Graduate Teaching Assistant</u>						
9-month.....	124.32	11,920	125.55	12,460	+ 4.53	+ 4.53
12-month.....	2.02	10,530	1.82	11,028	- 0.20	+ 4.73
9-month Basis.....	126.78	11,856	127.77	12,400	+ 0.99	+ 4.59
<u>Entire Academic Staff</u>						
9-month.....	804.35	18,995	831.03	18,953	+ 26.68	- 0.22
12-month.....	1254.79	19,081	1297.83	19,247	+ 43.04	+ 0.87
9-month Basis.....	2335.19	16,796	2414.39	16,869	+ 79.20	+ 0.43

SOURCE: Academic Staff Statistics, Office of Budgets, Oregon State University.

All administrative staff excluded. OSU Faculty Economic Welfare Committee

January 31, 1980

The 6% State "Pick-Up": Estimated Differences in Retirement Benefits Resulting From the Recent Change of the Customary Oregon State University Faculty Contribution of 7% of Salary to the Public Employees' Retirement System, to the New 6% Salary "Pick-Up" by the State.

Present Age	Average Annual Salary of \$20,000			Average Annual Salary of \$25,000			Average Annual Salary of \$30,000		
	Age at retirement ^{/1}			Age at retirement ^{/1}			Age at retirement ^{/1}		
	60	65	70	60	65	70	60	65	70
	Decrease in monthly retirement ^{/2}			Decrease in monthly retirement ^{/2}			Decrease in monthly retirement ^{/2}		
30	\$52.02	\$68.53 ^{/3}	\$90.48	\$65.02	\$85.66	\$113.10	\$78.03	\$102.80	\$135.72
35	43.35	58.74	79.17	54.19	73.42	98.96	65.02	88.11	118.76
40	34.68	48.95	67.86	43.35	61.19	84.82	52.02	73.42	101.79
45	26.01	39.16	56.55	32.51	48.95	70.69	39.02	58.74	84.82
50	17.34	29.37	45.24	21.68	36.71	56.55	26.01	44.06	67.86

^{/1} At different retirement ages the following factors under the non-refund settlement option, are applied to the employee's annuity account in determining the annuity portion of the employee's monthly retirement benefit: at age 60--(.00867); at age 65--(.00979); and at age 70--(.01131). (Source of information, PERS).

^{/2} Method of calculation: Remaining active years of service (retirement age minus present age) x 1% of average salary shown (7% - 6%) x appropriate factor in footnote 1 above.

^{/3} EXAMPLE: 35 (remaining active years) x \$200 (1% of average salary) x .00979 (appropriate factor) = 68.53.

Note: This presentation makes no recognition of the possible interest earnings on the employee's contribution to PERS over the periods indicated, and neither does it recognize the possible earnings that the employee could receive by investing the 1% of salary not now going into PERS.

Table 1. 1978-79 Academic Statistics: Full-time Faculty, Average Annual Salaries
by Academic Rank, 9-month Basis.

Note: Includes 9- and 12-month
staff teaching 50% or more.
Factor of 1.22 used to convert
12- to 9-month equivalent.

Source: AAUP Bulletin, September, 1979, pp. 337-355.

	Professor				Associate Professor				Assistant Professor			
	Dollars	Z of Average			Dollars	Z of Average			Dollars	Z of Average		
		"21"	"10"	"19"		"21"	"10"	"19"		"21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	3 \$ 30,800	108.7%		108.6%	14 \$ 20,800	99.2%		99.3%	12 \$ 17,300	99.9%		99.9%
Idaho	20 24,400	86.1%		86.0%	20 19,100	91.1%		91.2%	20 15,900	91.9%		91.8%
Illinois	4 30,400	107.3%		107.2%	7 21,500	102.5%		102.7%	4 18,100	104.6%		104.6%
Purdue	5 30,200	106.6%		106.5%	6 21,500	102.5%		102.7%	15 17,300	99.9%		99.9%
Iowa State	17 27,100	95.7%		95.5%	16 20,700	98.7%		98.9%	17 16,700	96.5%		96.5%
Michigan State	14 28,000	98.9%		98.7%	4 21,800	103.9%		104.1%	3 18,200	105.1%		105.1%
Minnesota	9 29,000	102.3%		102.2%	8 21,400	102.0%		102.2%	6 17,600	101.7%		101.7%
Ohio State	6 29,900	105.6%		105.4%	1 22,600	107.7%		107.9%	2 18,500	106.9%		106.9%
Washington State	18 26,200	92.5%		92.4%	18 20,100	95.8%		96.0%	11 17,400	100.5%		100.5%
Wisconsin	12 28,400	100.3%		100.1%	15 20,800	99.2%		99.3%	7 17,500	101.1%		101.1%
TOTAL	284,400				210,300				174,500			
Average of "10"	\$ 28,440	100.4%	100.0%	100.3%	\$ 21,030	100.3%	100.0%	100.4%	\$ 17,450	100.8%	100.0%	100.8%
"9" Other Non-Land Grant Universities												
Colorado	19 \$ 26,200	92.5%		92.4%	19 \$ 20,000	95.3%		95.5%	19 \$ 16,600	95.9%		95.9%
Indiana	15 27,900	98.5%		98.4%	17 20,400	97.3%		97.4%	18 16,600	95.9%		95.9%
Iowa	10 28,700	101.3%		101.2%	5 21,700	103.4%		103.6%	9 17,400	100.5%		100.5%
Michigan	1 31,500	111.2%		110.0%	2 22,500	107.3%		107.5%	5 18,000	104.0%		104.0%
Montana	21 21,900	77.3%		77.2%	21 17,200	82.0%		82.2%	21 15,100	87.2%		87.2%
North Carolina (Chapel Hill)	2 31,400	110.9%		110.7%	3 22,400	106.8%		107.0%	1 18,800	108.6%		108.6%
Texas	7 29,300	103.4%		103.3%	13 21,000	100.1%		100.3%	16 17,100	98.8%		98.8%
Utah	11 28,500	100.6%		100.5%	12 21,000	100.1%		100.3%	8 17,400	100.5%		100.5%
Washington	8 29,200	103.1%		102.9%	11 21,300	101.5%		101.7%	10 17,400	100.5%		100.5%
TOTAL	254,600				187,500				154,400			
Average of "9"	28,289	99.9%	99.5%	99.7%	\$ 20,833	99.3%	99.1%	99.5%	\$ 17,156	99.1%	98.3%	99.1%
Average of "19 Others"	\$ 28,368	100.2%	99.7%	100.0%	\$ 20,937	99.8%	99.6%	100.0%	\$ 17,311	100.0%	99.2%	100.0%
University of Oregon	13 \$ 28,400	100.3%	99.9%	100.1%	10 \$ 21,300	101.5%	101.3%	101.7%	13 \$ 17,300	99.9%	99.1%	99.9%
Oregon State University	16 \$ 27,400	96.7%	96.3%	96.6%	9 \$ 21,400	102.0%	101.8%	102.2%	14 \$ 17,300	99.9%	99.1%	99.9%
AVERAGE OF ENTIRE "21"	\$ 28,124	100.0%	99.6%	99.8%	\$ 20,976	100.0%	99.7%	100.2%	\$ 17,310	100.0%	99.2%	100.0%

Table 2. 1978-79 Academic Statistics: Full-time Faculty, Average Annual Fringe Benefits

by Academic Rank, 9-month Basis.

Source: AAUP Bulletin, September, 1979, pp. 337-355.

Note: Includes 9- and 12-month staff teaching 50% or more. Factor of 1.22 used to convert 12- to 9-month equivalent.

	Professor				Associate Professor				Assistant Professor			
	Dollars	% of Average			Dollars	% of Average			Dollars	% of Average		
		"21"	"10"	"19"		"21"	"10"	"19"		"21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1 \$ 7,400	150.0%		148.6%	1 \$ 5,600	139.3%		139.3%	1 \$ 4,900	142.7%		143.0%
Idaho	19 3,900	78.8%		78.3%	18 3,300	82.1%		82.1%	16 3,000	87.4%		87.6%
Illinois	15 4,400	88.9%		88.4%	19 3,200	79.6%		79.6%	18 2,800	81.6%		81.7%
Purdue	2 6,100	123.3%		122.5%	5 4,600	114.5%		114.4%	13 3,400	99.0%		99.2%
Iowa State	10 5,000	101.1%		100.4%	9 4,200	104.5%		104.5%	11 3,500	102.0%		102.2%
Michigan State	8 5,100	103.1%		102.4%	8 4,400	109.5%		109.4%	6 3,900	113.6%		113.8%
Minnesota	3 6,100	123.3%		122.5%	2 4,900	121.9%		121.9%	2 4,300	125.3%		125.5%
Ohio State	9 5,000	101.1%		100.4%	13 3,900	97.0%		97.0%	12 3,400	99.0%		99.2%
Washington State	16 4,400	88.9%		88.4%	16 3,600	89.6%		89.5%	19 2,400	69.9%		70.1%
Wisconsin	7 5,600	113.2%		112.5%	6 4,500	112.0%		111.9%	5 4,100	119.4%		119.7%
TOTAL	53,000				42,200				35,700			
Average of "10"	\$ 5,300	107.1%		106.4%	\$ 4,220	105.0%		104.9%	\$ 3,570	104.0%		104.2%
"9" Other Non-Land Grant Universities												
Colorado	20 \$ 3,200	64.7%		64.3%	20 \$ 2,600	64.7%		64.7%	20 \$ 2,300	67.0%		67.1%
Indiana	5 5,800	117.2%		116.5%	7 4,500	112.0%		111.9%	7 3,800	110.7%		110.9%
Iowa	11 4,800	97.0%		96.4%	10 4,000	99.5%		99.5%	14 3,300	96.1%		96.3%
Michigan	4 5,900	119.2%		118.5%	3 4,800	119.4%		119.4%	3 4,200	122.3%		122.6%
Montana	21 2,900	58.6%		58.2%	21 2,600	64.7%		64.7%	21 2,200	64.1%		64.2%
North Carolina (Chapel Hill)	17 4,300	86.9%		86.4%	17 3,400	84.6%		84.6%	15 3,000	87.4%		87.6%
Texas	18 4,200	84.9%		84.4%	14 3,900	97.0%		97.0%	10 3,500	102.0%		102.2%
Utah	6 5,700	115.2%		114.5%	4 4,700	116.9%		116.9%	4 4,200	122.3%		122.6%
Washington	12 4,700	95.0%		94.4%	15 3,700	92.1%		92.0%	17 2,900	84.5%		84.6%
TOTAL	41,600				34,200				29,400			
Average of "9"	\$ 4,622	93.4%		92.8%	\$ 3,800	94.6%		94.5%	\$ 3,267	95.2%		95.4%
Average of "19 Others"	\$ 4,979	100.6%		100.0%	\$ 4,021	100.0%		100.0%	\$ 3,426	99.8%		100.0%
University of Oregon	13 4,700	95.0%		94.4%	12 4,000	99.5%		99.5%	8 3,500	102.0%		102.2%
Oregon State University	14 4,600	93.0%		92.4%	11 4,000	99.5%		99.5%	9 3,500	102.0%		102.2%
AVERAGE OF ENTIRE "21"	\$ 4,943	100.0%		99.4%	\$ 4,019	100.0%		100.0%	\$ 3,433	100.0%		100.2%

Term of Service	ACADEMIC RANK									
	Professor		Associate Professor		Assistant Professor		Instructor		All Four Ranks	
	FTE	%	FTE	%	FTE	%	FTE	%	FTE	%
Agriculture (Exp. Sta.)										
9-month.....	1.72	2	0.00	0	0.20	0	0.00	0	1.92	1
12-month.....	(64.16)	---	(36.35)	---	(38.03)	---	(10.27)	---	(148.81)	---
9-month Equivalent....	78.28	98	44.35	100	46.40	100	12.53	100	181.56	99
Total 9-month Basis....	80.00	100	44.35	100	46.60	100	12.53	100	183.48	100
Agriculture (Ext. Service)										
9-month.....	0.00	0	0.75	1	0.50	1	0.00	0	1.25	0
12-month.....	(57.85)	---	(61.26)	---	(81.11)	---	(46.81)	---	(247.03)	---
9-month Equivalent....	70.58	100	74.74	99	98.95	99	57.11	100	301.38	100
Total 9-month Basis....	70.58	100	75.49	100	99.45	100	57.11	100	302.63	100
Agriculture (Res. Inst.)										
9-month.....	0.00	0	0.00	0	0.80	6	0.00	0	0.80	1
12-month.....	(22.94)	---	(8.67)	---	(10.65)	---	(2.99)	---	(45.25)	---
9-month Equivalent....	27.99	100	10.58	100	12.99	94	3.65	100	55.21	99
Total 9-month Basis....	27.99	100	10.58	100	13.79	100	3.65	100	56.01	100
Forest Research Lab.										
9-month.....	0.00	0	0.50	4	.50	4	0.00	0	1.00	2
12-month.....	(12.37)	---	(9.92)	---	(11.03)	---	(1.30)	---	(34.62)	---
9-month Equivalent....	15.09	100	12.10	96	13.46	96	1.59	100	42.24	98
Total 9-month Basis....	15.09	100	12.60	100	13.96	100	1.59	100	43.24	100
Business										
9-month.....	11.32	90	19.00	83	11.17	91	14.64	100	56.13	90
12-month.....	(1.00)	---	(3.19)	---	(0.95)	---	(0.00)	---	(5.14)	---
9-month Equivalent....	1.22	10	3.89	17	1.16	9	0.00	0	6.27	10
Total 9-month Basis....	12.54	100	22.89	100	12.33	100	14.64	100	62.40	100
Education										
9-month.....	12.79	88	16.19	94	11.38	71	3.25	100	43.61	85
12-month.....	(1.45)	---	(0.90)	---	(3.78)	---	(0.00)	---	(6.13)	---
9-month Equivalent....	1.77	12	1.10	6	4.61	29	0.00	0	7.48	15
Total 9-month Basis....	14.56	100	17.29	100	15.99	100	3.25	100	51.09	100
Engineering										
9-month.....	18.32	61	24.81	83	16.28	89	4.07	100	63.48	77
12-month.....	(9.59)	---	(4.30)	---	(1.72)	---	(0.00)	---	(15.61)	---
9-month Equivalent....	11.70	89	5.25	17	2.10	11	0.00	0	19.05	23
Total 9-month Basis....	30.02	100	30.06	100	18.38	100	4.07	100	82.53	100
Forestry										
9-month.....	4.62	33	3.00	46	1.48	40	0.73	27	9.83	36
12-month.....	(7.82)	---	(2.88)	---	(1.79)	---	(1.62)	---	(14.11)	---
9-month Equivalent....	9.54	57	3.51	54	2.18	60	1.98	73	17.21	64
Total 9-month Basis....	14.16	100	6.51	100	3.66	100	2.71	100	27.04	100
Health & Physical Ed.										
9-month.....	9.30	76	15.98	98	11.50	94	3.08	100	39.86	91
12-month.....	(2.40)	---	(0.30)	---	(0.60)	---	(0.00)	---	(3.30)	---
9-month Equivalent....	2.93	24	0.37	2	0.73	6	0.00	0	4.03	9
Total 9-month Basis....	12.23	100	16.35	100	12.23	100	3.08	100	43.89	100
Home Economics										
9-month.....	3.65	57	9.67	67	8.89	88	8.09	99	30.30	77
12-month.....	(2.23)	---	(3.95)	---	(0.95)	---	(0.10)	---	(7.23)	---
9-month Equivalent....	2.72	43	4.82	33	1.16	12	0.12	1	8.82	23
Total 9-month Basis....	6.37	100	14.49	100	10.05	100	8.21	100	39.12	100
Liberal Arts										
9-month.....	59.86	88	54.86	92	49.98	95	23.86	99	188.56	92
12-month.....	(6.93)	---	(3.74)	---	(2.13)	---	(0.25)	---	(13.05)	---
9-month Equivalent....	8.45	12	4.56	8	2.60	5	0.31	1	15.92	8
Total 9-month Basis....	68.31	100	59.42	100	52.58	100	24.17	100	204.48	100
Oceanography										
9-month.....	2.00	20	0.00	0	0.00	0	0.00	0	2.00	13
12-month.....	(6.49)	---	(3.28)	---	(1.58)	---	(0.00)	---	(11.35)	---
9-month Equivalent....	7.92	80	4.00	100	1.93	100	0.00	0	13.85	87
Total 9-month Basis....	9.92	100	4.00	100	1.93	100	0.00	0	15.85	100
Pharmacy										
9-month.....	4.00	62	7.00	100	4.83	92	1.00	100	16.83	86
12-month.....	(2.00)	---	(0.00)	---	(0.33)	---	(0.00)	---	(2.33)	---
9-month Equivalent....	2.44	38	0.00	0	0.40	8	0.00	0	2.84	14
Total 9-month Basis....	6.44	100	7.00	100	5.23	100	1.00	100	19.67	100
Science										
9-month.....	55.71	65	46.49	89	32.80	86	14.19	92	149.19	78
12-month.....	(25.01)	---	(4.89)	---	(4.51)	---	(1.02)	---	(35.43)	---
9-month Equivalent....	30.51	35	5.97	11	5.50	14	1.24	8	43.22	22
Total 9-month Basis....	86.22	100	52.46	100	38.30	100	15.43	100	192.41	100
Veterinary Medicine										
9-month.....	0.61	31	0.09	7	0.00	0	0.00	0	0.70	16
12-month.....	(1.09)	---	(0.92)	---	(1.10)	---	(0.00)	---	(3.11)	---
9-month Equivalent....	1.33	69	1.12	93	1.34	100	0.00	0	3.79	84
Total 9-month Basis....	1.94	100	1.21	100	1.34	100	0.00	0	4.49	100
Total - All Staff ^{1/2}										
9-month.....	194.87	36	218.53	45	165.74	35	97.51	38	676.65	38
12-month.....	(287.70)	---	(222.17)	---	(249.86)	---	(130.70)	---	(888.43)	---
9-month Equivalent....	350.99	64	271.05	55	304.83	65	159.45	62	1086.32	62
Total 9-month Basis....	545.86	100	489.58	100	470.57	100	256.96	100	1762.97	100

1/ Source of data: Office of Budgets, Oregon State University.

2/ These total figures are somewhat larger than the sum of the 15 separate Schools and Colleges because there are some positions like the President, Vice President for Administration, Dean of Faculty, etc., etc., that cannot be assigned to any specific School or College.

Table 3. 1978-79 Academic Statistics: Full-time Faculty, Average Annual Total Compensation (Salary plus countab. fringe benefits) by Academic Rank, 9-month Basis.

Note: Includes 9- and 12-month staff teaching 50% or more. Factor of 1.22 used to convert 12- to 9-month equivalent.

Source: AAUP Bulletin, September, 1979, pp. 337-355

	Professor				Associate Professor				Assistant Professor			
	Dollars	% of Average			Dollars	% of Average			Dollars	% of Average		
		"21"	"10"	"19"		"21"	"10"	"19"		"21"	"10"	"19"
"10" Other Land Grant Universities												
California (Berkeley)	1 \$ 38,200	114.8%		114.6%	3 \$ 26,400	105.6%		105.8%	2 \$ 22,200	107.0%		107.1%
Idaho	20 28,300	85.1%		84.9%	20 22,400	89.6%		89.8%	20 18,900	91.1%		91.1%
Illinois	7 34,800	104.6%		104.4%	7 24,700	98.8%		99.0%	9 20,900	100.8%		100.8%
Purdue	3 36,300	109.1%		108.9%	6 26,100	104.4%		104.6%	12 20,700	99.8%		99.8%
Iowa State	16 32,100	96.5%		96.3%	14 24,900	99.6%		99.8%	17 20,200	97.4%		97.4%
Michigan State	15 33,100	99.5%		99.3%	5 26,200	104.8%		105.0%	3 22,100	106.5%		106.6%
Minnesota	5 35,100	105.5%		105.3%	4 26,300	105.2%		105.4%	4 21,900	105.6%		105.6%
Ohio State	6 34,900	104.9%		104.7%	2 26,500	106.0%		106.2%	5 21,900	105.6%		105.6%
Washington State	18 30,600	92.0%		91.8%	18 23,700	94.8%		95.0%	18 19,800	95.5%		95.5%
Wisconsin	9 34,000	102.2%		102.0%	12 25,300	101.2%		101.4%	7 21,600	104.1%		104.2%
TOTAL	337,400				252,500				210,200			
Average of "10"	\$ 33,740	101.4%	100.0%	101.2%	\$ 25,250	101.0%	100.0%	101.2%	\$ 21,020	101.3%	100.0%	101.4%
"9" Other Non-Land Grant Universities												
Colorado	19 \$ 29,400	88.4%		88.2%	19 \$ 22,600	90.4%		90.6%	19 \$ 18,900	91.1%		91.1%
Indiana	11 33,700	101.3%		101.1%	15 24,900	99.6%		99.8%	15 20,400	98.3%		98.4%
Iowa	13 33,500	100.7%		100.5%	8 25,700	102.8%		103.0%	13 20,700	99.8%		99.8%
Michigan	2 37,400	112.4%		112.2%	1 27,300	109.2%		109.4%	1 22,200	107.0%		107.1%
Montana	21 24,800	74.5%		74.4%	21 19,800	79.2%		79.3%	21 17,300	83.4%		83.4%
North Carolina (Chapel Hill)	4 35,700	107.3%		107.1%	7 25,800	103.2%		103.4%	6 21,800	105.1%		105.1%
Texas	12 33,500	100.7%		100.5%	16 24,900	99.6%		99.8%	14 20,600	99.3%		99.3%
Utah	8 34,200	102.8%		102.6%	9 25,700	102.8%		103.0%	8 21,600	104.1%		104.2%
Washington	10 33,900	101.9%		101.7%	13 25,000	100.0%		100.2%	16 20,300	97.9%		97.9%
TOTAL	296,100				221,700				183,800			
Average of "9"	\$ 32,900	99.3%	97.5%	98.7%	\$ 24,633	98.6%	97.6%	98.7%	\$ 20,422	98.5%	97.2%	98.5%
Average of "19 Others"	\$ 33,343	100.4%	98.8%	100.0%	24,958	99.9%	98.8%	100.0%	20,737	100.0%	98.7%	100.0%
University of Oregon	14 \$ 33,100	99.5%	98.1%	99.3%	11 25,300	101.2%	100.2%	101.4%	10 20,800	100.3%	99.0%	100.3%
Oregon State University	17 \$ 32,000	96.2%	94.8%	96.0%	10 25,400	101.6%	100.6%	101.8%	11 20,800	100.3%	99.0%	100.3%
AVERAGE OF ENTIRE "21"	\$ 33,267	100.0%	98.6%	99.8%	24,995	100.0%	99.0%	100.1%	20,743	100.0%	98.7%	100.0%

REPORTS TO THE FACULTY SENATE
May 29, 1980

Agenda for the Senate Meeting: Thursday, May 29, 3:00 p.m.,
Withycombe 101

The Agenda for the May 29 meeting will include the reports and other items of business listed below. To be approved are the Minutes of the May 1 Senate meeting, as published in the May 8 issue of the Staff Newsletter Appendix. Please note that this meeting begins at 3:00 p.m.

A. Reports from the Faculty

- W. E. Gibbs

1. Report on Candidates for Degrees (p.6)
and Senior Honors

Attached is the Registrar's Memorandum of May 2, 1980, which outlines the policies and procedures for the review and approval of candidates for baccalaureate and advanced degrees and for Senior Honors. Before the names are forwarded to the President for conferral of the degrees and honors at Commencement on June 1, the Faculty Senate is asked to approve these candidates on behalf of the Faculty of the University. These candidates have been certified by the appropriate academic units, committees and councils. If a Senator wishes to check on the status of any individual candidate(s), these lists will be available in the Registrar's Office on Thursday, May 29, prior to the Senate meeting.

Those names approved for graduation will be presented to the President of the University by the President of the Faculty Senate at the Commencement ceremony.

2. Faculty Economic Welfare Committee (pp. 7-14) - Pat Wells

Attached is a report of the FEWC that constitutes a study of the general effects upon Faculty retirement of the PERS changes made by the 1979 Legislature. Information is supplied to allow individuals to calculate the specific effects upon their own retirement.

3. Academic Regulations Committee (pp.15-16) - John Oades

Attached is a Report of the Academic Regulations Committee regarding AR 17 "Grades", Paragraph 3, "I" Grades. This report is based on a referral to the committee based on a motion passed by the Senate at its April 3 meeting. The Committee was asked to "review and make recommendations" regarding the proposed change.

4. Administrative Appointments Committee Report and New Appointments (p. 17) - Kathleen Heath

Attached is the Committee's Annual Report for 1979-80. Subject to the Senate's approval, the Executive Committee proposes to appoint George Beaudreau (Ag. Chem.), Al Ferro (Micro.), and Mary Jane Grieve (Home Ec.) to the Administrative Appointments Committee for three year terms, beginning July 1, 1980.

5. Faculty Reviews & Appeals Committee Report and New Appointments (p. 18) - Howard Horton

Attached is the Committee's Annual Report for 1979-80. Subject to the Senate's approval, the Executive Committee proposes to appoint John Dunn (Physical Education), and John Keltner (Speech) to this Committee for three year terms beginning July 1, 1980.

6. Annual Reports of Senate, and Other, University Committees and Councils

Some of the reports listed below are primarily to provide information to the Senate. However, the Senate is invited to consider all of the reports and take any appropriate action. The reports have been divided, however, into two areas - Faculty Senate Committee/Council Reports, and Other Committee Reports.

Since committee chairs may not be present at the Senate meeting, Senators are encouraged to contact them directly if questions or concerns arise after reading the reports.

Faculty Senate Committee/Council Reports: (pp. 19-20)

- a. Instructional Media Committee (Christian Stehr, Chrm.)

Other University Committee Reports:

- a. Examinations Committee (G. C. Alexander, Chrm.) (p. 21)

Attached is the Report of this committee. It contains no recommendations, thus, no action is required.

- b. Registration and Scheduling (Anita L. Green, Chrm.) (p. 5 & 22)

Although this is not a Faculty Senate Committee, the Registration and Scheduling Committee reports annually to the Senate. This year's report requests that two changes in policies and procedures which were in effect for a one-year trial period become permanent policy.

Questions regarding the recommendations may be addressed to the Committee chairman, Anita Green, or to Mr. Russell Dix in the Registrar's Office.

Any recommendations regarding the proposals from Senators should be made to the Faculty Senate Executive Committee which will submit them to the Dean of Faculty or President MacVicar.

c. Traffic Committee (John C. Ringle, Chrm.) (pp. 23-24)

Attached are two reports of the Traffic Committee. They are primarily for the information of the Senate. Both reports contain policy changes.

7. Ad Hoc Committee on Calendar Conversion(pp.25-38)- Bruce Shepard

Attached is the report of the Committee appointed to study the advantages and disadvantages of conversion to an early semester system. No specific recommendations are contained in the report; it is for the Senate's information.

8. Ad Hoc Committee on Uniform Holiday Observance - Ed Brazee

Attached is the report of the Committee appointed to study the problem of uniformity of holiday observance. Based upon a questionnaire sent to all Faculty, the Committee has presented its views and recommendations. (pp. 39-41)

9. Library Committee & Faculty Status Committee - Bill Firey
- Gene Nelson

Attached are reports from the Library Committee & the Faculty Status Committee regarding motion 80-369-6, referred to them by the Senate at its April 3 meeting, concerning the use of Library Facilities by Faculty with less than .50 FTE. (pp.42-43)

Reports from the Executive Committee

1. Faculty Day

Faculty Day has been scheduled for Monday, September 22, from 8:30 to 10:00 a.m. in Gill Coliseum. President MacVicar will address the Faculty, as will Senate President Parks. Chancellor Lieuallen has accepted an invitation to attend and extend Greetings to the Faculty. An informal Coffee Hour will be planned from 10:00 to 11:00 a.m. following the Faculty Day Program (to be held in the main Foyer at the front of the Coliseum).

2. Interinstitutional Faculty Senate

The last IFS meeting of this academic year is scheduled for June 6 and 7 at Eastern Oregon State College. If any Senator has issues that should be brought to the attention of the IFS, our IFS representatives are Solon Stone, Pat Wells, and Leo Parks.

3. Joint Advisory Council

- Dave Griffiths

A meeting of the Joint Advisory Council is scheduled to be held on the OSU campus on May 22. Topics to be discussed include Faculty Salaries, Retirement, and other items of mutual concern.

4. Association of Oregon Faculties Statewide Annual Meeting - D. Carlson

The AOF annual meeting was held on the OSU campus on May 10 with Governor Vic Atiyeh, key Legislators, and members of the OSBHE participating. A report on the meeting will be presented, as well as the status of plans to submit Faculty salary proposals to the Executive Department at an early date.

5. Committee Appointments

- Thurston Doler

The Executive Committee has recently proposed appointments to be made to Faculty Senate Committees. As in the past, individuals proposed for appointments will be contacted personally by a Senate officer, and a Roster of all Faculty Senate committees will be made available to Senators in the Fall.

In proposing individuals to Faculty Senate committees the Executive Committee continued to try to improve communication between the Senate and its committees by having a large percentage of Senators appointed to serve during the coming year.

6. Faculty Panels for Hearing Committees

- Dave Nicodemus

Attached is a Summary of actions of the Senate in creating Faculty Panels for Hearing Committees. The use of these Panels has been so infrequent that the number of panels has been reduced to two. Memberships of current Panels A and B are listed on page 11 in Part 2 of Appendix A in the Faculty Handbook. The prospect of reducing even further the number of Faculty Panels is based upon the record of need.

Pending further consideration of these matters, the Executive Committee recommends that the present Panel A be asked to serve an additional year (or through June 30, 1981) and that preparations be initiated to elect a new panel next December. Furthermore, if the Senate next year decides not to reduce the number of Panels, that current Panel B then also be asked to serve one more year (or through June 30, 1982).

7. Reduction in FTE in Lieu of Termination in Circumstances of Program Reduction-Financial Exigency

Attached is a letter from Chancellor Lieuallen in response to a letter from President Parks regarding memoranda by Vice

Chancellor W. T. Lemman. These memoranda, including a response from Dean Nicodemus, were published in the Reports to the Faculty Senate for January 10, 1980, pp. 25-29.

C. Reports from the Executive Office

D. New Business

Department of
Horticulture



Corvallis, Oregon 97331

(503) 754-3695

(EXEC. SEC. NOTE: SEE ATTACHMENT TO THIS MEMO ON PAGE 22)

May 7, 1980

TO: Dr. D. B. Nicodemus
Dean of Faculty

FROM: Anita L. Green, Chairman *Anita L. Green*
Registration and Scheduling Committee

SUBJECT: Recommended Change In Registration Policies and Procedures

The attached is a summary of recommendations for changes in registration policies and procedures. Both were in effect for a one-year trial during the 1979-80 academic year. The Registration and Scheduling Committee voted to recommend they become permanent policy.

Please let me know if I and the committee can be of further help to you, the Council of Deans and Faculty Senate.

Thank you.

ALG:ch
Attachment



Office of the Registrar

Corvallis, Oregon 97331

(503) 754-4331

May 2, 1980

TO: Dr. Leo W. Parks, President
Faculty Senate

FROM: Wallace E. Gibbs *WEG*
Registrar and Director of Admissions

SUBJECT: Faculty Senate Consideration of Degree Candidates

If appropriate, I will be happy to be in attendance at the Faculty Senate meeting on Thursday, May 29, 1980 to present the recommended lists of degree candidates in the following categories:

1. Senior Honor Students

As approved by the Faculty Senate on April 1, 1971, the designation "with highest scholarship" will be conferred by the Faculty Senate upon those students graduating with a cumulative GPA of 3.75 or better and who have been in attendance at Oregon State University for at least two regular academic years. The designation "with high scholarship" will be conferred upon students with a cumulative GPA of 3.25, but less than 3.75, and who have been in attendance for at least two regular academic years. These notations will be shown on the Commencement program, the diploma, and transcripts of the student's permanent academic record.

2. Baccalaureate Degree Candidates

Those students verified as having completed all academic college/school and departmental requirements by the academic dean, and institutional requirements by the Registrar's Office. These candidates are to be approved by the Academic Requirements Committee for recommendation to the Faculty Senate.

3. Advanced Degree Candidates

Those graduate students who have completed degree requirements satisfactory to the Graduate Council for recommendation to the Faculty Senate.

As has been confirmed to the faculty and staff, Spring Term grades for graduating students are to be turned in by noon on Tuesday, May 27, 1980.

cc: Dean David B. Nicodemus
Dean John V. Byrne
Clayton A. Shaw



School of Business

Corvallis, Oregon 97331

May 9, 1980

MEMORANDUM

TO: Leo Parks, President
Faculty Senate

FROM: Pat Wells, Chairman 
Faculty Economic Welfare Committee

SUBJECT: "PERS" Report Referred back to the FEWC Committee

Leo, enclosed is a revision of the "PERS" Pickup Report which was referred back to the FEWC Committee by the Faculty Senate. No action is recommended for this report. It is for the Faculty Senate's information only. I will be happy to answer questions regarding this report at the May 29th Faculty Senate meeting.

The members of the Faculty Economic Welfare Committee have completed all objectives of the committee for the 1979-80 year. The following members of the committee have worked hard and long and deserve the Senate's appreciation: John Block, Pharmacy; John Campbell, Industrial & General Engineering; Milford McKimmy, Forest Products; Curtis Mumford, Agriculture & Resource Economics; Sally Hacker, Anthropology; Donald Martin, Physical Education; Fred Fox, Science Education; Donald Reed, Biochemistry/Biophysics, and Charles Vars, Economics, and ex officio Staff Benefits officer Jack Danley. I salute them for their dedication.

dc

Enclosure

FACULTY COMPENSATION

Faculty Economic Welfare Committee

OSU faculty members, as a result of the 1979 legislative session, now have 6% of their total academic salary paid into their state annuity retirement accounts by the State Board of Higher Education.¹ These payments are made in lieu of salary increases. Prior to this year most faculty members were required to pay 7 percent (with some only 4, 5, or 6 percent) of their salary into the PERS annuity retirement account under a payroll deduction plan. This new compensation package has (1) increased faculty take-home-pay and (2) changed the amount paid into faculty PERS annuity accounts.

Table 1 indicates the percentage increases in faculty take-home-pay and the amounts contributed to faculty PERS annuity retirement accounts. The take-home-pay portion of the compensation package is discussed in the first

TABLE 1: OSU FACULTY COMPENSATION PACKAGE, 1979-80

Monthly OSU Salary ^a	Changes in Faculty Compensation (percent of OSU salary)	
	Take-Home- Pay, 1979-80	PERS Annuity Contribution, 1979-80
Less than \$500	4%	2%
\$500-999	5	1
\$1,000-1,499	6	0
\$1,500 or more	7	-1

^aSalary brackets previously used to determine faculty member contributions to PERS annuity retirement accounts.

¹This is not true for about 275 faculty members who participate (a) only in the Federal Retirement program or (b) both Federal and State Retirement programs.

section of this memorandum. The second section considers the changes in PERS annuity contributions.

Take-Home-Pay Portion of Compensation Package

The compensation package for 1979-80 increased take-home-pay with no increase in salary for most of the staff and, therefore, no increase in Federal, Oregon, and Social Security taxes in most cases. As a consequence, the increase in take-home-pay is equivalent to a larger salary increase on which faculty members would otherwise have had to pay taxes and contribution to their PERS accounts. The "equivalent salary increase" is defined here as the percentage increase in salary needed to increase take-home-pay by the same amount as the compensation package. The equivalent salary increase for a faculty member depends on the faculty member's marginal Federal-Oregon tax rate on income from all sources. Many types of income and deductions affect each faculty member's taxable income and tax rates. Some faculty have combined Federal-Oregon marginal tax rates somewhat less than 30 percent, while others with working spouses and substantial incomes have non-university

TABLE 2: EQUIVALENT SALARY INCREASES

Monthly OSU Salary	Combined Federal-Oregon Marginal Tax Rates (percent)		
	30	40	50
\$500-999	7.60	8.87	10.64
\$1,000-1,499	9.12	10.64	12.77
\$1,499 or more	10.64	12.41	14.89

Note: The formula for calculation of equivalent salary increases is presented in the appendix.

sources pay rates up to (or in excess of) 50 percent.² Table 2 presents estimates of the equivalent salary increases for OSU faculty members, by monthly OSU salary and marginal Federal-Oregon tax rates. A study of Table 2 reveals that equivalent salary increases (1) are larger than the take-home-pay increases in Table 1, and (2) vary directly with the faculty member's monthly OSU salary and marginal Federal-Oregon tax rate.

The appendix to this paper explains how faculty members can estimate their own marginal Federal-Oregon tax rate and thereby estimate their own equivalent increase. The procedure described in the appendix provides "an estimate" of the equivalent salary increase by relying on information obtained from the faculty member's 1978 income tax returns. (To the extent that an individual has a substantially different income in 1979 or 1980 than in 1978, the procedure in the appendix will over- or under-estimate the individual's equivalent salary increase.)

PERS Portion of Compensation Package

In the past, faculty have paid 4, 5, 6, or 7 percent of their monthly salaries into the annuity portion of their PERS retirement accounts. Effective July 1, 1979, the State paid 6 percent of each faculty member's salary into their PERS annuity retirement account. Table 3 indicates that for those who had been paying less than 6 percent, there is a significant increase in contributions; for those who had been paying 6 percent there is no change; but for those who had been putting 7 percent into the annuity portion of PERS, there is a reduction in contributions and ultimately in their payments following retirement.

²The combined Federal-Oregon marginal tax rate equals the percentage of a small change in income taken by all Federal and Oregon taxes based on income.

TABLE 3: CHANGES IN CONTRIBUTIONS TO THE ANNUITY PORTIONS OF THE STATE RETIREMENT SYSTEM

Monthly OSU Salary	Prior to July 1, 1979		After July 1, 1979	
	Individual (% of Salary)	State (% of Salary)	Individual (% of Salary)	State (% of Salary)
Less than \$500	4	0	0	6
\$500 - 999	5	0	0	6
\$1,000-1,499	6	0	0	6
\$1,499 or more	7	0	0	6

Faculty previously paying 7 percent into the annuity portion of PERS can expect significant decreases in their retirement payments because the State will contribute just 6 percent. They can also expect small decreases in payments from the pension portion of PERS because the average of their three highest annual salaries will be reduced approximately one-and-one-half percent by the new compensation package. Table 4 reports estimates of the decreases in monthly retirement payments in 1979-80 dollars for faculty members now 35, 45, and 55 years old who expect to retire at 60 or 65, by years of service.³ The estimated decrease in retirement pay is larger for faculty members who will serve the University longest because the difference between State contributions of 6 percent and faculty members' previous contributions of 7 percent accumulate to larger sums over longer periods of time.

On the other hand, faculty members have more take-home-pay than previously and can invest some of it year after year at possibly higher rates of return than when invested by the state. Of course, the annual returns on such

³The estimates in Table 4 assume that the 6 percent State pick-up of the PERS annuity contribution, authorized by House Bill 5077, will be extended beyond its termination date of June 30, 1981.

investments would be subject to income taxation unless they were placed in tax-deferred annuities.

TABLE 4: ESTIMATED DECREASES IN
MONTHLY RETIREMENT PAYMENTS
(1979-80 dollars)

Present Age	Present Salary	Years of Service to Date	Age at Retirement	
			60	65
35	\$17,000	5	\$92	\$147
		0	90	145
45	21,000	15	54	90
		10	52	88
		5	50	86
		0	48	84
55	27,000	25	24	50
		20	23	47
		15	21	45
		10	19	43
		5	17	41
		0	15	39

Source: Faculty Economic Welfare Committee.

APPENDIX

Faculty can estimate their equivalent salary increase from the following formula:

$$\begin{array}{lcl} \text{Equivalent} & & \\ \text{Salary} & = & \frac{\text{Percent increase in take-home-pay}}{(0.94) \text{ times } (1 \text{ minus marginal Federal-Oregon tax rate})} \\ \text{Increase} & & \end{array}$$

where the percent increase in take-home-pay would be taken from Table 1 and the marginal Federal-Oregon tax rate would be estimated as described here.

Faculty can estimate their marginal Federal-Oregon tax rate by determining the value of four items and combining them as indicated below:

ADD:	marginal Federal tax rate	--
	marginal Oregon tax rate	--
	social security tax rate	+ --
		--
MINUS:	adjustment for deducti-	
	bility of Federal taxes	
	on Oregon tax return	- --
		--
MARGINAL FEDERAL-OREGON TAX RATE =		--

Values for each item can be determined as follows:

- (1) Marginal Federal tax rate:
 - (a) Where faculty used a Tax Table to determine their Federal income tax for 1978, they should:
 - (i) find the amount of Federal tax on their 1978 income in the Tax Table appropriate to their filing status;
 - (ii) find in the same Tax Table what their Federal tax would have been if their income had been \$50 more than it actually was; and
 - (iii) divide the difference between the Federal taxes found in steps (i) and (ii) by \$50 to obtain an estimate of their marginal Federal tax rate.
 - OR
 - (b) Where faculty used a Tax Rate Schedule to determine their Federal income tax for 1978, they should find the line in the Schedule used to calculate their tax. The percentage indicated on that line is an estimate of their marginal Federal tax rate.
- (2) Marginal Oregon tax rate:

This rate can be obtained from the Oregon Tax Table or Tax Rate Chart by following the same procedures described to find the marginal Federal tax rate from the Federal Tax Tables and Tax Rate Schedules (see above).

- (3) Social security tax rate:
This rate is 6.1% for faculty with salary up to \$25,900 per year and zero for faculty with salary above \$25,900 per year.
- (4) The adjustment for the deductibility of Federal income taxes in the calculation of Oregon income taxes is either (a) the marginal Federal income tax rate (item 1) times the marginal Oregon income tax rate (item 2 above), OR (b) zero for individuals who paid more than \$7,000 Federal income taxes in 1978.

School of Education
Vocational-Technical
Education Division

Oregon
State
University

Corvallis, Oregon 97331

May 13, 1980

TO: Leo Parks, President Faculty Senate
FROM: John Oades, Chairperson, Academic Regulations Committee
RE: AR 17. "Grades", Paragraph 3 concerning "I" grades

Two items are offered for Senate consideration in this communication. Both items deal with the "I" grade as presented in AR 17.

Item 1. Leibowitz Motion.

On April 11, 1980 you forwarded a request that the Academic Regulations Committee review and make recommendations addressing a motion offered by Senator Flo Leibowitz (April 3, 1980 Senate meeting) concerning AR 17, "I" grades. The Leibowitz motion proposed to alter paragraph 3 of AR 17 as follows: (proposed additions underlined)

When the quality of work is satisfactory and the scheduled final examination has been taken but some essential minor requirement of the course has not been completed for reasons acceptable to the instructor, a report of I may be made and additional time granted. A report of I may also be made where the instructor has a bona fide reason to delay the determination of a grade. The instructor states the deficiency on the grade card. An incomplete not removed within one calendar year following its receipt becomes a W.

I wish to report that the Academic Regulations Committee has completed the requested review. The committee recommends that the modification of AR 17 proposed by Senator Leibowitz not be adopted. The following reasons reflect the concerns of the committee:

- 1) Specification of what is acceptable as a "bona fide reason to delay the determination of a grade" seems to be difficult to define. To leave open what is a "bona fide reason" to give an "I" grade could result in much inconsistency on how "I" grades are rendered.
- 2) To allow the proposed expansion in "I" grade usage would serve to add a new source of pressure for faculty and students alike. As students seek "bona fide" ways to receive an "I", and as faculty choose to give an "I" for varied "bona fide reasons", a potentially undesirable usage of the "I" may result.

Leo Parks
May 13, 1980
Page 2

- 3) AR 17 (paragraph 4) does provide for correction of grades erroneously given. This paragraph seems to infer that an instructor should assign grades based on the data available at the end of the term. If it later comes to light that some basis for assigning that grade was incorrect, then an avenue exists to correct the grade without penalty to students.

The issue spoken to in the Leibowitz motion is indeed complex. If at some point in the future the Senate were to undertake a complete review of the current OSU grading system, perhaps this issue should again be reviewed.

Item 2. Removal of Incompletes.

While conducting the above review of the Leibowitz motion an editorial change appeared useful for Paragraph 3 of AR 17. Senator Krahmer of Forestry pointed out (letter of April 9, 1980) and the committee concurs that some confusion exists relative to the time duration available for removal of "I" grades. The committee therefore recommends the following changes in AR 17, paragraph 3 (deletion ---, addition underlined):

When the quality of the work is satisfactory and the scheduled final examination has been taken but some essential minor requirement of the course has not been completed for reasons acceptable to the instructor, a report of I may be made. ~~and additional time granted.~~ The instructor states the deficiency on the grade card. The student has one calendar year to make up the stated deficiency and thus earn a letter grade. An incomplete not removed within one calendar year following its receipt becomes a W.

It is the intention of the committee that the proposed modification would make clear that:

- 1) Students have a full calendar year in which to remove an I.
- 2) Unless the student removes the stated deficiencies, no letter grade (credit) will be earned.

If I can answer questions or clarify these recommendations in any way, please call (x 3681).

MTR

The Department of
Physical Education



Corvallis, Oregon 97331

MEMORANDUM

May 19, 1980

TO: Faculty Senate Executive Committee

FROM: Administrative Appointments Committee
Kathleen Heath, Chairman *KH*

SUBJECT: Annual Report, 1979-80

Members of the Administrative Appointments Committee represented the interests of the university and the faculty through participation on the committee to select the Dean of Health and Physical Education. These members were: Barbara Coles, Veterinary Medicine; David Griffiths, Physics; and Murray Wolfson, Economics. There was no other activity during this school year. Other members of the committee included: Thomas C. Moore, Botany; Sharon Wallace, Education; Robert Krahmer, Forestry; Norman Goetze, Crop Sciences; Octave Levenspiel, Chemical Engineering; and Peter List, Philosophy.

KFH:nel

Department of
Fisheries and Wildlife

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-4531

MEMORANDUM

May 20, 1980

TO: Executive Committee, Faculty Senate
FROM: Faculty Reviews and Appeals Committee
SUBJ: Annual Report

1. During the past year, five requests for review were received by our committee. After preliminary investigations, we declined to accept any of these cases after determining that there was no substantive basis for conducting a formal review.
2. The committee has received one additional case which is in the process of preliminary investigation. We anticipate that a decision to accept or decline the case for formal review will be made before the end of the current school year.

Howard F. Horton, Chairman

ds

cc Committee members

Department of
Foreign Languages
and Literatures

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2146

MEMORANDUM

TO: Faculty Senate Executive Committee

FROM: Instructional Media Committee
Christian Stehr, Chairperson

Christian Stehr

SUBJECT: Annual Report

Starting Winter Term 1980, the Classroom Television Committee was replaced by the Instructional Media Committee in order to include IRAM under its supervision.

During Fall Term 1979, the majority of committee discussions centered around personnel decisions, since the Classroom Television directorship was to be changed in January 1980 and a new producer/director had to be hired.

During Winter and Spring Terms, the committee work has focused on the following concerns and improvements:

A. Classroom Television Center

1. Adequate facility space continues to be a critical problem for the Classroom Television Center. Inadequate work space for editing, the video playback system, classrooms for playing video-taped programs to large classes, and office space restrict needed expansion and performance of services.
2. The Administration has been supportive in granting additional monies for needed equipment. However, equipment needs for providing quality service to the university continue to exist. The most critical need is in the area of delivery and monitoring systems. The Classroom Television Center also has a need for recurring monies for purchasing video-taped programs from outside sources. Video-taped materials are less expensive than film due to sky-rocketing film costs. A request for monies for this purpose for next year has been submitted to the Administration.
3. Recognition of quality work by faculty in television production is an area that deserves attention by the Faculty Senate. Most professors who develop instructional television lessons do not receive compensation for their efforts. The Faculty Senate should consider quality work in this area equivalent to scholarly publications for promotion and tenure purposes.

4. The Instructional Media Committee is studying the potential of extending the university to other areas of the state through television. The focus is on course material/continuing educational needs that cannot be met by higher educational institutions in other state areas where students have great difficulties coming on campus.
5. More extensive policies and guidelines regarding the use and operation of the Television Center are being formulated by the Director with committee input for approval by the Instructional Media Committee, the Faculty Senate, and University Administration. A campus-wide evaluation of Classroom Television was recommended as the main focus of the committee next year.

B. Instructional Resources and Materials Center

1. As with Classroom Television, the question of space is also a priority item for IRAM. The University Administration recognizes the need for a more centralized facility but, as yet, has not been able to find a suitable area. The cooperative use of facilities by IRAM and CTV for administration, graphics, electronic repair and film and video storage would be very beneficial to the university.
2. The increase in evening classes is causing a large demand on personnel including classified staff that have up until now handled the day-time operations. With the tight regulations on increased FTE, IRAM has not been able to employ additional full-time staff.

It is getting increasingly difficult to obtain Work Study Students and the student wages in the IRAM budget are not sufficient to employ enough regular students to handle all requests. An increasing number of faculty members must pick up and operate their own equipment. Some major universities are being forced to offer a delivery service only - IRAM is attempting to avoid going in this direction.

3. IRAM has several services that are of concern because of the difficulty in obtaining financial support: a) the Educational Media Production and Preview Lab, b) the University Art Service, and c) the University Learning Lab (Language Lab). The operation of a and b depend on income from a charge system and an evaluation of the pricing system may reveal some of the inherent problems.
4. As with Classroom Television, an evaluation of IRAM services by the university faculty is highly recommended for next year in order to compare the present operation with those the faculty may desire.

1979/1980 Instructional Media Committee: C. Stehr, Chair; C. Austin, F. Decker, J. Gillis, L. Harter, R. Johnson, N. Martinson, B. Purvis (ex officio), K. Riggs, J. Root (ex officio), M. Sherman, R. Shirley, B. Wohlwend (consultant).

Department of Electrical
& Computer Engineering

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-3617

M E M O R A N D U M

TO: D. B. Nicodemus

FROM: G.C. Alexander, Chairman, Examinations Committee

DATE: May 6, 1980

SUBJECT: Committee Report

No difficulties requiring present policies have been encountered. Cooperation from staff and students has been reasonably good. Approximately 140-160 student petitions per term have been processed.

JLK

GCA:jb

CHANGES IN REGISTRATION POLICIES AND PROCEDURES

Proposed for a Permanent Policy1. Change in billing procedure

It is recommended that each student's tuition/fee responsibility be based on the number of credit hours requested at registration up to and including the maximum of 19 hours.

Since computer-assisted registration began at OSU in 1969, students have been billed initially only for the number of credits for which they have actually been enrolled. Students requesting a full load (12-19 hours undergraduate; 9-16 hours graduate) sometimes receive less than a full load for one or more reasons. Through a cumbersome manual process, they are re-billed to the appropriate level after adding courses, as necessary. A comprehensive study has found that 98% of the students originally requesting a full load added courses at the opening of the term to regain full-time status before paying tuition/fees.

This change has been well-received by all concerned during the 1979-80 academic year.

2. Classroom Scheduling Policy Change

Scheduling preference for a requested classroom should be given to courses which have a historical enrollment and use of at least 75% of the number of available stations in the room. Smaller sections should be scheduled or rescheduled into smaller classrooms as available, after consultation with the department(s) concerned. Under-utilization will be accommodated in cases of hardship to instruction.

Rationale

Middle-sized and larger classrooms are currently being under-utilized on occasion. Approval of the recommendation above will help the University to achieve the levels of classroom utilization required by the Chancellor's Office and to maximize the use of resources in meeting student requests for courses.

This change has been of some assistance during 1979-80 and will likely be needed even more in the future.

5/7/80
ALG

Campus Traffic
Committee

Oregon
State
University

Corvallis, Oregon 97331

May 8, 1980

Dean David B. Nicodemus
Dean of Faculty
Oregon State University

The Traffic Committee has received repeated notices of students driving vehicles with staff permits on campus and both members of a family driving vehicles on campus at the same time when they have only purchased a staff and duplicate permit. To protect the legal permit holders, the Traffic Committee has authorized the elimination of the duplicate permit in favor of the "dangler" system starting with the 1980-1981 school year.

The dangler system is identical to the car pool system which started last year. If you wish to register two (2) or more vehicles, a distinctly different bumper permit will be issued for each vehicle. In addition, a single identification tag, or dangler, which can be transferred from one registered car to another will be issued to each family. The tag must be hung from the rear view mirror in any registered car and be clearly visible. Only the member with the tag and the distinctive (bumper) permit will be authorized to park in campus lots. The fee will remain at \$27 per academic year plus \$3 for the distinctive permit.

If another member needs to go on campus without the dangler, the vehicle with the distinctive permit will be authorized to use the pay lot using the regular pay schedule.

In summary, if you have only one vehicle, purchase a staff permit for \$27. If you have two (2) or more vehicles, follow the aforementioned procedure. Remember, if you own two (2) vehicles and only register one (1), only the registered vehicle will be authorized on campus.

In addition to the above, improvements will be made to present lots on 15th Street and Jefferson Street west of the Administration Building and west of the Cultural and Conference Center. A gravel lot west of the Motor Pool will be constructed to replace those spaces lost when the Crop Science Building is constructed.

Nedry V. Burris
Nedry V. Burris, Director
Traffic Office

Campus Traffic
Committee



Corvallis, Oregon 97331

May 14, 1980

Dean David B. Nicodemus
Dean of Faculty
Oregon State University

Dear Dean Nicodemus:

The letter from Mr. Nedry Burris dated May 8, 1980, listed the important new policies for 1980-1981 regarding motor vehicles on the campus.

The Traffic Committee has also expanded the regulations governing the use of bicycles on campus. Bicycle regulations already exist (see attached pamphlet) but these had not been enforced and no system of fines existed for violations. The new regulations are essentially the same as the existing ones, but a fine schedule for violations will be added. The Committee has not yet finalized this fine schedule, but it will probably be about \$2.00 per violation (improper parking, non-registration, etc.). Improperly parked bicycles or non-registered bicycles may also be impounded and an impoundment fee charged.

The University of Oregon has adopted very similar regulations for bicycles on their campus. The University of Oregon regulations went into effect spring quarter 1980. We are proposing that these regulations go into effect at the beginning of fall quarter 1980.

If you desire more details about any of these proposed changes, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "John C. Ringle".

John C. Ringle, Chairman
Traffic Committee

JCR:m

cc: Nedry V. Burris, Traffic Office
Thurston Doler, Executive Secretary, Faculty Senate

Conversion to the Early Semester System

A Report to

The Senate of the Faculty of Oregon State University

From

The Ad Hoc Committee on Calendar Conversion

May 1980

Committee:

Ron Cameron
Judith Kuipers
Bruce Shepard (Chair)

SUMMARY

After studying the question of conversion to the early semester system, we find that:

- In recent years, institutions using the early semester system have risen from 3 to almost 50% but most conversions have been from the traditional semester to the early semester.
- The recent history of interest in conversion at the U of O suggests that the faculty at OSU may soon have to seriously consider its own position on conversion.
- The net administrative advantages of conversion are not sufficiently large or certain as to justify conversion, everything else equal. We recommend that judgments be based on evaluation of academic advantages and disadvantages.
- An often cited academic reason for conversion - the opportunity to reapparise, rethink, and redesign - sounds reasonable in principle but in practice it may not occur where most needed.
- Another often cited academic reason for conversion - the opportunity for in-depth, concentrated classroom exposure - could also be achieved by modifications within the quarter system. Specifically,
 - Use can be made of the "two-quarter sequence,"
 - OSU's somewhat unusual quarter system in which students take 5 and 6 three-hour courses could be modified by switching to 4- and 5-hour courses.
- We see no major barriers or ill effects for OSU if each of the three largest public institutions in Oregon were allowed to separately select the calendar they deem best suited to their needs.
- On whether conversion should occur at OSU, we believe the question is at a nascent stage. Considerably more discussion and contemplation is necessary before faculty opinion becomes clear.

INTRODUCTION

In January, 1980, the Executive Committee of the Faculty Senate appointed an ad hoc committee to consider the academic calendar. The charge to the committee was, ". . . to survey the multitudes of material available from many institutions who are using this system (semester system) to identify the major issues and to study the advantages and disadvantages of the system. Thus, the principal task of the committee is fact finding, not policy recommendation."

This report describes issues and advantages and disadvantages of conversion to the early semester system. We make no recommendations on whether the faculty should support or oppose conversion to an early semester system. Our purpose is to stimulate reflection and discussion among the faculty on a subject we sense has not received much attention from OSU faculty but which events may soon force the faculty to seriously consider.

Our principal method was to rely on published materials about this well-studied area. Individuals knowledgeable about subjects of the study provided additional material. The issues, advantages, and disadvantages of conversion described in published materials were adapted where appropriate to unique aspects of OSU and its environment.

The report opens with background on the concept of the early semester system, information on national conversion trends, and background on the question of calendar conversion in Oregon. Advantages and disadvantages of conversion are then summarized. Following that, the major issues considered by the committee are described. A conclusion completes this report.

CONVERSION TO THE EARLY SEMESTER SYSTEM: BACKGROUND

The Early Semester System

The early semester system has two terms of about 15 weeks. The first semester usually begins the last week in August or the first week in September and concludes several days before Christmas. The second semester begins in early or middle January and concludes in early or middle May. Thus, the early semester system is distinguished from the traditional semester system by the timing of the break between semesters. The "Christmas holidays" separate the two terms in the early semester system while in the traditional semester system these holidays fall in the first semester. Classes begin earlier in the year and conclude earlier in the year in the early semester system. In contrast to the quarter system, in the early semester system there are two terms of 15 weeks rather than three terms of 10 weeks.

National Conversion Trends

Calendar conversion was a frequent occurrence during the last decade. The National Association of College Stores collected information on calendar conversions from approximately 2500 institutions. They report that during each year of the decade of the 1970s, an average of 10.1% of the institutions surveyed reported changing the type of academic calendars used. The trends in calendar conversion are clear. As can be seen in Table 1, the traditional semester system was the calendar used by three-quarters of the institutions of higher education prior to the decade of the '70s. In the decade of the '70s this figure dropped to 7%. Institutions using the early semester system rose from 3% to almost half of the institutions responding to the study. The proportion of institutions using the quarter system remained at a relatively constant 22 to 25% during the 1970s. Although it cannot be directly inferred from Table 1, other information we examined indicates that the bulk of conversions to the early semester system represent changes from institutions using the traditional semester system. Changes from the quarter system to the early semester system are less frequent.

Calendar Conversion in Oregon

At present all institutions of higher education in Oregon use the quarter system. The academic calendar used at OSU was first employed in 1917 and has remained essentially unchanged over the ensuing 63 years. The basic calendar for the Oregon State System of Higher Education is established for each year by the Office of Academic Affairs of the OSSHE. Policies adopted by an inter-institutional committee in 1958 provide the bases for construction of the academic calendar. These policies are contained in an appendix to this report.

A change in the early semester system is now being seriously considered at the U of O. In fact, developments at the U of O are the impetus behind formation of a committee to study the subject at OSU. In 1971 a committee of the faculty at the U of O studied the question of calendar conversion. In May of 1972, a meeting of the faculty recommended for conversion to the early semester by a vote of 66 to 60. No further steps toward conversion were taken at that time.

In 1973 the Law School at the U of O changed to the early semester system. This change renewed interest at the U of O in the early semester system. In 1977 a committee again reported to the Faculty on the question of calendar conversion. The faculty voted in favor of conversion, again by a narrow margin. President Boyd then indicated a need for broader consultation, study of further details of conversion, and indications of strong faculty support. All three of these steps appear complete. (High school and community college leaders have been consulted, a detailed study of conversion has been received, and conversion is now strongly supported by the Faculty Advisory Council to the President and the Council of Deans.)

Table 1
Institutions Using Six Types of Calendars by Year^a

Year	Traditional Semester	Early Semester	Quarter	Trimester	Four- One-Four	Other	N ^b
Prior to 1967-68	76%	3%	16%	3%	0%	2%	2316
1970-71	36	27	22	3	8	4	2475
1971-72	26	35	22	3	9	5	2475
1972-73	15	40	24	3	13	5	2450
1973-74	12	43	24	3	14	4	2722
1974-75	9	45	25	3	14	4	2821
1975-76	9	45	24	4	13	5	2786
1976-77	7	48	24	3	13	5	2472
1977-78	7	48	23	3	12	7	2452

^aSource: Max Rosselot, et al.: "Academic Calendars in the 80's,"
College and University: Journal of the American Association
of College Registrars and Admissions Officers, 53 (Summer, 1978) 688.

^bNumber of institutions responding to the survey. Survey was sent to all
institutions (2-year and 4-year, accredited and non-accredited) listed
in Higher Education; Education Directory published annually by HEW.
3,075 institutions were listed in 1977. (Source for this information
about the survey is same as in table note a, above.)

Were the U of O able to push ahead with conversion immediately, the earliest that conversion could take place would be 1983: 1984 might be a more likely date given demands for planning, implementing, setting up the process of conversion, printing catalogs and the like. We do not know what the positions of the State Board of Higher Education and The Chancellor would be toward possible proposals for calendar conversion emanating from the U of O. The implications of conversion at the U of O for OSU are discussed later.

ADVANTAGES, DISADVANTAGES AND ISSUES IN CALENDAR CONVERSION

Introduction

In this section we summarize the advantages and disadvantages of conversion from the quarter system to the early semester system and discuss certain issues involved in calendar conversion. Advantages and disadvantages are consequences which people consensually evaluate as desirable or undesirable. Issues, as we use the term, are either 1) consequences which some people judge as desirable while others judge them as undesirable, or 2) areas of uncertainty on which people disagree as to what the consequences will be.

ADVANTAGES AND DISADVANTAGES

Advantages and disadvantages are summarized in table form. We have formed the opinion that when balancing administrative savings and conversion costs, the net administrative advantages of conversion are not sufficiently large or certain as to justify conversion if everything else (academic advantage/disadvantages) is equal. Specifically, we recommend that judgments be based on the relative valuation of academic advantages and disadvantages. This opinion is formed in consultation with the Registrar's office.

Identification of advantages and disadvantages and discussion of issues is the committee's charge. Recommendations and decisions based on the identification of advantages and disadvantages requires one additional step. In order to reach an overall evaluation, one must attach weights or priorities to each of the advantages and disadvantages; one must judge their relative importance in order to come up with conclusions as to net benefits. While agreeing on what the advantages and disadvantages are, individuals using different weights may reach quite different conclusions on whether conversion should or should not occur. We leave the task of weighting advantages and disadvantages to the members of the Senate.

Table 2
Advantages and Disadvantages of Converting from the
Quarter System to the Early Semester System

Advantages	Disadvantages
1) Fewer grading periods.	1) Less flexible sabbatical leave program. (Since usually easier to get leave for shorter periods of time.)
2) Fewer registration and scheduled advising periods.	2) Possible increased teaching load (depends if the same variety of courses is continued under the semester system).
3) Fewer grade reports.	3) Necessary to review and probably make some changes in administrative rules relating to faculty employment.
4) Fewer reports of service.	4) Reduces the availability of September for field work and/or vacation.
5) Fewer course preparations.	5) Semester system may not coordinate with public school schedules.
6) More time to develop rapport with students and to establish a common set of expectations in the course.	6) Makes a tighter schedule for those attending conferences and professional meetings in fall before classes.
7) More time for faculty to get to know students.	7) Less variety in teaching assignments.
8) Proportionally more time in teaching and learning and less in examining.	8) Will take up faculty time in revising courses for conversion.
9) Subject can be covered in greater depth.	9) Less flexibility in designing curriculum.
10) Conversion will require review of entire curriculum.	10) Need more laboratory facilities to accommodate the same number of students.
11) Better suited to lab and research courses since would give more time to collect data.	11) Less flexible periods of research.
12) More time to choose a topic and prepare term papers.	12) May appear to the public that teaching faculty is only working for eight months of this year.
13) Provides more time for knowledgeable evaluation of students course work.	13) Decreases variety of courses that a student may take (also may be fewer courses offered); less opportunity to explore other fields.
	14) Greater penalty, percentage-wise, to student who fails or drops a course.
	15) Less frequent evaluation of students' course work.
	16) Students interact with fewer faculty members.
	17) Restricts times of transfer from schools on quarter systems.
	18) Difficulty of converting credits and placing students who would initiate a sequence prior to conversion and complete it after conversion.

Issues

Through reading and discussion, four issues have appeared to the Committee to be significant enough to justify development in this report. The issues are: advantages and disadvantages of shaking up routine, in-depth exposure versus variety, compatibility of calendars within the state, and implications for student employment.

Upsetting "The Routine"

Many aspects of academic life must be reconsidered from course content and academic requirements to drop dates, early grades for seniors, publication of new general catalogs, changing the computer systems, course numbering systems, advising, general education and graduation requirements. The resources consumed by such changes are generally of a "one-shot" nature but they should be compared with the savings generated by the reduction of one extra grading, registration and advising period per year. Since the latter is a recurring event presumably the savings will eventually exceed the initial costs of conversion.

Conversion upsets existing routines. This unsettling effect has costs and could be viewed as a disadvantage. However, resources spent in rethinking course content, requirements, and the like represent a possibly valuable investment in curricular improvement. Even when this is seriously needed, review might not occur without the catalyst of conversion. The necessity for review and redesign of academic programs is often mentioned as a major advantage of conversion. But there is no assurance that rethinking will be done in the appropriate places. Out-of-date courses may remain out-of-date because of existing inertia while serious attention to reorganization will take place in those areas that already attempt to remain up-to-date. It may be equally effective to encourage school and department administrators to require reconditioning of ineffective courses independent of conversion.

The Issue of In-depth Exposure

Compared to the quarter system, the semester system may allow more hours to devote to a course. This occurs in two ways. A three-unit course provides 45 contact hours in the semester system, 30 hours in a quarter system. There would, of course, be no difference in total contact hours for year-long sequences.

Whether talking of individual courses or a year-long sequence, the semester system can provide more "effective contact hours." This may be done by reducing by one-third the contact hours spent in getting a course organized and as folks add and drop. Similar hours devoted to the task of closing a course during dead week and finals are also reduced by one-third under a semester system.

For a given subject one can alter credit hours in order to make the total contact hours identical whether using a semester system or a quarter system. However, some would argue that the semester system still would allow more efficient use of contact hours. By spreading contact hours out over fifteen weeks rather than ten weeks, opportunities for understanding to evolve, cumulate, and "sink in" are enhanced, it is argued, simply by the longer period of time available.

The academic advantages of this in-depth exposure are most frequently cited as the principal academic justification for conversion to the semester system. This question of in-depth exposure is treated as an issue for several reasons. First, it would seem from reports at other institutions that students would just as soon avoid "in-depth exposure" because of the risk of being stuck with bad courses, perceived increases in the risks of staking GPA's on fewer courses/instructors, and the reduced opportunity for variety in both the courses and instructors taken by a given student.

The importance of "in-depth exposure" as a justification for conversion is also an issue because some advantages of in-depth exposure could be achieved without conversion. The lack of depth that some might feel under Oregon State's current system can be explained, in part, by the peculiar nature of the quarter system at OSU. Where institutions have converted from the semester to the quarter system, three hour courses became four or five hours. This meant that students took three or four courses per term. Under OSU's unusual version of the quarter system, most courses remain three hours and students take five or six courses per term. This characteristic of OSU's quarter system may contribute to the feeling of a lack of depth and concentration in academic studies during the term.

There is the opportunity to achieve increased depth and concentration without calendar conversion. This could be done by converting courses from three hours to four or five hours. This will not occur voluntarily at the departmental level. Students avoid five hour courses. Departments at OSU and the U of O who have attempted to offer 5-hour rather than 3-hour courses have found that the courses are not popular. Under allocation rules emphasizing student credit hours, departments face strong incentives to avoid five hour courses even where they judge such courses to be desirable on academic grounds. So, although there is an opportunity to provide depth within the quarter system, realization of this opportunity would likely require action at the level of the college or the school rather than at the departmental level.

Another approach to achieving the advantage of concentration and in-depth exposure within OSU's quarter system is the "two-quarter sequence." The concept of a two-quarter sequence appears to be used by a number of departments. One might roughly equate such a sequence under the quarter system with a single course under the semester system. The use of the two-quarter sequence actually allows flexibility not possible under the semester system. Students can take a common two-quarter introduction to a subject and then select from a variety of other courses to complete the sequence - e.g., stat. 451, 452, and then a choice of other statistics courses.

In the area of in-depth exposure, two subjects are at issue. There are trade-offs between the advantages of in-depth exposure and the advantages of variety. Also questioned is the necessity of conversion to achieve in-depth exposure if that objective is sought.

Compatibility of Calendars within the State System

The interest in conversion is much further advanced at the U of O than at other Oregon institutions of higher education. The need for compatible calendars within the state system will likely become an important issue. And the faculty at OSU will need to consider their position on the issue in the near future.

Incompatible calendars limit opportunities for students to transfer between institutions. Transfer in either direction between the quarter system and the early semester system would be possible at the beginning of academic years and during the Fall-Winter break between quarters. Direct transfers could not occur during the Winter-Spring break in quarters.

Problems for conversion of credit hours and academic placement would be created by incompatible calendars. The transfer of completed sequences and courses which are not parts of sequences pose no problem other than multiplication of credits by the appropriate constant. The transfer of incomplete sequences that the student intends to complete does create a problem. Consider the case of students who have completed either one or two quarters of a three quarter sequence and then transfer to semester system. A student with one quarter of work may have to begin the sequence again; a student with two-thirds of the sequence completed may have to start again half-way through the sequence. Similar problems arise for transfer from the semester to quarter system. Whatever the direction of the transfer, students with incomplete sequences will likely have to take extra hours.

Further assessment of potential problems requires that one focus on specific scenarios for calendar incompatibility. There are many possibilities. We consider two. First, we consider incompatibilities that would arise if conversion took place at OSU. Then we consider incompatibilities if conversion occurred at the U of O while OSU remained on the quarter system.

If OSU were to convert to the semester system calendar incompatibility would likely pose greatest problems for transfer of students from community colleges. Much effort has gone into designing courses of comparable content at the community college and university level in the state system. The added complication of determining class-by-class quarter-semester equivalents would be necessary if the emphasis upon comparable lower division curricula is to be maintained. Perhaps most important, there would be a need to carefully counsel students in the community colleges on the value of completing sequences prior to transfer.

We have developed the problems of incompatible calendars in transfer from state system community colleges. Transfer from other institutions

seems less problematic. Transfer problems at the university level are known and familiar. We regularly accept students from colleges and universities on different calendars with no apparent major difficulties.

Suppose OSU were to remain on the quarter system while the U of O were to convert to the early semester system. What problems might be encountered at OSU? The effects for OSU students desiring to simultaneously enroll in courses at the U of O would be limited. Students could start courses in either semester and coordinate their load with hours taken at OSU under the quarter system. (This would be more difficult for U of O students wishing to take a Spring quarter course at OSU.) The numbers affected are small; 6 to 8 OSU students per term take part in the graduate level Joint-Campus Program while a similar handful of graduate and undergraduate students utilize the Concurrent Enrollment Program.

Transfers from and to OSU would be affected if the U of O converted while OSU did not. Transfer to the U of O from OSU would not be possible at the end of Winter term. Transfer from the U of O to begin Spring quarter at OSU would be impossible. The numbers affected would be small. We do not know how many OSU students transfer to the U of O after Winter term. The number of new students who enter OSU Spring term has been very constant and averages 367 for the last four years. Statistics are not routinely compiled on the institutions of origin for these new students. But we suspect that a small proportion of this already small number come from the U of O.

Continuing to consider the hypothetical scenario, one additional complication of incompatible calendars occurs to us. Incompatible calendars might complicate calculation of comparable "output" measures now used for purposes of evaluation and resource allocation by the State Board, the Executive, and the Legislature. At first glance, the matter might appear as simple as converting quarter system credits to semester system credits; numbers need only be multiplied by a constant to achieve comparability. But there are a host of details that complicate the matter. For example, if certain administrative activities are reduced by one-third under the semester system, should allocations for certain "overhead" expenses of institutions on the semester system be reduced? These complexities are not a barrier to conversion. But OSU would want to understand how such details and adjustments are going to be handled before endorsing the existence of incompatible calendars.

Introducing Portland State University at this point, we see no major barriers to allowing each of the three largest public institutions of higher education in Oregon to employ the calendar they deem best suited to their needs. Our conclusion has four bases. First, our consideration of the scenario in which the U of O converts and OSU does not identified no major ill effects for OSU. In fact, the problem with community colleges which we discussed might work to increase OSU's contribution to higher education if the U of O converted while OSU did not. Second, we note universities have long been able to operate in a heterogeneous national environment of public and private institutions using varied calendars and curricula. Whether that variation occurs within or across a state boundary does not seem relevant to the consequences of the variation. Third, there are precedents for state systems which successfully allow major units to use different calendars

(e.g., Washington, Michigan). Fourth, a policy that allows institutions to adopt separate calendars would foster experimentation. And findings - what does and does not work - would be more quickly and thoroughly communicated where experimentation occurs among proximal institutions.

Student Employment

Conversions to the early semester system would affect opportunities for summer employment by students. Under the early semester system students would be in the market much sooner than under the quarter system. But having to return to school earlier, the students would not be able to work in September. Some have suggested that this latter factor is of particular importance in Oregon because of peak employment needs in September in the agriculture and forestry sectors. Evaluation of the significance of this effect would require information we do not have on the actual number of students who would work in such sectors in September. We suspect the numbers are not large. We are of the opinion that in the area of employment conversion poses no significant net benefits or losses, although there would be individual winners and losers.

CONCLUSION

Our major findings were summarized in the opening section. Here, we conclude with an appraisal of faculty sentiments as we informally sensed them during the course of our study.

Inertia is a potent force in academic as in other realms. Serious consideration of conversion would require significant faculty pressure. And for conversion to be successful, faculty support should be strong, clear and widely-held. We sense that the issue of conversion is in a nascent stage among the OSU faculty. Considerable discussion is necessary before support or opposition crystalizes. In fact, surveys of faculty sentiment are probably premature and pointless at this time. This report is intended as a first step in beginning such discussion, in initiating what could easily be a decade-long process of talk, debate, and observation of sister institutions.

CONSTRUCTION OF THE STATE SYSTEM ACADEMIC CALENDAR

History

Until 1959 an interinstitutional calendar committee, composed of the presidents of the institutions or their representatives met each year to develop a mutually satisfactory calendar for the succeeding academic year. The committee used a formula, adopted in 1952, for the determination of beginning and ending dates of each term. In 1958 the committee adopted procedures for development of the basic calendar, according to the formula, in the Chancellor's Office, and meetings of the committee were discontinued.

The formula, adopted in 1952, was based on the following assumptions:

1. Standardization of the type of calendar then being used by the institutions was all that was sought.
2. While all system institutions might agree on minimum standards, each school should be left free to increase its service time wherever desired.
3. The block of time to be identified was classes plus examinations, thus permitting institutional differences in registration and orientation scheduling.
4. A standard week of Monday through Friday was to be used to determine class "days."

Formula for Construction
of the Academic Calendar

The formula for construction of the minimum academic calendar, as adopted by the interinstitutional calendar committee, pegged the calendar to New Year's Day which, it was decided, must fall between fall and winter terms. The terms themselves would have the following characteristics:

1. Fall Term. Classes shall begin during the last seven calendar days of September. Two academic "days" shall be allowed for Thanksgiving vacation, and term examinations shall end at least four calendar days before Christmas.
2. Winter Term. Classes shall begin during the first seven calendar days of January, and term examinations shall end after not less than 10½ net full academic "weeks."
3. Spring Term. Classes shall begin after approximately one calendar week of spring vacation, one academic "day" shall be allowed for Memorial Day holiday unless May 30 falls on Saturday, and term examinations shall end after not less than 10½ net full academic "weeks."

Since adoption of the formula, the Chancellor's Office has extended the basic minimum academic calendar to include the eight-week and eleven-week summer terms. Summer term classes begin following a one-calendar-week vacation period following spring term with one academic "day" allowed for the July 4 holiday unless this holiday falls on a Saturday. The ending date for fall, winter, and spring terms is given as Saturday, for summer terms as Friday. By action of the institutional executives, winter term will not begin earlier than January 3 in order to provide one travel day following New Year's Day for return to the campus.

The formula itself is really a table giving the beginning and ending dates for each term based upon the day upon which January 1 falls. The formula results in 58 class days (Monday through Friday) for classes and examinations for the fall term; 52-55 days for winter term, depending upon which day falls January 1; and 54-55 days for spring term, depending upon whether the Memorial Day holiday falls on a Saturday. The eleven-week summer term has 54 or 55 class days, depending on the day of July 4. The first class day is used for registration winter, spring, and summer terms. Registration and new student activities are scheduled the week preceding opening of classes fall term.

RESULTING BASIC CALENDAR WHEN INTERVENING NEW YEAR'S DAY FALLS ON:

	<u>Sun</u>	<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>	<u>Sat</u>
<u>Fall Term</u>							
Begins Sept.	26(M)	25(M)	24(M)	30(M)	29(M)	28(M)	27(M)
Ends Dec.	17(S)	16(S)	15(S)	21(S)	20(S)	19(S)	18(S)
<u>Winter Term</u>							
Begins Jan.	3(T)	3(W)	3(Th)	6(M)	5(M)	4(M)	3(M)
Ends Mar.	18(S)	17(S)	16(S)	22(S)	21(S)	20(S)	19(S)
<u>Spring Term</u>							
Begins Mar.	27(M)	26(M)	25(M)	31(M)	30(M)	29(M)	28(M)
Ends June	10(S)	9(S)	8(S)	14(S)	13(S)	12(S)	11(S)
<u>Summer 8-Week</u>							
Begins June	19(M)	18(M)	17(M)	23(M)	22(M)	21(M)	20(M)
Ends Aug.	11(F)	10(F)	9(F)	15(F)	14(F)	13(F)	12(F)
<u>Summer 11-Week</u>							
Begins June	19(M)	18(M)	17(M)	23(M)	22(M)	21(M)	20(M)
Ends Aug.		31(F)	30(F)				
Sept.	1(F)			5(F)	4(F)	3(F)	2(F)

Note: Dates except for opening of winter term will be one day earlier (same day in week) leap years.

William Jasper Kerr
Library



Corvallis, Oregon 97331

To: Leo Parks, Senate President
Executive Committee of the Faculty Senate

From: Committee on Uniform Holiday Observance
Ed Brazee, Chairman

Subject: Report of the Committee on Uniform Holiday Observance

This committee, whose members are Velda Brust (Health and Physical Education), Fred Hisaw (Zoology), Walt Kennick (Animal Science), and Ed Brazee (Library), has been studying the feasibility of a uniform observance of holidays by faculty and staff. The holidays of concern are the three which are designated holidays for the classified staff when classes are scheduled: Veterans Day in November, and Lincoln's and Washington's Birthdays in February.

In addition to discussing this matter with our colleagues, we have found what has been done at the other campuses of the Oregon State System of Higher Education about these three days; college catalogs were searched to discover if universities and colleges in other states observe these holidays; and a questionnaire was sent to the faculty to help us determine the extent of the disruption and inconvenience on campus on those days when the classified staff are absent.

We are told that classes are held as usual at the University of Oregon, Portland State University, Oregon College of Education, and Southern Oregon State College. At Eastern Oregon State College and Oregon Institute of Technology Veterans Day and Washington's Birthday are holidays for everyone. At the University of Oregon classified staff, upon written request, are permitted to substitute the day after Thanksgiving for Veterans Day. Classified personnel at the Oregon College of Education can work part of Veterans Day in order to take the day after Thanksgiving off at time-and-a-half compensatory time.

Academic calendars published in 109 college catalogs were consulted in the library. The catalogs are from the major public universities and colleges of each state, including most of the Land Grant institutions, as well as a number of major private schools, such as Stanford and M. I. T. Of the 73 schools using the semester system 27 observed one or two of the holidays. More relevant to our situation here are the 36 who use the quarter system. Thirteen of the 36 do not observe any of the three holidays. Nine do not have classes on Washington's Birthday, or Presidents Day, in February. Six observe Veterans Day and Washington's Birthday. Lincoln's and Washington's Birthdays only are celebrated at one university. At only two universities are there no classes on Veterans Day and Lincoln's and Washington's Birthdays.

On the next page are the questions and statements from the questionnaire sent out by the committee. The number of responses from each have been compiled, and percentages based on the number of questionnaires returned and the number of faculty on campus are calculated. 667 questionnaires (38%) were returned from the mailing to 1,788 faculty members. Note that teaching activities are apparently little disturbed, while the replies to the telephone answering question (number 7) are distributed almost evenly among the four responses.

It is apparent that the absence of many of the classified staff from the university during the three holidays causes extra work, inconvenience, and mild to serious disruption of activity for some of the faculty. Students are certainly affected to some degree, as are others who attempt to telephone in or visit campus. Some ameliorative action seems to be called for, especially for those departments most seriously affected.

It is the opinion of the committee that a uniform observance of the three holidays by the faculty, students, and classified staff is not a satisfactory solution to the problems discussed above. Our primary concern in this instance is the quality of student education. The addition of two holidays, the presidents' birthdays, to the winter term schedule would be especially detrimental because that term is already the shortest of the three. Since both holidays fall on Mondays the progression of Monday-Wednesday-Friday classes would be broken twice in a short time.

The committee recommends that no more holidays be added to the class schedule. However, for Veterans Day we suggest that arrangements be made that would allow classified staff to work the holiday in exchange for the day after Thanksgiving. Many of the classified staff, we believe, would rather take off the day after Thanksgiving than Veterans Day. Arrangements for the February holidays will have to be left to the individual departments. It is recommended that in those departments where the classified holidays have caused the most problems an effort be made to maintain at least a minimal classified staff.

1,788 questionnaires
distributed. 667 returned.

Percentage of
questionnaires
returned

Percentage
of total
faculty

1. Is your office open on holidays?

605 Yes

90.7

33.9

43 No

6.5

2.4

19 Not answered

2.9

1.1

If your office is open, how is it staffed?

172 Classified only

25.8

9.7

4 Student employees

.6

.3

153 Academic staff

23.0

8.6

284 Combination

42.6

15.9

54 Not answered

8.1

3.1

2. The holidays were observed by:

232 All the classified staff

34.8

13.0

201 Approximately 75% of the classified staff

30.2

11.3

126 Approximately 50% of the classified staff

18.9

7.1

35 Approximately 25% of the classified staff

5.3

2.0

31 None of the classified staff

4.7

1.8

42 Not answered

6.3

2.4

3. When the classified personnel went on holiday,
the effect on our department or area was:

81 very chaotic

12.2

4.6

246 moderately bothered

36.9

13.8

194 slightly disturbed

29.1

10.9

122 not really troubled

18.3

6.9

24 Not answered

3.6

1.4

4. Our classroom activities were:

7 very chaotic

1.1

.4

46 greatly bothered

6.9

2.6

198 only slightly bothered

29.7

11.1

282 not affected

42.3

15.8

134 Not answered

20.1

7.5

5. Closure of storerooms, copy machines, and
auxiliary services:

33 caused much chaos

5.0

1.9

126 was quite disruptive

18.9

7.1

229 was slightly annoying

34.4

12.8

186 caused no real inconvenience

27.9

10.4

93 Not answered

14.0

5.2

6. Teaching effectiveness was:

5 completely disrupted

.8

.3

66 moderately disrupted

9.9

3.7

140 slightly disrupted

21.0

7.9

305 not bothered at all

45.8

17.1

151 Not answered

22.7

8.5

7. Telephone answering was:

156 a very serious problem

23.4

8.8

170 moderately troublesome

25.5

9.5

148 slightly disrupted

22.2

8.3

150 not bothered at all

22.5

8.4

43 Not answered

6.5

2.4

May 13, 1980

TO: Leo Parks, President, Faculty Senate
FROM: Wm. Firey, Chairman, Library Committee
SUBJECT: Referral of Senate Motion 80-369-6,
Leibowitz, 3 Apr. 1980.

The Library Committee met with F. Leibowitz, Senator CLA, and R. Waldron, Director of Libraries and discussed the effects on the use of library facilities which the Leibowitz motion might entail.

The committee recommends that the existing procedures regarding loan privileges for faculty with less than 0.5 annual FTE be maintained; it sees no particular advantages to the issuance of faculty ID cards to faculty with less than 0.5 annual FTE as regards library use. Indeed, it is the committee's opinion that such issuance might entail some disadvantages for the library.

If the Leibowitz motion passes, the committee believes it is essential that ID cards issued to part-time faculty on quarterly appointments be clearly identifiable as such so that circulation desk personnel can make the necessary separation of check-out cards for such borrowers.

Finally, if the Leibowitz motion does not pass, the committee recommends that wording of the third paragraph of p.83 of the Faculty Handbook be altered to read as follows:

"Individuals who are hired by the university to teach a class or two in a given term, but who do not, nor cannot, accumulate .5 FTE for the fiscal year will be granted special library privileges by the Circulation Department, on a term by term basis though he/she has insufficient annual FTE to qualify for the regular embossed faculty identification card."

Department of
Forest Products



Corvallis, Oregon 97331

May 14, 1980

MEMO TO: Leo Parks, President, Faculty Senate

FROM: Bob McMahon, Acting Chairman, Faculty Status Committee

RE: Flo Leibowitz' March 31 Motion Re Faculty ID Cards

BM (KL)

This Committee supports the intent of the motion, which requires the Administration to provide identification for all faculty members appointed by the University, irrespective of the FTE involved or the length of appointment.

There is sufficient and increasing need for faculty to be able to establish their connection with the University in order to obtain goods and services either on or off campus, that issuance of an appropriate identification card should be a normal part of the appointment routine. No arbitrary FTE requirement or term of service should be imposed.

The Committee doesn't foresee any insurmountable obstacles to developing workable procedures even for appointments as short as one term. We believe that if students can be identified with respect to when enrolled some means can surely be worked out for properly identifying short-term faculty appointments as well. Perhaps the department involved could issue an appropriate card with an expiration date for limited appointments, as was done for after-hours work permits.

Because annual FTE bears no direct relation to the nature of the work to be accomplished nor to the facilities required, we urge the library to develop procedures to assure part-timers the same services presently accorded faculty with 0.5 annual FTE or greater, once the identification problem is solved.

BM:k1

OREGON STATE SYSTEM OF HIGHER EDUCATION
OFFICE OF THE CHANCELLOR

P.O. Box 3175
EUGENE, OREGON 97403

TELEPHONE
(503) 686-4153

May 8, 1980

Leo W. Parks
Chairman, Interinstitutional
Faculty Senate;
President, OSU Faculty Senate
Oregon State University
Corvallis, OR 97331

Dear Professor Parks:

This will acknowledge your April 29 letter in which you express the conclusion that Vice Chancellor Lemman's draft memorandum captioned "Reduction in FTE in lieu of Termination in Circumstances of Program Reduction-Financial Exigency" should be withdrawn.

Although we are reluctant to withdraw the draft, we acknowledge the importance of the principle with which it attempts to deal and will not issue the memorandum in final form without further extensive consultation with faculty groups. In the meantime, of course, the memo carries no official status.

We would be pleased to talk with you about the problem at your convenience.

Sincerely yours,


R. E. Lemman
Chancellor

REL:ce
cc: Vice Chancellor Lemman

REPORTS TO THE FACULTY SENATE
October 9, 1980

3:30 The Agenda for the October 9 meeting will include the reports and other
3:00 items of business listed below. The meeting is scheduled to begin at
p.m. in Withycombe 101 because of the length of the agenda for the
first meeting.

A. Reports from the Faculty

1. Men's Intercollegiate Athletics

- Jack Davis

Jack Davis, Institutional Representative for Men's Intercollegiate Athletics, will report on recent infractions and NCAA penalties which have resulted in OSU and four other PAC 10 institutions being placed on probation.

2. Administrative Appointments Comm.

- Robert Krahmer

Status reports on the following Search Committees:

- a. Dean of Science Search Committee
- b. Associate Dean of the Graduate School

3. Academic Calendar

p. 4

- A. Gene Nelson

On the basis of action taken by the Instruction Committee of OSBHE relative to an academic calendar change at U of O, our Executive Committee is recommending appointment of an Ad Hoc Committee to assist in making a decision on a suggested change in OSU's academic calendar. A recommended Motion is attached.

4. Curriculum Committee Report

- Ed McDowell

Chairman McDowell will report on the modification of procedures of the Curriculum Committee in the review of Category I and Category II proposals.

5. Promotion and Tenure Observer Committee pp. 6-14 Glenn Klein

In response to Faculty interest (see Reports to the Faculty Senate for November 1, 1979, and January 10, 1980), the Executive Committee appointed an Ad Hoc Committee to observe the administrative processes involved in promotion and tenure. That committee consisted of Glenn Klein, Agnes Grady, and Bill Firey. A preliminary report of this committee's observations will be given.

6. Business School Caucus Resolution

p. 15

- Charles Dane

Attached is a Resolution regarding reductions in Travel Funds, which is presented by the School of Business for Senate consideration.

7. Resolution on Budget Reductions

- Richard Scanlan

A Resolution regarding the Senate's stance on recent budget reductions is being drafted and will be distributed at the October 9 meeting for Senate consideration.

B. Reports from the Executive Committee1. Schedule of Elections of New Senate Officers, Senators, and Interinstitutional Faculty Senator

The Executive Committee is preparing the Apportionment Table to be presented to the Senate at its November 6 meeting. This Table provides the basis for election of new Senators in each college/school during the month of November. Plans for election of the President-Elect will be outlined.

2. Appointments to Senate Committees

The Executive Committee has made all appointments of chairmen and members to the Senate's Committees. Student members have been identified in most instances and are included on the Roster; the remainder of student appointees will be forwarded soon to committee chairmen.

A complete Roster of Faculty Senate Committee/Council memberships was made available at Faculty Day and will be provided for Senators at the October 9 meeting.

3. Senate Meeting Schedule for 1980-81

Regular meetings of the Faculty Senate, scheduled by the Executive Committee, are normally held on the first Thursday of each month. Exceptions are made if that date falls during the first week of classes. Below are the proposed dates for Senate meetings (and other events) during the remainder of the 1980-81 Fall Term (a full calendar will be in the next Reports):

November 6, November 20 (tentative - special meeting to review Curricular proposals), December 4, (New Senator "Get-Together/Training Session" scheduled for January 13 - more information later), January 15 (installation of new Senators and Officers).

4. Faculty Forums Announced

President-Elect Pat Wells has announced a series of Faculty Forums planned for this academic year to deal with topics of particular importance to Faculty. The series theme is "Shaping the Future: Choices and Limits". The first Forum is scheduled for October 16 on "Legislative Issues;" January 29, "Administrative Evaluation;" March 12, "International Involvement;" and May 21, "Faculty Development." All Faculty Forums will be held in the Snell Hall Forum and begin at 2:30 p.m.

5. Changes proposed in Standing Rules

The Executive Committee has requested the Committee on Committees to examine proposed changes in the Standing Rules of the Graduate Council and the Research Council to appoint Faculty members as chairmen of the two Councils. The recommendation was discussed and unanimously approved by the Executive Committee and has been reviewed with the Executive Office.

The Executive Committee has also recommended to the Committee on Committees the change in designation of the Curriculum Committee to Curriculum Council. The rationale for this change involves, in part, the extensive confusion with college/school level committees and a need to more clearly define the level at which curricula is being considered.

6. Faculty Hearing Panels

p. 16

Upon recommendation of the Executive Committee, the Senate voted to extend for one year the current membership of the Faculty Hearing Panels. The membership of the Panels is attached to the Agenda for this meeting for future reference of Senators.

7. Request for establishment of an additional Faculty Senate Committee

The Executive Committee has received a request from the College and University Teaching Project Director, Dean Osterman, for formation of an Instructional Development Committee under the auspices of the Faculty Senate. The request has been reviewed and forwarded to the Committee on Committees for appropriate action.

8. Financial Exigency and the potential for Faculty Dismissals

The Executive Committee has requested one of its members, Dwight Fullerton (Pharmacy), to assemble all relevant data on this topic and draft any appropriate recommendations for Senate consideration.

9. Joint Advisory Council

A Joint Advisory Council meeting is planned for October 15 on the OSU campus. Senators wishing to suggest topics of concern to be discussed are invited to forward them to President Parks.

10. Interinstitutional Faculty Senate

The Fall IFS meeting is scheduled to be held at Oregon Institute of Technology on October 10 and 11.

11. Faculty Reviews & Appeals Committee Appointees

Resignations of James Park '81 and Harry Freund '82 have created vacancies on the Faculty Reviews & Appeals Committee. The Executive Committee recommends that Ralph Garren, Horticulture, be appointed to the one year term, and that Michael Mix, General Science, be appointed to the two year term. These appointments are subject to Senate confirmation.

4.

12. Ballot Measure Six

The following motion will be presented for the Senate's consideration: "Resolved, that the Faculty Senate of Oregon State University goes on record as opposed to Ballot Measure Six."

C. Reports from the Executive Office

1. Faculty salary data for 1980-81 have been placed in the Reserve Book Room of the OSU Library together with salary adjustment policy statements and statistical studies. Questions or comments regarding these materials may be addressed to Charles Vars, Chairman of the Faculty Economic Welfare Committee, or to the Dean of Faculty.
2. Other

M O T I O NBackground

At its May 29th, 1980 meeting the faculty senate received the Ad Hoc Committee Report on calendar conversion which indicated the need for considerable faculty discussion on the issue. Recently, in response to a request from the University of Oregon, the staff of the State Board of Higher Education recommended that the Board rescind its policy of maintaining a common academic calendar and state that it will consider approval of academic calendars for individual institutions, providing that the institution requesting the new calendar demonstrates that (1) it includes as many days of instruction as the traditional three-term academic-year calendar, (2) it is in the educational best interest of the students, it is cost effective, and (3) it will not create insurmountable transfer problems. Given these developments it is timely that the University faculty become involved in an informational and decision-making process to resolve the issue of calendar conversion at OSU. To this end ...

Moved, that another Ad Hoc Committee be appointed by the Executive Committee of the Faculty Senate to develop and implement a process of discussion and information exchange, including conferences, seminars, and opinion polls, culminating before the end of the 1980-81 academic year in a Faculty Senate recommendation regarding calendar conversion.

REPORT OF THE AD HOC COMMITTEE ON PROMOTION AND TENURE

Wm Firey
 Agnes Grady
 Glenn Klein, Chairman

INTRODUCTION:

The Ad Hoc Committee on Promotion and Tenure was appointed by the executive committee of the Faculty Senate to look at the process of promotion and tenure at the university level at Oregon State University. The charge was rather general in nature and was based on the fact that some other universities have university-wide faculty committees on promotion and tenure.

At the request of President MacVicar, the Senate Executive Committee agreed that faculty observers must participate in the entire process or not at all. Because of a previous commitment, one member was not able to observe the President-Deans-Directors meetings; however, all three members have participated in reviewing the process and the preparation of this report.

The committee met with Dean of Faculty David Nicodemus to discuss the present procedures and how the committee would be able to work with his office in obtaining information from the deans and department heads and to follow the procedures used by the President with the deans in reviewing and recommending for promotion and tenure. In cooperation with Dean Nicodemus and Administrative Intern Sylvia Moore, the guidelines used in the various schools, colleges, and departments were collected and have been summarized as a part of this report. A complete set is available in the Dean of Faculty's office.

With the exception of two brief periods when only one committee member could be present because of illness and rescheduling of an additional review session, both Firey and Klein observed the entire process of promotion and tenure and the final session when the President and the Deans of Faculty, Research, and Undergraduate Studies went over the summary and tabulation for the 1980-81 academic year. This report is based on observations and an evaluation of the procedures being followed by the present administration of Oregon State University.

The report has three parts. First, the committee has some questions that it feels still need to be answered about the promotion and tenure process. Secondly, it has some recommendations about the process and continued faculty involvement in that process, and thirdly, it wishes to make some general comments on the procedures and processes.

QUESTIONS:

1. Who determines the zones in which faculty are considered for promotion and tenure and have faculty been involved in this decision?
2. Is a waiver statement on letters of recommendation requested from outside reviewers as practiced by some departments legally binding?

RECOMMENDATIONS:

1. Although some general university guidelines as now exist can be useful and are necessary, it seems undesirable to have one set of fixed procedures that all departments, colleges, or schools must follow and therefore the committee recommends against such guidelines as they relate to promotion and tenure at Oregon State University.
2. Departmental, college, or school procedures and/or guidelines on faculty promotion and tenure should be kept current and be available in the Dean of Faculty's Office for anyone to review. The Dean of Faculty would be responsible for its updating. Faculty should be encouraged to become knowledgeable about this material.
3. Faculty members should be informed as to the nature of the criteria for promotion and tenure needed in the three areas of teaching, research,

and public service. It seems desirable that schools, colleges, and/or departments hold meetings to explain these qualifications and procedures as they apply to that individual unit.

4. Faculty members should not be expected or required to initiate their own promotion and tenure process, but they should be involved in the preparation of the dossier material. The immediate supervisor should, in consultation with the faculty member, start the process when it is mutually agreed that it is appropriate. If the immediate supervisor is not willing to begin the process, the faculty member may discuss it with a higher administrative authority such as chairman or dean whichever is appropriate. Faculty members should feel free to review the completed dossier.
5. Faculty should have the right to recommend names of some of the people used as outside referees on promotion and tenure. The choice of whom to contact lies with the immediate supervisor, department chairman, or department committee.
6. Letters solicited from outside the university should be solicited by the department chairman, immediate supervisor or department review committee and not the individual.
7. Under current rules, letters to reviewers outside the university must clearly state whether the candidate has the right to read the letters of recommendation. (This needs clarification in regards to the legality of waiving this right to read letters as listed in the QUESTIONS section.)
8. Analytical peer review (by faculty at the same level) in some detail is essential for effective evaluation and should be required if at all possible.
9. Balloting by departments, schools, and/or colleges by rule must be recorded and made available to the faculty member on request.
10. Letters of recommendation, especially by immediate supervisors, department heads, and/or deans should clearly state a yes or no on their position on the candidate's promotion and/or tenure. It is desirable that all letters have statements in this manner, but it is recognized that control over outside letters is limited.
11. School or college-wide promotion and tenure review committee seems desirable.
12. The academic deans should meet to discuss and review the present procedures used in the various schools, colleges, and departments. More appropriate procedures should result from this sharing.
13. A University-Wide Faculty Observer Committee should become a permanent part of the committee structure of the university. This committee should consist of three senior faculty appointed by the Faculty Senate executive committee. At least one member should be responsible for observing the promotion and tenure process with the President and the deans each year. The committee should never comment or make recommendations about specific faculty members, but should be responsible to make such recommendations on policies, procedures, etc. as the committee deems appropriate. These would be communicated to the administration through the executive committee of the Faculty Senate. The committee feels that faculty presence would be a positive influence on the process and will help educate more faculty on the merits of the process now being used at OSU. Needless to say, all information from the observations must be confidential.

COMMENTS:

1. There are extreme differences in the quality of the documents reviewed for promotion and tenure.
2. Procedures as outlined by some departments and/or schools are not being followed by these units.

3. There is no quota system for promotion and tenure either within departments, schools, colleges, or the university as a whole. The committee was pleased with the evaluation of each dossier on its individual merits based on the standards as set by the President and the reviewing deans.
4. Certain criteria used in promotion and tenure are not commonly known or understood by the faculty. The availability of guidelines and meetings to explain procedures would help alleviate this problem.
5. Information used to evaluate each faculty member has to be written and in the dossier. No hearsay or verbal information not backed by documentation is permitted. The committee was pleased with the effort by the administration to treat each faculty member fairly and equally in evaluating their dossiers for promotion and tenure.

SUMMARIES OF PROMOTION AND TENURE WRITTEN DOCUMENTS

College of Liberal Arts

2 page outline of function, membership and broadly stated procedures of the Promotion, Tenure, and Salary Subcommittee of the CLA Policy Committee. No standards criteria. (Date: 6/17/76)

Art Department

1. Faculty members review dossiers and all who are eligible (no statement of what constitutes eligibility) complete departmental form (not attached) which remains confidential to Chairman.
 2. Chairman writes summary reflecting collective views of faculty and students.
 3. Chairman writes recommendation which does not have to agree with #2.
 4. Candidate can read and rebut #2.
- No standards criteria. (No date)

Economics Department

Committee composed of all indefinite-tenured faculty; if someone from this group is up for promotion, he is excluded from considering his case. Non-tenured are consulted.

Chairman notifies both candidates and committee of who has "met minimum service-in-grade requirements." Candidates may request deferral; committee will discuss these cases but not vote.

Section V is standards criteria broadly stated but it also has a penned "Replace w CLA." (Date: 1972)

English Department

No indication of how the Personnel Committee is constituted.

Both general and specific standards criteria given. (3 pages. Date: 1969)

Standing rules for procedures involve both the Personnel Committee and the Executive Committee (Date: 1974)

Secret ballot (#8)

List of items to be included in dossier, and how obtained, also given (No date)

Foreign Languages and Literatures

Personnel Committee for non-tenured faculty consists of all tenured faculty.

Personnel Committee for promotion consists of all tenured faculty above the rank for which the person is being considered.

Signed ballots known only to chairman (III.B.4) Committee recommendation is based on at least a 75% majority but vote is not reported. (III.B.6).

Appointment at Professor rank means also indefinite tenure at same time.

Basic criteria: (1) teaching, (2) scholarly activity and/or creative work,

(3) service to the community and/or to the University. (Date: October 29, 1975)

History

1 page form used in annual evaluation.

Criteria: (1) conscientious and effective teaching, (2) research and publications, (3) University service, (4) public service. (No date)

Journalism

Masters degree when combined with significant professional experience is considered appropriate terminal degree.

Advancement in rank can be recommended only by those of equal rank or higher.

Majority agreement needed for this recommendation.

Majority agreement of departmental faculty holding indefinite tenure required for recommending awarding of indefinite tenure.

Includes criteria for minimum time in rank and standards for evaluation: must perform with distinction in at least 2 of 3 areas--(1) teaching, (2) service, (3) scholarly achievement. (Date: October 6, 1978 revision)

Music

Succinct criteria.

Procedure involves a preliminary vote. Faculty who win approval at this stage are considered to be strong candidates and develop their dossiers after which another ballot, secret, ranks the candidates.

Voting faculty are those who have completed one academic year at .5 FTE but are not being considered. (Date: April 30, 1973)

Philosophy

1 page of very general statements. (Date: 1970?)

Psychology

Document's purpose: "in order to guarantee the faculty's right of self determination in personnel matters."

Split appointment statement on p.7 (II.D)

Two committees: Staff Development Committee makes recommendations pertaining to promotion and tenure matters to the Tenured Committee (not complete information regarding the make-up of this latter committee). Tenured Committee does voting. Positive 2/3 vote needed for favorable decisions, if 2/3 not attained, vote will be a recommendation to defer.

Criteria include number of years in service.

Reporting decision to candidates and appealing decision spelled out (II.C.3 & C.4) (No date)

Speech

1 page succinct statement concerning committee membership.

Promotion consideration initiated by Personnel Committee comprised of volunteer faculty and students.

Tenure Committee comprised of all tenured faculty.

In case of split vote, etc., the Coordinating Council has authority to represent the faculty. (Date: July 2, 1980)

College of Science

10 page document sets out the College's philosophy for promotion and tenure and general procedural guidelines for the departments in administering this activity.

Criteria: achievement in both teaching and creative scholarship is the primary basis (p.6)

Sentence about confidential judgments, (p. 9). (Date: June 1971)

10.

Biochemistry and Biophysics

Bylaws of department (Date: May 15, 1979)

Botany

1 page description of practices.

Secret ballot

Subcommittee of two people for each candidate. (Date: May 23, 1980)

Chemistry

2 page "working procedures" designated up-to-date but not official:
Committee structure includes subcommittee of 3 faculty, 1 graduate student and 1 undergraduate student for each candidate. Subcommittee reviews known performance and makes recommendation to full committee as to whether to solicit letters. Full committee votes on this recommendation. If decision made not to solicit letters, no further review is done and no recommendation forwarded. (Date: February 19, 1980)

4 page statement designated old but official:

Promotion and Tenure Committee formed of all tenured full professors and chairman of department.

Recommendation must have positive 3/4 vote.

Specific criteria: instruction, scholarship and other services. (Date: December 1, 1970)

Computer Science

1 page general statement. Small department--this last year had to have an outside-the-department member of Promotion and Tenure Committee. (Date: June 1980)

General Science

4 pages of explicit guidelines.

Personnel Committee composed of all tenured faculty with at least .4 FTE.

Intensive review normally begins one year prior to year recommendation is made. (Date: May 8, 1974)

Geography

Short statement that this department is similar to other departments. (Date: June 12, 1980)

Geology

This chairman could think of no situation where the chairman would not follow the advice of the Tenure and Promotion Committee.

Committee consists of tenured faculty but associate professors neither participate in discussion nor vote on promotions of another associate professor.

Faculty Evaluation questionnaire for students included. (Date: March 3, 1978)

Mathematics

Policy includes timing and tenure considerations for various appointments.

Review Committee appointed by chairman for each candidate. Member must have rank equal to or higher than that being proposed for candidate.

"Evidence of proficiency in scholarship and instruction and excellence in at least one of these is essential."

Review Committee recommendations voted on by faculty: eligibility for voting depends on having rank equal to or higher than the proposed rank. Voting done at meeting at which a 3/4 quorum of eligible voters must be present. 3/4 of those present must agree on a vote. (Date: February 27, 1973)

Microbiology

No information on structure of Promotion and Tenure Committee.
 Procedures followed given.
 Criteria for evaluation. (Date: June 18, 1980)

Physics

When considering tenure, Personnel Committee consists of all resident tenured faculty. When considering promotion, all resident tenured faculty above the rank of the person being considered.
 A representative of the Personnel Committee is mutually agreed on by the candidate and the representative. Duties of representative given.
 Each committee member submits a preliminary anonymous assessment. These are put in a file along with teaching evaluations. Committee meets for discussion. Voting done by ballot upon which the decision and signature of voter is at the top and the reasons for decision on bottom. The bottom half is destroyed after recommendation of department is written.
 Depending on size of vote, there is either a faculty recommendation or a department recommendation (p.2, item #6). (Date: January 1978 revised)

Statistics

Letter stating procedure: Review by Executive Committee composed of 3 or 4 senior members. Decisions met by consensus. After decision to recommend, a subcommittee is appointed to prepare the dossier. All members of committee review this before submitting it up the line.
 All recommendations are submitted through both the College of Science and the School of Agriculture. (Date: May 21, 1980)

Zoology

Identification of candidates.
 Candidates select one of two options for letters of evaluation (II.)
 Candidates suggest names of outside reviewers, but requests for letters of evaluation are not limited to these.
 Separate committees formed for each candidate but there is overlapping of membership. Indefinite tenure committee composed of all resident tenured faculty who are also members of the graduate faculty. Promotion committee is all resident members of the graduate faculty of higher rank than the candidate.
 Signed recommendation from committee may include diverse views. (Date: July 1980)

School of Education

Process/guidelines packet given to each faculty member has two copies of much material, some of which is from the Faculty Handbook.
 Standards and time periods given.
 Nothing about the structure and procedure followed by the Promotion and Tenure Committee.
 Material relating to student input dated 1976.
 Form for annual evaluation. (Date: 1978/79)

School of Business

Criteria uses a 10-point scale and the performance levels in combinations thereof for teaching, research and writing, professional achievement, and school and university service.
 Guidelines for the specific aspects.

12.

School of Business - Continued

"This document describes criteria for ordinary promotion decision considerations; extraordinary cases are to be handled on an exception basis." (Date: February 15, 1973)

School of Engineering

Gives school's three-part mission.

Specific criteria for ranks and tenure.

Evaluation process includes time, departmental faculty status committees, student committee members (students who serve must attend a seminar conducted by the Dean and must agree with legal restrictions). (I.4)

Written recommendations made by department faculty status committee, department head, school faculty status committee (composed of the department heads plus two students) and the Dean.

Table gives rank/tenure structure (II-2). (Date: January 20, 1977)

School of Forestry

"These standards imply significant performance and achievement for promotion to associate professor, with sustained performance and improvement (as needed) in these areas and demonstrated leadership in the profession and the department's programs as standards for promotion to full professor. They reflect our policy of hiring at the assistant professor level and thus omit standards for promotion to assistant professor."

"The lack of the Ph.D would not, by itself, prevent promotion of current staff to full professor. However, advanced formal education and continued updating and expanding one's formal education at this level are usually essential to accomplish the other standards."

No information about committee structure.

Form for evaluation. (Revised December 1976)

Dean's letter indicates not complete satisfaction with student input. (Date: May 16, 1980)

School of Health and Physical Education

Succinct outline of procedure.

Departmental Advisory Committee includes elected-and-appointed-by-department-head members.

4 layers: department, department head, school advisory committee, dean.

Includes forms and other material. (Date: May 21, 1980)

School of Home Economics

7 page policies and procedures include specific criteria for advancement and tenure.

"Indefinite tenure will not be granted at the same time an instructor is appointed to the rank of assistant professor except in special cases. An assistant professor, whose initial appointment to the OSU faculty was at the assistant professor rank, will normally be recommended for indefinite tenure only when also being recommended for promotion to the rank of associate professor." (p.4)

At school level is the School Advisory Committee on Promotion and Tenure.

For full professor candidates, a subcommittee of all full professors on the Advisory Committee plus two other professors appointed by the Dean is formed.

If there is no departmental committee, departmental faculty may write an evaluation. (Revision: September 1978)

Function and makeup of Advisory Committee on Promotion and Tenure. (Date: September 1978)

School of Oceanography

Packet of letters sent to potential candidates for promotion and tenure. (1979)
 Letter: "Because we have no Departments, we take pains to ensure that the School Promotion and Tenure Committee operates completely independently of the Dean. Once a faculty member has elected to be considered for promotion, the Dean has no further interaction with the Committee on his or her case until its recommendation is forwarded in writing. The Dean then prepares an independent review, which may be based on additional documentation, if appropriate. (Date: May 16, 1980)
 No information concerning composition of School Promotion and Tenure Committee.

School of Pharmacy

General guide lines for promotion (February 27, 1979).
 Evaluation guidelines for teaching, research, professionally-related public service, and institutional service.
 Personnel Committee (no information on how formed) conducts a preliminary review prior to gathering the dossier and also a preliminary evaluation which might be stopped before completion.

School of AgricultureAgriculture Instruction

Details for compiling dossiers (use of table of contents) have implicit criteria for evaluation. (Date: January 1980)

Agricultural and Resource Economics

Recommendations initiated by Promotion Committee consisting of all full professors including department head. Prior to first meeting of committee background material given to members including list of all faculty members "in range" and brief biographical material for each.
 Faculty members encouraged to keep current their biographical information by use of specific outline which is included in this document. (Date: July 1980)

Food Science and Technology

Elected Faculty Personnel Committee composed of 5 members plus one alternate, all of at least Assistant Professor rank. Committee recommends to department head faculty who appear to fulfill requirements. Department head assembles packet. Committee then evaluates candidates.
 All evaluations and recommendations are signed.
 Criteria: (1) teaching, (2) research or other creative work, (3) public service, (4) professional competence and activity, and (5) university service.
 (Date: December 12, 1977)

Horticulture

2 letters explaining process for determining who will be recommended.

Soil Science

Full professors meet as Promotion and Tenure Committee and review all candidates in depth. Consensus is reached and then material is gathered to support recommendation.
 "Contribution to scholarship" is interpreted in various ways depending upon the assignment of each person. (Date: July 18, 1980)

14.

School of Veterinary Medicine

Letter states that due to the development of the school recommendations for policies and procedures will be forthcoming.

Promotion and Tenure Committee (no idea how formed) reviews and recommends faculty.

Effective July 1, 1980, four functional areas will have Directors who will make recommendations for people in their area. (Date: May 21, 1980)

Library

Elected committee of tenured faculty of all ranks with the addition of one non-tenured faculty who participates in discussion but has no vote.

19 page document includes establishment of eligible candidates, structure of promotion and tenure committee, evaluation procedures, and standards. (Date: April 1980)

A second Master's degree (in addition to the MLS) is considered the terminal degree for a librarian.

Office of Student Services

Special attention is given to those criteria which reflect effective interaction with students and in providing services for and with students.

Division Committee is composed of three tenured faculty members and two students and is chaired by one of the associate deans. After reviewing dossiers and recommendations from the Directors, the committee forwards recommendations to the Vice President for Student Services.

Draft of Guidelines for appointment or promotion to various ranks attached. (Date: May 20, 1980)

School of Business

Oregon
State
University

Corvallis, Oregon 97331

September 29, 1980

MEMORANDUM

TO: Members of the OSU Faculty Senate
FROM: Charles W. Dane, Business Senator

RESOLUTION

WHEREAS the budget for out-of-state travel regularly has been an early target for reduction in meeting the State's fiscal crises, and

WHEREAS the levels of such travel budgets have been atrociously low even before any reduction, and

WHEREAS faculty travel moneys play a vital role in educational missions being carried out, and

WHEREAS fundamental professional concerns mandate a vigorous response to these actions; now therefore

BE IT RESOLVED by the OSU Faculty Senate:

that a public statement be issued citing the facts and deploring the results of budget cuts in faculty out-of-state travel moneys, and

BE IT FURTHER RESOLVED

that the IFS and AOF be encouraged to join in this condemnation of such practices.

se

PANELS FOR FACULTY HEARING COMMITTEES
 (terms end June 30 of year indicated; alternates are
 listed in the order they would serve, if needed)

Members

Alternates

Panel A, '81

David S. Burch
 Norman A. Goetze
 Lise S. Hedberg
 Paul H. Krumperman
 Dale D. McFarlane
 Larry S. Slotta
 David R. Thomas

James W. Ayres
 Bruce A. Weber
 Roy O. Morris
 Joe B. Stevens
 Harry S. Nakaue
 Duane P. Johnson
 Darrell C. Maxwell

Panel B, '82

Kenneth M. Ahrendt
 Douglas R. Caldwell
 Louise E. Garrison
 Richard S. Johnston
 Laverne D. Kulm
 Walter D. Loveland
 Mariol R. Peck
 Ian J. Tinsley

Eve-Mary Doudoroff
 Cynara Stadsvold
 Charles L. Rosenfeld
 Vicki J. Osis
 Robert L. Rackham
 Willard M. Holsberry
 Billie K. Stevens
 Paul Katen
 Steven L. Londsey

10/27/80

REPORTS TO THE FACULTY SENATE
November 6, 1980

Agenda for the Senate Meeting: Thursday, November 6, 3:30 p.m.
Withycombe 101

As published in the October 30 issue of the Staff Newsletter, the Agenda will include the reports and other items of business listed below. To be approved are the Minutes of the October 9, 1980 Senate meeting, as published in the October 16 issue of the Staff Newsletter Appendix. Special Note should be given to the scheduling of the Special Senate Meeting on November 20 to consider the Curriculum Proposals. Information will be sent to Senators from the Curriculum Coordination Office prior to the special meeting.

A. Reports from the Faculty:

1. Apportionment Table for 1981 (p. 5) - D. B. Nicodemus

Attached is the Table of on-campus FTE in the rank of Instructor or above for Faculty Senate Apportionment for 1981. This Table has been prepared and approved by the Executive Committee following the same guidelines used in previous years and reported to the Senate as outlined in the Memorandum of October 7, 1980 to "Members of the OSU Faculty." (Apportionment Tables for other years are published in the Minutes (see Minutes Index), 78-352, p. VII; 77-341, p. VIII; or 76-330, p. VII.)

2. Report of the Nominations Committee (p.6) - Warren Hovland

The Committee's report is attached to these Reports. It includes nominees for the 1981 Senate President-Elect, for new members of the Executive Committee, and for an Interinstitutional Faculty Senate representative.

As provided in the Senate's Bylaws, as amended on October 6, 1977, "additional nominations may be made from the floor and the nominations shall be closed." (See Section 3 of Article VI.) The Executive Committee recommends that if such nominations from the floor are made, the nominator should obtain, in advance, the nominee's willingness to serve if elected. The names of all nominees will be published in the November 13 Staff Newsletter.

As provided in the Senate's Bylaws, as amended (Motion 77-340-5), and by the Senate's action (77-340-6A) of October 6, 1977, and further amended on June 6, 1978 (78-350-2), Faculty who expect to be absent from the campus during the period from November 17-21 may cast Absentee Ballots for President-Elect and IFS representative (in the Faculty Senate Office, Social Science 107, between the hours of 9:00 and 11:00 a.m., and 2:00 and 4:00 p.m., November 13 and 14 only). This election will be conducted by campus-wide mail ballot to be re-

turned to the Faculty Senate Office by 5:00 p.m. on November 21. The election of new members of the Executive Committee will take place at the December 6 meeting of the Faculty Senate, and will be conducted by written ballot. The IFS representative will be elected by an on-campus mail ballot to be distributed to all members of the OSU Faculty in accordance with Faculty Senate Bylaws.

3. Curriculum Council

- Ed McDowell

Chairman McDowell will present a status report on the progress of the Curricular Proposals to be reviewed and acted upon by the Senate at the November 20 special meeting.

4. Promotion and Tenure Observer Committee

- Glenn Klein

The full report of this special committee was included in the Reports to the Faculty Senate for October 9, 1980, pp. 6-14. The report will be discussed by Chairman Klein, but it is not reprinted in this document (please refer to the Oct. 9 "Reports" and bring it to the Nov. 6 meeting).

5. Ad Hoc Faculty Club Committee

- Mariol Peck

During Spring term, the Executive Committee appointed an Ad Hoc Faculty Club Committee. The chairman of that committee will present a progress report and results of a questionnaire sent to Faculty Senators this fall.

6. Research Council Resolution (pp. 7, 8)

- Ralph Quatrano

On behalf of the Research Council, Chairman Quatrano will present a Resolution regarding the role of research at OSU and taking a position on recent budget reductions. This report will require Senate action.

7. The "Dangler" Revived (p. 4)

- Bill Ferrell

Attached is a Resolution presented at the October 9 Senate meeting. This Resolution was deferred for action until the November 6 meeting and will be considered for adoption. The Chairman of the Traffic Committee, John Ringle, will be invited to attend to discuss the issue.

B. Reports from the Executive Committee

1. Joint Advisory Council

The Joint Advisory Council met at Oregon State University on Wednesday, October 15. The Council includes Faculty from UO, PSU, UO/HSC, and OSU who meet regularly to consult regarding matters relating to mutual Faculty interest and welfare.

2. Ballot Measure Six (see p. 6 for IFS Resolution)

President Parks will report on actions taken pursuant to the directive of the Senate at its regular meeting in October regarding Ballot Measure Six. Materials provided to the Department of Information resulted in a media news release on a state-wide basis to publicize opposition to Ballot Measure

Six. The Resolution adopted by the Senate was combined with the Resolution adopted by the Interinstitutional Faculty Senate and distributed to all Faculty on the OSU campus.

3. Ad Hoc Committee on Financial Exigency

President Parks will report on actions by the special Ad Hoc Committee (composed of Executive Committee members Heath, Nelson, Fullerton, and chaired by Senate President Parks). Guidelines for procedures to be used by Oregon State University in the event of a declaration of financial exigency are being drafted.

4. Academic Regulation 21; Honor Roll (p. 10)

Attached is a letter from the Academic Regulations Committee explaining the Committee's position on the subject of graduate students appearing on the Honor Roll. Committee chairman Gene Craven will be present to discuss the matter.

5. Faculty Forums

The first of a series of four Faculty Forums planned for the 1980-81 academic year was held on October 16. The topic for the Forum was "Legislative Issues." Faculty in attendance discussed matters pertaining to OSU's financial problems and legislative related matters. President-Elect Wells will report on the Forum and a decision by Faculty to publicize more widely the condemnation of Ballot Measure Six.

6. Interinstitutional Faculty Senate

The IFS met on October 10 and 11 at the Oregon Institute of Technology in Klamath Falls. Among the actions of the IFS was support of a Resolution condemning Ballot Measure Six. Senator Stone will present a full report.

7. Budget Reduction Resolution

Following the Senate's adoption of a Resolution at the October 9 meeting, letters have been sent to members of the OSBHE, the Governor, the Chancellor, and members of the Legislature, informing them of the Senate's action in calling for restoration of budget cuts resulting from the Special Session of the Legislature.

8. Senate Meeting Schedule

Senate meeting dates for Winter and Spring terms will be: January 15, February 5, March 5, April 9, May 7, June 4, and a tentative meeting scheduled for July 9, if warranted, based upon legislative actions and issues.

4.

9. Reports of Standing Committees:

Academic Requirements Committee Final Report (p. 11, 12)

Attached is the Final Report of the Academic Requirements Committee for 1979-80. The report is for information of the Senate only and no action is required.

10. Elections Report

Additional details regarding the campus-wide elections to be held in the near future will be presented to the Senate by the Executive Secretary.

C. Reports from the Executive Office

1. Proposed Rules Changes

- D. B. Nicodemus

Dean Nicodemus will report on two proposed rule changes of importance to Faculty. They are: 576-06-000, Grievance Procedures, and 576-19-000, Faculty Records.

D. New Business

RESOLUTION

WHEREAS:

The need for a "Dangler" to prevent mis-use of parking privileges was discussed at a meeting of the Faculty Senate in the spring of 1980 and there was no consensus in its favor, and

WHEREAS:

No data were provided then or since to show that there was a real problem of the mis-use of parking privileges, and therefore, no demonstrated need for the "Dangler", and

WHEREAS,

The introduction of the "Dangler" will certainly cost many faculty some money, our absent-mindedness being legendary, and

WHEREAS,

The "Dangler" could be a safety hazard to the driver and others because of the distraction provided while driving if the "Dangler" were not always removed,

THEREFORE, BE IT RESOLVED:

That the Faculty Senate go on record as opposing present and future use of the "Dangler" until a clearly demonstrated need for this device is demonstrated.

(Resolution introduced as New Business at the 10/9/80 meeting)

On Campus Academic FTE - Rank of Instructor and Above - for Faculty Senate Apportionment for 1981

(Based on July 1, 1980 budget except Contract Research FTE is as of September 24, 1980)

College/School	Instruction	Research*	Extension	Misc** Budgets	Total	No. of Senators	Gain or Loss
Agriculture	47.85	183.37	66.53	18.91	316.66	23	+2
Business	67.17	.43		3.22	70.82	5	
Education	54.15	11.87		8.14	74.16	5	
Engineering	87.81	9.70	.50	6.67	104.68	7	
Forestry	26.94	56.48	7.09	3.91	94.42	7	+1
Health & Phys.Educ.	46.70	1.69		3.22	51.61	4	
Home Economics	38.58	6.60	9.82	3.87	58.87	4	
Liberal Arts	208.97	3.83		8.01	220.81	16	
Oceanography	11.68	33.66		5.68	51.02	4	
Pharmacy	20.12	2.69		3.76	26.57	2	
Science	190.19	53.81	0.75	6.51	251.26	18	+1
Vet. Medicine	10.51	11.66	1.00	4.72	27.89	2	
Library		1.30		32.20	33.50	2	
ROTC	28.00				28.00	2	
TOTALS	838.67	377.09	85.69	108.82	1410.27	101	+4
(1980 totals	825.23	328.68	87.05	108.90	1349.86	97	0)
(1979 totals	834.52	342.38	85.18	109.98	1372.06	97	0)
(1978 totals	830.97	328.46	87.95	111.82	1359.20	97	0)
(1977 totals	823.95	341.87	85.83	108.95	1361.60	97	+1)

*Agricultural Experiment Station, Forest Research Laboratory and Contract Research.

**Miscellaneous budgets include other instructional, research, and extension programs, such as the Library, Museums, Tech. Advisory Services, Summer Term, Honors Program, Women Studies, CTV, IRAM, International Education, Upward Bound, EOP, Curriculum Coordination, Radiation and Computer Centers, Sea Grant Programs, and other "unassociated" FTE; allocations are made to some or all units.

Department of
Religious Studies



Corvallis, Oregon 97331

(503) 754-2921

October 6, 1980

MEMORANDUM

TO: Executive Committee of Faculty Senate
Leo Parks, Senate President

FROM: Nominations Committee
C. Warren Hovland, Chair *CWH*

The nominations committee consisting of:

Kathleen Heath
Donald Reed
Richard Scanlan
Warren Hovland

is pleased to present the following slate of candidates. All candidates have agreed to serve if elected.

For President-Elect:

Robert Becker, Science
Kenneth Patterson, CLA

For Executive Committee:

Michael Chaplin, Agriculture
Sally Hacker, CLA
Nancy Leman, CLA
Charles Stamps, Education
Janice Weber, Home Economics
Hollis Wickman, Science

For IFS Representative:

Thurston Doler, CLA
Margaret Lumpkin, Education

CWH:sj

RESOLUTION ON RESEARCH BUDGET REDUCTIONS AT OREGON STATE UNIVERSITY

OSU Research -- #1 in Oregon

Oregon State University is the leading research University in the State, and in the region is second in volume of research only to the University of Washington. Research is recognized as an important partner of instruction, providing new knowledge, equipment, and direct practical education for graduate, and frequently undergraduate, students.

OSU Research -- The Foundation of Graduate and Undergraduate Programs

Not only is research the foundation for the University's graduate programs, but our faculty are solving both practical and long-term fundamental problems of importance to all Oregonians--in medicine, forestry, engineering, agriculture, oceanography, biochemistry, humanities, behavioral and social sciences, and many other areas.

Research at Oregon State University also enriches undergraduate instruction by keeping our faculty in the forefront of their respective fields of expertise. Faculty recipients of undergraduate awards for outstanding teaching nearly always are among our most active researchers. Furthermore, advanced undergraduates often directly participate in research.

Over \$40 Million for Oregon -- And \$5 Million 'Indirect' Funds

Research at Oregon State University directly adds hundreds of jobs throughout Oregon, and contributes significantly to Oregon's economy. Our faculty has successfully attracted millions of dollars in Federal and private funds to help support these research efforts. The current annual Federal/private research support at OSU is over \$40 million as of August, 1980.

The grants which support our research bring an additional \$5 million for indirect costs. These funds are intended to help support the library, purchase new equipment, maintain buildings, and generally support the institution.

Budget Cuts Impact on OSU Research

Budget cuts imposed during the special session of the Oregon Legislature have required that Oregon State University redistribute available funds (including research indirect costs) and cut many budgets. For example, the Agricultural Experiment Station budget was reduced 15% and the Forest Research Laboratory, 10%.

Services and support which are the foundation of Oregon State University research were especially hard hit. Research Office support funds were cut 25%. The Library cannot purchase new books 1980-81; and significant reductions were

made in building and laboratory repair and upkeep.

Future Research Threatened

Such cuts have had a significant impact on the conduct of research. They will certainly decrease our competitiveness for further Federal and private research support. In addition, curtailment of instructional funds have meant that many faculty are required to teach heavier class loads, thereby decreasing the time available for research (including grant application writing).

Loss of Research Office support will mean the elimination of many starter grants and all equipment funds used to begin and test new ideas--especially by younger faculty. Nearly all of our major Federal and privately funded projects today have had their start with the help of these Research Office 'seed' funds.

Resolution

Any continued deficits in Oregon State University's research support budgets jeopardize our faculty's efforts to maintain OSU's position of research and academic excellence. Be it resolved, therefore, that the Oregon State University Research Council strongly supports the reestablishment of base budgets to their full levels for the 1981-83 biennium.

Passed by the OSU Research Council 28 October, 1980.

Forwarded to the OSU Faculty Senate for adoption November 6, 1980, and subsequent distribution to the campus community, the Chancellor, members of the State Board of Higher Education, President of the OSU Alumni Association, members of the Oregon Legislature, and the OSU Department of Information.

A STATEMENT UNANIMOUSLY ADOPTED BY THE INTERINSTITUTIONAL FACULTY
OF THE OREGON STATE SYSTEM OF HIGHER EDUCATION AT ITS MEETING
OF OCTOBER 10, 1980, AT OREGON INSTITUTE OF TECHNOLOGY:

The Interinstitutional Faculty Senate, which is the representative body of the faculties of the State System of Higher Education, urges the people of Oregon to vote No on Ballot Measure 6. It does so in the hope that the citizens of the state, who have traditionally taken pride in the education offered their young people, will recognize the devastating effect the passage of Measure 6 would have on education at all levels in the state.

The passage of Measure 6 will affect all state agencies; it will undermine local control in education and other matters; it will bring to a halt further State VA Home and Farm Loans, at least until 1984. In education, Oregon's primary and secondary schools, as well as its community colleges, will be affected first, but the impact of Measure 6 will extend just as destructively to all the institutions in the state's system of higher education. In the latter, programs will be curtailed; educational opportunities will be reduced, severely; and worst, thousands of young people will be unable to gain admission to our colleges and universities, since the institutions will not have the funds, resources, or faculty with which to serve all those who seek higher education. The immediate damage will be great, and it will last for years.

The Interinstitutional Faculty Senate therefore calls on the faculties of the State System of Higher Education to do all they responsibly can, as citizens as well as persons with a special commitment to quality in higher education, in making known to the people of Oregon the harmful effects of Ballot Measure 6. It encourages students in the State System, with their families and friends, to use the few remaining weeks before the November election to explain why Ballot Measure 6 should be defeated, and then to vote No themselves.

The Interinstitutional Faculty Senate speaks for but one of the vital state services which will suffer from the passage of Ballot Measure 6. It sees the passage of Measure 6 as not only resulting in a denial of educational opportunity to many thousands of Oregon's young people through forced enrollment cuts, but also in a diminution of leadership and quality of life in our state for years to come. With all the conviction it can muster, the Interinstitutional Faculty Senate urges all citizens of the state to vote No on Ballot Measure 6.

NOTE: THE ABOVE RESOLUTION IS PROVIDED FOR THE INFORMATION OF
FACULTY SENATORS; IT HAS BEEN WIDELY PUBLICIZED AND SENT
TO ALL OSU FACULTY AS WELL.

School of Education
Vocational-Technical
Education Division



Corvallis, Oregon 97331

May 21, 1980

TO: Leo Parks, President Faculty Senate

FROM: John Oades, Chairperson, Academic Regulations Committee

RE: AR 21, "Honor Roll"

On May 5, 1980 the Academic Regulations Committee received your request to review and make recommendations on a request from Dean Byrne (representing Graduate Council, April 28/1980) concerning AR 21 "Honor Roll". The Graduate Council has recommended that "Graduate students . . . should not be listed on the Honor Roll nor should the word Honor Roll appear on their transcript."

I wish to report that the Academic Regulations Committee has completed the requested review. The committee recommends modification of AR 21 such that graduate students would be excluded from Honor Roll consideration. We recommend revision of AR 21 as follows (additions underlined):

"At the close of each term, the Registrar publishes a list containing the names of all undergraduate students who for the term have completed at least 12 hours with a grade point average of 3.50 or above."

The Academic Regulations Committee agrees with the Graduate Council that an Honor Roll is probably not appropriate for graduate students in that admission to, and retention in, graduate school infers that they are indeed honor students.

MTR

xc: John Byrne
Members, Academic Regulations Committee

The Department of
Physical Education



Corvallis, Oregon 97331

9 October 1980

TO: Dr. Leo W. Parks, President
Faculty Senate

FROM: Academic Requirements Committee
Astrid F. Hancock, Chairman *Astrid F Hancock*

SUBJECT: Final Report of the Academic Requirements Committee,
Academic Year 1979-80

The Academic Requirements Committee is a faculty-student committee that considers and acts on student petitions which request deviations from certain academic regulations.

The Committee meets once a week during the Fall, Winter, and Spring Terms, and once a month during Summer Term. In Academic Year 1978-79, the Committee acted upon 3734 petitions. In Academic Year 1979-80, the petition total reached 4279. See attached.

In Academic Year 1979-80, the Committee involved other elements of the University as follows:

- a. On October 4, 1979, a memorandum was forwarded to the Executive Committee of the Faculty Senate recommending that the University review Academic Regulations 26e (Residence) and 26g (Restrictions), with a view to addressing the areas of: 1) Examinations for credit; 2) Study Abroad Program; and 3) Division of Continuing Education. See Schedule of Classes 1980-81 for action taken.
- b. On 10 January 1980, a memorandum from the Academic Requirements Committee advised the Colleges and Schools that "courses in History as offered by Departments of History at this institution, and other accredited institutions of collegiate rank, will be treated as a Social Science and a Humanity in the satisfaction of AR 26c(2) Schedule of Classes 1979-80 through June Commencement 1981 for all Colleges and Schools at Oregon State University, except the School of Pharmacy -- June Commencement 1982 for Pharmacy. See attached.
- c. On 14 April 1980, a memorandum from the Committee advised the Colleges and Schools concerning the interpretation of the footnote to Academic Regulation 26a, Schedule of Classes 1979-80 (General Education Requirements - first applied to Class of 1981). See attached.

Dr. Leo W. Parks

-2-

9 October 1980

As a matter of information, the attached chart will illustrate that the drastic reduction in Drop-Withdrawal dates adopted for Academic Year 1979-80, did not result in drastic increases in Add-Drop petitions, "W" petitions, "W" grades, or withdrawals from the University.

Members of Academic Requirements Committee

	Terms			
	Fall '79	Wtr '80	Spr '80	Sum '80
Astrid F. Hancock, Chr (PE)	X	X	X	X
George S. Burt, Mbr (Psy)	X	X	X	
Arthur E. Gravatt, Mbr (FL)	X	X	X	
Albert L. Leeland, Mbr (Ed)	X	X	X	X
John Seaders, Mbr (CE)	X	X	X	
Maryann Phillips, Mbr (Cns C)	X	X	**X	X
John C. Ringle, Mbr (NE)	X	X	X	
William Anderman, Mbr (H)			X	X
Michael E. Schlesinger, Mbr (AtS)			X	X
Cindy A. McCluskey, Mbr (Bus, Sr)	X	X	X	
Peter Thorpe, Mbr (Engr, Jr)	X	X	X	
Brad Wolverton, Mbr (Sci, Sr)	X	X	X	

**sabbatical leave

sd

Enclosures

cc: Wallace E. Gibbs, Registrar and
Director of Admissions

Members, Academic Requirements Committee

REPORTS TO THE FACULTY SENATE
December 4, 1980

Agenda for the Senate Meeting: Thursday, December 4, 1980, 3:30 p.m.
Withycombe 101

The Agenda for the Senate meeting on December 4 will include the reports and other items of business listed below. To be approved are the Minutes of the November 6 Senate meeting, as published in the Staff Newsletter Appendix dated November 13, 1980. Minutes of the Special Senate meeting on November 20 (on Curricular proposals) will be published soon.

A. Reports from the Faculty

1. Faculty Reviews & Appeals Committee - Frank Adams

Attached is a report from the Faculty Reviews & Appeals Committee regarding Procedures to Establish Faculty Panels. This report recommends changes in the number of Panels to be elected, the terms of office, and selection of a Hearing Panel Chairman.

The Senate, on May 29, 1980, approved recommendations from the Executive Committee to allow the presently existing panels terms to be extended for one year. Present Panel A will serve until June 30, 1981, and Panel B until June 30, 1982. (See Reports to the Faculty Senate and Minutes for the May 29, 1980 meeting.)

At the end of June 1981, the present Panel A will retire, the present Panel B will become Panel A, and a new Panel B will be elected, if the attached proposals are adopted.

2. Faculty Recognition and Awards Committee - Kenneth Hedberg

Attached is the Annual Report (1979-80) for the Committee. The report is presented for the information of the Senate, and no action is required.

B. Reports from the Executive Committee

1. Election of Members of the Executive Committee

At the November 6 Senate meeting, the Nominations Committee placed in nomination the names of five individuals for election to the Executive Committee. They are: Michael Chaplin (Agriculture), Charles Dane (Business), Sally Hacker (CLA), Nancy Leman (CLA), Charles Stamps (Education), and Hollis Wickman (Science).

Three persons are to be elected to two-year terms. The three receiving the highest number of votes to be declare elected. Voting will take place at the December 4 Senate meeting.

2. Orientation for Newly-Elected Senators

An orientation session for Senators elected to their first or second terms will be held at Nendel's Inn on Tuesday, January 13, during the afternoon and early evening. A subcommittee of the Executive Committee is working on the program and more information will be presented at the Senate meeting.

3. Joint Advisory Council

The Joint Advisory Council met at the University of Oregon on Tuesday, December 2, for a session with Chancellor Lieuallen. The agenda consisted of questions from Council members. A report on the discussion will be made on December 4.

4. Research Council Resolution

At its regular November 6 meeting, the Senate adopted a Resolution from the Research Council regarding Budget Reductions at Oregon State University. As provided in the report, copies are being sent to the Chancellor, members of the OSBHE, President of the Alumni Association, members of the Oregon Legislature, and the OSU Department of Information.

5. Administrative Rules regarding Faculty Records Policy (576-19-000) and OSU Grievance Procedures (576-06-000)

A letter has been sent to President MacVicar requesting a revised draft statement of OSU policies relative to Faculty Records and that a copy of such draft statement be forwarded to the Executive Committee before formal notices are distributed and/or a public hearing is scheduled.

A similar request has been made that a new draft statement regarding Institutional Grievance Procedures be formulated and that a copy of this draft be forwarded to the Executive Committee, the Faculty Reviews & Appeals Committee, the Faculty Status Committee, and any other appropriate groups for review prior to a public hearing being scheduled and final and formal adoption.

6. Academic Calendar Conversion Committee

The Executive Committee is currently working to appoint a special committee to implement the action taken by the Senate at its October 9 meeting (see Minutes; Staff Newsletter Appendix of October 16, 1980, p. I) to "develop and implement a process of discussion and information exchange, including conferences, seminars, and opinion polls, culminating before the end of the 1980-81 academic year in a Faculty Senate recommendation regarding calendar conversion."

7. Committee Appointments

The Executive Committee has appointed Donald Mattson to the Graduate Council for a three year term ending 6/30/82 to represent the School of Veterinary Medicine.

8. Faculty Senate President-Elect Election

In the on-campus election conducted during the week of November 15-21, 1377 Faculty were eligible to cast Ballots. Of that number, 814 (60%) voted in the secret ballot election conducted by mail. Results were that Robert Becker (Science) received 489 (60%) of the votes, and Kenneth Patterson (CLA) received 325 (40%) of the votes cast. Robert Becker is declared President-Elect, and will take office in January with the new Executive Committee members and Senators.

The Executive Committee, on behalf of the Senate, wishes to thank the Ballot Counting Committee, composed of Larry Boersma, Zoe Ann Holmes, and Chuck Stamps, for their assistance.

The Executive Committee extends its thanks to those Faculty who have been candidates for the position of President-Elect and are candidates for the Executive Committee. We realize that the quality of our organization is dependent upon your willingness to participate, and we are very grateful to all of those Faculty who are willing to have their names placed in nomination for these important positions.

9. Interinstitutional Faculty Senate

Because of changes in the procedures of the IFS, this year an IFS representative was elected simultaneously with the President-Elect of the Senate. Ballots were mailed to all Faculty eligible to vote in the Faculty Senate election, with the following results: Thurston Doler (CLA) received 507 (63%) of the votes, and Margaret Lumpkin (Education) 292 (37%) of the votes cast.

The next IFS meeting will be held at OSU on January 16 and 17, 1981. More information will be presented at the Senate meeting.

Again, the Executive Committee wishes to thank the nominees for IFS representative. The willingness of the Faculty to accept the responsibility of representation is appreciated. The Ballot Counting Committee served in the counting of IFS Ballots in addition to the Faculty Senate Ballots.

C. Reports from the Executive Office

D. New Business

Department of
Fisheries and Wildlife

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-4531

June 12, 1980

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Leo Parks, Senate President

FROM: Howard F. Horton, Chairman *H. F. H.*
Faculty Reviews and Appeals Committee

SUBJECT: Recommended Procedures to Establish Faculty Panels

Our Faculty Reviews and Appeals Committee met on June 9, 1980, and developed the following recommendations with regard to the establishment of Faculty Panels:

1. In order to comply with the Board's rules which require that a hearing committee be "constituted promptly", and in order to avoid any prejudice that might occur when electing a panel to hear a particular case, we recommend that two Faculty Panels be available at all times to hear appropriate cases.
2. In order to reduce the Faculty Senate's work load, we recommend that each panel be elected to serve staggered four-year terms.
3. To initiate such a rotation in keeping with the action of the Faculty Senate at its May 29, 1980 meeting, we recommend that a new Panel be elected to replace the current Panel A commencing July 1, 1981 to serve for two years (ending June 30, 1983). A second new Panel should be elected to replace the current Panel B commencing July 1, 1981 to serve for four years (ending June 30, 1985). Thereafter, a new panel should be elected every two years to serve a four-year term.
4. Recommended revisions to the "Procedures to Establish Faculty Panels" follow. New wording is underlined and wording to be deleted is bracketed.

Executive Committee of the Faculty Senate
Page 2
June 12, 1980

March 1979

Procedures to Establish Faculty Panels

(Approved by the Faculty Senate on December 3, 1970; revised to replace the original reference to section L-3FB3(d) of the former Administrative Code by a new reference to the corresponding section of the present Administrative Rules; and with section 3 below as amended by the Faculty Senate on May 4, 1972.)

1. Number of Panels. There shall be two [~~three~~] panels of ten members each. These shall be designated as Panel A and Panel B [~~,-Panel-B-and-Panel-C~~]. The panels will be used in alphabetical order. In the event a panel is or has been used, the next panel shall be designated for the next case.
2. Panel Membership Selection Procedures. (No change)
3. Terms of Office. Each panel shall serve for a four-year [~~three-year~~] term starting July 1. Panels shall serve on a rotating basis with one panel to be replaced every two years [~~each-year~~]. Each newly elected panel is to be designated as Panel B [C] during its first two years [year] of service, [~~as-Panel-B-during-its-second-year-of-service~~] and as Panel A during its third and fourth [~~final~~] year of service. If unforeseen delays arise in the election of a new panel, the panel to be replaced shall serve until its successors are chosen. If a panel has been called into service for a period which may extend beyond its normal term of office, that panel shall continue to serve until its assignment is completed.
4. Replacement of Panel Members. (No change)
5. Procedures for Choosing the Five Members of the Hearing Panel. Each of the ten members of the panel will draw a number from a suitable receptacle. These numbers are to be from one through ten. Numbers one through five will constitute the hearing panel. The hearing panel shall elect its own chairman. In the event of a peremptory challenge the next higher number will become a member of the hearing panel. If a member of the panel is directly involved, that individual may disqualify himself (or herself) and will be replaced in the same way as a peremptory challenge.

FACULTY RECOGNITION AND AWARDS COMMITTEE

Annual Report, 1979-80

The Faculty Recognition and Awards Committee

The Faculty Recognition and Awards Committee has annual responsibility for 1) recommendation of nominees for OSU Distinguished Service Awards to the Faculty Senate, 2) recommendation of a nominee for the OSU Alumni Association Distinguished Professor Award to the President of the University, and 3) through its Chairman only to assist in the selection of one or more nominees for the Elizabeth P. Ritchie Award. In order to discharge its responsibilities the Committee prepares and distributes announcements concerning the Distinguished Service, Distinguished Professor, and the Elizabeth P. Ritchie awards. It prepares citations for its recommended Distinguished Service Award nominees and presents supporting arguments to the Senate. It supplies the Department of Information with materials useful for preparation of publicity concerning the awards.

During the past academic year the Committee met several times to evaluate materials submitted to it in support of nominations for Distinguished Service Awards. Awards to Cecil Andrus, Isabella Holt, and Fred Phillips were recommended. These were approved by the Senate and conferred on these individuals at commencement. After careful study of materials submitted on behalf of nominees for the Alumni Association Distinguished Professor Award the Committee recommended the award go to Dr. Warren Kronstad. President MacVicar presented the award to Dr. Kronstad on Faculty Day, September, 1980.

A special assignment to the 1978-79 Committee by the Senate required that it report on the feasibility of reestablishing the practice of confirming honorary degrees on deserving individuals. That report was presented to the Senate at its October 4, 1979 meeting. The Committee found no important reason why the practice of awarding honorary degrees should not be restored (this conclusion was erroneously reported in the minutes as a recommendation that the degree be restored). Should the practice be revived, the Committee recommended certain broad criteria for selection of recipients.

Recommendation: The Committee recommends the Senate take some action in respect to the Committee's 1979 report on honorary degrees.

Kenneth Hedberg, 1979-80 Chairman

Faith Norris, English

Arnold Flath, Health and Physical Education