

Faculty Senate

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REPORTS OF THE FACULTY SENATE
January 14, 1982

Agenda for the Senate Meeting: Thursday, January 14, 1982, 3:00 p.m.,
OSU Foundation Ctr., Engineering Aud.

The Agenda for the Senate meeting on January 14 will include the reports and other items of business listed below. To be approved are the Minutes of the December 3 Senate meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Installation of Senate President-Elect, and Newly-Elected Members of the Executive Committee for 1982 - B. Becker

As reported to the Senate on December 3, Richard Scanlan (Ag.) was elected President-Elect. Robert Becker (the immediate past President-Elect) was installed as President at the December 3 meeting, to assume the position as of January 1 (instead of January 14) since President Wells left on a one-year sabbatical leave beginning January 1.

The new members of the Executive Committee, elected by the Senate at its December 3 meeting, are: David Faulkenberry (Ag), Robert McMahon (Forestry), and Robert Zaworski (Science). Each of the newly-elected members will serve a two-year term, ending in 1984. Continuing members of the Executive Committee include Michael Chaplin (Ag), Nancy Leman (CLA), and Hollis Wickman (Science), whose terms expire at the end of 1982.

On behalf of the Faculty Senate, the Officers, and continuing members of the Executive Committee, appreciation and sincere thanks are expressed to the elected members whose terms are ending: Dwight (Pete) Fullerton, David Griffiths, and A. Gene Nelson.

2. Welcome and Instructions to New Senators (pp. 5,6) - B. Becker

Attached is the Chart of the Members of the Faculty Senate for 1982, which includes 37 newly-elected Senators, including seven 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 Faculty Handbook (blue notebook). A Memorandum containing information regarding schedules and conduct of Senate meetings will be sent to each newly-elected Senator. The Faculty Senate Committee/Council Membership Roster will be distributed to newly-elected Senators with the above Memorandum.

3. Appointments of Recording Secretary and Parliamentarian, 1982

- a. Recording Secretary: Since a new Recording Secretary has not yet been identified for 1982, the Executive Committee is recommending that Shirley Schroeder (Administrative Assistant in the Faculty Senate Office) be asked to record the Senate Minutes and prepare them for distribution, with Thurston Doler (Faculty Senate Executive Secretary) being asked to co-sign as the responsible Faculty member. During this time, the Executive Committee will continue to seek volunteers to take this job.
- b. Parliamentarian: As prescribed in Article XV, Section 2, of the Bylaws, the Executive Committee will appoint Kermit Rohde (Psychology) to the position of Parliamentarian for 1982.

4. Ad Hoc Committee on Faculty Involvement in Budget Reduction Process (p. 7-14) - Bill Firey

The report of the Committee was distributed at the December 3 meeting, but action was deferred until January to allow Senators to study the report, as well as allow some time for possible changes suggested at the meeting to be incorporated into the report.

5. Ad Hoc Committee on Guidelines for Faculty Layoffs (p. 15)

The Executive Committee, at its December 15, appointed an Ad Hoc Committee (consisting of Bob Becker, Dick Scanlan, Robert McMahon, David Faulkenberry, and Bob Zaworski) to prepare Guidelines to be used in the event of possible Faculty layoffs, furloughs or reduced FTE, which might be a result of the proposed budget reductions. The Committee's report is attached.

6. Reports from Faculty Organizations

In accordance with procedures followed for the last several years, and because of the current activity of the groups in regard to the financial crisis, OSU Faculty Organizations have been invited to inform Senators of matters of interest, and have been asked to give brief reports at the January meeting. The Faculty groups reporting will be:

- a) Association of Oregon Faculties;
- b) American Association of University Professors;
- c) Oregon Public Employees Union, Faculty Chapter.

A. 7. Summer Term Update

- D. Andrews

Due to proposed changes in policy regarding Summer Term, including the potential of Summer Term becoming self-supporting, the Executive Committee has asked for a preliminary report from the Summer Term Advisory Council. This Committee is an administrative Committee and consists of Duane Andrews, Chrm., 2678; Ken Ahrendt x 4317; Lee Jenkins, 4841; Keith King 4151; Mary Lewis 4592; Ted Madden 2311; Don Martin 3222; John Oades 3681; James (Jerry) O'Connor 2847; Milt Valentine 2461; Wilbur Widicus 4297.

8. University Enrollment Reduction (pp. 16, 17)

- Solon Stone

Attached is a Memorandum proposing a motion for University policy in event of enrollment reductions. Senators are asked to express their views on this proposal, after which, with the Senate's permission, the Executive Committee will refer it to the appropriate committee or committees. Senate views will accompany the referral.

9. Financial Emergency (pp. 18, 19)

- D. Scanlan

A comprehensive Summary document has been received providing information on the proposed 20% budget reductions, by each 5% increment. The actual dollar amounts are provided on the attached report.

B. Reports from the Executive Committee1. Chronology of Faculty Involvement in Budget Reduction Considerations (pp. 20-23)

Attached is a document prepared by President MacVicar, based upon information provided by the Executive Committee, showing the chronology of actions taken regarding budget reduction recommendations. This document was forwarded to Chancellor Lieuallen in November.

2. New Senator Orientation

- T. Doler

The New Senator Orientation has been changed to January 7 (instead of Jan. 12) to accomodate the Faculty Forum on Budget Matters now scheduled for the 12th. All newly-elected Senators who are being invited to participate will receive details directly. The Orientation includes a mock Senate meeting where actual Senate reports will be presented and considered by the group. In addition, the session will include topics such as: "An Historical Look at the Faculty Senate," "Organization & Future of the Faculty Senate," and "The Role of the Faculty Senate at OSU" (President MacVicar's address to the new Senators). There will be a General Forum to end the evening, which will discuss Policy Issues--Past, Present, and Future.

3. Faculty Forum on Budget Matters

- D. Scanlan

President MacVicar has asked the Senate officers to set up a Faculty Forum to allow discussion with the Faculty at-large of OSU current budget matters. This Forum has been scheduled for January 12, 1982 at 2:00 p.m. in the Engineering Auditorium

of the OSU Foundation Center. The Forum will allow President MacVicar to inform the Faculty directly regarding matters of concern, and will give the Faculty an opportunity to ask questions on issues involved in budget reductions and the future.

4. The Chancellor's Search Committee (pp. 24, 25)

Courtesy of IFS, the Executive Committee is able to provide the Senate with the most recent, in-depth information available in regard to the search for a new Chancellor for the State System. The report is attached.

5. Resolutions from the Departments of Geology and Zoology (pp. 26, 27)

Attached are Resolutions regarding the budget problems facing Higher Education, which were provided by the Departments of Geology and Zoology. The Senate may take action on these Resolutions if desired.

6. Faculty Senate Meetings--Winter and Spring Terms

Senate meetings for Winter and Spring Terms have been scheduled as follows: February 4 and March 4 (meetings to be held in the Snell Hall Forum), April 8, May 6, and June 3 (to be held in the OSU Foundation Center, Engineering Auditorium. As indicated in the "Instructions to New Senators," the starting time is determined by the length of the agenda, and may change from month to month. Senators are encouraged to check the "Reports to the Faculty Senate" for the time of each meeting.

C. Reports from the Executive Office

D. New Business

Dms 5/1/82

FACULTY SEN. MEMBERSHIP

OREGON STATE UNIVERSITY

JANUARY 15, 1982

(Exclusive of the Senate President, 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 1982. 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.

1982

1983

1984

AGRICULTURE:

H. Ronald Cameron, Bot & Pl Path (80)
 *Lois A. McGill, Food Sci & Tech (77)
 Alvin R. Mosley, Crop Sci (80)
Ray D. William (Vice Richardson) Hort (82)
V. Van Volk, Soil Sci (77)
 *Gerald Kling (Vice Wyckoff), Soils (79)
 Terry Miller, Ag Chem (81)
 David Faulkenberry, Statistics (81)

*Norman Goetze, Ext Crop Sci (79)
 A. Gene Nelson, Agr & Res Econ (81)
Michael Martin, Agr & Res Econ (82)
 *Floyd Bodyfelt, Food Sci & Tech (78)
 Carl Bond, Fish & Wild (81)
 *Michael Chaplin, Horticulture (78)
 Martin Hellickson, Ag Engr (81)
 Hugh Gardner, Soil Sci (81)

George Beaudreau, Ag Chem (82)
Roger Fendall, Crop Sci (82)
Walter Kennick, Animal Sci (82)
Ronald Miner, Ag Engr (82)
Robert Stebbins, Horticulture (82)
James Witt, Ag Chem (82)
 *Carl W. O'Connor, Agr & Res Econ (79)

BUSINESS:

Charles W. Dane, Mktg, Fin & Prod (80)
 Philip B. Schary, Bus Adminis (80)

Boris Becker, Bus (81)

Dudley Buffa, Bus Adminis (82)
Mary Ellen Phillips, Bus Admin (82)

EDUCATION:

Frank Cross (80)
 Charles Stamps (80)

Margaret Stamps (81)

Dennis Evans (82)
Michael Giblin (82)

ENGINEERING:

Robert J. Zaworski, Mech Engr (80)
 *John Peterson (Vice Meredith), Civil Engr (82)

Robert Wilson, Mech Engr (81)
 Thomas Plant, Elec & Comp Engr (81)

*Robert Mrazek, Chem Engr (79)
Solon A. Stone, Elec Engr (82)
Tom West, Indus & Gen Engr (82)

FORESTRY:

Thomas H. Luba (Vice Gibbs), For Media (82)
 Robert O. McMahon, For Prod (79)

John F. Bell, For Mgmt (81)
 Edward C. Jensen, For Media (81)
 Murray L. Laver, For Prods (81)

Darius Adams, Forest Mgmt (82)
John D. Walstad, Forest Sci (82)

HEALTH & PHYSICAL EDUCATION:

David Phelps, Health (80)

Lois Pye Petersen (81)
 Dow Poling, Phys Educ (81)

Arnold Flath (82)

HOME ECONOMICS:

Virginia Dickinson, Fam Res Mgmt (80)

Clara C. Pratt (Vice Henton), Geron (82)
 Rodney Cate, Fam Life (81)

Zoe Ann Holmes (Vice Weber) Foods/Nutr (82)

1982

1983

1984

LIBERAL ARTS:

Berkley Chappell, Art (80)
 Marcus Borg, Religious Studies (81)
 John King, DCE (81)
 Flora Leibowitz, Philosophy (80)
 Nancy Leman, English (80)
 Ze'ev Orzech, Economics (80)

Barbara Finlay, Sociology (81)
 C. V. Bennett, Speech (81)
 Peter Copek, English (81)
 Gary Tiedeman, Sociology (81)
 Austin Walter, Political Sci (81)

Nancy Corwin, Art (82)
 *Thurston Doler, Speech Comm (79)
 Louise Sarasohn, History (82)
 Bruce Shepard, Poli Sci (82)
 Charles Vars, Economics (82)

OCEANOGRAPHY:

*Herbert F. Frolander (78)

Paul Komar (81)
 William Percy (81)

*Steve Neshyba (79)

PHARMACY:

J. Mark Christensen (81)

Frances M. Eckenrode (82)

SCIENCE:

Victor J. Brookes, Entomology (80)
 Paul L. Farber, Gen Sci (80)
 *David J. Griffiths, Physics (77)
 Fred Hisaw, Zoology (81)
 Donald L. MacDonald, Bio/Bio (80)
 Edward H. Piepmeier, Chem (81)

C. J. Bayne, Zoology (81)
 Kenton Chambers, Bot & Pl Path (81)
 Wil Gamble, Bio/Bio (81)
 I. Isenberg, Bio/Bio (81)
 *Don Reed, Bio/Bio (78)
 James H. Krueger, Chem (81)

Curtis R. Cook, Comp Sci (82)
 *William J. Firey, Math (82)
 JoAnn C. Leong, Micro (82)
 John E. Morris, Zoo (82)
 *Hollis H. Wickman, Chemistry (82)

VETERINARY MEDICINE:

Thomas E. Chapman (80)

1 TBE

LIBRARY:

Mariol R. Peck (80)

*Agnes M. Grady (79)

ROTC:

Curtis W. Rosler, ROTC (81)

Frank Burleson, Nav Sci (82)

Ex-Officio Members:

Robert MacVicar, University President
 David Nicodemus, Dean of Faculty

Senate Officers:

Robert R. Becker, Senate President
 Richard Scanlan, Senate President-Elect

Total Senators: 101 plus 4 (above listed) = 105



College of Science

Corvallis, Oregon 97331

(503) 754-4811

December 1, 1981

MEMORANDUM

TO: Executive Committee of the Faculty Senate
Pat Wells, Senate President

FROM: Ad Hoc Committee on Faculty Participation in Budget Reduction Proposals
William J. Firey, Chairman *W. J. F.*

SUBJECT: Final Committee Report.

INTRODUCTION

The Faculty Senate Ad Hoc Committee to assess meaningful faculty participation in formulating and proposing budget cut recommendations at Oregon State University for the academic year 1982-83, was created as the result of a motion to the Faculty Senate put forward on November 5, 1981, by Professor David Carlson, of the Department of Mathematics. This motion, which was carried by the Senate, directed President Wells and the Executive Committee to appoint such a committee. As directed by the Senate, said committee was appointed and began immediate deliberations. Appointed members of this committee were:

- 1) Professor William Firey (Chairman), Department of Mathematics
- 2) Professor Charles Dane, Business Administration
- 3) Professor Berk Chappell, Department of Art.

The charge of this committee:

- I. To assess and evaluate on a systematic basis:
 - A. Meaningful faculty participation, university-wide, in formulating and proposing prospective budget reductions. Said assessments and evaluations to be made by:
 1. Data gathered from heads of all administrative units at Oregon State University,
 2. Data gathered from chairmen of Faculty Senate Caucus groups within those administrative departments,
 3. Data gathered from whatever other sources as deemed necessary.

To: Faculty Senate Executive Committee
December 1, 1981

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In detail, the Senate motion was as follows:

"Whereas the 1981 Oregon Legislature, in a Budget Note to the State Board of Higher Education, urged meaningful faculty participation in institutional recommendations to the Board for accomodating prospective budget reductions, and whereas the efficacy of such participation at Oregon State University is of great importance to this faculty and to this date has not been evaluated on a systematic basis, the Senate directs its Executive Committee to form an Ad Hoc Committee to assess this participation, university wide, and within the individual schools and colleges. This Ad Hoc Committee should report to the Senate at its December meeting the results of its evaluation, with whatever recommendations they deem appropriate with regard to such faculty participation to date, and with regard to possible participation in the future.

By meaningful faculty participation this Senate understands extensive discussions between administrators and appropriate groups of faculty, explicitly not limited to department chairs and heads. The administration at all levels should keep the faculty groups fully informed, and the input from faculty should be solicited prior to initial administrative decisions. When an administrator acts contrary to faculty recommendations, we feel the administrator should make a thoughtful effort to reach a mutually acceptable accomodation, or at least to explain the reasons for the action. Further, in case of a decision directly affecting a faculty member's employment, this decision should be discussed with the affected individual by an appropriate administrator. Finally, we believe that faculty participation in university budget recommendations is not truly meaningful unless it occurs in all administrative units and with maximum possible lead time."

Assignments designed to gather said data was divided equally amongst each member of the committee as follows:

1. Letters to administrative heads to determine what new plans for budget reductions had been implemented.
2. Letters to the chairmen of all Faculty Senate Caucus groups to determine what faculty participation had been solicited by administrative heads.
3. Other information as deemed appropriate.

Regrettably our data is incomplete, in part due to the short time available for the committee's work.

The committee wishes to thank Professor Carlson and the Executive Committee of the Faculty Senate for being given the opportunity of exploring the charge of this committee. We also wish to thank those administrators and Senate Caucus leaders who responded to our queries on such short notice.

To: Faculty Senate Executive Committee
December 1, 1981

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Particular thanks are due to President Wells and the Senate office for prompt attention to our requests for help and information.

What follows consists of three sections: first is a summary, for each principal administrative unit, of the extent of faculty participation, so far as we were able to determine; the second section describes our general conclusions; the third is a motion to be proposed to the Senate.

SUMMARY OF INFORMATION

(a) The University and the Office of the President

Faculty participation at the university level was first done through the Faculty Emergency Group (FEG) which operated principally throughout June 1981 and presented a rather comprehensive set of recommendations to President MacVicar on 1 July 1981. Afterwards, faculty participation occurred in a less systematic fashion involving the Faculty Executive Committee (FEC) and chairmen of several appropriate faculty committees with President MacVicar.

President MacVicar indicated to the FEC that he rejected the FEG recommendations; in an open general faculty meeting on 18 September 1981, he presented a schedule of budget reductions for the various schools and colleges. This schedule appears to be the final allocation of reductions among the schools and colleges.

(b) School of Agriculture

Faculty consultation in the preparation of the proposed 1982-83 teaching budget cut recommendations varied from department to department. In at least one case, departmental faculty participated in a discussion of priorities prior to the department chairman determining program reductions. In some other departments, faculty were informed about the proposed budget cuts after they were prepared for the dean's office. In a few cases, there was no faculty participation. The lack of such participation was generally ascribed to the very short time table.

Since then, a faculty advisory group has been elected, one per department to consider the entire School of Agriculture's (as compared to departmental) package of suggested instructional budget cuts. They met with the Dean and Associate Dean and were given each department's proposal for reduction in teaching programs. Utilizing these, the committee proposed several changes primarily to minimize the curriculum problems associated with reductions in service courses or to save a specific portion of a program. Although the committee has not been informed of the status of their recommendations, each department head received a copy of the recommended budget reductions sent to the president. The committee seems to have felt that they served effectively.

This same committee, according to the dean's office, will be involved in evaluating recommended budget reductions in research and extension during the month of December. Departments are assembling their recommendations with a due date of December 7.

To: Faculty Senate Executive Committee
December 1, 1981

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(c) School of Business

Budget cut recommendations forwarded to the President's office in September 1981 were made by the Dean's office without formal consultation with faculty members.

The Dean of the School indicates that when the school is "provided with any information with respect to the need to make proposals with respect to budget reductions for the 1982-83 academic year" (he) "will consult the faculty, whether at a regular or special faculty meeting with respect to our situation and what procedures should be followed with respect to our response."

(d) School of Education

There has been no response from the Dean of the School of Education. The response from the Chairman of the Senate caucus would indicate that no "meaningful dialogue" has taken place since September.

(e) School of Engineering

A formal procedure for faculty input was not established because the budget cut allocated to the School of Engineering was absorbed entirely in the dean's office and did not directly impact faculty or courses. No formal process is being established.

(f) School of Forestry

Suggested budget cuts were made before Faculty Day 1981 by the dean. Two reasons were given for the lack of faculty consultation prior to submission of the initial budget cut recommendations: (1) the absence of many faculty during the two-week period that the initial recommendations were compiled, and (2) the inappropriateness of asking faculty to perform surgery on themselves, thereby preventing agreement and fostering discord. The dean did invite faculty comments on the initial recommendations.

The dean of the school has indicated a more rational approach is for faculty to determine goals and make long-range plans; thereby providing a framework for budget adjustments, even if made under severe time constraints. Departments in the school have been asked to prepare department goals and ten-year plans before the end of 1981.

The process described above was that applied to the instructional budget.

(g) School of Health & Physical Education

The Dean of Health & Physical Education has no plans at this time for further reductions in that unit on the basis that "to do so at this time would not be in the best interests of our faculty and staff."

To: Faculty Senate Executive Committee
December 1, 1981

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However, should further budget cuts be mandated, it is the intention of the Dean to establish a faculty committee to be charged with making such recommendations. It would appear that administrative staff, as well as faculty at large, will be involved.

(h) School of Home Economics

Faculty participation in formulating and preparing budget cut recommendations for 1982-83 was minimal owing to the time restrictions imposed by the President.

Since that time, however, the Dean of the School of Home Economics has involved the faculty of that unit on a grand scale - Senators, Department Heads, and faculty at large.

The Chairman of the Senate caucus for the School of Home Economics supports the measures taken by the Dean most enthusiastically.

(i) College of Liberal Arts

Faculty participation in the formulation and preparation of proposed budget cut recommendations for 1982-83 was extensive and begun in early May of 1981 - well before the deadline for such recommendations as mandated by President MacVicar. Said participation was accomplished as follows:

1. Recommendations to the Dean by the CLA Budget Committee (an elected committee).
2. Recommendations to the Dean by all chairmen in CLA.

The members of the Senate caucus representing CLA termed faculty participation in these recommendations "adequate" given the time restrictions imposed. The action taken by the Dean was in keeping with the recommendations made to him by the two agencies cited above.

(j) School of Oceanography

All faculty had the opportunity to meet with the Dean to discuss school goals, procedures and management. This was part of a continuing, cooperative planning between all faculty and the Dean, in as much as most of the budget comes from individual grants and there is no hierarchy of department heads. Budget reductions were discussed as needed and the Dean has presented the faculty with a summary of these and of his subsequent actions on this matter.

(k) School of Pharmacy

According to the Dean of the School of Pharmacy, faculty participation in all significant matters relevant to that unit is routine. "Key faculty" are consulted by the Dean and decisions are then shared with all faculty in Pharmacy.

To: Faculty Senate Executive Committee
December 1, 1981

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The Chairman of the Faculty Senate Caucus for that unit supports the statement above. It would appear that "meaningful participation" in budget matters is, indeed "routine" in the School of Pharmacy.

(l) College of Science

In the opinion of the College of Science Caucus, there was modest consultation between administrators and faculty concerning budget and program reductions. On balance, the level of interaction was considered inadequate. Some more specific comments were as follows. Few departments held meetings to develop recommendations. No college-wide faculty committee was formed. Most faculty learned of the president's draft of budget reductions in newspaper reports. There were no prior discussions with General Science faculty regarding proposed program reductions or eliminations. Indeed, the source of these decisions has never been made clear to the General Science Department. Recommendations of the Dean of Science to the President have not been communicated completely to the faculty.

The committee has learned that a faculty advisory committee in the College will be formed in consultation with the science faculty caucus; it is intended that faculty participation in any future budget reduction plans would be achieved through this committee.

(m) School of Veterinary Medicine

This school depends on several faculty committees whose deliberations bear on budgetary matters and also on a planned faculty retreat designed to establish goals and program priorities. In addition, through regular faculty meetings a further opportunity is provided for faculty input.

(n) Library

The Associate Director established an Ad Hoc Contingency and Planning Committee of the staff members from each library component to develop contingency plans for 1981-82 budget reductions of 5%, 10%, and 15% and to recommend organizational improvements in public services where possible. This committee's draft plan and final report were made available to all department heads for critical review. Faculty Senate members from the library were provided copies of this report.

(o) Office of Student Services

The entire academic staff met to discuss budget reductions and to prioritize program areas. Any subsequent reductions which may be necessary will be treated in the same fashion.

To: Faculty Senate Executive Committee
December 1, 1981

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CONCLUSIONS

Clearly, the extent, nature, and effectiveness of faculty participation in budget reduction recommendations varied widely. In many schools and colleges there seems to have been effectively no participation. On the other hand, the procedures in CLA, for example, seem to have been very effective for handling the problem in a large administrative unit. Oceanography used a totally different procedure, but one which appears well-suited to its special funding patterns and activities. Student Services achieved extensive faculty participation in yet a third form, particularly adapted to its needs.

It is the committee's opinion that the manner in which future faculty participation is achieved must be expected to vary widely among the several administrative units. It is also the committee's opinion that the extent of faculty participation in the case of many administrative units fell far below that recommended in the Legislative Budget Note as well as that extent which is desirable and useful. In saying this, the committee recognizes that faculty participation consists in forming recommendations, not decisions. We point out that decisions which take proper account of faculty recommendations are much more likely to be accepted and supported by the faculty than those based solely on administration judgments.

PROPOSED MOTION

WHEREAS the budget cutting process recently completed at Oregon State University made impacts on the curriculum and research at Oregon State University, and

WHEREAS, universities have historically involved faculty in curricular and research decisions, and

WHEREAS, the recent process was put into place quickly, and contained some roadblocks to meaningful faculty involvement, and

WHEREAS, the faculty believes that their meaningful participation in these decisions can assist administrators.

The Faculty Senate of Oregon State University hereby approves the following principles of faculty involvement which we believe will improve the decision-making process. Failure to follow these principles shall be considered by the Faculty Senate as *prima facie* evidence of lack of meaningful faculty participation.

1. For each administrative unit in which budget cuts are considered,
 - a representative group of faculty elected from that unit,
 - not including the administrative head,
 - should generate ways to achieve budget savings,
 - before the administrative head announces specific budget cut recommendations,
 - and this should be done with as much advance notice as possible.

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December 1, 1981

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2. If the elected representative faculty group recommends a set of proposals to achieve budget cuts, the administrative head should explicitly indicate the reason for rejecting such recommendations if he selects a different set. This should be a written document sent to the elected representative faculty group.
3. A Faculty Senate committee should prepare recommendations as to the allocation of budget cuts among the various schools and major administrative units of the university. These recommendations should be given to the president of OSU. The committee should request from the president explicit statements of justification for budget cuts which depart from its recommendations. This justification, or the lack of it, should be made available to the Faculty Senate.

jh

GUIDELINES FOR FACULTY FTE REDUCTIONS¹ UNDER FINANCIAL EMERGENCY

January 4, 1982

As stated in the Budgets and Fiscal Planning Committee's "Guidelines for Possible Budget Cuts," which was adopted by the Senate in May 1981 and reaffirmed unanimously on December 3, 1981, the Faculty are opposed to layoffs or furloughs as a means of reducing the budget. Nevertheless, it appears that if the actions of the State Board of Higher Education on December 11 are accepted, a three- or four-day layoff will be required in the 1981-82 academic year. It is less clear whether or not an estimated 12-1/2 day layoff for 9-month Faculty and a 16-1/2 day layoff for 12-month Faculty suggested by the Board will be required in 1982-83. The Committee is aware of the complexities in the implementation of any partial reduction of FTE plan and, for that reason, will not propose detailed mechanisms for the layoffs. However, should the administration resort to layoffs, we recommend that the following Guidelines be adhered to as closely as feasible.

Guidelines for 1981-82

According to the December 11 proposed budget reduction package #1 of the Oregon State Board of Higher Education, a three- or four-day layoff would be required. As general Guidelines, the layoffs should provide for:

1. Successive full days, and not partial days at the beginning or end of a term.
2. Flexibility in administration to the school, college, program, or experiment station level, but with Faculty consultation and Presidential approval.
3. Layoff days for instructional Faculty during regularly scheduled class days.

Guidelines for 1982-83

A period of as long as 16-1/2 days is suggested in package #2 of the State Board's December 11 proposals. If such layoffs should be mandated, it is recommended that they occur during the Spring term of 1983, thus postponing the layoff period as long as possible. Such a scheme would enable students, faculty, and administrators maximum time in which to plan alternative uses of their time. This would have the further advantage of maintaining two normal terms.

For 12-month Faculty, including those whose duties may not involve instruction, a more flexible timing of the layoff may be required due to the broad range and sometimes specialized nature of their work. In general, however, it is urged that the layoffs follow the suggestions outlined above, that is, blocks of time should be used wherever possible.

The Committee reiterates its **STRONG OPPOSITION** to layoffs as a method of budget reduction. The Ad Hoc Committee on Guidelines for Faculty Layoffs is composed of R. Becker, R. McMahon, D. Faulkenberry, & R. Scanlan.

¹The commonly used terms "layoff," "furlough," "reduced FTE," and "pay reductions" are considered to have the same meaning.



School of Engineering

Corvallis, Oregon 97331

(503) 754-4525

December 21, 1981

Faculty Senate Executive Committee
OSU Campus

SUBJECT: University Enrollment Reduction

I am concerned about possible enrollment reduction in the State System and how this reduction is to be accomplished. What I hear is that the reduction will be made on entering students. In my opinion this is not the only or best place to make those reductions. It would be far better to reduce the enrollment by first removing those students who are non-performers. Cutting off the flow of potential good performers would do long term damage to all segments of the University.

My request to you is that the Faculty Senate discuss this area of "budget cuts" at its next meeting. Keeping faculty, facilities and staff is important. Keeping the best students is just as important along with attracting a continuous flow of students from which the best can emerge. Would you please put this on the January Agenda?

If a motion is necessary, something like the following would generate discussion:

Move that the OSU Faculty Senate support modification of University regulations, rules and policies such that enrollment reductions are done using criteria based upon the following;

First Reduction Group - Students who are performing at a low level.



Last Reduction Group - Applicants who have potential to perform acceptably.

Page -2-

The intent of the motion would be to start a process to modify the current ways in which students are accepted and retained by the University. The modifications would be such that the flow of new, potentially good students would not be cut while poor, low performing students are retained. Obviously there are other groups of students who also need to be considered and treated by the modified policies, etc.

An example is in order. Students suspended from the University are told they may return automatically if they make up deficiencies. In the future these automatic admissions may displace some good, new students because of enrollment reductions. Should we be promising future re-instatement on an automatic basis?

What about post-baccalaureate students? Should the number of non-residents be restricted? How - by number or by percentage? Students in special programs may create still another question.

Please contact me if I need to do more to further this request.



Solon A. Stone, Assistant Dean
School of Engineering

SAS:dkb

Summary

On November 27, 1981 the Governor officially announced a predicted General Fund revenue shortfall approximating \$248.5 million for the current biennium. On November 24, 1981 the Executive Department directed the Department of Higher Education and all other state agencies to propose reductions of 20% of the General Fund budget remaining for 1981-1983. These reduction proposals are to be presented in four packages of five percent each, in priority order, with separate proposals for each appropriation line in the Department. Proposals are to be submitted to the Executive Department on December 11, 1981. The 20% General Fund reductions by program (appropriation line) are as follows:

Education & General Services	\$47,094,961
Agricultural Experiment Station	3,083,136
Cooperative Extension Service	1,973,461
Forest Research Laboratory	332,085
OHSU-Hospital	4,400,131
Crippled Childrens Division	1,207,179
Dental Clinics	29,429
National Direct Student Loan Match	68,462
Total	<u>\$58,188,844</u>

Education & General Services

The 20% General Fund reduction target for Education and General Services is \$47,094,961. After consultation with the Board's Finance Committee, institution presidents, and representatives of faculty groups, the following packages are proposed as a response to the Executive Department directive:

Package #1 \$11,773,740

(A further description of items in Package #1 appears below.)

Item a) Program Reduction	3,892,975
Item b) Instruction Fee Income Increases	2,460,627
Item c) Other Funds Portion of Pay Adjustment	
Underfunding Applied to General Fund	1,436,793
Item d) Summer Session & Other Unidentified	
Program Reductions	1,000,000
Item e) Staff FTE reduction-1.5%	2,983,345

Package #2 \$11,773,740

All staff-faculty, administration, classified, whether the terms of service is 9 or 12 months, will be reduced in FTE approximately 6.5%.

Package #3 \$11,773,740

Reduce faculty by 420 FTE and reduce 84 FTE support staff. These staff cuts would require enrollments to be reduced by approximately 5,000 FTE students. Enrollment limitations would be accomplished in part through reduction or closure of selected professional schools and programs and in part through admission restrictions. With the loss of 5,000 FTE students there would be a loss of about \$5,000,000 instruction fee income. Therefore, the total expenditure reduction would be \$16,773,740 as follows:

420 FTE Faculty	\$13,440,000
84 FTE Support Staff	1,260,000
Support Costs	2,073,740

Package #4\$11,773,741

Reduce faculty by 420 FTE and reduce 84 FTE support staff. These staff cuts would require enrollments to be reduced by approximately 5,000 FTE students. This would be accomplished through closure of schools and/or institutions and statewide public service divisions along with admission restrictions. With the loss of 5,000 FTE students there would be an approximate loss of \$5,000,000 in instruction fee income. Therefore, the total expenditure reduction would be \$16,773,741 as follows:

420 FTE Faculty	13,440,000
84 FTE Support Staff	1,260,000
Support Costs	2,073,741

Description of Items in Package #1

Item a) Prior to the announcement of a General Fund revenue shortfall, each institution was asked to identify program reductions amounting to 4% of its Education & General Services budget funded from the General Fund and instruction fees. Funds produced by these 4% program reductions were to be reallocated within the institutions to strengthen the remaining programs. With the General Fund shortfall it is now logical that these program reductions previously identified become the first items to be used as General Fund savings. The 4% program reduction targets amount to \$8,360,200. However, not all of the \$8,360,200 is available to apply to the 20% General Fund shortfall because of two other funding problems. The first is the Legislatively mandated reductions to become effective in 1982-83. The second funding problem is that the Executive Department is proposing to underfund the 1981-1983 salary improvement package for all state employees by 10.89%. This will result in a General Fund shortage of \$2,917,126. Because these two budget reductions totalling \$4,467,225 will need to be covered in addition to the reductions made necessary by the 20% General Fund revenue shortfall, the first call on the \$8,360,200 will be to finance the \$4,467,225, leaving \$3,892,975 to be applied in package #1.

Item b) Instruction Fee increases are being proposed for Winter term 1982 through Spring term 1983 in the form of surcharges. The surcharges proposed are \$49/term at all institutions, for residential students, was the final action. \$25/term at PSU, WOSC, SOSC and EOSC, \$50/term at UO, OSU, and OIT and \$120/term for medical, dental and veterinary medicine students. These surcharges are projected to generate approximately \$9.6 million in 1981-1983. Primarily due to losses in nonresident enrollment, \$6.3 million of this additional revenue is necessary to offset instruction fee losses projected for 1981-1983. In addition \$825,000 will be allocated to meet underfunding of Other Funds revenue for the 1981-1983 budget. The remaining \$2,460,627 is proposed to be applied as an offset to General Fund cuts required in package #1.

Item c) With the anticipated underfunding of the 1981-1983 Salary Improvement Package, 10.89% of instruction fee income which was intended to finance the Other Funds portion of the salary improvement package of \$1,436,793 is now available to apply to the 20% General Fund Revenue shortfall.

Item d) The direct costs for the summer session at all the State System institutions combined are nearly 94% self-supported from tuition. It is proposed that \$1,000,000 be saved from a combination of making the summer session 100% self-supporting from tuition and from other program reductions or savings yet to be identified.

Item e) A reduction of 1.5% in FTE for all staff is proposed as the final element in the first 5% package to effect a General Fund reduction of \$2,983,345

This is what the President submitted to the Chancellor,
and on which Bob and Pat agreed. PAW

CHRONOLOGY OF FACULTY INVOLVEMENT AT OREGON STATE UNIVERSITY
IN BUDGET REDUCTION CONSIDERATIONS

1. At a regular meeting on March 5, 1981, the Senate adopted a resolution by the Budget and Fiscal Planning Committee (B&FPC) regarding budgets and programmed reduction policies. (Minutes attached, Appendix A)

2. At its regular meeting on May 14 the Senate adopted a report and recommendations of the B&FPC that offered rationale for budget reductions. (Appendix B)

3. In June of 1981 the Executive Committee of the Faculty Senate, on its own initiative but with the consent and cooperation of the President, appointed a Financial Emergency Group (FEG). The FEG was charged with reviewing the budget and recommending to the President budget reductions for 1981-83. The Executive Office supplied requested budget information.

The report was presented to the President on July 1 and involved recommendations for criteria for terminating either tenured or non-tenured faculty. The FEG report recommended that deans, in consultation with their faculty, prepare the necessary program reductions for the 1982-83 portion of the budget by August 15.

At the July 1 presentation the university president also requested the FEG to make the Thomas Report Guidelines more specific. The FEG chairman, Warren Hovland wrote President MacVicar indicating the FEG believed their charge had been completed and additional requests should go to the Faculty Senate Executive Committee.

The President gave no written response to the FEG report but indicated to the Faculty Senate Executive Committee that he had to reject the FEG recommendations.

4. As a result of the last FEG communication the Executive Committee and the chairmen of the FEWC, B&FPC, and Status Committee met with President

8. On September 18 Faculty Senate President Wells wrote to OSU faculty senators asking them to form caucuses and to report on the faculty input into the proposed 1982-83 program reductions.

9. Subsequent to this Wells called President MacVicar and asked for a copy of the draft of the Summary of Budget Reductions which had been proposed in the Executive Office and sent to appropriate administrative officers. This was sent to the Faculty Senate Office on October 5, 1981.

10. On October 6 at a meeting of the Executive Committee of the Faculty Senate and the President there was a discussion of the proposed reductions. A request was made for copies of the letters of proposed program reductions which President MacVicar had received from the deans. These letters were received and reviewed by the members of the group.

11. Wells sent the draft reduction plan to the caucus chairmen and asked them to report the extent of faculty involvement in their schools/colleges and the extent to which they agreed with the reductions.

A majority reported that there had been little "grass roots" involvement of faculty at the school/college level on the budget cuts. They further reported that their lack of detailed budget information precluded passing judgment on the appropriateness of the reductions. [as provided by the OSU Faculty Senate]

12. On October 21 the Executive Committee, with the chairmen of the FEWC, B&FPC, and Status Committee met with President MacVicar and reviewed in detail the proposals that the deans had made for budget reductions.

The discussions largely dealt with the proposals from the schools and colleges and did not explore the matter of reductions in other units in detail.

13. A consolidated report in the format requested by the Chancellor of the proposal for reductions for 1982-83 was prepared in the Executive Office. It included minor modifications from the original draft as recommended by

the appropriate administrators and by the detailed review with the Faculty Senate Executive Committee and chairmen of the FEWC, B&FPC, and Status Committee.

14. Copies of the final consolidated report were sent to the Faculty Senate Office for distribution and any further comment at the same time the report was sent to the Chancellor.

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

December 1981

Following is the text of a report from the Interinstitutional Faculty Senate regarding the most recent information on the Chancellor's Search:

The Search Committee: Members of the Committee are:

Lester Anderson, State Board, Eugene; Rodney Briggs, President of EOSC, LaGrande; Jane Carpenter, State Board, Medford; Robert Ingalls, State Board, Corvallis; Robert MacVicar, President of OSU, Corvallis; Louis B. Perry, State Board (Committee Chair), Portland; Larry Pierce, Faculty Representative, Eugene; Tarquin Waggoner, Student Representative (WOSC), Monmouth; Loren Wyss, State Board, Portland; Charles Duncan, Search Coordinator, Eugene.

Applicants:

Total number of names received	147
Clearly unqualified	20
Declined to be considered	39
Incomplete files	17
Still in active pool	88

Schedule: The Committee met four times. At our next meeting, on December 18, we plan to reduce the list of candidates to approximately 25. Between the 18th and January 11, the references of the 25 remaining candidates will be interviewed by phone. On the basis of the enlarged dossiers, the Committee will attempt, at meetings on January 11 and 14, to select between 6 and 10 semifinalists.

The semifinalists will then be flown to Portland for interviews with the Search Committee. There are no plans to have the semifinalists meet with other groups in the state during their first visit.

From the semifinalist list, four or five finalists will be selected. They will return to the state in February for interviews with institutional representatives, the Search Committee, and the State Board. The plans for these visits are still being discussed. The Committee hopes that a new Chancellor will be named by the Board by March 1.

Comments: There is still a question as to where the Chancellor's Office will be located. I have argued that it should be on a University campus so that the Chancellor remains an advocate of Higher Education rather than an advocate of the Governor's program. There are also differences of opinion on the Committee as to the weight to be given specific selection criteria.

In general, I believe there are some good names among the active files. I will continue to argue vigorously for candidates that combine strong

strong academic qualifications and demonstrated commitments to scholarly values, with appropriate administrative experience. Appropriate administrative experience should include, I believe, knowledge of political and budgetary decision-making and executive responsibility at an institution of higher education.

I will try to keep you informed of our progress. If you have questions or suggestions, please call me at my office (686-3041).

* * * * *

The above is taken directly from the report made to the IFS representatives by Larry Pierce.

12/23/81

Department of Geology



Corvallis, Oregon 97331 (503) 754-2484

December 3, 1981

A RESOLUTION OF THE FACULTY OF THE DEPARTMENT OF GEOLOGY,
OREGON STATE UNIVERSITY

The principal functions of a university are teaching and research, which involve faculty and students, classrooms and laboratories. During the current financial crisis of the State of Oregon, the major suggestions for "savings" include cutting faculty salaries, furloughing or even terminating faculty, and a concomitant reduction in student enrollment, which would result in a decline in the quality of teaching and research. The Faculty of the Department of Geology, Oregon State University, unanimously:

1. rejects the device of cutting faculty salaries. The faculty has been treated shabbily; its salaries annually fall far behind the cost of living increases, and its remuneration is commonly less than the beginning salaries of our graduate students;
2. rejects "across-the-board" cuts such as the proposed faculty furloughs;
3. supports the Policy for Budget Cutbacks as proposed to President MacVicar on August 5, 1981 by the Executive Committee of the Faculty Senate (copy attached);
4. proposes that academic programs which duplicate other programs of higher quality within either the University or the State could be eliminated without jeopardy to the health of the University;
5. proposes that, if cuts must be made, then programs and activities which do not materially strengthen teaching and research should be curtailed or eliminated. The excessive proliferation of administrative positions should be scrutinized to the test of need.



Department of Zoology

Corvallis, Oregon 97331 (503) 754-3705

4 December 1981

TO: Thomas T. Sugihara, Dean

FROM: Charles E. King, Chairman 

Copy to: Dr. Patricia Wells, President
Dr. Robert Becker, President-elect
Faculty Senate

At your request, faculty of the Department of Zoology met on December 1 to review the budgetary information and proposals presented by Dean Parsons at the College of Science chairman's meeting on November 30. One member of the faculty was unavailable for participation; the remaining 17 faculty in Zoology have expressed fervent affirmation of the following:

Motion

1. The Zoology Department Faculty opposes furlough as a means to accommodate budgetary shortfalls.

Vote: 17 in favor
0 opposed

2. We oppose accommodating budgetary shortfalls by proportionate reductions based on current budgets (i.e., reductions to different administrative units should not utilize a fixed percentage).

Vote: 17 in favor
0 opposed

3. We affirm that budgetary shortfalls should be accommodated by considering the relative merit and contributions of each program and administrative unit to the goals and missions of a major university. This evaluation should consider all units and funded areas of OSU, including the administration.

Vote: 17 in favor
0 opposed

As Chairman, I respectfully request that you consider and disseminate to appropriate administrative officers of OSU these unanimous recommendations from the Department of Zoology faculty.

CEK/ss

OREGON STATE UNIVERSITY

GUIDELINES FOR FACULTY FTE REDUCTIONS¹
UNDER FINANCIAL EMERGENCY

January 4, 1982

As stated in the Budgets and Fiscal Planning Committee's "Guidelines for Possible Budget Cuts," which was adopted by the Senate in May 1981 and reaffirmed unanimously on December 3, 1981, the Faculty are opposed to layoffs or furloughs as a means of reducing the budget. Nevertheless, it appears that if the actions of the State Board of Higher Education on December 11 are accepted, a three- or four-day layoff will be required in the 1981-82 academic year. It is less clear whether or not an estimated 12-1/2 day layoff for 9-month Faculty and a 16-1/2 day layoff for 12-month Faculty suggested by the Board will be required in 1982-83. The Committee is aware of the complexities in the implementation of any partial reduction of FTE plan and, for that reason, will not propose detailed mechanisms for the layoffs. However, should the administration resort to layoffs, we recommend that the following Guidelines be adhered to as closely as feasible.

Guidelines for 1981-82

According to the December 11 proposed budget reduction package #1 of the Oregon State Board of Higher Education, a three- or four-day layoff would be required. As general Guidelines, the layoffs should provide for:

1. Successive full days, and not partial days at the beginning or end of a term.
2. Flexibility in administration to the school, college, program, or experiment station level, but with Faculty consultation and Presidential approval.
3. Layoff days for instructional Faculty during regularly scheduled class days.

Guidelines for 1982-83

A period of as long as 16-1/2 days is suggested in package #2 of the State Board's December 11 proposals. If such layoffs should be mandated, it is recommended that they occur during the Spring term of 1983, thus postponing the layoff period as long as possible. Such a scheme would enable students, faculty, and administrators maximum time in which to plan alternative uses of their time. This would have the further advantage of maintaining two normal terms.

For 12-month Faculty, including those whose duties may not involve instruction, a more flexible timing of the layoff may be required due to the broad range and sometimes specialized nature of their work. In general, however, it is urged that the layoffs follow the suggestions outlined above, that is, blocks of time should be used wherever possible.

¹The commonly used terms "layoff," "furlough," "reduced FTE," and "pay reductions" are considered to have the same meaning.

It should be possible through the use of outside funds (e.g., gifts, grants, or contracts) to replace lost compensation due to the layoffs. Sources for such compensation should be actively sought, and used for this purpose when possible.

The Committee reiterates its **STRONG OPPOSITION** to layoffs as a method of budget reduction. The Ad Hoc Committee on Guidelines for Faculty Layoffs is composed of R. Becker, R. McMahon, D. Faulkenberry, & R. Scanlan.

REPORTS TO THE FACULTY SENATE
February 4, 1982

Agenda for the Senate Meeting: February 4, 1982, 3:30 p.m., Snell Hall
PLEASE NOTE CHANGE IN LOCATION OF MEETING Forum

The Agenda for the February 4 meeting will include the reports and other items of business listed below. To be approved are the Minutes of the January 14 Senate meeting, as published in the Staff Newsletter Appendix.

The Executive Committee has determined that because of the importance of what is occurring with the Legislative session, item "C. Reports from the Executive Office," should be moved to the first item for Senate consideration. Although listed first, the "C." designation has been used to retain its identity with Reports from the Executive Office.

C. Reports from the Executive Office - Pres. MacVicar

President MacVicar will report to the Senate the current financial situation.

A. Reports from the Faculty

1. Undergraduate Admissions Committee (pp. 3-6) - Walt Bublitz

Attached is a report of the Undergraduate Admissions Committee recommending a revision in the minimum GPA for admission of Foreign Students transferring to OSU. Senate action is required.

2. Ad Hoc Committee on Traffic Operation and Traffic Safety (Status Report) - Pete Fullerton

Chairman Fullerton will advise the Senate regarding the Committee's look into the operation of the Traffic Committee to determine the extent to which traffic safety (involving automobiles, bicycles, and pedestrians) is being monitored and to determine what can be done to promote safety.

3. Faculty Status Committee (pp. 7-14) - Bob McMahon

Attached are background documents which were used by the Faculty Status Committee in its determination of a recommendation on the matter of the Waiver of Right of Access to Evaluative Letters for Promotion and Tenure. The Committee's report is attached; Senate action will be requested.

4. Neshyba Resolution - Steve Neshyba

Senator Neshyba (Ocean) will present a substitute motion to replace the Resolution he introduced under New Business at the January 14, 1982 meeting. The proposal will be distributed by Senator Neshyba at the meeting.

2.

B. Reports from the Executive Committee

1. Revised Chart, Faculty Senate Membership (pp. 15-16)

Attached is a revised chart of the new Faculty Senate Membership for 1982. Added were names of two individuals who were not identified when the Chart in the January Reports was prepared.

2. Interinstitutional Faculty Senate (IFS) - Thurston Doler

Thurston Doler, who was recently elected as IFS Chairman for 1982, will report on the activities of the IFS at its meeting on January 15 and 16. Several Resolutions were adopted (attached), and other topics discussed which are relevant to the current financial problems facing Higher Education.

3. Athletic Board Meeting - Bob Becker

The Faculty Senate President is a member of the Board of Intercollegiate Athletics and will report on its most recent meeting.

4. Alumni Association Meeting - Bob Becker

President Becker was a participant in the Alumni Association meeting recently. Among the topics of discussion were the financial situation and how the alumni might be of assistance to OSU. President Becker will report.

5. Promotion and Tenure Committee

The Executive Committee is currently overseeing formation of the permanent, standing committee on Promotion and Tenure that was approved by the Senate in October 1980. The sub-committee of the Executive Committee is currently drafting proposed Standing Rules of the new committee to submit to the Committee on Committees (based upon the recommendations of the previous Ad Hoc Committees and their reports adopted by the Senate).

6. Committee Appointments

A revised Faculty Senate Committee/Council Membership Roster dated January 1982, and containing names of student appointees, will be available at the February meeting.

Replacements for two committees are noted below:

Special Services Committee: Robert Wess (English) appointed vice Kraft '83.

Faculty Status Committee: Lois Pye-Petersen (P.E.) has been appointed vice McMahon '82.

7. Faculty Club

A Faculty Club Board of Directors was established in May 1981, with authority to draft Bylaws, incorporate, and solicit members. Faculty wishing to express their views on this matter may contact Walter Kraft (Chairman), Dan Brown, Herb Frolander, Paul Krumperman, Martha Plonk, George Stevens, or John Yoke.

D. New Business

Office of the
Faculty SenateOregon
State
University

Corvallis, Oregon 97331

(503) 754-4344

January 24, 1982

M E M O R A N D U M

To: Kay Conrad, Associate Director of Admissions

From: Executive Committee of the Faculty Senate *Bob Beech*

Subject: Report of the Undergraduate Admissions Committee
regarding Foreign Student Admission

The information from Jack VandeWater and James O'Connor will be included in the mailing for the February 4 Senate meeting, and the matter will be acted upon at that meeting. It would be appreciated if Walt Bublitz, Chrm. of the Undergraduate Admissions Committee, someone from the International Education Office (perhaps Jack VandeWater), and you, would be present at the Senate meeting to answer whatever questions might arise from the presentation of the report. The meeting is scheduled for 3:30 p.m. in the Snell Hall Forum.

SS

Office of Admissions



Corvallis, Oregon 97331

(503) 754-4411

January 8, 1982

- M E M O R A N D U M -

TO: Bob Becker, Faculty Senate
FROM: Kay Conrad, Associate Director of Admissions
RE: Admission of International Students

This is to request a decision from the appropriate Faculty Senate body concerning the matter of admission standards for international students transferring from other U.S. institutions.

Memos pertinent to this matter were forwarded for consideration in August from Jack Van de Water and Jerry O'Connor.

The Undergraduate Admissions Committee is now being asked to review folders of students who seek admission for fall '82 and do not meet the current gpa standard and if the criteria is to be raised, the committee must have that decision.

Thank you for your attention. In the interest of fairness to potential international transfer students, we must provide appropriate information about eligibility criteria as soon as possible.

cc: Marvin Durham, International Education
Walter Bublitz, Undergraduate Admissions Committee
Fred Burgess, Engineering

College of
Liberal Arts
Advising and
Student Services



Corvallis, Oregon 97331

(503) 754-2847

August 19, 1981

TO: Faculty Executive Committee, Faculty Senate Office

FROM: James J. O'Connor, Chair, Undergraduate Admissions Committee

RE: Admission of Foreign Transfer Students

At the August 18, 1981 meeting of the UAC, the issue of admission standards for foreign transfer students from American post-secondary institutions was discussed. Concern was expressed by Dr. Fred J. Burgess, Dean of the School of Engineering, that the overwhelming majority of these foreign transfers seek entry into the pre-engineering program but of those whose transfer GPA was less than 3.00, almost half did not achieve a sufficient GPA after one year to qualify for entry into the professional engineering program (see attached memo).

Acting upon Dr. Burgess' concern and the suggestion of the International Education Office, the UAC recommends that all foreign students transferring from American post-secondary institutions have an earned 3.00 accumulative GPA in all courses normally recognized by OSU as part of a degree program. The committee further recommends that the new standard be put into effect as soon as the university informational materials can be corrected and distributed. These materials are usually provided by the International Education Office and the Admissions Office.

The UAC believes raising the accumulative GPA will have the benefit of making entry requirements more consistent. Since foreign students who seek entry from their own native schools must have a 3.00 GPA, foreign students currently enrolled in American schools would be meeting the same measured standard. It would also spare students whose potential is, at best, marginal from the shattering experience of not qualifying for entry into a professional program.

The committee finally recommends that any information supplied to foreign students include information on petition procedures should they not meet the minimal criteria for entry. UAC members review personal letters of appeal, necessary letters of reference, quality of the institution, and the nature of the academic work successfully completed. The last item is of extreme importance as many foreign students complete a significant number of English language-skill courses for which credit is given at other institutions but not at OSU. The committee does not believe such courses are a good indicator of a student's potential for academic success.

In summation the UAC repeats its recommendation that foreign students transferring from other American institutions have achieved an accumulative GPA of 3.00 in courses that normally apply to baccalaureate work.

cc: Dean Kuipers
Wallace Gibbs, Registrar
UAC Committee Members
Fred J. Burgess, Dean, Engineering
Marv Durham, International Education

Jack Van de Water, International Education
Solon Stone, Head Advisor, Engineering



International Education

Corvallis, Oregon 97331 USA (503) 754 3006

August 13, 1981

MEMO TO: Fred Burgess

SUBJECT: Admission of International Students

FROM: Jack Van de Water

Our initial memo of June 2nd has produced a review of policies related to admitting foreign students to the pre-engineering program. Kay Conrad, Marv Durham and Joe Cousins (Assistant Foreign Student Advisor and member of Undergraduate Admissions Committee) have collected data based on this last year. Marv Durham has analyzed these data with results as follows:

1. Undergraduate transfers (foreign) accepted to pre-engineering program in 80-81:
 - a. 13 were accepted with GPA's of 2.50 to 2.74
They produced an average GPA of 2.30 for this past academic year.
 - b. 19 were accepted with GPA's of 2.75 to 2.99
They produced an average GPA of 2.45 for this past academic year
 - c. 71 foreign undergraduate transfer students were accepted to pre-engineering in Fall, 1980. The 32 in (a) and (b) above represent 45% of the total.

These data suggest that higher entrance requirements are needed and support your memo of August 5 regarding the raising of standards for admission of international students into the pre-engineering program.

Kay, Marv, Joe and I are in agreement that the Undergraduate Admissions Committee should change its policy so that a 3.0 is required for foreign students to apply as a transfer student. Exceptions might be made in schools and colleges not related to engineering, but we agree with you that it does neither the student nor the School of Engineering any good to encourage the marginal student.

* We expect the Undergraduate Admissions Committee will take up this question at its next meeting.

JVW/mb

cc: Dean Kuipers
Bud Gibbs
Marv Durham
Kay Conrad
Joe Cousins

Handwritten signature

Department of
Forest Products

Oregon
State
University

Corvallis, Oregon 97331

October 16, 1981

MEMORANDUM

To: Executive Committee of the Faculty Senate
Pat Wells, President

From: Faculty Status Committee
Bob McMahon, Chairman

Re: Waiver of Right of Access to Evaluative Letters for
Promotion and Tenure

For some unknown reason, your Memo of January 27, 1981, to James Oldfield, previous chairman of this Committee, requesting action on this matter, was overlooked until recently. We have now considered this issue, together with the supporting documents accompanying your Memo.

While mindful of the fact that permitting waiver of access to evaluative letters obtained for promotion and tenure purposes would make the OSU Faculty Records Policy somewhat less open than it now is, we believe the principle of individual choice regarding waiver should take precedence, so we make the following recommendation:

OSU Faculty should have the option of waiving in advance the right to see evaluative letters solicited for tenure and promotion purposes, as is currently being done at the University of Oregon, a practice that has received legal clearance through the Attorney General's Office. If this option is followed, however, it must be so that faculty members are not in any way coerced, subtly or otherwise, into signing a waiver; it must remain a matter of free choice by the faculty member concerned without any retribution imposed for refusing to exercise a waiver.

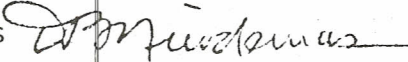
OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

December 26, 1980

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

From: D. B. Nicodemus 

Subject: Concerning the possibility that a faculty member may waive voluntarily and in advance legal right to access to evaluative letters in his or her personal file.

The Ad hoc Committee on Promotion and Tenure presented a report to the Faculty Senate on October 9, 1980. This report, reviewed at the November 6 Senate meeting, included the following question:

"Is a waiver statement on letters of recommendation requested from outside reviewers as practiced by some departments legally binding?"

The report also noted that "under current rules, letters to reviewers outside the university must clearly state whether the candidate has the right to read the letters of recommendation." The OSU Faculty Records Policy dated June 30, 1975 includes the following provision:

"6(e). All requests for evaluation of a faculty member shall be accompanied by a statement that the faculty member shall have access to the evaluation..."

The Board's Administrative Rules include the following rule:

"580-22-075. When evaluating employed faculty members, the Board, its institutions, schools, or departments shall not solicit nor accept letters, documents, or other materials, given orally or in written form, from individuals or groups who wish their identity kept anonymous or the information they provide kept confidential, except for student evaluations made or received pursuant to rule 580-22-100(5)".

Attached is a copy of a letter dated September 29, 1980 received by an OSU department chairman from another state-system institution which includes the following statements:

"...Although Oregon law permits full access of a faculty member to his personnel file, Dr. _____ has voluntarily waived in advance his legal right to access to all evaluative letters, with the expectation that this waiver will enable the referees to prepare thorough and candid letters. Since this waiver has been approved by the proper legal authorities, I can assure you that your letter will not be seen by the candidate. With the waiver, however, the candidate retains the right to request a substantive summary of all evaluative remarks, carefully edited to avoid disclosure of the identity of the referees..."

Executive Committee
Leo Parks

2

December 26, 1980

The letter quoted above was forwarded by Robert Gutierrez to Edward Branchfield, Assistant Attorney General and Counsel for more information and clarification of the law. Attached is Mr. Gutierrez's memorandum of November 19, 1980 and Mr. Branchfield's response of December 11, 1980. Mr. Branchfield's letter states the opinion that faculty members may waive their right to access to evaluative letters as outlined in the letter quoted above dated September 29, 1980.

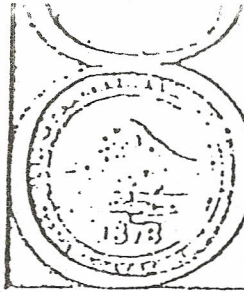
As reported to you earlier, the executive office is preparing a revised draft of the Faculty Records Policy which will be forwarded to you for appropriate review before formal hearings are scheduled and before the revised policy is to be adopted as an OSU Administrative Rule.

A question for your early consideration and recommendation is whether a revised OSU Faculty Records Policy should include the option for waiver of access which Mr. Branchfield has described. President MacVicar feels that you or the Faculty Senate should be consulted before further action is taken and before advising OSU departments of the waiver option used elsewhere. The Faculty Senate has always supported an "open" file policy. The waiver option is a less "open" policy than the current one.

/dm

cc: President MacVicar
Robert Gutierrez
Ad hoc P & T Committee

Attachments



Office of the Dean
College of Business Administration
UNIVERSITY OF OREGON
Eugene, Oregon 97403
503/686-3300

September 29, 1980

Dr. Lyle Calvin
Chairman
Department of Statistics
Oregon State University
Corvallis, Oregon

Dear Dr. Calvin:

Dr. [redacted] of our Department of Accounting and Business Statistics is being considered for promotion from Assistant Professor to Associate Professor with indefinite tenure. Such promotions are made only after consulting specialists in the appropriate disciplines, both at the University of Oregon and elsewhere.

Your name has been submitted as one who could provide a useful evaluation of Dr. [redacted] professional achievements and reputation. I shall be grateful if you will write a letter to me, outlining what you know of his scholarship, research accomplishments, publications, and general stature within the profession. We have found that evaluations which trace the impact of specific activities of the individual are particularly valuable. I enclose a bibliography and curriculum vitae for your convenience as well as copies of several of Professor [redacted] papers. Although Oregon law permits full access of a faculty member to his personnel file, Dr. [redacted] has voluntarily waived in advance his legal right to access to all evaluative letters, with the expectation that this waiver will enable the referees to prepare thorough and candid letters. Since this waiver has been approved by the proper legal authorities, I can assure you that your letter will not be seen by the candidate. With the waiver, however, the candidate retains his right to request a substantive summary of all evaluative remarks, carefully edited to avoid disclosure of the identity of the referees. This is Dr. [redacted] sixth year as a member of our faculty.

Your reply to this letter within the next week or two will be most helpful, since we are now preparing all the necessary documents for promotion for Dr. [redacted].

Sincerely,

Del I. Hawkins
Associate Dean

DIH/sab

Encs.

an equal opportunity/affirmative action employer

Office of the President

Oregon
State
University

Corvallis, Oregon 97331

(503) 754-4133

November 19, 1980

TO: Edward Branchfield, Assistant Attorney General and Counsel

FROM: Robert Gutierrez, Assistant to the President

B7

SUBJECT: Faculty Records Policy of the State System

I have enclosed, for your information and review, a copy of a letter and its attachments received by our Dean of Faculty relating to the option of a faculty member to waive his/her rights under the Faculty Records Laws and Regulations.

It is my understanding that faculty members never waive right of access to their personal file. While, perhaps, they may informally agree to such a procedure, there is nothing in the law which would preclude or prohibit them from changing their mind and later requesting access to their personal file.

We are in the process of reviewing our Faculty Records Rule and wish to be consistent with the other institutions. Our Dean of Faculty has asked me for a response as to whether an OSU faculty member can voluntarily waive in advance his/her legal right of access to their personal file. The enclosed letter indicates that there is legal authority for a faculty member to waive their right of access at the University of Oregon. I am particularly interested in the sentence in the September 29 letter which states, "Since this waiver has been approved by the proper legal authorities, I can assure you that your letter will not be seen by the candidate."

Thank you for your assistance in this matter.

dca
enclosure

cc: David Nicodemus, Dean of Faculty ✓

**DEPARTMENT OF JUSTICE**

GENERAL COUNSEL DIVISION

P.O. Box 3175

Eugene, Oregon 97403

Telephone: (503) 686-4156

December 11, 1980

Robert Gutierrez
Assistant to the President
Oregon State University
Corvallis, OR 97331

Dear Bob,

You have asked whether a faculty member can waive in advance the legal right of access to the faculty member's personnel file. Because the question you now have before you is much more narrow than that, I am going to limit my discussion to whether a waiver of a right to see a portion of the file can be binding on the faculty member.

We are both aware of the language of ORS 351.065(3) which says that no regulation, rule or order shall deny to a faculty member full access to the member's personnel file, with certain exceptions set forth therein. Subparagraph (d) limits access to letters and other information submitted in confidence prior to July 1, 1975, and subdivision (e) respects the confidentiality of information submitted to or solicited prior to the employment of a prospective employee. Both of those exceptions contain the requirement that if the faculty member requests access to the member's personnel file, the full text shall be made available, except such portions thereof as would serve to identify the contributor. Nowhere does the statute specifically provide for a waiver.

A waiver is an intelligent relinquishment or abandonment of a known right. Even a constitutionally protected right can be waived, if the waiver is understandingly, knowingly and voluntarily waived. See Huffman v. Alexander, 197 Or 283, 251 P2d 87 (1953). Clearly, if a constitutional

Robert Gutierrez
Page 2
December 11, 1980

right can be waived, a statutory right can be waived. In many situations, a waiver is related to estoppel. In the circumstances which you mentioned, a faculty member is being asked whether he or she will waive the right to review letters solicited in anticipation of possible promotion or other action by the University. In the first place, I believe such waivers are enforceable if voluntarily and understandingly made, and I think they are even more so where persons have written letters in reliance upon the waiver. Failure to enforce the waiver under those circumstances would be grossly unfair to those who have relied upon the waiver. I believe the court would clearly enforce a waiver under those circumstances. Even if there were no elements of estoppel present, I believe that the court would enforce a voluntary, knowing waiver of a right to see a particular portion of the faculty member's personnel file.

As indicated above, I have purposely avoided discussing whether a waiver by a faculty member of the right to see that faculty member's entire file would be valid. Logic says that if the faculty member can waive the right to see a portion of a file, a valid waiver can be given as to the entire file. But, unless the faculty member knows already everything that is in the file, there is doubt in my mind as to whether such a waiver would be a knowledgeable waiver. Further, I am troubled when I think of what may be placed in the file in the future. If the faculty member already knows everything in the file, there is no point in asking for a waiver. So I have grave reservations concerning a complete waiver of the right to inspect any and all parts of a file. I think it inappropriate to speculate as to what the facts and circumstances might be in connection with any such general waiver. I prefer to wait until we are presented with the specific situation before attempting to pontificate concerning a general waiver of a right to see the entire file.

The form of letter which you sent to me as being issued by the College of Business Administration at the University of Oregon appears to be well drafted and I agree with the

Robert Gutierrez
Page 3
December 11, 1980

contents thereof, even though I am not prepared now to go beyond that point.

Needless to say, any waiver should be in writing and should be made a part of the faculty member's file.

Sincerely,



Edward Branchfield
Assistant Attorney General
and Counsel

ej

FACULTY SENIORITY MEMBERSHIP

OREGON STATE UNIVERSITY

JANUARY 15, 1982

(Exclusive of the Senate President, 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 1982. 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.

1982

1983

1984

AGRICULTURE:

- ✓ H. Ronald Cameron, Bot & Pl Path (80)
- ✓ *Lois A. McGill, Food Sci & Tech (77)
- ✓ Alvin R. Mosley, Crop Sci (80)
- ✓ Ray D. William (Vice Richardson) Hort (82)
- ✓ V. Van Volk, Soil Sci (77)
- ✓ *Gerald Kling (Vice Wyckoff), Soils (79)
- ✓ Terry Miller, Ag Chem (81)
- ✓ David Faulkenberry, Statistics (81)

- ✓ *Norman Goetze, Ext Crop Sci (79)
- ✓ A. Gene Nelson, Agr & Res Econ (81)
- ✓ *Michael Martin, Agr & Res Econ (82)
- ✓ *Floyd Bodyfelt, Food Sci & Tech (78)
- ✓ Carl Bond, Fish & Wild (81)
- ✓ *Michael Chaplin, Horticulture (78)
- ✓ Martin Hellickson, Ag Engr (81)
- ✓ Hugh Gardner, Soil Sci (81)

- ✓ George Beaudreau, Ag Chem (82)
- ✓ *Roger Fendall, Crop Sci (82)
- ✓ Walter Kennick, Animal Sci (82)
- ✓ *Ronald Miner, Ag Engr (82)
- ✓ *Robert Stebbins, Horticulture (82)
- ✓ James Witt, Ag Chem (82)
- ✓ *Carl W. O'Connor, Agr & Res Econ (79)

BUSINESS:

- ✓ Charles W. Dane, Mktg, Fin & Prod (80)
- ✓ Philip B. Schary, Bus Adminis (80)

- ✓ Boris Becker, Bus (81)

- ✓ *Dudley Buffa, Bus Adminis (82)
- ✓ Mary Ellen Phillips, Bus Admin (82)

EDUCATION:

- ✓ Frank Cross (80)
- ✓ Charles Stamps (80)

- ✓ Margaret Stamps (81)

- ✓ *Dennis Evans (82)
- ✓ Michael Giblin (82)

ENGINEERING:

- ✓ Robert J. Zaworski, Mech Engr (80)
- ✓ *John Peterson (Vice Meredith), Civil Engr (82)

- ✓ Robert Wilson, Mech Engr (81)
- ✓ Thomas Plant, Elec & Comp Engr (81)

- ✓ *Robert Mrazek, Chem Engr (79)
- ✓ Solon A. Stone, Elec Engr (82)
- ✓ *Tom West, Indus & Gen Engr (82)

FORESTRY:

- ✓ *Thomas H. Luba (Vice Gibbs), For Media (82)
- ✓ Robert O. McMahon, For Prod (79)

- ✓ John F. Bell, For Mgmt (81)
- ✓ Edward C. Jensen, For Media (81)
- ✓ Murray L. Laver, For Prods (81)

- ✓ *Darius Adams, Forest Mgmt (82)
- ✓ *John D. Walstad, Forest Sci (82)

HEALTH & PHYSICAL EDUCATION:

- ✓ David Phelps, Health (80)

- ✓ Lois Pye Petersen (81)
- ✓ Dow Poling, Phys Educ (81)

- ✓ Arnold Flath (82)

HOME ECONOMICS:

- ✓ Virginia Dickinson, Fam Res Mgmt (80)

- ✓ Clara C. Pratt (Vice Henton), Geron (82)
- ✓ Rodney Cate, Fam Life (81)

- ✓ *Zoe Ann Holmes (Vice Weber) Foods/Nutr (82)

1982

LIBERAL ARTS:

- ✓ Berkley Chappell, Art (80)
- ✓ X Marcus Borg, Religious Studies (81)
- ✓ John King, DCE (81)
- ✓ Flora Leibowitz, Philosophy (80)
- ✓ Nancy Leman, English (80)
- ✓ Ze'ev Orzech, Economics (80)

OCEANOGRAPHY:

- ✓ *Herbert F. Frolander (78)

PHARMACY:

SCIENCE:

- ✓ Victor J. Brookes, Entomology (80)
- ✓ Paul L. Farber, Gen Sci (80)
- ✓ *David J. Griffiths, Physics (77)
- ✓ Fred Hisaw, Zoology (81)
- ✓ Donald L. MacDonald, Bio/Bio (80)
- ✓ Edward H. Piepmeier, Chem (81)

VETERINARY MEDICINE:

- ✓ Thomas E. Chapman (80)

LIBRARY:

- ✓ Mariol R. Peck (80)

ROTC:

- ✓ Curtis W. Rosler, ROTC (81)

Ex-Officio Members:

Robert MacVicar, University President
David Nicodemus, Dean of Faculty

Senate Officers:

Robert R. Becker, Senate President
Richard Scanlan, Senate President-Elect

Total Senators: 101 plus 4 (above listed) = 105

FSO
12/81

1984

83

- ✓ X Barbara Finlay, Sociology (81)
- ✓ C. V. Bennett, Speech (81)
- ✓ Peter Copek, English (81)
- ✓ Gary Tiedeman, Sociology (81)
- ✓ Austin Walter, Political Sci (81)

- ✓ Paul Komar (81)
- ✓ William Percy (81)

- ✓ J. Mark Christensen (81)

- ✓ C. J. Bayne, Zoology (81)
- ✓ Kenton Chambers, Bot & Pl Path (81)
- ✓ Wil Gamble, Bio/Bio (81)
- ✓ I. Isenberg, Bio/Bio (81)
- ✓ *Don Reed, Bio/Bio (78)
- ✓ James H. Krueger, Chem (81)

- ✓ X Nancy Corwin, Art (82)
- ✓ *Thurston Doler, Speech Comm (79)
- ✓ Louise Sarasohn, History (82)
- ✓ Bruce Shepard, Poli Sci (82)
- ✓ Charles Vars, Economics (82)

- ✓ *Steve Neshyba (79)

- ✓ X Frances M. Eckenrode (82)

- ✓ X Curtis R. Cook, Comp Sci (82)
- ✓ *William J. Firey, Math (82)
- ✓ JoAnn C. Leong, Micro (82)
- ✓ John E. Morris, Zoo (82)
- ✓ *Hollis H. Wickman, Chemistry (82)
- ✓ X W. Curtis Johnson, Bio/Bio (82)

- ✓ X Russell Crisman (82)

- ✓ X Frank Burleson, Nav Sci (82)

OREGON STATE UNIVERSITY

GUIDELINES FOR FACULTY FTE REDUCTIONS¹
UNDER FINANCIAL EMERGENCY

January 4, 1982

As stated in the Budgets and Fiscal Planning Committee's "Guidelines for Possible Budget Cuts," which was adopted by the Senate in May 1981 and reaffirmed unanimously on December 3, 1981, the Faculty are opposed to layoffs or furloughs as a means of reducing the budget. Nevertheless, it appears that if the actions of the State Board of Higher Education on December 11 are accepted, a three- or four-day layoff will be required in the 1981-82 academic year. It is less clear whether or not an estimated 12-1/2 day layoff for 9-month Faculty and a 16-1/2 day layoff for 12-month Faculty suggested by the Board will be required in 1982-83. The Committee is aware of the complexities in the implementation of any partial reduction of FTE plan and, for that reason, will not propose detailed mechanisms for the layoffs. However, should the administration resort to layoffs, we recommend that the following Guidelines be adhered to as closely as feasible.

Guidelines for 1981-82

According to the December 11 proposed budget reduction package #1 of the Oregon State Board of Higher Education, a three- or four-day layoff would be required. As general Guidelines, the layoffs should provide for:

1. Successive full days, and not partial days at the beginning or end of a term.
2. Flexibility in administration to the school, college, program, or experiment station level, but with Faculty consultation and Presidential approval.
3. Layoff days for instructional Faculty during regularly scheduled class days.

Guidelines for 1982-83

A period of as long as 16-1/2 days is suggested in package #2 of the State Board's December 11 proposals. If such layoffs should be mandated, it is recommended that they occur during the Spring term of 1983, thus postponing the layoff period as long as possible. Such a scheme would enable students, faculty, and administrators maximum time in which to plan alternative uses of their time. This would have the further advantage of maintaining two normal terms.

For 12-month Faculty, including those whose duties may not involve instruction, a more flexible timing of the layoff may be required due to the broad range and sometimes specialized nature of their work. In general, however, it is urged that the layoffs follow the suggestions outlined above, that is, blocks of time should be used wherever possible.

¹The commonly used terms "layoff," "furlough," "reduced FTE," and "pay reductions" are considered to have the same meaning.

It should be possible through the use of outside funds (e.g., gifts, grants, or contracts) to replace lost compensation due to the layoffs. Sources for such compensation should be actively sought, and used for this purpose when possible.

The Committee reiterates its STRONG OPPOSITION to layoffs as a method of budget reduction. The Ad Hoc Committee on Guidelines for Faculty Layoffs is composed of R. Becker, R. McMahon, D. Faulkenberry, & R. Scanlan.

LOG/1
1/82

REPORTS TO THE FACULTY SENATE

March 4, 1982

Agenda for the Senate Meeting: March 4, 1982, 3:00 p.m., Snell Hall
Forum

The Agenda for the March 4 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the February 4 meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. *F&G Report - Seelman*
2. Faculty Status Committee

- Solon Stone

The Faculty Status Committee has three separate reports to be presented. Item a. was presented to the Senate at its February 4 meeting, and was postponed to the March 4 meeting by motion; item b. is a new report being presented to the Senate; c. was tabled.

- a. Waiver of Right of Access to Evaluative Letters (p.4)
for Promotion and Tenure

Attached is the October 16, 1981 report from the Faculty Status Committee. (For further background information see Reports to the Faculty Senate for February 4, 1982). Should the attached Committee recommendation be adopted, subsequent revision of the Faculty Records Policy would be required to bring it into conformity with the new policy.

- b. Guidelines for Selective Termination of Faculty Under
Financial Emergency (pp. 5-11)

Attached is a report of the Faculty Status Committee. This document is for discussion, with consideration for adoption proposed for April. This procedure is to allow widespread discussion of the document among Senators and other Faculty.

- c. Guidelines for Layoffs of Faculty under Financial
Emergency Exigency (pp. 12-13)

A motion will be introduced to take from the table Motion 82-386-7 (see Minutes of January 14, 1982 meeting, p. XIX), which was laid on the table at the January meeting. It is thought that this option should be considered again by the Senate in light of recent financial developments. The proposal is attached.

2. Academic Regulations Committee (pp. 13, 14) - Ze'ev Orzech

Attached is the Committee's report on University Enrollment Reduction in response to a Motion referred to it by the Executive Committee. A proposal from the School of Engineering (see Reports to the Faculty Senate for January 14, 1982, pp. 16-17) proposing certain admission policies in event of enrollment re-

duction was referred to the Executive Committee for referral to "proper Senate committees." (See Minutes of January 14, 1982, p. XX, Motion 82-386-10.)

Also attached are supporting data prepared by the Academic Deficiencies Committee pertaining to the topic in response to the Executive Committee's referral to them for review.

3. Committee on Promotion and Tenure (pp. 19-22) - Richard Scanlan

Attached is a report from a subcommittee of the Executive Committee proposing Standing Rules for the new Promotion and Tenure Committee of the Senate. These proposed Standing Rules recommendations were derived from a report of the Committee on Committees, which studied the matter and reported to the Executive Committee.

4. OSSHE Committee on Tax-Sheltered Annuities - Les Strickler

Strickler is currently serving on an OSSHE Committee that is analyzing System policies on Tax-Sheltered Annuity Programs. He will report to the Senate on the activities of this Committee.

5. Financial Emergency Group III - John Block

In response to request of President MacVicar in his remarks to the Senate at the February meeting, FEG (Financial Emergency Group) III has been constituted. Provisions for the membership of this Group are found in a report adopted by the Senate on 2/5/81, entitled "Institutional Procedures Providing for Faculty Input during Financial Exigency and/or Program or Departmental Reduction or Elimination," and approved by President MacVicar. See Senate Minutes of 2/5/81, Motion #81-377-1, p. XXV, and Minutes of 6/4/81, p. XLI.

By provision of that document, members of the FEG III are: The Faculty Senate President and President Elect; the Chairman and one additional member of the following Faculty Senate Standing Committees: Budgets & Fiscal Planning, Faculty Economic Welfare, and Faculty Status. The Chairman of the Ad Hoc Group is the Chrm. of the Budgets & Fiscal Planning Comm. (which is John Block, Pharmacy).

B. Reports from the Executive Committee

1. Revised Wording to Clarify Intent; AR 20 (p. 23)

Attached is the report of the Academic Regulations Committee, which revised wording of Academic Regulation 20 to better reflect the intent of the Regulation which was instituted last summer upon the initiative of President MacVicar. The current Regulation has been viewed as ambiguous in some respects, and the new wording was requested to eliminate that ambiguity. There is no substantive alteration of this AR, which was adopted by the Senate at its October 1981 meeting.

2. Ad Hoc Committee on Traffic Committee Operation and Traffic Safety

On February 4, 1982 the Senate received a report of the Ad Hoc Committee on Traffic Committee Operation & Traffic Safety, and adopted its main recommendation, which pertained to establishing a committee or council under the Vice President for Administration, to develop a campus Traffic Safety Plan. The Executive Committee has taken steps to implement the provisions of that recommendation. (See the Ad Hoc Committee's final report and recommendations distributed at 2/5/82 Senate meeting by Comm. Chrm. Pete Fullerton, and Minutes of the Senate meeting).

3. Subcommittee of the Research Council to advise the OSU Foundation on Grant Proposals for Private Foundations

The Executive Committee has reviewed a request from Research Council Chairman Murray Laver to form the above subcommittee. The Exec. Comm. position is that the formation of this Committee is within the prerogative of the Research Council, and has so informed its Chairman.

4. Chancellor's Search

During the last two weeks of February, four candidates for the position of Chancellor visited the OSU campus. They were interviewed by members of the Interinstitutional Faculty Senate (which selected OSU as the site of these interviews), and by Faculty members who were invited by the State Board. A report of these interviews will be made.

5. Instructional Development Advisory Committee; Request for Appointment of a new Senate Committee (p. 20, item 1.)

Attached is a report from the Committee on Committees regarding the proposed establishment of an Instructional Development Advisory Committee as a Senate Committee. The Committee on Committees believes that this should not be a Senate committee, but could be formulated through the Dean of Undergraduate Studies Office. The Executive Committee concurs with these views and has so informed the parties involved.

C. Reports from the Executive Office

1. Proposed Modification in the Administrative Rules re Patents and Copyrights in the OSSHE (p. 24) - Tom Parsons

Attached is a Memo from Acting Dean of Research, George Keller, regarding proposed modification of Administrative Rules pertaining to royalty returns from Patents and Copyrights. The Executive Committee has carried out the directive of the Senate in adopting a motion by Senator Christianson (Pharm) to refer the matter of the proposed change in the Administrative Rules to Faculty Status Committee, and to alert Faculty on the other campuses of the OSSHE (see Minutes of 2/11/82 Senate meeting) to this proposal. Acting Vice President for Administration Parsons has been asked to discuss the implications of this proposal.

4.

2. The Financial Emergency

- Pres. MacVicar

D. New Business

* * * * *

Department of
Forest Products

Oregon
State
University

Corvallis, Oregon 97331

October 16, 1981

MEMORANDUM

To: Executive Committee of the Faculty Senate
Pat Wells, President

From: Faculty Status Committee
Bob McMahon, Chairman

Re: Waiver of Right of Access to Evaluative Letters for
Promotion and Tenure

For some unknown reason, your Memo of January 27, 1981, to James Oldfield, previous chairman of this Committee, requesting action on this matter, was overlooked until recently. We have now considered this issue, together with the supporting documents accompanying your Memo.

While mindful of the fact that permitting waiver of access to evaluative letters obtained for promotion and tenure purposes would make the OSU Faculty Records Policy somewhat less open than it now is, we believe the principle of individual choice regarding waiver should take precedence, so we make the following recommendation:

OSU Faculty should have the option of waiving in advance the right to see evaluative letters solicited for tenure and promotion purposes, as is currently being done at the University of Oregon, a practice that has received legal clearance through the Attorney General's Office. If this option is followed, however, it must be so that faculty members are not in any way coerced, subtly or otherwise, into signing a waiver; it must remain a matter of free choice by the faculty member concerned without any retribution imposed for refusing to exercise a waiver.

GUIDELINES FOR SELECTIVE TERMINATION OF FACULTY UNDER FINANCIAL EMERGENCY

Report of the Faculty Status Committee*

January 29, 1982

The purpose of these Guidelines is threefold:

- 1) To present to the Faculty and Administration the range of considerations that ought to be confronted when Faculty terminations are proposed;
- 2) to express the Faculty's judgment of what constitutes fair and equitable treatment if terminations are finally imposed;
- 3) to set forth a sequential procedure that will minimize damage to the University's reputation and mission, and preserve quality programs and unique resources.

Termination of Faculty holding indefinite tenure, or of those appointed on annual tenure without timely notice, or of fixed-term appointments before the term expires, should be the last resort for an institution of higher education facing a financial crisis. Terminations in these cases amount to unilateral abrogation of contractual relationships and result in incalculable damage to the reputation of an institution that imposes such drastic means to avert what, in effect, is bankruptcy. Termination of indefinitely tenured positions, of annual tenure appointments without timely notice, or fixed-term positions prior to the end of the term, is an admission by an institution that it will not keep its word, and that no less drastic measures are available to escape bankruptcy.

We recognize that some of the following recommendations are divergent from current Administrative Rules (of the State System of Higher Education). These divergences are identified by underlines, but included, nevertheless, because Rules can be changed. We believe this document (constitutes a minimum set of provisions required) for honorable treatment if terminations are mandated. No one in business or the professions expects to cancel, unilaterally, a contract without penalty. Neither should the State Board of Higher Education, nor the Legislative Assembly, expect to impose terminations without cost or obligation to those terminated involuntarily.

Proceeding from this interpretation, we first advocate two sets of alternatives to minimize or even negate a need for terminations. The first group in Section 1 applies on a University-wide basis before any program cuts are allocated to individual Schools or departments. The second group in Section 3 applies within any program subsequently identified for reduction or elimination. Sections 4 and 5 deal with Faculty terminations after all other alternatives have been exhausted.

Definitions

For the purpose of this document, the following definitions are adopted:

- a. "Programs," "activities," and "units" refer to (1) support services, (2) central administrative departments, (3) divisions, institutes, centers, the Forest Research Laboratory and Agricultural Experiment Stations, and the Oregon Extension Service, and (4) Colleges, Schools, academic departments, or recognized subdivisions;
- b. "Faculty" refers to all those with faculty rank, whether their responsibilities are primarily instructional, research, public service, extension, or support (including institutional, administrative, student, or other services). Each Faculty member is considered to be part of one or more programs;
- c. "termination" includes abrogation of contractual relationships (described above), not for cause.

The following is a sequential procedure to accomplish selective termination. It is intended that a start at Section 1 will produce the most useful first results. Iteration will usually be required to obtain improved results.

1. University-wide Alternatives to Termination of Faculty

The University shall not terminate Faculty on indefinite tenure, nor Faculty on annual tenure without timely notice, nor fixed-term Faculty during their term of appointment, until all feasible alternatives to termination have been pursued, including the following:

- a. *Convert to cash assets not absolutely essential to the immediate teaching, research, and service missions of the University;
- b. Extend to the entire Faculty a program of early retirement, such as proposed by the OSU Faculty Senate Retirement Committee, for acceptance on an individual, voluntary basis;
- c. extend to the entire Faculty opportunities to take sabbatical leaves and leaves-without-pay, with the agreement of Faculty members. For sabbatical leaves, the University will consider reducing the required prior years of service; and when a Faculty member on sabbatical leave is able to secure permanent employment outside the University, the required one-year's service following the sabbatical may be waived without penalty.

The guiding principle in granting sabbaticals and leaves-without-pay, and the relaxation of normal requirements for sabbaticals, shall be to serve the best interest of individuals and the University.

(*Underlines are used to indicate divergences from current Administrative Rules.)

And it follows, therefore, that approval of early retirements, sabbaticals, or leaves-without-pay need not be granted if serious disruption to a program would result.

Savings generated by early retirements and leaves-without-pay shall be used to reduce the University's total deficit.

2. Procedure for Developing Program Reductions

- a. Program reductions required after the above alternatives have been implemented will not be apportioned on the basis of the number of retirements or leaves granted under 2.b. and 2.c., but according to procedures specified in (1) the report of the Budgets & Fiscal Planning Committee, entitled "Guidelines for Possible Budget Cuts," adopted by the Faculty Senate on May 7, 1981, and reaffirmed unanimously on December 3, 1981, and (2) the Memorandum from the Executive Committee of the Faculty Senate to President MacVicar, dated August 5, 1981, "Policy for Budget Cutbacks."
- b. A provisional plan for the University, including tentative assignments of reductions to individual programs, and a written summary of the reasons behind these proposals, must be developed by the Administration, with full and meaningful participation of Faculty.
- c. All Faculty should be provided with a copy of the provisional plan for review. Faculty should be given an opportunity to voice objections and suggest alternatives before a final plan is drawn up.
- d. If the provisional plan includes a reduction or elimination of a program, the affected unit should be given the opportunity to formulate a plan for accomplishing the reduction so as to minimize the necessity for terminating Faculty. Alternatives that may be considered include, but are not limited to, those listed under Section 3. below.
- e. These alternative proposals should be evaluated by the Administration, and adopted according to their effectiveness in accomplishing required reductions, their impact on other programs, and conformity with the principles stated in the Budgets & Fiscal Planning Committee's report and the Memorandum to President MacVicar, both referred to in 2.a. above.

3. ^{Intra} Within Program Alternatives to Faculty Terminations

When particular programs have been identified for reduction or elimination in accordance with Guidelines referred to in 2.a. above, the following additional alternatives to release of Faculty shall be implemented and followed in order, as applicable. These alternatives would be assumed to apply only during the financial crisis and would be reversible if the crisis proves to be temporary.

a. Part-time Reassignment

Whenever possible, an affected Faculty member should be offered one of the following opportunities to complete that person's regular or full FTE load:

- (1) By teaching, research, or service in his or her area of demonstrated competence in another unit of the University for part of his/her load;
- (2) by working in another discipline for part of his/her load if demonstrably qualified to work in that discipline.

b. Full-time Reassignment to another Department when a Vacancy Exists.

Tenured Faculty members have institutional tenure. Prior to termination of any Faculty member, a good faith effort shall be made to place that Faculty member in a department or unit of the University, provided that the Faculty member can be assigned work for which he/she is demonstrably qualified, and provided that the reassignment is acceptable to the receiving department or unit. Reasons for non-acceptance shall be stated in writing.

If other efforts to reassign a Faculty member fail, and a termination notice is issued, then the following procedure shall be available to the affected Faculty member:

- (1) within one (1) month after the Notice of Termination has been sent to the Faculty member, the Faculty member shall reply, in writing, to the President stating where he feels qualified to work elsewhere in the University;
- (2) within seven (7) days after receipt of the Faculty member's reply, the President shall transmit the request to the Dean of the unit identified by the Faculty member;
- (3) within two (2) weeks after receipt of the transmittal, the Dean shall convene a meeting of the Head of the department or unit in which the reassignment is requested. The applicant's qualifications shall be reviewed by the department or unit, and recommendations made to the Dean in accordance with existing procedures.

c. Supplementation of Teaching/Research with other Duties

Whenever possible, an affected Faculty member shall be offered suitable, useful, and available non-teaching/non-research duties to complete that person's regular or full load. The determination of a full FTE-equivalent load shall be mutually arrived at by the University and the Faculty member. Such assignments shall take into account, among other things, the relative seniority of affected Faculty members and Administrators or Professional Staff.

d. Shared Duties with other Institutions

In cases where it is possible to arrange shared duties between the University and another academic institution, the option shall

be offered to the affected Faculty member. The salary and cost of fringe benefits shall be proportionately shared by each institution pursuant to the salary and fringe benefits structure at each institution. Such Faculty shall retain indefinite tenure (if held). The service of annually tenured Faculty on shared-load shall count toward the probationary period on a proportionate basis.

- e. Transfer to a non-teaching/non-research position, where one is available.

If it is not possible to retain a Faculty member in his/her position, the University shall make a reasonable effort to place that member in a non-teaching/non-research position within the University, for which he/she is qualified. In determining whether a position is available, the relative seniority of the affected Faculty member shall be taken into account, together with other relevant factors. While in this position, the Faculty member shall retain tenure (if held), but time in this position shall not count toward tenure.

- f. Reduced load with proportionate reduction of compensation.

An individual affected

An affected Faculty member shall have the opportunity to accept a temporarily reduced load without loss of tenure or fringe benefits, but with a proportionate reduction of salary and University contributions to retirement.

4. Termination of Regular Faculty within Programs Identified for Reduction or Elimination

If approved budget reductions cannot be accomplished in any other way, the procedures described below shall be followed in terminating or not reappointing Faculty.

- a. Termination of Faculty in an academic department shall be accompanied by terminations of Administrative and Classified positions, both in proportion to the number of Faculty positions eliminated.

- b. The Administrator of each program to be reduced or eliminated shall develop a list of Faculty members (including Faculty on leave) currently employed in that department.

- c. Only after all of the foregoing steps have been followed and no further alternatives exist, Faculty shall be terminated in the following order:

(1) visiting, adjunct, and Faculty beyond the mandatory retirement age;

(2) ~~All other~~ fixed-term Faculty, *whose appointments are temporary due to the program or funding.*

(3) Faculty on annual tenure;

(4) Faculty on indefinite tenure.

new 3 - fixed term fac. whose appointments are expected to be continued (regardless of future funding)

- d. Within each of the categories (4.c. above), terminations shall be made in inverse order to length of service at the University.

- e. Exceptions to c. and d. above may be made where academic needs require, as determined by Faculty within an affected program; for example, where a more senior person does not have the requi-

site background or qualifications to perform required work and no other staffing arrangement is possible.

- f. Any Faculty member terminated for financial reasons may seek to replace another having higher vulnerability to termination (see 4.c.), providing the former individual is qualified to fill the latter position.

5. Due Process Requirements

When an individual has been identified for termination, the following procedure is required:

- a. At the earliest possible moment after a termination decision is made, an individual will receive a written notice that contains explicit information about the reasoning process used in deciding the order of termination within the unit, and the available options that he/she may pursue within the University. This notification should not be publicized by the University.
- b. The individual has the right to appeal a termination decision in a full hearing before the Faculty Reviews and Appeals Committee in accordance with their operating procedures.
- c. Before actual termination occurs, an individual must receive the maximum possible notice, regardless of the nature of his/her appointment. In no case shall termination occur before the end of the current academic year unless severance pay is granted (see 5.d. below). Prior to termination, the University shall make every effort to assist an individual in finding new employment or retraining in a different area. Furthermore, the individual should receive a Faculty discount for up to five (5) years after termination for any courses that he/she may take within OSSHE to aid in his/her retraining.
- d. When a Faculty member holding indefinite tenure is terminated, he/she shall receive severance pay equivalent to salary to the end of the current biennium, but not less than one year's pay, in addition to any accumulated annual leave. If timely notice cannot be given to those on annual tenure, or if premature termination of fixed-term appointments occurs, the University shall provide severance pay consistent with the amount of notice given. The University shall make retirement and group health and life insurance payments for terminated individuals for one year, or until that person has found new employment, whichever occurs first.
- e. No new Faculty shall be hired in departments affected by terminations unless both (1) and (2) below can be demonstrated.
 - (1) None of the terminated Faculty have the necessary qualifications for the new position, and
 - (2) Hiring a new person is absolutely essential for the department to meet its needs.
- f. Should rehiring take place, those terminated Faculty having indefinite tenure (starting with the individual having the longest service) will be considered prior to Faculty on annual tenure if the former have the qualifications to fill the vacant position. At all levels, individuals having the longest term of

service and who possess the qualifications for the position being filled shall be rehired before those having lesser terms of service. An individual should be rehired at the salary and with all rights and privileges that he/she would have had if termination had not occurred.

- g. If an offer to rehire is made, it should be done by certified or registered mail, with return receipt requested, and the individual should be given at least thirty (30) days to decide whether to accept the offer. If, after that time, there has been no response, the position may be offered to the next candidate exhibiting the necessary qualifications, including those mentioned above (5.f.).
- h. Terminated Faculty who do not wish to be considered for recall shall notify their administrative head in writing.
- i. If, after five full academic years, the University has made no offer to rehire, a Faculty member will be deemed to have been given notice, and his/her employment ended.

add underlines & underline (br - AR's)

OREGON STATE UNIVERSITY

GUIDELINES FOR FACULTY FTE REDUCTIONS¹
UNDER FINANCIAL EMERGENCY

January 4, 1982

As stated in the Budgets and Fiscal Planning Committee's "Guidelines for Possible Budget Cuts," which was adopted by the Senate in May 1981 and reaffirmed unanimously on December 3, 1981, the Faculty are opposed to layoffs or furloughs as a means of reducing the budget. Nevertheless, it appears that if the actions of the State Board of Higher Education on December 11 are accepted, a three- or four-day layoff will be required in the 1981-82 academic year. It is less clear whether or not an estimated 12-1/2 day layoff for 9-month Faculty and a 16-1/2 day layoff for 12-month Faculty suggested by the Board will be required in 1982-83. The Committee is aware of the complexities in the implementation of any partial reduction of FTE plan and, for that reason, will not propose detailed mechanisms for the layoffs. However, should the administration resort to layoffs, we recommend that the following Guidelines be adhered to as closely as feasible.

Guidelines for 1981-82

(According to the December 11 proposed budget reduction package #1 of the Oregon State Board of Higher Education, a three- or four-day layoff would be required.) As general Guidelines, the layoffs should provide for:

1. Successive full days, and not partial days~~at~~ at the beginning or end of a term)
2. Flexibility in administration to the school, college, program, or experiment station level, but with Faculty consultation and Presidential approval.
3. Layoff days for instructional Faculty during regularly scheduled class days. *(College or - v. m.)*

of 3 apr

Guidelines for 1982-83

A period of as long as 16-1/2 days is suggested in package #2 of the State Board's December 11 proposals. If such layoffs should be mandated, it is recommended that they occur during the Spring term of 1983, thus postponing the layoff period as long as possible. Such a scheme would enable students, faculty, and administrators maximum time in which to plan alternative uses of their time. This would have the further advantage of maintaining two normal terms.

For 12-month Faculty, including those whose duties may not involve instruction, a more flexible timing of the layoff may be required due to the broad range and sometimes specialized nature of their work. In general, however, it is urged that the layoffs follow the suggestions outlined above, that is, blocks of time should be used wherever possible.

¹The commonly used terms "layoff," "furlough," "reduced FTE," and "pay reductions" are considered to have the same meaning.

It should be possible through the use of outside funds (e.g., gifts, grants, or contracts) to replace lost compensation due to the layoffs. Sources for such compensation should be actively sought, and used for this purpose when possible.

The Committee reiterates its STRONG OPPOSITION to layoffs as a method of budget reduction. The Ad Hoc Committee on Guidelines for Faculty Layoffs is composed of R. Becker, R. McMahon, D. Faulkenberry, & R. Scanlan.

* * * * *

Department of
Economics



Corvallis, Oregon 97331

February 10, 1982

To: Bob Becker, Senate President
Executive Committee of the Faculty Senate

From: Ze'ev Orzech, Chairman *Ze'ev*
Academic Regulations Committee

Subject: University Enrollment Reduction

At its February 9, 1982 meeting the Academic Regulations Committee considered the policies governing the Academic Deficiency Committee and found them reasonable. The criteria used for retention, probationary status, and suspension of students are not unduly permissive or punitive and seem adequate to maintain minimal academic standards.

Given the statistics presented to us by Mr. Michael Beachley, chairman of the Academic Deficiency Committee, and given the general university admissions procedures, we do not believe that promising new students are kept from being admitted to OSU because of our retention policies. Schools or units of the University where such a problem of "displacement" might arise are, naturally, free to set their own readmission standards for students they suspended.

Department of
Speech Communication

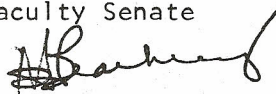


Corvallis, Oregon 97331

(503) 754-2461

February 9, 1982

TO: Bob Becker, Senate President
Executive Committee of the Faculty Senate

FROM: Michael Beachley, Chairman 
Academic Deficiencies Committee

RE: University Enrollment Reduction

I am responding to your request of January 19, 1982, regarding Dean Solon Stone's memo about the proposed enrollment reduction problems. This issue has been raised before, but not quite in the manner in which it is now addressed. I have met with the Academic Regulations Committee regarding this issue. There are a number of implications in the Stone memo which need to be clarified.

1. Academic Reinstatements may displace "some good, new students."

R: It is not the case where students with greater potential are being displaced by reinstated students. Two facts support this conclusion. First, enrollment reductions are made on the basis of the date of application. Currently, if the university chooses to limit enrollment, the application deadline is moved up. This does not, by itself, limit bright students; it limits slow students. Secondly, there is no apparent relationship between the student's high school GPA/SAT scores and his potential for failure; we get them all coming through this committee. Dean Stone's "First Reduction Group" of academically non-productive students and his "Last Reduction Group" of potentially good students are often the same group.

2. The Academic Deficiencies Committee is a suspension committee.

R: It is not the task of this committee to eliminate students. We regard our task as intercepting students who are having academic difficulty and directing them toward constructive ways of achievement. We may require that they meet regularly with an academic advisor, or seek counseling. When the student is suspended, he is not eliminated or removed; his studies are stopped for a while until he is able to continue. Evidence of being ready to continue includes a balanced GPA, an appropriate change in life-style, and/or enough time elapsed wherein he is able to mature and stabilize his growing habits.

3. Students who do poorly are not potentially good students.

R: Many of us on this campus have had difficulty at some point in our academic career. But we were able to overcome our own obstacles, often with the help of another person or committee. The ADC recognizes that there are many reasons for

poor academic performance. They include, in decending order of occurrence:

- a. Life-space problems - relationships, breakups, fraternities and sorority demands, parties, substance-abuse, immaturity . . .
- b. Advising weaknesses - ignorance of requirements, feelings of bureaucratic isolation, lack of goals and direction, loyalty to family's expectations, inappropriate major, and even wrong advising . . .
- c. Traumatic experiences - death of a close one, divorce, financial difficulties, illness, crime victim . . .
- d. Academic weaknesses - poor study habits, language difficulty, poor high school preparation . . .

To suggest that there are essentially two students, the first one a non-performer, and the second one a potentially good performer, is simplistic.

4. Statistics for Fall 1981-1982.

# of students below 2.0 GPA	1225
# of students on probation (10 pts or less)	- 406
# of students eligible for suspension	810 *
# of students actually suspended	- 156
# of students placed on deferred susp.	663 *

Based on a study conducted by Clayton Shaw, former Assistant Registrar, and reported to the Senate in May 1978, we expect that the 633 deferred suspensions will fall in one of three groups at the end of the next quarter:

- @ 33% will voluntarily withdraw from the university.
- @ 33% will perform at 2.0 GPA or better and receive their BA.
- @ 33% will be suspended or continue on deferred suspension.

These three equal groups have continued to appear each quarter since the report. If the "continued-on-suspension" group is included in the next quarter's DS group, then we have a success rate of more than 50% of the suspendable students.

5. Recommendations

- a. Continue the current policies and regulations regarding academic deficiency.
- b. Encourage an extensive program for the development of faculty advising skills. There is currently little support and incentive for faculty (particularly non-tenured) to devote the necessary time to this essential service.

Thank you for the opportunity to respond to Dean Stone's memo.

MB/jrt

cc: Academic Deficiency Committee members
 Ze'ev B. Orzech, Chairperson, Academic Regulations Committee
 Judith Kuipers, Dean of Undergraduate Studies
 Ralph Reiley, Assistant Registrar

Excerpt from the January 14, 1982 Faculty Senate Meeting Minutes

University Enrollment Reduction, Solon Stone, Assistant Dean of Engineering, reporting: Senator Stone presented a Memorandum advocating certain policies for admitting students to OSU in event enrollment reductions are mandated. After some discussion, Senator Miller (Ag) moved that this Memorandum, with its suggested motion, be referred to the Executive Committee with instructions to refer it to the appropriate Senate committees. The motion was seconded and passed.

In his discussion of the matter, Stone reported the concern of a number of Faculty regarding retaining non-performers at OSU in the face of raising standards to reduce enrollment. He stated that it is nonsense to tell suspended students that they will automatically be readmitted upon the basis of increasing their GPA's somewhere else.

In response to a question from Senator Dane (Bus), Stone stated that Engineering has about 170-180 students on various kinds of suspension, some who are only 11-15 points deficient. Stone thinks that suspended students should not be returning when more capable students are being denied entry.

1/27/82



School of Engineering

Corvallis, Oregon 97331

(508) 754-4525

December 21, 1981

Faculty Senate Executive Committee
OSU Campus

SUBJECT: University Enrollment Reduction

I am concerned about possible enrollment reduction in the State System and how this reduction is to be accomplished. What I hear is that the reduction will be made on entering students. In my opinion this is not the only or best place to make those reductions. It would be far better to reduce the enrollment by first removing those students who are non-performers. Cutting off the flow of potential good performers would do long term damage to all segments of the University.

My request to you is that the Faculty Senate discuss this area of "budget cuts" at its next meeting. Keeping faculty, facilities and staff is important. Keeping the best students is just as important along with attracting a continuous flow of students from which the best can emerge. Would you please put this on the January Agenda?

If a motion is necessary, something like the following would generate discussion:

Move that the OSU Faculty Senate support modification of University regulations, rules and policies such that enrollment reductions are done using criteria based upon the following;

First Reduction Group - Students who are performing at a low level.



Last Reduction Group - Applicants who have potential to perform acceptably.

The intent of the motion would be to start a process to modify the current ways in which students are accepted and retained by the University. The modifications would be such that the flow of new, potentially good students would not be cut while poor, low performing students are retained. Obviously there are other groups of students who also need to be considered and treated by the modified policies, etc.

An example is in order. Students suspended from the University are told they may return automatically if they make up deficiencies. In the future these automatic admissions may displace some good, new students because of enrollment reductions. Should we be promising future re-instatement on an automatic basis?

What about post-baccalaureate students? Should the number of non-residents be restricted? How - by number or by percentage? Students in special programs may create still another question.

Please contact me if I need to do more to further this request.



Solon A. Stone, Assistant Dean
School of Engineering

SAS:dkb

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754-4344

February 18, 1982

M E M O R A N D U M

To: Executive Committee

From: EC Subcommittee on P&T Committee Standing Rules
Dick Scanlan, Chairman

Subject: Final Proposed Standing Rules for the Senate's
Committee on Promotion and Tenure

After reviewing the various drafts of the Standing Rules for the Committee on Promotion and Tenure, the subcommittee of the Executive Committee charged with preparing an appropriate finalized set of Standing Rules recommends the following:

Standing Rules, Committee on Promotion and Tenure

The Committee on Promotion and Tenure shall study Promotion and Tenure procedures and make recommendations for improving the entire Annual Review process, including preparation and review of the promotion and tenure proceedings. The Committee monitors promotion and tenure procedures at the Executive Office level. All promotion and tenure materials in the Executive Office and deliberations between the President and the Deans will be open to the Committee.

The Executive Committee shall alert the Committee to particular problem areas identified by previous Committees on Promotion and Tenure, and ask for the Committee's recommendations. The Committee will report, with recommendations, to the Executive Committee once a year, after the Annual Review is completed. The Committee consists of three Faculty members, appointed by the Executive Committee, with the rank of professor including, if possible, a recent retiree. Terms are for one year, with one member to be reappointed for a second year.

RS/TD:s

Department of
Entomology



Corvallis, Oregon 97331

February 3, 1982

M E M O R A N D U M

TO: Thurston Doler, Executive Secretary
Faculty Senate

FROM: Victor J. Brookes, Chairman
Committee on Committees

SUBJECT: COC Reports on: 1) Instructional Development Advisory Committee and 2) Committee on Promotion and Tenure Standing Rules

The C.O.C. met on January 28, 1981 and February 1, 1982 to deliberate the request by Dean Osterman for the establishment of an Instructional Development Committee and to consider the draft of the Standing Rules for the Promotion and Tenure Committee. The recommendations of the committee are as follows:

1. The Committee on Committees discussed the establishment of an Instructional Development Committee to serve an advisory function for the Instructional Development Office. The C.O.C. decided that the objectives listed by Dean Osterman (letter to the Senate Office, March 13, 1981) can not be met by a Senate Committee. A Senate Committee serves only in an advisory capacity and reports only to the Senate. The objectives proposed would have the advisory committee serving and reporting to the Instructional and Development Office. The C.O.C. recommends that if such a committee is necessary, it be established by Dean Osterman or Dean Kuipers. The Senate may assist in the appointments to the committee, and one member of the Advancement of Teaching Committee could serve as liason between the two committees.
2. A copy of the draft of the Standing Rules for the Committee on Promotion and Tenure, with suggestions for revisions, is attached.

Department of
Entomology



Corvallis, Oregon 97331

DRAFT - STANDING RULES FOR THE FACULTY SENATE'S
COMMITTEE ON PROMOTION AND TENURE¹

The Committee on Promotion and Tenure² monitors promotion and tenure procedures at the University level. The Committee is to make recommendations which will result in improvement of annual³ University-level promotion and tenure proceedings. All materials and deliberations relating to promotions and tenure will be open to the Committee, but the members⁴ will not participate in the decision-making.

The Committee will report with recommendations to the Executive Committee once a year after the process is completed. The Executive Committee can alert the Committee to particular problem areas identified by previous Committees On Promotion and Tenure⁵ and ask the Committee to make recommendations to alleviate the problems. The Committee will consist of three⁶ Faculty members who should be tenured full professors⁷ and expect to make a relatively large time commitment during Spring Term. If possible, one of the members should have recently retired. The members and chairman will be appointed by the Executive Committee. The members will be appointed to serve a one year term with one member serving for a second consecutive year in order to preserve continuity.⁸ Those observing the proceedings must participate in the entire process.⁹ All information about faculty under consideration must be kept confidential.¹⁰



RATIONAL FOR RECOMMENDED CHANGES IN THE STANDING RULE

1. & 2. The title "on Promotion and Tenure" more accurately reflects the business of the Committee. The Committee is not a Promotions and Tenure Committee.
3. Unnecessary word.
4. Literary change.
5. Title change.
6. The C and C recommends that three rather than four members be appointed. This is because the deliberating panel of President and Deans will be four or five in number. The Committee should be kept to a minimum so as not to be overwhelming by its presence.
7. Junior members of the faculty still have to face the promotion process. To avoid the possibility that the junior members may be intimidated by the procedures or the possibility that a later decision of a Dean may be influenced by a committee member's recommendation of a previous year, the C and C believes that the Committee should be limited to full professors with tenure.
8. & 9. Appointments to Senate committees are usually for a term of three years. The C and C feels that because of the nature of the work, and amount of the work that this committee must do, the appointments should be for one year only except for one member who would be appointed for a second year to preserve the continuity of business.
10. Although all members of the committee will contribute to the recommendations made, not all members may be able to attend all the meetings of the University committee. The C and C believes that at least one member must

continued 10. ... observe all proceedings so that an accurate estimation of the decision process can be made.
11. The information from the files of candidates is confidential and this confidentiality must be preserved.

Department of
Economics



Corvallis, Oregon 97331

January 27, 1982

TO: Executive Committee of the Faculty Senate
Robert Becker, Senate President

FROM: Ze'ev Orzech, Chairman *W*
Academic Regulations Committee

SUBJECT: AR 20

The Academic Regulations Committee has reworded the footnote to AR 20 on p. 11 of the Schedule of Classes 1981-82, to better reflect the intent of the regulation.

Students receiving a grade of "A", "B", "C", "S", or "P" in a course may not repeat that course. Students receiving a grade of "D", "F", "U", or "N" in a course may repeat that course once.

Exceptions may be requested by presenting an Official Student Petition to the Office of the Registrar. Such a petition shall bear the recommendation of the dean of the student's college/school and the dean of the college/school and head of the department in which the course is offered. (Recognized repeatable courses, such as activity courses, research, seminars, and selected topics, do not come under this restriction.)

I presume that this clarification does not have to be presented to the Senate as a whole. Should the policy as it stands now be presented to the Senate for discussion? If so, when?

Research Office



Corvallis, Oregon 97331-2135 (503) 754-3437

February 2, 1982



MEMORANDUM

TO: Deans, Directors and Department Heads

FROM: George H. Keller, *Keller* Acting Dean of Research

SUBJECT: Proposed modification of Administrative Rules pertaining to royalty returns from patents and copyrights

During the 21 January 1982 meeting of the Deans and Vice Presidents for Administration of the State System of Higher Education, it was decided that an amendment to the Administrative Rules pertaining to patents and copyrights be recommended to the State Board of Higher Education at their 26 February 1982 meeting.

The current rule reads:

"Employees shall be eligible to share in net royalty income, not to exceed: 40% of the first \$50,000, 35% of the next \$50,000, and 30% of all additional net royalty income received by the Board for inventions and technological improvements."

The amendment being proposed to the Board on 26 February reads:

"... 40% of the first \$50,000, 35% of the next \$50,000, 30% of the next \$400,000, 25% of the next \$500,000, 20% of the next \$1,000,000, and 10% of all additional net royalty income received by the Board for inventions and technological improvements."

Tom Parsons and I wanted to bring this matter to your attention should you wish to comment on this recommendation.

You will note that these are upper limits ("not to exceed") of royalty return. Such a rule makes me uncomfortable. Once this issue is settled by the Board, it is my intent to establish a policy which will set these upper limits as the royalty levels for this institution. This must, however, be approved by the Chancellor's Office on an institution-by-institution basis. Although this office put out a notice on 18 March 1981 establishing a royalty distribution, I can find no record that it had been submitted to or approved by the Chancellor's Office.

Please contact Tom Parsons or me if you have any comments on this matter.

mep

REPORTS TO THE FACULTY SENATE
April 8, 1982

Agenda for the Senate Meeting: April 8, 1982, 3:00 p.m., Weniger Hall 151

NOTE: Please note change in meeting place; Senators please bring your March 4, 1982 Meeting Agenda for reference

The Agenda for the April 8 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the February and March meetings, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Financial Emergency Group

- John Block

The Financial Emergency Group III (FEG III) has completed its study of the budget matter and has reported to President MacVicar. Chairman Block will report to the Senate on the Group's work.

2. Faculty Status Committee

- Solon Stone

The Faculty Status Committee will present two reports. Item a. was discussed at the March 4 meeting (please bring your March agenda; the document has not been reproduced in this Agenda), and item b. is a new report.

a. Guidelines for Selective Termination of Faculty Under Financial Emergency

This report was submitted to the Senate at the March 4, 1982 meeting. The Selective Termination document will be offered for Senate adoption. (Not reproduced in this Agenda)

b. Educational Leave Guidelines (pp. 6-9)

The Faculty Status Committee received a request to develop Guidelines for Educational Leaves, a new policy designed to accompany budget savings activity. Attached are the Guidelines which have been submitted to the President. Educational Leave is one part of salary savings procedures to meet OSU's share of the \$5.5 million in salary savings for the State System.

3. Academic Regulations Committee (pp. 10-15)

- Ze'ev Orzech

Attached is the Committee's report on University Enrollment Reduction, in response to a Motion referred to it by the Executive Committee. A proposal from the School of Engineering (see Reports to the Faculty Senate for January 14, 1982, and Minutes for January 14, p. XX) proposing certain admission policies in event of enrollment reduction was referred to the Executive Committee, with instructions to refer it to the proper Senate Committees.

4. Faculty Recognition and Awards Committee

- Arnold Flath

The Faculty Recognition & Awards Committee's report, dated 3/29, is being sent to Senators separately by campus mail marked Confidential. At the April 8 meeting, the Committee Chairman, Arnold Flath, 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, Section 3), the Senate President may call an Executive Session, which excludes all but elected and ex-officio members or their designated substitutes (proxies). Before going into Executive Session, the Senate President must also announce the statutory authority for such action (Attorney General's Opinion #6996, I., D.).

The purpose of the Executive Session is to consider nominees for OSU Distinguished Service Awards for 1982. Nominees whose names are approved will be recommended to President MacVicar for his final approval and conferral at the June 6 Commencement.

Balloting will be limited to Senators or their official representatives and will occur fairly early in the meeting, with results announced to Senators before the end of the meeting, if possible. Senators will be asked to be seated in a specified area, since actual balloting takes place after the end of the Executive Session, and Tellers will be assisting with the procedure.

5. Committee on Promotion and Tenure (p. 16)

- Richard Scanlan

Attached is a report from a subcommittee of the Executive Committee proposing Standing Rules for the new Promotion and Tenure Committee of the Senate. These proposed Standing Rules recommendations were derived from a report of the Committee on Committees, which studied the matter and reported to the Executive Committee. Members of the 1982 P&T Committee are: Harry Fruend (Emer.), Darold Wax, and Owen Osborne.

6. Bylaws Committee Report (pp. 17, 18)

- David Willis

Attached is a Bylaws Committee Report proposing three Bylaws changes to Article IX, Sec. 2; Article IX, Sec., and Article X, Section 1. The proposed changes concern refinement of the provision for objecting to the consideration of new business. This proposal will be discussed, but consideration for adoption must occur following one month's notice. Therefore, it will be presented for adoption at the May meeting.

7. Graduate Council Recommendations (pp. 19-21)a. Proposed Elimination of the (g) Designation

- Howard Wilson

Attached is a recommendation of the Graduate Council to eliminate the small "g" designator wherever it appears on graduate courses. The regular "G" would be the only designator used for graduate courses under this proposal. Senate action is requested.

7. b. Guidelines for the Conduct of Off-Campus Educational Programs (pp. 22-31) - Dean Calvin

Attached are proposed Guidelines for the conduct of Off-Campus Educational Programs, and Policies for Off-campus Instruction. (See Reports to the Faculty Senate for 10/8/81 for Draft of Guidelines, and Faculty Senate Minutes, Vol. 21, #3, pp. II and III for background information.)

8. OSU Retirement Committee - Les Strickler

a. OSSHE Committee on Tax-Sheltered Annuities

Prof. Strickler is currently serving on an OSSHE Committee that is analyzing System policies on Tax-Sheltered Annuity Programs. He will report to the Senate on the activities of this Committee.

b. Implications of Pay Alterations on Retirement Decisions

Strickler will inform the Senate on implications of current proposals on retirement decisions.

9. Faculty Economic Welfare Committee (p. 32) - Charles Vars

Attached is a report of the FEWC which recommends that the Senate oppose proposed revisions in the Administrative Rules & Internal Management Directives pertaining to Inventions, License Agreements, Educational and Professional Materials Development, and Patents and Copyrights. Attached to the March 4, 1982 "Reports to the Faculty Senate," was a report regarding these revisions (see p. 3, C-1; p. 24). That report was to be given by Acting Vice President for Administration Thomas Parsons, who will give a status report on this topic (see item C., this document).

10. Undergraduate Admissions Committee (p. 33) - Walter Bublitz

Attached is a report from the Undergraduate Admissions Committee in response to the Senate's directive for a report to be made at the April meeting regarding the matter of transfer GPA for foreign students.

* * *

Special Note: To provide for the possibility of an adjourned meeting or a Special meeting of the Senate, Weniger Hall 151 has been reserved for April 15, 3:00 p.m.

* * *

B. Reports from the Executive Committee1. Academic Regulation 20 (pp. 34, 35)

Attached to the March 4, 1982 "Reports to the Faculty Senate," was a report of the Academic Regulation Committee with revised wording of AR 20 (see p. 2, item B.1.; p. 23 for text). This revision was reported to the Registrar for inclusion in the next Schedule of Classes and any other appropriate publications. Attached is the AR 20 revised wording and a Memo from the Registrar, W. E. Gibbs, clarifying use AR 20.

2. Ad Hoc Committee on Traffic Committee Operation and Traffic Safety (p. 36)

Included in the March 4, 1982 "Reports to the Faculty Senate" was a report on the status of implementation of this Ad Hoc Committee's report (see p. 3, item B.2). Attached to this report is a Memorandum from Acting Vice President for Administration Parsons outlining actions taken since that time.

3. Instructional Development Advisory Committee; Request for Appointment of a Senate Committee

Attached to the March 4, 1982 "Reports to the Faculty Senate" was a report from the Committee on Committees regarding the proposed establishment of an Instructional Development Advisory Committee as a Senate Committee. The Committee on Committees believes that this should not be a Senate Committee, but could be formulated through the Dean of Undergraduate Studies Office. The Executive Committee concurs with these views and has so informed the parties involved.

4. Faculty Day for 1982-83

Thursday, September 16, 1982 has been set for the Faculty Day program which begins the next academic year. The program is under the direction of President-Elect Richard Scanlan. The intent is to invite the Chancellor to bring greetings to the Faculty, as has been done for several years.

5. Faculty Panels for Hearing Committees (pp. 37-41)

Attached is a report outlining several options the Executive Committee has for implementation of the Guidelines which were adopted in 1980 for reducing the number of Panels and for extending terms of continuing Panels. The Executive Committee works with the Dean of Faculty in this matter, and a status report and recommendations will be presented to the Senate.

6. Interinstitutional Faculty Senate

The Spring meeting of the IFS will be held on April 2 and 3 at Oregon Health Sciences University in Portland. IFS Chairman Thurston Doler will report on actions taken or recommended by the IFS.

7. Joint Advisory Council

The Executive Committee is inviting the Joint Advisory Council to meet on the OSU campus on Tuesday, May 4, for their quarterly meeting. This group has been meeting for several years to discuss informally problems common to all of the institutions.

8. Affirmative Action Guidelines in Personnel Reduction (pp. 42, 43)

The Executive Committee wishes to share with the Faculty Senate a report from Pearl Gray, Director of Affirmative Action, which outlines Personnel Reduction from the view of affirmative action policies. This report was generated by Director Gray and approved by President MacVicar.

C. Reports from the Executive Office1. Proposed Modification of the Administrative Rules - Tom Parsons
re Patents and Copyrights in the OSSHE

Attached to the March 4, 1982 "Reports to the Faculty Senate" was a report regarding a proposed revision of the OSSHE Administrative Rules in this matter. There have been several developments since that date, one being the FEWC report (see p. of this document). In addition, Dr. Parsons will inform the Senate on the latest developments involving actions of the State Board at their March 26 meeting.

2. The Financial Emergency - Dr. MacVicarD. New BusinessUniversity Goals and Guidelines (pp. 44-46) - Steve Neshyba

Attached is a document from Senator Neshyba, who will introduce a motion regarding the formulation of a University Goals Commission. The matter will then be open for Senate consideration.

School of Engineering



Corvallis, Oregon 97331

(503) 754-4525

March 23, 1982

TO: Faculty Senate Executive Committee and
President MacVicar

FROM: Faculty Status Committee

A handwritten signature in dark ink, appearing to be "J. L.", written over the "FROM:" line.

RE: Guidelines for Educational Leaves

The Faculty Status Committee is submitting to you the Guidelines for Educational Leaves developed in response to the D.B. Nicodemus Memorandum of March 12, 1982. The Committee recognizes that time is short. If the University and Faculty are to use the educational leave concept during 1982-83, the guidelines must be approved with all appropriate speed. With this in mind, this memorandum is being sent simultaneously to the Executive Committee of the Faculty Senate and the University President.

The proposal by the O.S.S.H.E. Board that institutions in the System use a new "education leave" plan for the remainder of the biennium fits well into Item 1c of the "Guidelines for Selective Termination of Faculty Under Financial Emergency" dated January 29, 1982. These guidelines have not been approved by the Faculty Senate, but they will be set for discussion at the April meeting of that body. The Faculty Status Committee has received no comments, pro or con, regarding the guidelines.

The Faculty Status Committee proposes the following "Guidelines for Educational Leaves". These educational leaves may be of any length up to one year, ending June 30, 1983 and will be consistent with those parts of the Selective Termination Guidelines which relate to sabbatical leaves mentioned in Item 1c of the January 29, 1982 document:

1. Educational leaves are available to all faculty who would normally be expected to request sabbatical leaves. (Oregon Administrative Rules 580-21-205)
2. The time restrictions for the granting of normal sabbatical leaves are relaxed for educational leaves. A faculty member requesting educational leave would have to have completed at least one year of service; however, this short a period would not be applicable in most cases. (Oregon Administrative Rules 580-21-205)
3. Educational leaves will not be granted to faculty if a serious disruption in a program would result.
4. The salary rate for faculty on educational leave will not exceed $\frac{1}{2}$ the academic salary rate of the individual with the savings so generated used to relieve the budget shortfall.
5. Educational leaves will not affect the years of service for sabbatical leave purposes provided no adverse effect accrues to the University in doing so.
6. Educational leaves will not affect adversely the promotion or tenure situation of faculty members.
7. The same restrictions on supplemental income as apply to sabbatical leaves will apply to educational leaves. (Oregon Administrative Rules 580-21-240) No differentiation shall exist between sabbatical leave recipients and educational leave recipients relative to total income.
8. Faculty who secure permanent employment while on educational leaves will not be obligated for university service following the leave. (Oregon Administrative Rules 580-21-220) These faculty may terminate their leaves at any time with the savings so generated used to relieve the budget shortfall. For those cases where termination of permanent employment would result in a lower total income for the leave period, leave provisions will be changed to provide the same total income with the savings so generated used to relieve the budget shortfall.

9. Educational leaves do not require reports and differ in this respect from sabbatical leaves. (Oregon Administrative Rules 580-21-215) However, the same requirements for granting of the leave will be used for both sabbatical and educational leaves, i.e. for educationally related purposes. (Oregon Administrative Rules (580-21-200 (1))
10. Approval of educational leaves rests with the institution. Faculty may apply for such leaves using processes developed by the institution.

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

March 12, 1982

To: Faculty Status Committee
Solon Stone, chairman

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

Subject: Guidelines for Educational Leaves

At its meeting on March 11, the Board adopted several recommendations from the Chancellor which are designed to cope with additional budget reductions needed for 1982-83 and longer. One of the recommendations is to develop a temporary plan for granting "educational leaves." Below is a copy of the recommendation approved by the Board:

"that you approve a new temporary policy permitting the granting of "educational leaves" at 1/2 salary to academic staff members. The decision whether to implement an educational leave policy rests with each institution.

"The leaves would be optional with academic staff and approval of individual leaves discretionary with the institution. Formal agreements would be required. Leaves would be limited to periods during the remainder of the biennium; be for an educationally-related purpose; carry no restriction on the earning of supplemental income; require no report; and contain an obligation to return--an obligation which might be waived under appropriate circumstances.

"This proposal is a variation of the Michigan State University plan described in Portland by Mordechai Kreinin, a Michigan State professor."

We need to develop institutional guidelines or policies and President MacVicar would welcome advice from the faculty. I have consulted with the Faculty Senate President, Bob Becker, who approved sending this request directly to you for review by the Faculty Status Committee. There is some urgency in this matter if the proposed "educational leaves" are to be a factor in budget planning for 1982-83.

It is my understanding that Professors Scanlan and Doler attended the March 11 Board meeting and may be able to provide more information about this matter, and I am sure that President MacVicar would be pleased to talk to you if you or the committee members have additional questions.

:dm

cc: President MacVicar
Robert Becker
Richard Scanlan
Thurston Doler

Department of
Economics



Corvallis, Oregon 97331

February 10, 1982

To: Bob Becker, Senate President
Executive Committee of the Faculty Senate

From: Ze'ev Orzech, Chairman *Ze'ev*
Academic Regulations Committee

Subject: University Enrollment Reduction

At its February 9, 1982 meeting the Academic Regulations Committee considered the policies governing the Academic Deficiency Committee and found them reasonable. The criteria used for retention, probationary status, and suspension of students are not unduly permissive or punitive and seem adequate to maintain minimal academic standards.

Given the statistics presented to us by Mr. Michael Beachley, chairman of the Academic Deficiency Committee, and given the general university admissions procedures, we do not believe that promising new students are kept from being admitted to OSU because of our retention policies. Schools or units of the University where such a problem of "displacement" might arise are, naturally, free to set their own readmission standards for students they suspended.



School of Engineering

Corvallis, Oregon 97331

(508) 754-4525

December 21, 1981

Faculty Senate Executive Committee
OSU Campus

SUBJECT: University Enrollment Reduction

I am concerned about possible enrollment reduction in the State System and how this reduction is to be accomplished. What I hear is that the reduction will be made on entering students. In my opinion this is not the only or best place to make those reductions. It would be far better to reduce the enrollment by first removing those students who are non-performers. Cutting off the flow of potential good performers would do long term damage to all segments of the University.

My request to you is that the Faculty Senate discuss this area of "budget cuts" at its next meeting. Keeping faculty, facilities and staff is important. Keeping the best students is just as important along with attracting a continuous flow of students from which the best can emerge. Would you please put this on the January Agenda?

If a motion is necessary, something like the following would generate discussion:

Move that the OSU Faculty Senate support modification of University regulations, rules and policies such that enrollment reductions are done using criteria based upon the following;

First Reduction Group - Students who are performing at a low level.



Last Reduction Group - Applicants who have potential to perform acceptably.

The intent of the motion would be to start a process to modify the current ways in which students are accepted and retained by the University. The modifications would be such that the flow of new, potentially good students would not be cut while poor, low performing students are retained. Obviously there are other groups of students who also need to be considered and treated by the modified policies, etc.

An example is in order. Students suspended from the University are told they may return automatically if they make up deficiencies. In the future these automatic admissions may displace some good, new students because of enrollment reductions. Should we be promising future re-instatement on an automatic basis?

What about post-baccalaureate students? Should the number of non-residents be restricted? How - by number or by percentage? Students in special programs may create still another question.

Please contact me if I need to do more to further this request.



Solon A. Stone, Assistant Dean
School of Engineering

SAS:dkb

Excerpt from the January 14, 1982 Faculty Senate Meeting Minutes

University Enrollment Reduction, Solon Stone, Assistant Dean of Engineering, reporting: Senator Stone presented a Memorandum advocating certain policies for admitting students to OSU in event enrollment reductions are mandated. After some discussion, Senator Miller (Ag) moved that this Memorandum, with its suggested motion, be referred to the Executive Committee with instructions to refer it to the appropriate Senate committees. The motion was seconded and passed.

In his discussion of the matter, Stone reported the concern of a number of Faculty regarding retaining non-performers at OSU in the face of raising standards to reduce enrollment. He stated that it is nonsense to tell suspended students that they will automatically be readmitted upon the basis of increasing their GPA's somewhere else.

In response to a question from Senator Dane (Bus), Stone stated that Engineering has about 170-180 students on various kinds of suspension, some who are only 11-15 points deficient. Stone thinks that suspended students should not be returning when more capable students are being denied entry.

1/27/82

Department of
Speech Communication

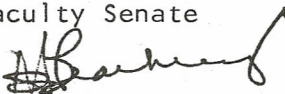
Oregon
State
University

Corvallis, Oregon 97331

(503) 754-2461

February 9, 1982

TO: Bob Becker, Senate President
Executive Committee of the Faculty Senate

FROM: Michael Beachley, Chairman 
Academic Deficiencies Committee

RE: University Enrollment Reduction

I am responding to your request of January 19, 1982, regarding Dean Solon Stone's memo about the proposed enrollment reduction problems. This issue has been raised before, but not quite in the manner in which it is now addressed. I have met with the Academic Regulations Committee regarding this issue. There are a number of implications in the Stone memo which need to be clarified.

1. Academic Reinstatements may displace "some good, new students."

R: It is not the case where students with greater potential are being displaced by reinstated students. Two facts support this conclusion. First, enrollment reductions are made on the basis of the date of application. Currently, if the university chooses to limit enrollment, the application deadline is moved up. This does not, by itself, limit bright students; it limits slow students. Secondly, there is no apparent relationship between the student's high school GPA/SAT scores and his potential for failure; we get them all coming through this committee. Dean Stone's "First Reduction Group" of academically non-productive students and his "Last Reduction Group" of potentially good students are often the same group.

2. The Academic Deficiencies Committee is a suspension committee.

R: It is not the task of this committee to eliminate students. We regard our task as intercepting students who are having academic difficulty and directing them toward constructive ways of achievement. We may require that they meet regularly with an academic advisor, or seek counseling. When the student is suspended, he is not eliminated or removed; his studies are stopped for a while until he is able to continue. Evidence of being ready to continue includes a balanced GPA, an appropriate change in life-style, and/or enough time elapsed wherein he is able to mature and stabilize his growing habits.

3. Students who do poorly are not potentially good students.

R: Many of us on this campus have had difficulty at some point in our academic career. But we were able to overcome our own obstacles, often with the help of another person or committee. The ADC recognizes that there are many reasons for

poor academic performance. They include, in decending order of occurrence:

- a. Life-space problems - relationships, breakups, fraternities and sorority demands, parties, substance-abuse, immaturity . . .
- b. Advising weaknesses - ignorance of requirements, feelings of bureaucratic isolation, lack of goals and direction, loyalty to family's expectations, inappropriate major, and even wrong advising . . .
- c. Traumatic experiences - death of a close one, divorce, financial difficulties, illness, crime victim . . .
- d. Academic weaknesses - poor study habits, language difficulty, poor high school preparation . . .

To suggest that there are essentially two students, the first one a non-performer, and the second one a potentially good performer, is simplistic.

4. Statistics for Fall 1981-1982.

# of students below 2.0 GPA	1225
# of students on probation (10 pts or less)	- 406
# of students eligible for suspension	810 *
# of students actually suspended	- 156
# of students placed on deferred susp.	663 *

Based on a study conducted by Clayton Shaw, former Assistant Registrar, and reported to the Senate in May 1978, we expect that the 633 deferred suspensions will fall in one of three groups at the end of the next quarter:

- @ 33% will voluntarily withdraw from the university.
- @ 33% will perform at 2.0 GPA or better and receive their BA.
- @ 33% will be suspended or continue on deferred suspension.

These three equal groups have continued to appear each quarter since the report. If the "continued-on-suspension" group is included in the next quarter's DS group, then we have a success rate of more than 50% of the suspendable students.

5. Recommendations

- a. Continue the current policies and regulations regarding academic deficiency.
- b. Encourage an extensive program for the development of faculty advising skills. There is currently little support and incentive for faculty (particularly non-tenured) to devote the necessary time to this essential service.

Thank you for the opportunity to respond to Dean Stone's memo.

MB/jrt

cc: Academic Deficiency Committee members
Ze'ev B. Orzech, Chairperson, Academic Regulations Committee
Judith Kuipers, Dean of Undergraduate Studies
Ralph Reiley, Assistant Registrar

Office of the
Faculty Senate



Corvallis, Oregon 97331

(503) 754-4344

February 18, 1982

M E M O R A N D U M

To: Executive Committee

From: EC Subcommittee on P&T Committee Standing Rules
Dick Scanlan, Chairman

Subject: Final Proposed Standing Rules for the Senate's
Committee on Promotion and Tenure

After reviewing the various drafts of the Standing Rules for the Committee on Promotion and Tenure, the subcommittee of the Executive Committee charged with preparing an appropriate finalized set of Standing Rules recommends the following:

Standing Rules, Committee on Promotion and Tenure

The Committee on Promotion and Tenure shall study Promotion and Tenure procedures and make recommendations for improving the entire Annual Review process, including preparation and review of the promotion and tenure proceedings. The Committee monitors promotion and tenure procedures at the Executive Office level. All promotion and tenure materials in the Executive Office and deliberations between the President and the Deans will be open to the Committee.

The Executive Committee shall alert the Committee to particular problem areas identified by previous Committees on Promotion and Tenure, and ask for the Committee's recommendations. The Committee will report, with recommendations, to the Executive Committee once a year, after the Annual Review is completed. The Committee consists of three Faculty members, appointed by the Executive Committee, with the rank of professor including, if possible, a recent retiree. Terms are for one year, with one member to be reappointed for a second year.

RS/TD:s

Department of
General Science

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-4151

March 16, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman *D L W*

Regarding: Proposed Bylaws Changes

The Bylaws Committee wishes the Faculty Senate Executive Committee to consider three proposed Bylaws changes (copy attached). The Faculty Senate parliamentarian, Professor Kermit Rohde, is also a member of our committee and initiated these proposals. He felt clarification of these matters was needed.

The first change deals with a definition of a "session." We were faced with a variety of choices, but these largely boiled down to beginning January 1 (calendar year), beginning July 1 (fiscal year), or beginning mid-September (academic year). For a variety of reasons we finally unanimously agreed to the latter choice.

The second proposal is merely a housekeeping matter to bring Faculty Senate bylaws into accordance with Oregon State law.

The third change is quite lengthy and is an attempt to both codify and clarify existing practice. We are all aware that the matter of postponement of action on a new main motion has generated both flame and smoke over the years. For this very reason, we felt that the bylaws should be far more specific with regard to the circumstances for such a request for postponement.

Should the Executive Committee wish to bring these proposed changes to the full Faculty Senate, I would be pleased to attempt to provide a rationale for them in detail. We shall await your action.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, Family Resource Management
Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy Specialist)
Elizabeth Hallgren, Computer Center

Revised Text of Proposed Bylaws ChangesArticle IX, Sec. 2, add new 2nd paragraph:

"A session shall consist of all meetings held between September 16 and the following September 15 and questions which are lying on the table or which have been subjected to a motion to reconsider shall die with the end of the session, but questions may be postponed to the next session."

Article IX, Sec. 3, add new 2nd paragraph:

"Public notice of any such sessions, and at least 24 hours notice of special sessions shall be given as specified in the Oregon State Public Meetings Law (O.R.S. 192.640)."

Article X, Sec. 1, modify 2nd paragraph:

"Other main motions shall be in order, but the request of 25% of the members present shall be sufficient to postpone a vote upon the request of a member and passed by a 25% vote of the members present any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the floor, must be made at the meeting in which the motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, nor be subject to reconsideration, shall die if not acted upon at the meeting during which it is made and it may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been so postponed may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the orders of the day. 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."

REPORT ON THE USE OF (G) AND (g) DESIGNATORS

March 12, 1982

I BACKGROUND

History

A review of University Catalogues revealed that the (G) and (g) designations were first used in the 1926-27 catalogue. The university was then known as the Oregon Agricultural College. William Jasper Kerr was president of the College and there were sixty (60) graduate students enrolled. The designations (G) and (g), as used in the 1926-27 catalogue, used an f suffix, with the f denoting the fraction of the credit for that course which could be applied toward a graduate major in the case of (G) and a minor in the case of (g). For example, a g2/3 designation on a three credit hour course would indicate that two of the three hours of credit could be applied toward a graduate minor.

This use of the (Gf) and (gf) designations continued through the 1931-32 academic year. In March of 1932 the Oregon Legislature re-organized the Oregon State System of Higher Education, creating essentially the division of responsibility which currently exists. In 1932-33 a joint catalogue was published with no mention of (G) or (g) designations. Although an individual catalogue was again published for the Oregon State Agricultural College in 1933-34, there was no mention of the (G) and (g) designations until the 1935-36 catalogue. The use of the (G) and (g) designation in the 1935-36 catalogue was essentially the same as it is today. This use of these designations has continued uninterrupted until the present.

In an effort to determine course designation policies used by other universities, the catalogues of thirty-one (31) comparable universities were reviewed. With a few (two) exceptions, the universities sampled broadly categorized courses as either undergraduate credit only, undergraduate and graduate credit, or graduate credit only. Different methods are used by different institutions to achieve this result, some using a course numbering system and others listing all appropriate courses in the graduate bulletin. However, with the exception of the two universities previously mentioned, none appeared to distinguish between courses appropriate for a graduate minor and those appropriate for a graduate major. The majority left this distinction up to the particular student's program committee or major professor and the Dean of the Graduate School.

State Board of Higher Education

Ms. Clarethel Kahananui, the acting Vice-Chancellor for Academic Affairs, was contacted to determine if dropping the (g) designation would cause any administrative problems or be opposed by the Chancellor's

office. Ms. Kahananui stated that the elimination of the (g) designation was an option that may be adopted at OSU and one that would not be opposed by the OSBHE.

Problems With Use of (G) and (g) Designations on Courses

There are two problems currently associated with the use of (G) and (g) designators on courses. The first and perhaps most serious is that there is no clear distinction between the use of a (G) or a (g) designation on a course. That is, there is no clearly understood rule indicating when a course should carry a (G) and when it should carry a (g) designation. Because of this lack of a clear understanding of the meaning of these designators, their use differs considerably across academic units. This leads to certain inequities.

A second problem arises because of the recent trend away from Ph.D. programs with structured minors (e.g., the new Ph.D. program in toxicology). These programs have only a major and therefore are extremely limited in the use of (g) designated courses. These Ph.D. programs occasionally require an exemption from the limitation on the use of (g) credit.

Action by the Graduate Council

The Graduate Council solicited comments from department chairs, deans, and the Curriculum Council on a proposed motion to eliminate the (g) designator. After reviewing these comments, the Graduate Council, on March 11, 1982, passed the following two motions and recommends their adoption by the Faculty Senate.

II MOTIONS

A. Elimination of (g) Designation

To abolish the (g) designation for graduate courses at Oregon State University as of June 15, 1983, by altering the regulations for graduate coursework as follows:

All courses numbered in the 500's carry graduate credit, as do those in the 400's which have been approved by the Graduate Council. Approved courses in the 400's are designated in the catalog by (G) following the course title. Certain 400 (G) courses may not be applied, or may have limited application, to a major field of study within the offering department. These courses are identified by the academic unit offering the courses.

B. Implementation of Removal of (g) Course Status

The following time schedule shall be used to implement the above motion.

- a. As of June 1, 1982, no (g) designations shall be forwarded to the OSBHE for new or revised courses. All 400 level graduate courses are to receive a (G).

- b. As of July 1, 1982, all 400 level courses currently designated (g) will be automatically assigned a (G) designator unless otherwise requested by the department. The requests may be for: (1) removal of graduate credit, or (2) departmental limitations. The deadline for such requests will be October 15, 1982.
- c. A graduate student initiating graduate studies after June 15, 1983, will be covered by the all (G) regulations. A continuing graduate student who files a program of study after June 15, 1983, will be covered by the all (G) regulations. A continuing or re-enrolling student who files a program prior to June 15, 1983, will continue under the existing regulations unless the student initiates a petition to have his or her plan of study governed by the all (G) regulations. The new plan of study must be approved by the student's committee and department and by the Graduate School.

GUIDELINES FOR THE CONDUCT OF OFF-CAMPUS EDUCATIONAL PROGRAMS

Introduction

A responsibility of Oregon State University is to fulfill the educational needs of the people of Oregon. Many citizens needing higher education may be constrained by social, economic, or geographic factors from participating in the educational programs offered on the campuses of the state universities. Oregon State University attempts to accommodate such "place-bound" people and is likely to expand significantly the offering of appropriate sound educational programs, to be known as "off-campus" programs. Following are the guidelines for their development and administration.

The description "off-campus" refers to those regular credit courses and academic programs of Oregon State University that are offered off-campus to non-traditional, place-bound students. Off-campus does not refer to those regular Oregon State University courses offered away from the Corvallis campus because of special requirements for teaching sites, e.g., student teaching, internships, practicums, and clerkships. Whereas the appropriate schools and departments of Oregon State University will have the academic responsibility of and the control over the off-campus courses and programs, the University's Division of Continuing Education may administer them. OSU faculty or, when necessary, additional instructors selected and approved by the appropriate campus academic units will comprise the instructional staff for these off-campus offerings. Since these courses are regular Oregon State University courses, credit for them is not to be identified as "transfer credit." Off-campus programs differ from their campus-based counterparts only in their students, location, and--in some instances--instructional staff.

GUIDELINES FOR OSU OFF-CAMPUS PROGRAMS

ASSESSMENT OF NEEDS

A thorough assessment to determine local off-campus educational requirements and Oregon State University's ability to satisfy those local requirements from its existing curriculum will be made before any off-campus program is established.

Explanation: The assessment comprises both a determination of the general educational need of potential off-campus student populations and the identification of actual course requirements for such groups. The assessment activities are the responsibility of representatives of the OSU Division of Continuing Education and of the appropriate campus-based academic units. Assessments are required to determine the number of admissible students for the potential program, the University curriculum which best fits local needs, and the degree of local interest sufficient to maintain the potential program on a self-support basis.

FINANCIAL SUPPORT

Off-campus programs shall be established only when there is a clear indication that the program can be financially self-supporting.

Explanation: No state-allocated funds have been set aside for the support of off-campus courses or academic programs. Resources to support such programs must derive from local individuals or agencies. In most cases, funds for individual courses will derive from student tuition. Other resources will normally be provided by local educational institutions or agencies.

SITE EVALUATION AND SELECTION

The geographic distribution of students, the adequacy of off-campus facilities, and the feasibility of the participation of regular campus-based faculty to meet course needs must be seriously considered in the selection of off-campus sites.

Explanation: Identification of adequate off-campus facilities is part of the assessment program. The adequacy of such facilities will be determined by the campus-based academic unit responsible for the academic quality of the program. Sites selected for off-campus courses will include instructional facilities, materials, and equipment commensurate to campus-based sites.

SITE EVALUATION AND SELECTION (continued)

In appraisal of off-campus facilities, special attention should be paid to the quality of locally available library resources. The OSU Library shall evaluate the off-campus library resources. Off-campus collections should be expanded by the resources of the off-campus programs and local educational institutions or agencies. Normally, classrooms and laboratory facilities are provided by local educational institutions.

PROGRAM DESIGN

Degree requirements, including curricular, shall follow as closely as possible those for campus-based programs. Establishment of programs and their coursework will satisfy the same requirements and follow the same procedure for approval as those for campus-based programs.

Explanation: Degree programs offered through the University's off-campus program are regular Oregon State programs. Therefore, coursework should follow the order and content of that in campus-based curricula. There will be no difference in required coursework between campus-based and off-campus programs.

No Off-campus program will be established prior to the submission and approval of a program proposal. A program proposal will follow the format and procedure currently used for Category I curriculum requests. It will also include a tentative schedule of classes and a description of instructional staff. The OSU Division of Continuing Education may assist in the preparation of such program proposals.

All courses to be included in an off-campus program are approved by campus-based academic units and the Curriculum Council prior to their offering. Forms for course approvals are available in the Office of the OSU Division of Continuing Education.

Off-campus graduate courses taken prior to the approval of an off-campus graduate degree program for that geographical area will not be applied to the residency requirement.

Upon entry into the program, students are required to sign a statement which acknowledges the self-support character of the program and of the University's right to terminate the program.

PROGRAM EVALUATION

Quality of programs and the appropriateness of coursework to local educational needs are significant aspects of off-campus programs. They are the responsibility of campus-based academic units. Off-campus

PROGRAM EVALUATION (continued)

coursework will be offered only so long as actual educational needs exist and instructional staff is available.

Explanation: A written statement of program evaluation is made annually by the campus-based academic unit, and is submitted to the appropriate academic dean and to the Dean of Undergraduate Studies or the Dean of the Graduate School. All courses in an off-campus program are evaluated by students. The OSU Division of Continuing Education will administer the students' evaluation at the request of the academic unit.

FACULTY

All faculty involved in off-campus programs shall be approved and reviewed by campus-based academic units.

Explanation: Regular campus-based faculty may participate in off-campus programs on either an in-load or over-load basis. Generally, off-campus courses will require more of the faculty member's time than on-campus courses. Other duties of the faculty and faculty compensation should recognize this difference. An Instructor Approval Form must be submitted for regular faculty teaching outside their normal instructional area.

Adjunct faculty are approved by the appropriate campus-based units. The same criteria apply in appointment to adjunct status as for regular faculty appointments. Representatives of campus-based academic units will interview potential adjunct faculty members prior to submission of formal nominations. Campus-based academic units will review the instructional activities of adjunct staff.

Adjunct faculty may be approved (a) to teach only one specific course during a single academic year, (b) to teach a set of specified courses within a given discipline for up to five years, (c) to teach the majority of courses in a given discipline for up to five years. Adjunct faculty appointments are subject to the same review procedures as regular faculty.

A majority of the coursework in each off-campus program will be taught by members of the University's regular campus-based faculty.

ADMINISTRATIVE SERVICES

Courses and programs remain the academic responsibility of campus-based academic units. Administrative services will be provided by the OSU Division of Continuing Education at the request of the academic unit.

ADMINISTRATIVE SERVICES (continued)

Explanation: Administrative services include: advertisement; registration; collection and disbursement of tuition fees; preparation of class lists and grade cards; preparation of program proposals, course approval requests, instructor approval requests; liaison with local educational institutions; and other general administrative activities required by such programs.

ADMISSION POLICIES AND ACADEMIC REGULATIONS

All admission policies and academic regulations governing campus-based programs shall apply to off-campus programs unless otherwise specified.

ACADEMIC RECORDS

It shall be the responsibility of the OSU Registrar to develop and maintain official transcripts for all students admitted to formal programs of the University's off-campus programs.

Explanation: Classes in off-campus programs are regular university courses and transcripts will be maintained by the OSU Registrar. "DCE" will not be used on official University transcripts, but transcripts will identify off-campus coursework.

ADVISING

Students formally enrolled in off-campus programs shall be assigned an advisor from the regular University instructional staff and shall confer with their advisors at least twice during the academic year.

Explanation: Off-campus program proposals will provide for regular, on-site advising that integrates the activities of OSU head advisors, OSU academic advisors, and local advisors--if any--approved by the academic units.

DEGREE REQUIREMENTS

Degree requirements for off-campus programs shall be the same as for on-campus programs, except:

- (a) BACCALAUREATE RESIDENCY: Degree-seeking students in off-campus baccalaureate programs must complete a minimum of 45 term hours of coursework, taught by members of the regular campus-based OSU faculty. Of those 45 hours, a minimum of 15 term hours of upper-division credit courses in a student's major field(s) must be included.

DEGREE REQUIREMENTS (continued)

- (b) GRADUATE RESIDENCY: At least one-half of the total graduate credit hours included in a student's approved program must be taught by regular campus-based University faculty. Off-campus courses taken prior to off-campus program approval and prior to the student's being admitted to Graduate School will not count as residency.

Explanation: The primary concern of the residency requirement for off-campus programs is that students have direct contact with members of the regular campus-based University instructional staff.

INTERINSTITUTIONAL COORDINATION

Coordination between Oregon State University off-campus programs and similar programs of other public and private higher educational institutions within the state shall be the responsibility of the OSU Division of Continuing Education. All reasonable effort shall be made to avoid unnecessary program duplication.

Approved by the
Curriculum Council
on March 2, 1982

Approved by the
Graduate Council
on March 11, 1982

OREGON STATE BOARD OF HIGHER EDUCATION

Policies for Off-Campus Instruction

Approved January 22, 1982

1. There shall be maintained in the State System a centrally coordinated, institutionally based off-campus instructional program, with funding of off-campus enrollments in the same manner as on-campus enrollments.

Should the Legislature not authorize funding for off-campus enrollments in the same way as on-campus enrollments, the institutions may offer such instruction as self-support courses.

2. Campus enrollments are state-funded enrollments for credit in (1) courses conducted within the campus boundaries, and (2) courses which must be offered outside the boundaries because resources or facilities necessary to conduct the courses are available only in off-campus locations; e.g., student teaching, clinical experience, marine science instruction at Newport and Charleston. (Institutions may also schedule courses within the campus boundaries which are taught under contract or agreement where the sponsoring agency pays the full cost of instruction or which are self-supporting from fee income.)
3. Off-campus enrollments are enrollments for credit in courses taught at a location outside the campus boundaries in order to make the courses and programs of the institution more accessible geographically. Such enrollments are limited to:
 - a. Upper-division or graduate courses.
 - b. Lower-division courses outside a community college or area education district.
 - c. Lower-division courses inside a community college or area education district offered with the approval of the district.
4. Off-campus instructional programs will be limited to courses and activities scheduled for the convenience of part-time students.
5. Responsibility for off-campus, non-credit courses and activities is shared among the institutions, according to institutional interest, resources, and the interests of the publics to be served. Generally, with the exception of programs of the Oregon State University Extension Service, and the Labor Education Resources Center at the University of Oregon, non-credit courses and activities do not receive state-fund support and none is proposed.
6. The System's coordinated off-campus instructional program shall be based on the strengths of the institutions as regional instructional centers and statewide providers of educational programs. Each institution will have primary responsibility for service to the geographic area in which it is located, and will assist other institutions which may, in accordance with centrally approved plans, wish to schedule programs and courses in the region.

7. In addition to its regional responsibilities, each institution will have a statewide responsibility to identify, organize, and administer off-campus programs in curricular areas and specialties unique to the institution.
8. Institutions will have a shared responsibility for serving regions of the state outside their respective geographic service area. All such programs will be conducted in accordance with centrally approved plans. When a choice must be made among two or more State System institutions seeking to serve a specific clientele in a specific location, the Board's Office will give consideration to the appropriateness of the proposed program to the need to be served, geographic proximity, ability and willingness to make available resources necessary to offer a program of good quality, and the expressed preference, if any, of the clientele to be served.
9. The institutions are encouraged to examine ways in which their regular degree programs can be made more accessible to the nontraditional student through appropriate modifications in such areas as admissions, registration, counseling, scheduling of courses, format of courses, system of delivery, location of courses, interpretation of of residence credit required.
10. Efforts will be made to ensure that there shall be no distinction in quality between an institution's on- and off-campus courses and programs:
 - a. Admissions and prerequisite requirements for credit courses and programs offered off campus shall be the same as for on-campus courses and programs of the same kind.
 - b. Curricular allocations and course authorizations as approved by the Board shall apply to all credit course offerings, on and off campus.
 - c. Adjunct faculty employed to teach off-campus credit courses shall be subject to the same appointment criteria and review procedures as regular faculty and shall be fully qualified to teach the courses they are assigned. Each faculty person shall be informed as to the standards and grading practices of the department approving the instructional assignment.
 - d. Degree requirements for programs offered in off-campus locations shall be the same as for on-campus programs, except as specifically indicated in respect to residency requirements. Residency requirements for off-campus programs shall specify a minimum number of hours which must be completed in course work taught by members of the regular campus-based instructional staff.
 - e. Before authorization is granted for the scheduling of credit courses or programs in an off-campus location, arrangements must be completed for student access to library resources, counseling, and support services adequate to the instruction proposed.
11. Arrangements to offer a degree program in a specific off-campus setting under the off-campus instructional policies of the Board is not and shall not be considered or described as establishment of a branch

11. (continued) campus. Institutions will develop and implement procedures to assure that all persons and agencies associated with off-campus instructional programs of the State System are cognizant of the limited nature of the programs.
12. The Board's Office will work with the institutions in assuring the orderly development of extended degree programs and appropriate coordination of these efforts with Oregon's community colleges and independent colleges and universities.
13. Subject to applicable statutory requirements, the institutions may procure off-campus office and classroom space through rental, lease, or cooperative arrangements with non-System organizations and agencies in order to provide a consistent establishment of a branch campus, and the costs of the facility will be charged to the programs serviced.
14. Off-campus instructional programs shall be scheduled within the geographic boundaries of the state, with the following exceptions:
 - a. Courses which are a part of the regular curricular of the sponsoring institutions, but which must be offered in out-of-state locations because the facilities necessary to conduct the courses are only available in those locations, e.g., foreign study.
 - b. Courses offered through independent study (correspondence and multi-media courses).
 - c. Credit courses which are supported entirely by student fees and other nonstate income offered in regions contiguous to Oregon which are a part of the sponsoring institution's natural geographic service area, and are not a part of the natural service area of an out-of-state institution offering similar instruction.
 - d. Courses and activities, credit and noncredit, offered in the Northwest region and elsewhere, which make available specialized expertise of regular campus-based faculty, when this can be done without penalty to the campus programs and when the entire cost of the offering is covered by fees, grants, gifts, and/or contract funds.

Coordination

15. Central coordination of off-campus instruction, credit and noncredit, including independent study (correspondence and multi-media courses), in the State System will be provided through the Board's Office of Academic Affairs, working in cooperation with an interinstitutional council on off-campus education. Specifically, the Board's Office will work with the institutions in coordinating policies and procedures for off-campus instructional programs, avoiding unnecessary program duplication, insuring maximum use of resources, providing special reports to interested groups, serving a clearinghouse function, adjudicating issues which may arise concerning off-campus instruction, and promoting off-campus educational opportunities for citizens residing in areas remote from campuses of the State System.

16. It is expected that the State System institutions will adhere to the Joint Statement adopted by the State Board of Higher Education and the State Board of Education concerning coordination of off-campus credit and noncredit education and articulation among and between two- and four-year colleges and universities and secondary schools, and to any subsequent changes in that Statement as may be agreed to by the two Boards.

In accordance with this Statement, intersegmental regional coordination of credit and noncredit off-campus programs in Oregon will be maintained through regional coordinating meetings of the institutional presidents (State System, community college, independent college and university) or their designees; necessary intersegmental coordination on the state office and the State Department of Education and independent institution representatives, or through the State System-Community College Coordinating Committee, as appropriate, with the participation of such other individuals and agencies as may be necessary. Any intersegmental issues related to coordination which cannot be resolved agreeably by the segments concerned may be referred to the Educational Coordinating Commission for review and recommendation.

Department of
Economics



Corvallis, Oregon 97331

March 11, 1982

To: Executive Committee of the Faculty Senate
Robert R. Becker, Senate President

From: R. Charles Vars, Chairman *RCV*
Faculty Economic Welfare Committee

Subject: Proposed Revision of Administrative Rules and Internal Management
Directives Pertaining to Inventions, License Agreements, Educational
and Professional Materials Development, Patents and Copyrights

In response to your February 19, 1982 memorandum, the Faculty Economic Welfare Committee met on March 4 with Vice President Parsons and Dean Keller to discuss the proposed revisions to AR 580-43-011(1) and IMD 6.215 and 6.250. The Committee learned that the proposed changes would reduce the inventor's maximum possible share of net royalty income above \$500,000. The proposed changes would not affect the inventor's maximum possible share of net royalty income below \$500,000, other provisions in the cited AR and IMDs, or existing agreements. The sole purpose of the proposed changes, according to a February 18, 1982 memorandum of R. S. Perry, an OSBHE staff member, to Deans and Vice Presidents for Administration, is to enable the inventor's institution to distribute a higher share of net royalty income to support additional research at the inventor's institution.

The Faculty Economic Welfare Committee finds that (1) the probability of future inventions generating net royalty incomes in excess of \$500,000 is low, (2) the expected benefits of additional research support at OSU attributable to the proposed changes are low, and (3) the disincentives to potential inventors of the proposed changes are positive, but probably small. As a consequence, the Committee concludes that the expected net benefits of the proposed changes for OSU faculty are very small, if not negative. Therefore, the Faculty Economic Welfare Committee recommends that the Executive Committee of the Faculty Senate convey to Vice President Parsons and the OSBHE its opposition to the proposed revisions in AR 580-43-011(1) and IMD 6.215 and 6.250.

Department of
Forest Products

Oregon
State
University

Corvallis, Oregon 97331-5704

MEMORANDUM

March 9, 1982

TO: Faculty Senate

SUBJECT: Admissions Standards for Transferring Foreign Students

The Undergraduate Admissions Committee met on March 5 to re-consider its recommendation to the Faculty Senate concerning raising the transfer admission GPA for foreign students (currently enrolled in a US institution of higher learning) to 3.0. This was recommended by the Senate in the February 4 meeting.

We are seeking a ruling from OSU counsel concerning the legality of such a change in admissions policy, because of the concern that was expressed at the February Senate meeting on this issue. We were unable to obtain such an opinion by the time of our March 5 meeting, and thus do not wish to present a further recommendation to the Senate at the April meeting, as requested.

We may have the legal issue resolved in time for a recommendation at the May or June Senate meeting.



W. J. Bublitz

Chairman

Undergraduate Admissions Committee

cc: Kay Conrad, Admissions
Solon Stone, Engineering
Marv Durham, International Students

Department of
Economics

Oregon
State
University

Corvallis, Oregon 97331

January 27, 1982

TO: Executive Committee of the Faculty Senate
Robert Becker, Senate President

FROM: Ze'ev Orzech, Chairman *Ze'ev*
Academic Regulations Committee

SUBJECT: AR 20

The Academic Regulations Committee has reworded the footnote to AR 20 on p. 11 of the Schedule of Classes 1981-82, to better reflect the intent of the regulation.

Students receiving a grade of "A", "B", "C", "S", or "P" in a course may not repeat that course. Students receiving a grade of "D", "F", "U", or "N" in a course may repeat that course once.

Exceptions may be requested by presenting an Official Student Petition to the Office of the Registrar. Such a petition shall bear the recommendation of the dean of the student's college/school and the dean of the college/school and head of the department in which the course is offered. (Recognized repeatable courses, such as activity courses, research, seminars, and selected topics, do not come under this restriction.)

I presume that this clarification does not have to be presented to the Senate as a whole. Should the policy as it stands now be presented to the Senate for discussion? If so, when?

Office of the Registrar



Corvallis, Oregon 97331

(503) 754-4331

March 22, 1982

TO: Academic Deans and Head Advisers

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

SUBJECT: Revised Wording of AR 20 (Repeated Courses)

The Faculty Senate has endorsed the Academic Regulations Committee's recommended permanent revision of Academic Regulation 20, Repeated Courses. President MacVicar has confirmed his approval of the new wording which replaces part of the first sentence of AR 20 and the footnote as follows:

"Students receiving a grade of "A", "B", "C", "S", or "P" in a course may not repeat that course. Students receiving a grade of "D", "F", "U", or "N" in a course may repeat that course once. (Recognized repeatable courses, such as activity courses, research, seminars, and selected topics, do not come under this restriction.)

Exceptions may be requested by presenting an Official Student Petition to the Office of the Registrar. Such a petition shall bear the recommendation of the dean of the student's college/school and the dean of the college/school and head of the department in which the course is offered."

As requested, we will implement the new policy immediately. Since it cannot appear in the Schedule of Classes publication until the 1982-83 edition is ready for distribution in September, there may be some unavoidable misunderstandings. In the interval, students with unusual cases should be encouraged to petition the Academic Requirements Committee for special consideration if/when it is appropriate.

as

cc: President Robert MacVicar
 ✓ Dr. Robert R. Becker, President, Faculty Senate
 Dean David B. Nicodemus
 Professor Ze'ev B. Orzech, Chairman, Academic Regulations Committee
 Professor Agnes M. Grady, Chairman, Academic Requirements Committee



Office of the President

Corvallis, Oregon 97331

(503) 754-4133

March 2, 1982

MEMORANDUM

TO: Dr. Robert Becker, President
Faculty Senate

FROM: T. D. Parsons *T.D. Parsons*
Acting Vice President for Administration

SUBJECT: Traffic Safety Committee

This is in response to your memorandum of February 19th dealing with this matter. A Traffic Safety Committee has been identified with Allan Deutsch, International Agriculture, as chairman. Most of the membership were active in the development of the Senate ad hoc committee report so there should be good coordination with the work of that committee.

I believe this committee will be particularly useful in the implementation of recommendations from the Buttke transportation study (cited in the ad hoc committee report), which we expect to receive in June. However, in the interim the committee will be assisting with the conduct of traffic safety education campaigns, identification of critical traffic problem areas, and at least short-term efforts to ameliorate these problems.

TDP/td

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

March 22, 1982

To: Executive Committee of the Faculty Senate
Robert Becker, Senate President

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

Subject: Status of Memberships and Procedures to Establish
Faculty Panels for Hearing Committees

A. Memberships of the Current Faculty Panels.

There are two faculty panels now serving on a standby basis from which hearing committees may be appointed to hear appeals against terminations or other sanctions for cause.

The first panel (Panel A) was elected in 1978 to serve for a three-year term through 6-30-81. This term was extended by one year, or through 6-30-82, by general consent of the Faculty Senate on May 29, 1980. When elected, Panel A included ten panel members and ten alternates. Panel A now contains eight members and nine alternates.

The second panel (Panel B) was elected in 1981 to serve for four years through 6-30-85. The initial panel included ten members and twelve alternates. All ten members but only eleven alternates continue.

The memberships of the two current faculty panels are listed on Attachment A. Names of those elected to Panel B were published in the minutes of the June 4, 1981 meeting of the Faculty Senate. However, the twelve alternates were not listed, as done in the past, in the descending order of votes received. (The Faculty Senate office provided the information needed from the tellers' report to arrange the alternates in the order in which they would be called to serve, if needed, as replacement panel members. In the case of tie votes, the order was determined by a coin flip.)

B. Procedures to Establish Faculty Panels

Procedures to Establish Faculty Panels were first approved by the Faculty Senate on December 3, 1970, later revised, and last amended on December 4, 1980. Although a summary of the current procedures was published in the April 30, 1981 issue of the Staff Newsletter, the full text of the current procedures has never been published. The minutes of the December 4, 1980 Senate meeting state that the Senate approved the report of the Faculty Reviews and Appeals Committee (motion 80-375-1) and that the "full text of the committee's report can be read in the 'Reports to the Faculty Senate,' December 4, 1980, page 5." This committee's report, dated June 12, 1980, included only proposed revisions for sections 1, 3, and 5 of the procedures. (The report did not include the text of sections 2 and 4 for which no changes were proposed).

Attachment B to this memorandum includes the complete text of the "Procedures to Establish Faculty Panels" as last amended by the Faculty Senate in December 1980

Executive Committee of the Faculty Senate

and with the following editorial changes which I recommend for appropriate consideration:

1. In the third line of paragraph 2, the reference to a single "section 580-21-345" has been replaced by a group of "sections 580-21-320 through 580-21-385." The single section being replaced describes how a hearing committee is selected. The group of sections being added includes those which define "cause", and describe procedures which must be followed before terminations or other sanctions for cause may be imposed, including the review of appeals by hearing committees.
2. In the sixth line of paragraph 2, the word "Senate" has been removed from between the two words "Faculty" and "Reviews" so that the correct name of the committee appears.
3. In the second line of paragraph 4, the words "that member" have been substituted for "he (or she)".
4. In paragraph 5, the phrase "hearing panel" has been replaced by "hearing committee" in line one, twice in line four, and in line six. This editorial change was reported in the attached memorandum dated November 18, 1980 but never implemented.
5. In the next to the last line in paragraph 5, the phrase "disqualify himself (or herself)" has been replaced by "request to be disqualified."

C. Options and Recommendation for Scheduling the Next Election of a Faculty Panel.

In order to implement the every-other-year cycle or schedule of elections and of the rotation of panels which the Senate adopted on December 4, 1980, an initial adjustment must be made. Assuming that the regular four-year term of the panel elected last year, which ends June 30, 1985, will not be modified, there are at least three options for making the initial adjustment.

1. Elect a new panel now to serve for a special one-year term through June 30, 1983. Then in May 1983 elect another new panel to serve for a regular four-year term or through June 30, 1987. Subsequent elections will be scheduled every odd-numbered year.
2. Elect a new panel now to serve for a special five-year term or through June 30, 1987.
3. Extend by one year the term of the present Panel A which was elected in 1978. The term of this panel has already been extended from three to four years. However, the proposed extension to a fifth year is not unreasonable to consider because of several factors. The panel has not been called into service. As noted above, the number of panel members (8) and alternates (9) is still adequate to function effectively.

In view of the circumstances cited above, it is my recommendation that the executive committee request the Faculty Senate's approval to extend by one year, or through June 30, 1983, the term of present Panel A and to schedule the next election in May 1983 of a panel to serve for a regular four-year term through June 30, 1987.

Attachments

Attachment A

Faculty Panels for Hearing CommitteesMarch 1982Panel A

(Term ends 6/30/82)

Kenneth M. Ahrendt
 Douglas R. Caldwell
 Louise E. Garrison
 Richard S. Johnson
 Laverne D. Kulm
 Walter D. Loveland
 Mariol R. Peck
 Ian J. Tinsley

Panel B

(Term ends 6/30/85)

Kenneth L. Beals
 Robert H. Birdsall
 Marlan G. Carlson
 Roswitha G. Hopkins
 John P. King
 Gloria A. Levine
 Mary E. Phillips
 Kenneth E. Rowe
 Robert L. Smith
 Lester B. Strickler

Alternates

(Listed in the order they would be called to serve if needed)

Eve-Mary Doudoroff
 Cyrana Stadsvold
 Charles L. Rosenfeld
 Vicki J. Osis
 Robert L. Rackham
 Willard M. Holsberry
 Billie K. Stevens
 Paul C. Katen
 Steve L. Lindsey

Daniel J. Brown
 Clayton A. Paulson
 Malcolm Daniels
 Terry L. Miller
 Allan H. Doerksen
 E. Steve Woodard
 Joseph E. Nixon
 Roman A. Schmitt
 James E. Anderson
 William J. Robertson
 Thomas H. Luba

Attachment B

Procedures to Establish Faculty PanelsMarch 1982

[Approved by the Faculty Senate on December 3, 1970 (motion 269-3); amended on May 4, 1972 (motion 286-2); revised by consent on May 29, 1980; and further amended on December 4, 1980 (motion 80-375-1).]

1. Number of Panels. There shall be two panels of ten members each. These shall be designated as Panel A and Panel B. 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. The executive committee of the Faculty Senate shall nominate no fewer than 15 nominees for each panel. Any faculty member who is subject to the provisions of sections 580-21-320 through 580-21-385 of the Administrative Rules of the State Board of Higher Education is eligible to be a nominee. Members of the Faculty Senate Executive Committee and of the Faculty Reviews and Appeals Committee normally will not be considered for membership on a panel. The slate of nominees shall be reported to the members of the Faculty Senate at the meeting prior to the date of the meeting at which the final election is to occur. Additional nominations may be made by any member of the senate at the meeting when a slate is presented to the senate or by any member of the faculty through letter addressed to the senate. All nominees are to indicate to the executive committee their willingness to have their name placed in nomination. The election shall be by secret ballot. The first election may take place as soon as possible. Subsequent elections shall occur at the May Faculty Senate meeting. The ten nominees receiving the highest number of votes from the list of each panel shall constitute the final panels.
3. Terms of Office. Each panel shall serve for a four-year term starting July 1. Panels shall serve on a rotating basis with one panel to be replaced every two years. Each newly elected panel is to be designated as Panel B during its first two years of service, and as Panel A during its third and fourth 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. In the event a panel member is unable to serve, that member shall be replaced by the nominee on the panel slate who received the highest number of votes which was not sufficient for election to the original panel of ten. If sufficient nominees are not available to assure a panel membership of ten, a special election shall be held. In this instance there shall be at least two nominees for each position. Otherwise the procedures are the same.
5. Procedures for Choosing the Five Members of the Hearing Committee. 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 committee. The hearing committee shall elect its own chairman. In the event of a peremptory challenge the next higher number will become a member of the hearing committee. If a member of the panel is directly involved, that individual may request to be disqualified and will be replaced in the same way as a peremptory challenge.

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

November 18, 1980

To: Howard F. Horton
Leo Parks

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

Subject: Proposed revisions in "Procedures to Establish Faculty Panels" -
FRAC report of 6-12-80.

I have reviewed the recommended revisions as they appear on page 2 of the FRAC report of June 12, 1980 and wish to call to your attention two items regarding section 5.

The Board's Rules (OAR 580-21-345 reproduced on the back side of this memo) refer to a "Hearing Committee" to be selected from a "panel." I do not know when or how the phrase "Hearing Panel" came into being except that it is in the Senate's original policy approved on December 3, 1970 (see Motion 73-269-3). In view of the language of the Board's Rules, as well as for the sake of clarity, I suggest that we revise or correct our terminology to coincide with the Board's. Also because the Board's Rules include the provision that "the hearing committee shall elect a chairman from among its members," the proposed addition is not necessary.

/dm

cc: Thurston Doler
Frank Adams

POLICY STATEMENT OF AFFIRMATIVE ACTION CONSIDERATIONS
IN PERSONNEL REDUCTION

The Oregon State System of Higher Education and Oregon State University have a continuing commitment to the principles of affirmative action and to equal employment opportunity.

It is important that progress made in recent years toward implementation of these principles not be eroded because of the present budget crisis. Therefore, whenever difficult decisions to reduce faculty and staff positions must be made, affirmative action considerations must be brought to bear. This is not only right, but legally necessary as a result of recent legislation (HB 3281, Oregon Legislature, 1981.)

The following procedures will be observed in order to implement the above policy:

- A. The distribution of women and minority staff among and within the various divisions, departments and colleges will be among the considerations of the President, Vice Presidents, Deans, Directors and Department Chairs in determining where the reduction or elimination of positions will take place. The Director, Office of Affirmative Action, shall be consulted prior to such decision if such would have an adverse impact on women, minorities, the handicapped, older workers or Vietnam veterans.
- B. Both goals of affirmative action and programmatic quality shall be kept in mind by Deans, Directors and Department Chairs in their budget deliberations. These administrators shall be responsible for attesting that the University's commitment to affirmative action has been fulfilled

in the decision-making process. The unit or departmental affirmative action liaison officer shall be consulted prior to any budget reduction that is likely to result in an adverse impact on women, minorities, handicapped, older employees or veterans of the Vietnam war. All personnel decisions must be made on solid educational criteria which can bear the test of thorough scrutiny.

- C. Equality of educational and employment opportunities for minorities, women and the other protected groups must be a factor in changes made when programs are reduced or eliminated because of budgetary exigencies.
- D. When significant changes are contemplated that may affect several employees' continuance in position, rank or classification, rate of pay, or location within the University, the Dean shall seek the advice of the Office of Affirmative Action to avoid, to the maximum extent possible, disparate impact on women, minorities, handicapped, older workers or Vietnam veterans.
- E. Prior to making reductions in personnel, Deans are to send to the President and to the Director of Affirmative Action statements which show that the proposed actions are based on sound academic grounds and which explain why certain actions are to be taken for all women and/or minorities who are scheduled for termination or significant reduction of FTE. These statements from the Deans are to demonstrate that careful attention to affirmative action principles and to these guidelines was a part of their decision-making process.

School of
Oceanography

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-3504

17 March 1982

Robert Becker, President
OSU Faculty Senate

Sir:

The following motion will be introduced at the April Faculty Senate meeting:
"The Faculty Senate requests of President Robert MacVicar that a new University Goals Commission be formed and charged as follows:

- I. Conduct an evaluation of the incorporation within Oregon State University of the goal policies and programs recommended by the 1970 University Goals Commission, including the progress made toward their adoption or the rationale for non-adoption.
- II. Carry out a new goals study to assist this institution through developing recommendations for long range planning to the year 2000.

The Senate further requests that the final report of the new Goals Commission Study be completed by 1 September 1982.

Background

In 1969 Pres. Jensen commissioned a University Goals study with the charge of assisting OSU in the development of a clearer definition and understanding of its purpose or goals. To assist the institution through developing recommendations for long range planning, the Commission evaluated existing organization structure and operation as well as existing programs and emerging programs. Results were published in a Report to the President, August 1970.

Rationale

What has happened during this 12 year span that reflects (1) how perceptive were the evaluations and recommendations of the 1970 Commission?, and (2) how much of its recommendations have been adopted? A concomitant question is ... has the nature of this institution changed during the interim in response to forces not then foreseen?

The 1970 goals study arose from the demands of a major transition in social structure during the late 1960's, when all social institutions came under the fire of "relevance," and from the then pending change of President. We are engaged in raking over the embers that remain of the burning questions of that time, and so it is appropriate to reflect back to see what cooked and what did not.

Our institution, together with thousands of others, now faces a new transition, embodied in the realization that there is a limit to "how much society can do." On this there is no question. But within the embodiment is the corollary..."What must we do to fulfill our role in Oregon between today and, say, the year 2000. The current period is also a transition in major leadership within the SBHE, and because the transition is occurring in a crisis time, I believe it our Senate charge to seek goal definition and to do so in a time frame that will assist the new Chancellor.

Discussion

I will not present here a history of goals achieved, lost or bypassed. That should be done and I hope that the Senate will agree. Some of the statements in the 1970

Goals report have been adopted by OSU:

- 1) We now have a Dean of Undergraduate Studies
- 2) There is a School of Oceanography
- 3) We have a Center for the performing arts as well as for public meetings
- 4) OSU has a Vice-President for Administrative Affairs
- 5) We do have comprehensive reviews of administrative units every five years
- 6) We have a comprehensive Summer Term
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- 9) We are a more effectual Faculty Senate, brought about by careful definition of scope of operation, and more specific responsibilities of the Executive Committee.

The above is not a comprehensive list, but it does illustrate that the assistance-to-long-range-planning contained in the 67 separate recommendations of the 1970 goals study have had significant impact.

There were some recommendations not adopted or only partly encompassed:

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- 4) We have not formed a Council on Extension Education and Service, or established an Extension Faculty analogous to the Graduate Faculty.
- 5) We do not see the School of Humanities and Social Science developing in full parity with all other Schools in the University.
- 6) We do not see that the Chancellor's office has modernized curricular allocation guidelines.

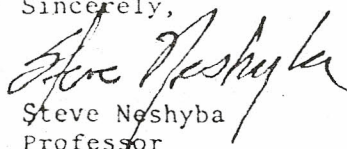
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One very interesting piece of the 1970 Goals study indicates clearly how the nature of OSU and the Faculty Senate has changed since 1970. At that time the Commission recognized the concern in the minds of some as to whether the Senate was always effective, and whether it should assume jurisdiction over all of the items it then did. So, in the faculty questionnaire, a specific question was posed and results tabulated as shown on the next sheet. Overwhelmingly, the faculty then believed that the Senate was not and should not be involved in budget and financial matters (see 84.5 encircled). Overwhelmingly, this Senate of 1981-82 has done little else but to so involve itself!

Does this signal an apparent change in our perception of Senate responsibility?... or a re-definition of our scope of operation? I don't really know, but further study of the tabulated results also show that 1970 faculty believed that the Senate was and should be involved in Academic Programs, Curricular Changes, and New Programs (see triangular annotation). Recently, the Senate has repeatedly voiced its concern that programs should be cut before salaries or staff, signifying that we wish to retain involvement in programs. Perhaps our preoccupation with \$ matters reflects this above all.

I urge this Senate to now turn its attention full-bore to the future. That is our sacred responsibility. That is our true role...it is we who must pass on to new generations all knowledge accumulated. Times of crisis are also opportunities for evaluation of how best to carry out our work in the decades just ahead. Look ahead. OSU will be here tomorrow. What OSU will be then is partly decided by what we do now. I urge adoption of this motion.

Sincerely,


Steve Neshyba
Professor

Enclosure

5. Indicate by a circle whom you believe are now involved in decisions on matters relevant to your unit. Indicate by a square whom you believe should be involved. (More than one circle or square may be entered).

FACULTY QUESTIONNAIRE
PRESIDENT'S COMMISSION ON UNIVERSITY GOALS

Involve- ment Decision By: On:	State Board of Higher Ed.	President	Executive Dean	School Dean	Faculty Senate	Department Chairman	Department Faculty	Students
Academic Program								
General Personnel Policies								
Individual Personnel Cases								
Curricular Changes								
New Programs								
Budget & Financial Matters								

Faculty Senate Involvement

	Academic Programs	General Personnel Policies	Individual Personnel Cases	Curricular Changes	New Programs	Budget & Fin. Matters
Now involved	19.2	14.0	5.0	21.2	20.5	3.7
Now involved and should be	44.8	29.8	10.5	45.3	44.3	7.2
Should be involved	51.0	47.0	20.0	50.0	52.2	15.5
Not now and should not be involved	49.0	5.3	80.0	50.0	47.8	84.5

Second Strongest
Statement

Most
Definitive
Statement

REPORTS TO THE FACULTY SENATE
May 6, 1982

Agenda for the Senate Meeting: Thursday, May 6, 1982, 3:00 p.m.,
OSU Foundation Center

The Agenda for the regular May 6 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the April 8 meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Intercollegiate Athletics Report - Jack Davis

A report will be received from Institutional Representative Jack Davis on the entire athletic program at Oregon State University.

2. Faculty Status Committee (p. 3) - Solon Stone

At the March meeting, the Senate adopted a motion (proposed by Senator Shepard) directing the Faculty Status Committee to present a recommendation regarding the solicitation or acceptance of confidential letters for Faculty personnel files. The Committee's report, with a proposed recommendation for action, is attached. (See Minutes of 3/4/82; Motion 82-388-1, p. XXIX)

3. Budgets & Fiscal Planning Committee (pp. 4, 5) - John Block

At the November 18, 1981 Special Senate meeting on Curricular Proposals, the Budgets & Fiscal Planning Committee was directed to work with the Curriculum Council in providing ongoing direction to the Council in relation to budgetary issues involved in course proposals. The Budgets & Fiscal Planning Committee has developed a recommendation for Senate action which proposes to provide for this charge. The report is attached.

4. Graduate Council (p. 6) - Howard Wilson

The School of Business requested that the Graduate Council study the matter of a change in admission requirements for graduate students. The Council's report is attached, and will require Senate action.

5. Academic Regulations Committee (p. 7, 8) - Ze'ev Orzech

At the request of the Registrar, the Academic Regulations Committee has developed a recommendation to revise the wording of AR 8, registration and late fees. After consultation with the Executive Committee, further clarification was sought, and the recommended wording is attached.

2.

6. Neshyba Proposal; University Goals Commission - Steve Neshyba
(pp. 9-11)

At the April 8 meeting, Sen. Neshyba introduced a proposal under New Business which contains a motion to be considered by the Senate. The proposal and motion are attached.

7. Bylaws Committee (pp. 12, 13; 28) - David Willis

At the April 8 meeting, proposed Bylaws revisions were introduced to the Senate, with action on the changes scheduled for the May meeting. Two Bylaws Committee reports are attached.

8. Annual Reports of Faculty Senate Committees

All Senate committees and councils are expected to report annually to the Senate, and to describe their work for the year. These reports are particularly important for committees that do not make regular reports to the Senate. Below is a list of reports that are attached. In most instances, the reports are for the information of the Senate, and committee chairmen may not be present at the meeting. Any questions regarding one of the reports should be directed to the chairman (or the Senate President if appropriate).

- a) Administrative Appointments Committee (Peter List, Chrm.) (p.14)
- b) Curriculum Council (Douglas Stennett, Chrm.) (pp. 15-18)
- c) Faculty Reviews & Appeals Comm. (John Dunn, Chrm.) (pp. 19, 20)
- d) Library Committee (Tom McClintock, Chrm.) (pp. 21, 22)
- e) Nominations Committee (Leo Parks, Chrm.) (p. 23)
- f) Special Services Committee (Frank Shaw, Chrm.) (p.24)
- g) Student Recognition & Awards Comm. (Henry Van Dyke, Chrm.) (p..)
- h) Research Council (Murray Laver, Chrm.) (p. 26)
- i) Undergraduate Admissions Comm. (Walter Bublitz, Chrm.)-(verbal re-
- j) Bylaws Committee (David Willis, Chrm.) (p. 27) port in May)

B. Reports from the Executive Committee

1. Joint Advisory Council Meeting

OSU hosted the members of the Joint Advisory Council on May 4. A report on matters of mutual concern will be presented.

2. Faculty Day--September 16, 1982

President-Elect Scanlan will report on the planning for Faculty Day activities, which will be held on September 16, beginning at 8:30 a.m. in the OSU Foundation Center, Austin Auditorium.

C. Reports from the Executive Office

1. Registration & Scheduling Comm. (pp. 29-34)

This report is being forwarded to the Council of Deans and to the Executive Committee of the Faculty Senate (report attached).

2. Other

D. New Business



School of Engineering

Corvallis, Oregon 97331-2409

(503) 754-4525

April 26, 1982

TO: Faculty Senate Executive Committee

FROM: Faculty Status Committee *[Signature]*

RE: Shepard Motion, 82-388-1, Response (Faculty Personnel File,
Confidential Materials)

The Faculty Status Committee proposes the following motion to accomplish the intent of the Shepard motion of March 4, 1982 (82-388-1).

Motion -

The Faculty Senate reaffirms its position regarding open faculty records, i.e. confidential material shall not be solicited or accepted for, nor placed in, faculty personnel files.

It is the opinion of the Committee that the faculty may not be restricted from waiving their rights. Any faculty member can waive the right to review letters of reference as an example. However, the Committee believes that the University may restrict the use of confidential material, even if collected, by disallowing its placement into the faculty personnel file.

April 23, 1982 Revision

dkb

School of Pharmacy

Oregon
State
University

Corvallis, Oregon 97331-3507 (503) 754-3725

April 13, 1982

TO: Robert R. Becker, President
Faculty Senate

FROM: Budgets and Fiscal Planning Committee

John H. Block (83) Chairman
T. Darrah Thomas (82)
Philip Schary (82)
Kathleen Heath (83)
Leo Parks (84)
Lois McGill (84)
Bob Weed (student)
David Hughes (student)
Judith Hopkins (student)

SUBJECT: 1981-82 Annual Report

The Committee spent most of its time evaluating the fiscal impact of the Category I curriculum requests. The Committee confined itself to fiscal matters because the Curriculum Council's evaluation includes educational quality.

The Committee was frustrated by the lack of fiscal information in the standard Category I document. It was difficult to ascertain the costs of proposed new programs and their effect on existing programs in terms of utilization of existing RTE. It quickly became obvious that there are at least three types of Category I proposals. Some involve name changes of departments or new groupings of existing courses leading to a new degree or certificate. There are usually no new costs involved by this group. Another type of Category I proposal involves new minors. Even when existing courses are involved, there can be new costs because students in one major will be taking coursework in other departments. The third type describes new programs requiring new courses. It is this type of Category I proposal that can require

Robert R. Becker, President
April 13, 1982
Page 2

significant new resources or reallocation of existing resources.

The Committee's initial report to the Senate on October 29 contained two recommendations both of which were accepted by the Senate and have been implemented.

1. Deadline for Curricular Proposals

The new deadline for Category I proposals will be January 1 beginning with the 1982-83 academic year.

2. Need for Accurate Budget Information

On January 22 the Committee submitted recommended additions to the forms used by the Curriculum Council, and, with some modifications, they have been incorporated into the new Category I and II forms.

The Committee hopes that its future deliberations involving curricular requests will not be as traumatic as this year's. Implementation of the above two recommendations should make the Committee's work go more smoothly. The Committee does wish to make a new recommendation.

Recommendation: A member of the Budgets & Fiscal Planning Committee, appointed by its Chairman, shall be an Ex-Officio member, without vote, on the Curriculum Council.

Explanation: It was fortunate this year that the chairman of both the Curriculum Council and the Budgets and Fiscal Planning Committee were from the same academic unit. It was possible to keep each committee informed of the other's progress. This relationship should be formalized.

Fiscal problems necessitated the activation of the Financial Emergency Group (FEG) on which two members of this, the Budgets and Fiscal Planning Committee, serve with the Chairman also serving as Chairman of the FEG. Thus, following Senate rules, Chairman John Block and committee member Leo Parks spent many hours at FEG meetings. The FEG reported directly to the university president.

bd

Department of
Science & Mathematics
Education



Corvallis, Oregon 97331

(503) 754-4031

March 3, 1982

M E M O R A N D U M

TO: Executive Committee, Faculty Senate
Robert R. Becker, Senate President

FROM: Graduate Council
Howard L. Wilson, Chairman *HLW*

SUBJECT: Graduate Admissions for the School of Business

On January 28, 1982, the following motion was passed by the council and is hereby forwarded to the Executive Committee for further action.

The OSU Graduate Council endorses the recommendation by the School of Business that the grade point average (GPA) admissions standard to the MBA program be altered to the following:

- (1) A minimum index score which mathematically combines the two factors of undergraduate GPA (last 90 hours) and the score on the GMAT aptitude test.
- (2) A minimum score on the GMAT test.
- (3) A minimum undergraduate GPA (last 90 hours).

The OSU Graduate Council endorses the recommendation of the School of Business of an index of 1050 points, a GMAT minimum of 450, and a minimum undergraduate GPA of 2.75, the index being calculated by the following formula:

$$\text{INDEX} = 200 (\text{GPA}) + \text{GMAT}$$

These minima and changes in them will be established following usual procedures for modification of University admission standards.

Department of
Economics

Oregon
State
University

Corvallis, Oregon 97331

April 27, 1982

M E M O R A N D U M

To: Executive Committee of the Faculty Senate
Bob Becker, Senate President

From: Ze'ev Orzech, Chrm.
Academic Regulations Committee *Z.O.*

Subject: Proposed Revision - Academic Regulation 8

At the January 26, 1982 meeting, the Academic Regulations Committee discussed a revision in AR 8. At the February 9 meeting, a revision was accepted and referred to the Executive Committee. Since that time, the Rule has been revised to clarify the intent and was re-submitted to the Executive Committee. Attached is the final version agreed upon by the Committee, the Executive Committee, and the Registrar. We would propose this revision be submitted to the Senate.

SS

Attachment

A. Current Policy

AR 8. ~~Penalty-fee~~ late registration

Registration at Oregon State is permitted through the tenth day of classes each term. ~~Under-exceptional-circumstances, a student~~ may request permission to pay fees as late as the end of the fourth week of classes. The late ~~registration~~ fee of \$5 for the first day and \$1 for each additional day will be in effect on the first day of classes ~~for all students.~~

B. Proposed Revision

AR 8. Late registration and fee payment

Registration is permitted through the tenth day of classes and fee payment through the third Friday each term as noted in the official university calendar. Students with extraordinary problems outside their control may request exceptions to these deadlines. Petitions for late registration must be submitted by the tenth day of classes and petitions for late fee payment must be submitted by the third Friday of each term. Under no circumstances will petitions be approved for late registration after the third week of classes or for late fee payment after the Friday before dead week. In all cases, the late fee of \$5 for the first day and \$1 for each additional day will be in effect on the first day of classes for registration and on the third day of classes for fee payment.

School of
Oceanography

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-3504

17 March 1982

Robert Becker, President
OSU Faculty Senate

Sir:

The following motion will be introduced at the April Faculty Senate meeting:
"The Faculty Senate requests of President Robert MacVicar that a new University Goals Commission be formed and charged as follows:

- I. Conduct an evaluation of the incorporation within Oregon State University of the goal policies and programs recommended by the 1970 University Goals Commission, including the progress made toward their adoption or the rationale for non-adoption.
- II. Carry out a new goals study to assist this institution through developing recommendations for long range planning to the year 2000.

The Senate further requests that the final report of the new Goals Commission Study be completed by 1 September 1982."

Background

In 1969 Pres. Jensen commissioned a University Goals study with the charge of assisting OSU in the development of a clearer definition and understanding of its purpose or goals. To assist the institution through developing recommendations for long range planning, the Commission evaluated existing organization structure and operation as well as existing programs and emerging programs. Results were published in a Report to the President, August 1970.

Rationale

What has happened during this 12 year span that reflects (1) how perceptive were the evaluations and recommendations of the 1970 Commission?, and (2) how much of its recommendations have been adopted? A concomitant question is ... has the nature of this institution changed during the interim in response to forces not then foreseen?

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Discussion

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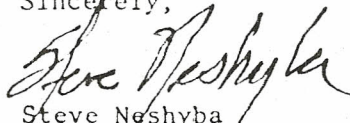
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Does this signal an apparent change in our perception of Senate responsibility?... or a re-definition of our scope of operation? I don't really know, but further study of the tabulated results also show that 1970 faculty believed that the Senate was and should be involved in Academic Programs, Curricular Changes, and New Programs (see triangular annotation). Recently, the Senate has repeatedly voiced its concern that programs should be cut before salaries or staff, signifying that we wish to retain involvement in programs. Perhaps our preoccupation with \$ matters reflects this above all.

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Sincerely,


Steve Neshyba
Professor

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FACULTY QUESTIONNAIRE
PRESIDENT'S COMMISSION ON UNIVERSITY GOALS

Involvement Decision By: On:	State Board of Higher Ed.	President	Executive Dean	School Dean	Faculty Senate	Department Chairman	Department Faculty	Students
Academic Program								
General Personnel Policies								
Individual Personnel Cases								
Curricular Changes								
New Programs								
Budget & Financial Matters								

Faculty Senate Involvement

	Academic Programs	General Personnel Policies	Individual Personnel Cases	Curricular Changes	New Programs	Budget & Fin. Matters
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Second Strongest
Statement

Most
Definitive
Statement

Department of
General Science



Corvallis, Oregon 97331 (503) 754-4151

March 16, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman *DLW*

Regarding: Proposed Bylaws Changes

The Bylaws Committee wishes the Faculty Senate Executive Committee to consider three proposed Bylaws changes (copy attached). The Faculty Senate parliamentarian, Professor Kermit Rohde, is also a member of our committee and initiated these proposals. He felt clarification of these matters was needed.

The first change deals with a definition of a "session." We were faced with a variety of choices, but these largely boiled down to beginning January 1 (calendar year), beginning July 1 (fiscal year), or beginning mid-September (academic year). For a variety of reasons we finally unanimously agreed to the latter choice.

The second proposal is merely a housekeeping matter to bring Faculty Senate bylaws into accordance with Oregon State law.

The third change is quite lengthy and is an attempt to both codify and clarify existing practice. We are all aware that the matter of postponement of action on a new main motion has generated both flame and smoke over the years. For this very reason, we felt that the bylaws should be far more specific with regard to the circumstances for such a request for postponement.

Should the Executive Committee wish to bring these proposed changes to the full Faculty Senate, I would be pleased to attempt to provide a rationale for them in detail. We shall await your action.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, Family Resource Management
Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy Specialist)
Elizabeth Hallgren, Computer Center

Revised Text of Proposed Bylaws Changes

Article IX, Sec. 2, add new 2nd paragraph:

"A session shall consist of all meetings held between September 16 and the following September 15 and questions which are lying on the table or which have been subjected to a motion to reconsider shall die with the end of the session, but questions may be postponed to the next session."

Article IX, Sec. 3, add new 2nd paragraph:

"Public notice of any such sessions, and at least 24 hours notice of special sessions shall be given as specified in the Oregon State Public Meetings Law (O.R.S. 192.640)."

Article X, Sec. 1, modify 2nd paragraph:

"Other main motions shall be in order, but the request of 25% of the members present shall be sufficient to postpone a vote upon the request of a member and passed by a 25% vote of the members present any other votes pertaining to the motion shall be postponed. Such a request for postponement shall not be in order when another has the floor, must be made at the meeting in which the motion is introduced, shall have a rank of precedence immediately above the motion to lay on the table, shall not be debatable, shall not be renewable, nor be subject to reconsideration, shall die if not acted upon at the meeting during which it is made and it may be amended only with regard to items (a) or (b) below. Discussion of the main motion upon which voting has been so postponed may continue, and when not brought to a close by the adjournment of the meeting, may be closed by a call for the orders of the day. 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.

Department of
Philosophy



Corvallis, Oregon 97331

(503) 754-2955

April 13, 1982

TO: Robert R. Becker, President
Faculty Senate

FROM: Peter List, Chairman
Administrative Appointments Committee

SUBJECT: Annual Report of the Administrative Appointments Committee,
1981-82

The sole business of the Administrative Appointments Committee this year has been to participate in the activities of two search committees.

Dean of the Graduate School Search Committee. Two members of our committee, Douglas Caldwell, Oceanography, and Mary Jane Grieve, Home Economics Education, served on this search committee. The committee conducted an "in-house" search for candidates during July, August, and September, 1981, and Lyle Calvin, Chairman of the Statistics Department, was appointed to the position by President MacVicar.

Vice-President for Administration Search Committee. Three members of the Administrative Appointments Committee have been serving on this search committee, under its chairman, Howard Wells, Director of the Physical Plant. They are: Hilda Jones, Business, Octave Levenspiel, Chemical Engineering, and Peter List, Philosophy. A nation-wide search for candidates was initiated in November, 1981, and finalists were recommended by the committee to President MacVicar at the end of Winter Term, 1982. Those finalists are being interviewed on campus during Spring Term.



Curriculum Coordination

Corvallis, Oregon 97331 (503) 754-3711

April 14, 1982

TO: Robert Becker, President
Faculty Senate

FROM: Douglass J. Stennett, Chairman
Curriculum Council

SUBJECT: Annual Report, 1981-82

A handwritten signature in dark ink, appearing to read "D. Stennett", written over the printed name of Douglass J. Stennett.

This report summarizes the work completed by the Curriculum Council prior to April 15, 1982.

Curricular Reviews

The Category I and II curricular proposals were reviewed by the Curriculum Council during Fall Term, and were presented to the Faculty Senate in mid-November. Fourteen new programs and program changes from six colleges and schools were approved. Major proposals included two joint undergraduate certificate programs (Marine and Maritime Studies and Twentieth Century Studies), a program in Learning Abilities leading to the Basic Handicapped Learner endorsement in teaching, the MA/MS in Marine Resource Management, and a new program sponsored by the Graduate School leading to a graduate degree in Toxicology. These major programs have not yet been approved by the State Board. The Curriculum Council also approved 93 new courses (an increase of 276 credit hours), 119 changes in old courses (an increase of 19 credit hours), and drops of 95 old courses (a decrease of 346 credit hours), for a net decrease of 51 credit hours. Twenty-nine of the courses dropped had not been taught for the past six years.

In addition, the MA/MS in Air-Sea Interaction, approved by the Senate in mid-November (1980), and the undergraduate certificate program in Gerontology, approved by the Senate during Spring Term (1981) have not been acted upon by the State Board.

The Curriculum Council has also reviewed 16 temporary "X" course or course change requests for Spring and/or Summer Terms, 1982, and is currently reviewing 72 "X" course or course change requests for the 1982-83 academic year. Thirteen additional "X" course requests were already approved last fall in lieu of Category II requests for this next year.

The deadline for submission of 1984-85 Category I proposals to the Curriculum Coordination office is January 1, 1983, rather than July 1, 1983. This is

Annual Report, 1981-82

- 2 -

April 14, 1982

in response to a Budgets and Fiscal Planning Committee recommendation, which was adopted by the Faculty Senate at its December 3, 1981, meeting. The deadline for submission of Category II course requests for 1984-85 remains July 1, 1983, unless they are supporting Category I proposals, in which case the deadline will be January 1, 1983.

The deadline for submission of 1983-84 Category I and II proposals will remain July 1, 1982. A calendar of 1983-84 curricular activities, approved by the Curriculum Council, is appended to this report. It will be distributed to academic deans, department chairs/heads, and other interested campus personnel shortly.

Off-Campus Guidelines

The Curriculum Council reviewed and revised a number of drafts of the Off-Campus Guidelines, initiated by the Graduate Council, and drafted by the ad hoc committee of Vice President Byrne, Dean Kuipers, John King, and Sandra Suttie. Much effort was expended by Council members, in concert with the Graduate Council, to develop a document which would provide the colleges/schools and future Graduate and Curriculum Councils with guidelines to assure high quality in future off-campus programs. The Guidelines are consistent with State Board of Higher Education policy and were presented and approved at the last Faculty Senate meeting on April 8, 1982.

Fiscal Impact of Curricular Proposals

The difficulty of accurately assessing the impact of new program and course requests on the institution has been a recurring problem for the Curriculum Council. The Council has worked closely this past year with the Budgets and Fiscal Planning Committee, and supports that group's recommendations to formalize this working relationship.

Modifications in the format for the Category I proposals and the data sheet to accompany requests for temporary "X" courses, new courses, and major changes in existing courses, as well as an addition to the flow chart of review of curricular proposals and course requests have been made. These changes will be distributed to academic deans, department chairs/heads, and other interested campus personnel shortly.

DJS/cjj

encl.

CALENDAR OF CURRICULAR ACTIVITIES

APRIL 1, 1982

Deadline for fall/winter, 1982-83, "X" course requests. If spring/summer, 1982-83, "X" courses are to be included in the Schedule of Classes the requests must also be submitted at this time. Requests received after this date, however, will not appear in the Schedule of Classes. "X" courses should also be reported to Mrs. Jane McKinnon, Schedule Desk, Registrar's Office, AdS B102.

JUNE 1 - JULY 1, 1982

Deadline for 1983-84 curricular program proposals [Category I] and course requests [Category II] to the Curriculum Coordination office, AdS A608. Individual department and college/school deadlines should provide sufficient lead time for review and liaison by departments, OSU Library, and college/school to meet this date.

LATE SEPTEMBER, 1982

Instructions for submission of revised Catalog copy for 1983-84 will be sent from the Office of University Publications by Ms. Marcia Healy, Catalog Editor.

LATE SEPTEMBER -
OCTOBER 31, 1982

Curriculum Council, Graduate Council, and Budgets and Fiscal Planning Committee review the 1983-84 Category I proposals and Category II requests.

OCTOBER 15, 1982
(PROPOSED)

Deadline for departmental requests, relative to 400(G) courses, to (1) remove graduate credit, or (2) impose departmental imitations. Departmental requests should be forwarded by the colleges/schools to the Curriculum Coordination office, AdS A608. These changes will be included in the 1982 Faculty Senate edition of the Category II document for 1983-84. (NOTE: See the Graduate Council report on the (G) and (g) designators and the motion to the Faculty Senate in the Faculty Senate agenda of April 8, 1982, for additional information.)

MID-OCTOBER, 1982

Copy due for the Summer Term Advance Schedule and Summer Term Bulletin, according to instructions from the Summer Term Office, OSU Foundation Center. Materials submitted after this date may not appear in either publication.

NOVEMBER 1, 1982

Deadline for spring/summer, 1982-83, "X" course requests (those not submitted by the April 1 deadline above). These requests will not appear in the Schedule of Classes.

MID-NOVEMBER, 1982

Copy due for the 1983-84 Catalog to Marcia Healy, Catalog Editor, Office of University Publications, Waldo 101.

NOVEMBER 18, 1982

Faculty Senate considers the 1983-84 curricular proposals.

DECEMBER 15, 1982

Reports of the 1983-84 curricular proposals are sent to the Chancellor's Office. NOTE: It is particularly important that any proposed new teacher certification programs requiring TSPC approval, scheduled to begin next fall term, be sent by this date.

JANUARY 1, 1983

Deadline for 1984-85 curricular program proposals [Category I] to the Curriculum Coordination office, AdS A608. Course requests [Category II], which support program proposals [Category I], are also due at this time. Individual department and college/school deadlines should provide sufficient lead time for review and liaison by departments, OSU Library, and college/school to meet this date.

WINTER - SPRING, 1983

1983-84 curricular program proposals [Category I] and course requests [Category II] acted on, as appropriate, by the Chancellor, State Board of Higher Education, Educational Coordinating Commission, and Teacher Standards and Practices Commission (for teacher certification programs).

(continued from previous page)

APRIL 1, 1983	Deadline for fall/winter, 1983-84, "X" course requests. If spring/summer, 1983-84, "X" courses are to be included in the <u>Schedule of Classes</u> , the requests must also be submitted at this time.
SPRING, 1983	Curriculum Council, Graduate Council, and Budgets and Fiscal Planning Committee review the 1984-85 Category I proposals and the supporting Category II requests.
JUNE 1 - JULY 1, 1983	Deadline for 1984-85 course requests [Category II] to the Curriculum Coordination Office, AdS A608. NOTE: Any course requests [Category II] which support or impact specific program proposals [Category I] are due January 1, 1983.
LATE SEPTEMBER - OCTOBER 31, 1983	Curriculum Council, Graduate Council, and Budgets and Fiscal Planning Committee review the 1984-85 Category II requests.
NOVEMBER 1, 1983	Deadline for spring/summer, 1983-84, "X" course requests (those not submitted by the April 1 deadline above). These requests will <u>not</u> appear in the <u>Schedule of Classes</u> .
MID-NOVEMBER, 1983	Faculty Senate considers the 1984-85 curricular proposals.
DECEMBER 15, 1983	Reports of the 1984-85 curricular proposals are sent to the Chancellor's Office. NOTE: It is particularly important that any proposed new teacher certification programs requiring TSPC approval, scheduled to begin next Fall Term, be sent by this date.

The Department of
Physical Education



Corvallis, Oregon 97331-3302

MEMORANDUM

April 14, 1982

TO: Robert R. Becker
President, Faculty Senate

FROM: John M. Dunn *JMD*
Chairman, Faculty Reviews and Appeals Committee

RE: Annual Report

The following represents the activities of the Faculty Reviews and Appeals Committee for the 1981-1982 academic year:

- (1) The new Faculty Reviews and Appeals Committee Policies and Procedures were reviewed by our Committee. We communicated with the President of the Faculty Senate regarding our concerns relative to the wording of the first paragraph of the guidelines. This issue now appears to be resolved.
- (2) The committee accepted for review a case brought to our attention by a faculty member concerning denial of tenure and recommendation for salary adjustment. Notification concerning our official action to accept this case was sent to the respective parties, the Senate Executive Office, and the Dean of Faculty's Office. Our review process is in progress as of April 14, the date of this report.
- (3) Discussion has been initiated on a case brought to our attention recently by a faculty member. The committee will decide shortly whether to accept this case for review.
- (4) The Chairman met informally with two other faculty members to advise them concerning the operating guidelines of the Faculty Reviews and Appeals Committee and to counsel with them concerning other Department and/or School appeal mechanisms available to them.
- (5) The Chairman conferred with Dave Nicodemus, Bob Gutierrez, and Bob Becker regarding the committee's responsibility to provide copies of all Faculty Reviews and Appeals Committee proceedings upon the request of a party to a case previously reviewed by the Faculty Reviews and Appeals Committee. The concern relates

Robert R. Becker

-2-

April 14, 1982

to the mechanisms by which the files can be prepared for review and/or delivery and the responsibility of the committee to accept this additional workload. This matter, in my opinion, has not been fully resolved and requires clarification.

Members of the Faculty Reviews and Appeals Committee for 1981-1982 are:

Forrest Gathercoal, Education

John Keltner, Speech Communication

Ruth Stiehl, Education

Michael Mix, Biology

Richard Thies, Chemistry

John Dunn, Health and Physical Education

JMD:kar



Department of History

Corvallis, Oregon 97331

(503) 754-3421

April 12, 1982

TO: Faculty Senate Executive Committee

FROM: Thomas C. McClintock, Chairman *TC Me*
Library Committee

SUBJECT: Annual Report, 1981-82

To date, in the 1981-82 academic year, the Library Committee has had five meetings. The agenda items that have been discussed during those meetings include the following:

- Library budget situation during the 1981-83 biennium

- Library as a depository for tapes and other audio-visual resources of historical significance

- Library policy on divulging the name of individual to whom a book has been charged

- Request of graduate students to have the same borrowing privileges as faculty, to be able to use carrels and to be able to remain in the Library after the evening closing hours

- Problem of terminating faculty with books checked out leaving with no forwarding address

- Status of the issuing of faculty I.D. cards to part-time faculty, RAUs, GTAs and GRAs

- Problems of excessive noise and eating in the Library

- Serious problem of vandalism of books and periodicals in the Library

- Review of acquisition policy/procedures

Although the Library Committee reviewed a number of Library policies it does not recommend any changes at this time. However, it has encouraged the Librarian to attempt to solve some of the other problems brought to its attention by discussions with the administration, by seeking student peer pressure (e.g., noise, vandalism), etc.

The Library Committee laments the reductions in the Library's budget during the 1981-83 biennium that has resulted in a 20% reduction in the staff. On the other hand, it is pleased that the Library's book budget is to be increased by over 17% in 1982-83.

To conclude this report on an optimistic note I wish to call attention to the remarks on the OSU Library by Chancellor-designate William Davis during his

Faculty Senate Library Committee
Annual Report, 1981-82
April 12, 1982
Page 2

recent visit on campus as reported in the Barometer (April 9, 1982). According to that report Davis' remarks included the following:

"The University of Oregon and Oregon State are institutions that are among the best in the nation," he said. "But Oregon State is not among the top 100 research libraries, and it should be.

"This institution has a tremendous commitment to research and public service, and the library should reflect that," Davis added.

Needless to say, these remarks are most encouraging. However, "actions speak louder than words." Thus, future members of the Library Committee should make certain that Chancellor Davis, once in office, does not forget them.

TCM:jb

Department of
Microbiology

Oregon
State
University

Corvallis, Oregon 97331 3804
USA (503) 754-4441

April 6, 1982

MEMORANDUM

TO: Executive Committee, Faculty Senate
Robert R. Becker, Senate President

FROM: L. W. Parks
Chairperson, Nominations Committee 

SUBJECT: Annual Report of Nominations Committee

1. We nominated some people for Faculty Senate and IFS offices.
2. Some were elected.
3. Some were not.

CZ

xc: Kathy Heath
Sally Malueg
Bill Wilkins

April 16, 1982

TO: Robert R. Becker
President, Faculty Senate

FROM: Francis H. Shaw *FHS*
Special Services Committee

In keeping with its mandate from the Faculty Senate, the Special Services Committee has monitored the activities of the Educational Opportunities Program. As a consequence, we have made the following observations about the program.

In the 1981-82 academic year, some 128 new students were admitted to Oregon State University as part of the Educational Opportunities Program. A breakdown by ethnic group membership shows that 33 are Asian, 47 Black, 15 Hispanic, 8 Native American, and 25 White. The EOP anticipates that the 1982-83 new student enrollment will total 130, split about evenly between regular admissions and special admissions.

To help students develop the academic skills necessary to be competitive at Oregon State, the EOP offers nine developmental courses: Reading Improvement, Methods of Study, Developmental Reading, College Arithmetic, English for Bilingual Students (Eng 091), English for Bilingual Students (Eng 092), Preparatory English Composition, Reading for the Social Sciences, and Intermediate Algebra. During the current year 502 students have been enrolled in these courses, and EOP expects the enrollment to reach 620 in 1982-83.

Two groups, Southeast Asian refugees and student athletes, are largely responsible for the increased numbers in these courses. Until EOP offered its services, no OSU unit offered academic assistance to the Southeast Asian students, many of whom are now benefiting from the EOP's developmental English, math and science classes. Athletes, too, are receiving needed academic support from EOP courses.

Increased restrictions on financial aid to students and cutbacks in federal funds will mean difficult times for the EOP, but the Special Services Committee applauds the way in which the Program uses its staff and facilities to help students.

Francis Shaw '84 Chrm	History
Donald B. Unger '82	Library
Betty Griffin '82	Education
Robert Wess '83 (vice Kraft)	English
Charles Warnath '83	Psychology
Herbert Frolander '84	Oceanography
Ex Officio: Director, Educ. Oppor.	(Miriam Orzech)
Director, Upward Bound	(Ramon Chacon)

Arnie Sowell (Jr, Sci) - 3217 NW Orchard - 757-0712
Tomas Suarez (So, UESP) - 136 SW 9th, #5 - 758-4523
Michelle Menden (Jr, CLA) - 519 NW 11th, #4 - 753-3131

Department of
General Science

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-4151

April 9, 1982

TO: Faculty Senate

FROM: Henry Van Dyke, Chairperson
Student Recognition and Awards Committee

REGARDING: ANNUAL REPORT

This faculty-student committee focuses its activity during Winter and Spring Terms to develop a roster of students across the university community eligible to receive public recognition for their scholastic and leadership achievements. A public ceremony is held in May of each academic year for this unique all-university recognition. This is a significant university function for it gives attention to a somewhat neglected area of collegiate life.

There is need for a modest annual budget to carry out this recognition activity and each year the committee has to locate the funds to support the venture for that year. There is presently no adequate dedicated fund or complete source of funds to carry on the recognition process. There is a genuine need to discover or establish a continuing source of funds adequate to maintain the program of this committee. The ad hoc nature of financial support for this committee operation must be altered. The goal of this project clearly merits sufficient and ongoing dedicated funding. The committee is searching for such and is open to suggestions and recommendations from university groups and individuals.

Department of
Forest Products



Corvallis, Oregon 97331 (503) 754-2017

April 16, 1982

MEMORANDUM

TO: Faculty Senate

FROM: Murray L. Laver, Chair of the Research Council *Murray L. Laver*

RE: Annual Report of the Research Council

The Research Council met about once each month to consider grant proposals for funding from the Public Health Service fund and the General Research fund. Thirty-five proposals were received and acted upon from July, 1982, to this date.

A change has been made in the way the proposals are considered by the Research Council. Each proposal immediately after receipt in the Research Office, is reviewed in depth by a specific member of the Research Council. The decision as to who should review each proposal is made by the Chair of the Research Council. The reviewer is encouraged to contact the principal investigator and to determine other information thought helpful. The reviewer thus may have information not contained in the written proposal when the proposal is reviewed by the entire Research Council.

A subcommittee of the Research Council entitled "OSU Foundation Research Advisory Committee" has been formed to advise the OSU Foundation Office in matters pertaining to research proposals submitted for funding from the various foundations. Other liaison matters pertaining to research concerns which involve the faculty and the OSU Foundation may also be considered. The present members to the subcommittee are: Murray L. Laver, Chair; Ralph Quatrano and Richard Weinman. The subcommittee has been meeting with Joanna Wilson of the OSU Foundation Office.

MLL:bd

Department of
General Science



Corvallis, Oregon 97331 (503) 754-4151

April 23, 1982

TO: Executive Committee of the Faculty Senate
R. R. Becker, Senate President

FROM: David L. Willis, Chairman *D L W*
Bylaws Committee

SUBJECT: Annual Report of the Bylaws Committee

The Bylaws Committee has dealt with two types of issues during this past year. The first has been several proposed changes in the bylaws originating from the Faculty Senate parliamentarian, Professor Kermit Rohde. Since he is also a member of the committee, we were able to deal expeditiously with his proposals.

These proposals were presented to the Faculty Senate on April 8. They dealt with the formal definition of a "session" of the Faculty Senate, a statement of public notice of Senate meetings, and a lengthy clarification of the procedure for postponing vote on a newly-proposed main motion.

The other area of activity has centered on a review of the status of "unassociated faculty" with regard to Faculty Senate representation and voting. This was initiated by a request from the Dean of Undergraduate Studies for the information of a special Undergraduate Studies Support Services Unit. We have consulted with past Bylaws Committee members, since the matter has been exhaustively investigated on several occasions in the past decade. We have secured a reasonably accurate list of such unassociated faculty and have surveyed them to determine their interest in having a distinct voting unit for them formed. We will be making a recommendation on this matter before the end of this academic year.

Department of
General Science



Corvallis, Oregon 97331 (503) 754-4151

April 23, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman

Regarding: Proposed Bylaw Change

The Bylaws Committee wishes the Faculty Senate Executive Committee to consider the following proposed change in the Bylaws:

Article IX, Sec. 3, sentence 1:

"Any meeting of the Faculty Senate may be converted into either an executive session, excluding all but elected and ex-officio members of the Senate, the parliamentarian, Faculty Senate Office staff, and other staff members who may be designated at the time, or a faculty session excluding all but elected and ex-officio members and those entitled to vote in election of members of the Senate which shall be the same as an executive session except that anyone entitled to vote in the election of members of the Senate shall also be entitled to attend."

The Faculty Senate parliamentarian, Professor Kermit Rohde, is a member of our committee and initiated this change. He points out that this is simply a housekeeping amendment allowing the parliamentarian, the Faculty Senate office administrative assistant, and the executive secretary to remain in executive sessions. In practice they have been allowed to so remain, but there is no bylaws authority for such action.

Should the Executive Committee wish to bring this proposed change to the full Faculty Senate, I would be pleased to attempt to give a further rationale for it.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, Family Resource Management
Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy Specialist)
Elizabeth Hallgren, Computer Center

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

April 28, 1982

To: Council of Deans and the Executive Committee
of the Faculty Senate

From: D. B. Nicodemus



Subject: Report of the Registration and Scheduling Committee

Attached is the committee's report dated April 26, 1982 with recommended changes in registration policies and procedures to be effective fall term 1982. Your immediate or later comments are invited.

The Faculty Senate's Executive Committee is encouraged to forward this report to the Senate for its information or any appropriate action at the May 7 or June 3 meeting.

The Council of Deans will consider this report at its next meeting (not yet scheduled), but questions or objections should be reported at any time to this office or to the committee chairman, Professor James J. O'Connor.

:dm

cc: President MacVicar
James O'Connor
Russell Dix

Office of the Registrar



Corvallis, Oregon 97331 (503) 754-4331

April 26, 1982

TO: Dr. David B. Nicodemus
Dean of Faculty

FROM: Dr. J. J. O'Connor, Chairman
Registration and Scheduling Committee

SUBJECT: Recommended Changes in Registration Policies and Procedures

The attached summary reflects the recommendations of the Registration and Scheduling Committee for changes in registration policies and procedures. These recommendations are the result of committee activity during the 1981-82 academic year.

It is my understanding that these recommendations will be considered by the Council of Deans. Please let me know if we can be of further help. Thank you.

sb

CHANGES IN REGISTRATION POLICIES AND PROCEDURES

(To be effective Fall Term 1982)

A. Proposed for Permanent Policy (after trial during 1981-82)1. Deviation from regular scheduling policy

Dean Goddard requested approval to schedule graduate courses (BA 512 through BA 533) required in the MBA program on a Monday-Wednesday, Tuesday-Thursday basis in Bexell Hall 415 to accommodate 1½-hour case-study discussions. Approval was limited to the specific courses and room mentioned above.

2. Alpha Sectioning Differential for Sp 112 and Wr 121

To maximize student scheduling opportunities, this was accomplished by having the sequences as follows:

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Sp 112	O-Z	A-G	H-N
Wr 121	A-G	H-N	O-Z

3. Section Preference for Wr 121

Students requesting Wr 121 now submit up to three section preferences. If none of the section preferences can be honored, the student is placed in any open section of Wr 121. Experimentation during Spring Term, 1981, and throughout 1981-82, has proven this change to be satisfactory in every way.

The policies outlined in #1, 2, and 3 above were all in effect on a trial basis during the 1981-82 academic year. The Committee believes the experience in each case supports approval permanently.

B. Proposed for a One-Year Trial1. Change of Program Fees

It is recommended that fees in the amount of \$1/course add, \$3/change of S/U grading status, and \$5/course drop be in effect for all changes of program after original registration for a term. Exceptions for which there would be no charge include the following:

- a. Course adds approved in the regular ways to exceed the 19-hour limit.
- b. Courses necessary to add to obtain a complete schedule as originally requested. (Applicable in cases other than where optional physical education activity and writing courses were not scheduled as a result of original registration requests).
- c. Section changes requested in writing by an academic department for university (not personal) reasons.

B. Proposed for a One-Year Trial (continued)

This policy (as outlined in pph. 1 above) was in effect on a one-year trial basis during the 1975-76 academic year, but was not approved (as recommended) on a permanent basis. Since that time, the University of Oregon has adopted fees of \$3/schedule change and Portland State University charges \$2/schedule change.

2. Increase in Late Registration/Fee Payment Fees

a. Proposal

Change the current Oregon State University late registration/fee payment fee from \$5 for the first day late plus \$1 for each additional day, to \$10 for the first day late plus \$2 for each additional day. (The latter amounts are authorized as maximums by OSSHE fee policy).

b. Rationale

- (1) The impact of \$5 + \$1/day is not nearly as great or as effective now as when it was implemented for the 1962-63 academic year.

Ex. - Undergraduate tuition levels (OSU)/year

	<u>1962-63</u>	<u>1981-82</u>
Resident	\$ 300	\$ 1,077 + surcharge
Nonresident	\$ 630	\$ 3,753

- (2) It is even more critical now than in 1962-63 that students be on campus and in class from the first day of each term to help maximize scarce (and dwindling) institutional resources and for their own personal academic benefit.

c. Summary

It is assumed that the following circumstances would be appropriate for consideration of part or all of the late fees being waived:

- (1) Cases where admission, re-admission, or eligibility for registration/fee payment was delayed by the institution's policies or procedures.
- (2) Abnormal or emergency factors clearly outside the control of the student.

3. Special Schedule in Certain Business Administration Courses

Dean Goddard's request, as endorsed by the Registration and Scheduling Committee, follows:

B. Proposal for a One-Year Trial (continued)

"We request permission for a one-year trial for a special scheduling time arrangement for certain business administration courses, all of which have multiple sections. In effect, this request could also be expressed as a request for certain classrooms now considered to be general purpose classrooms to be temporarily re-classified as laboratory classrooms.

We have a number of business administration courses which involve the use of cases, experimental exercises, or the presentation of complex materials where the usual 50 or 70 minute schedule is simply too short.

We would like to try a special room and time scheduling arrangement which would permit us to offer courses on a two-hour meeting basis, by utilizing MW and WF meeting times since we do not have enough capacity in Bexell Hall to schedule all the proposed two-hour courses on a UH basis. We would be able to do this and fully utilize all classrooms by the simple expedient of scheduling class sections in groups of three and rooms in groups of two. The "package" scheduling arrangement would involve scheduling one of the three class sections in two different rooms, but this would present no problems because the rooms are essentially identical and would probably be close to each other.

The proposed schedule pattern would be as follows:

Time	Classroom	Days		
		M	W	F
7:30-9:30 AM	A	1	1	3
	B	1	1	3
9:30-11:20 AM	C	2	3	2
	D	2	3	2

Course Numbers: 1, 2, 3"

C. Changes in Former Permanent Policy

1. The Speech Communication Department has requested a return of alpha sectioning for Sp 111, as was used for this course from 1973-74 through 1977-78. The plan will be as follows:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
H-N	O-Z	A-G

2. The Psychology Department has requested the removal of alpha sectioning for Psy 111 due to the decline in the number of requests for that course.

D. Proposed Revision of Academic Regulation 8

The Registration and Scheduling and Academic Regulations Committees have jointly recommended a revision in Academic Regulation 8, Late Registration and Fee Payment. The Faculty Senate will consider the proposal before the close of the 1981-82 academic year in the form shown below:

AR 8. Late registration and fee payment

Registration is permitted through the tenth day of classes and fee payment through the third Friday each term as noted in the official university calendar. Students with extraordinary problems outside their control may request exceptions to these deadlines. Petitions for late registration must be submitted by the tenth day of classes and petitions for late fee payment must be submitted by the third Friday of each term. Under no circumstances will petitions be approved for late registration after the third week of classes or for late fee payment after the Friday before dead week. In all cases, the late fee of \$5 for the first day and \$1 for each additional day will be in effect on the first day of classes for registration and on the third day of classes for fee payment.

(Please note that the late fees referred to in the last sentence will be changed to reflect the increases recommended in item B 1., if approved).

4-26-82

REPORTS TO THE FACULTY SENATE
June 3, 1982

Agenda for the Senate Meeting: Thursday, June 3, 1982, 3:00 p.m.,
OSU Foundation Center

The Agenda for the regular June 3 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the April 8 meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Report on Candidates for Degrees (p. 3) - W. E. Gibbs

Attached is the Registrar's Memorandum dated May 3, 1982, 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 6 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, June 3, prior to the Senate meeting.

2. Report of the Dean of Education - Robert Barr

The Executive Committee has invited the new Dean of Education, Robert Barr, to talk with the Senate regarding changes made in the operation of the School of Education since he arrived on campus. He has agreed to do this.

3. Academic Regulations Committee (pp. 4-9) - Ze'ev Orzech

a. Attached is the report of the Academic Regulations Committee regarding proposed changes in the Written and Oral English Communications segment of the General Education requirements for Baccalaureate Degrees.

b. Attached is a recommendation to amend AR 26e, "Residence" to allow residence credit for courses offered as extended campus courses and those same courses when they are taught on campus. The present regulation has the anomaly of allowing residence credit for some courses taught through "extended campus" but not when they are taught on campus.

4. Ad Hoc Committee on Calendar Conversion (p.10) - Berk Chappell

The final report of this Ad Hoc Committee is attached. The chairman will be invited to be present to answer questions posed by the Senate. No action is necessary.

5. Faculty Status Committee

- Solon Stone

Attached is the FSC response to the Senate's directive of 4/8/82 (see Minutes of 4/8; p. 33). Please use the March agenda for the original context, make the proposed alterations, and be prepared to consider the amended report for adoption.

6. Faculty Economic Welfare Committee (pp. 13-16)

- Charles Vars

Attached is a report of the FEWC dealing with two matters. One is the issue of 9-month Faculty on research monies receiving salary adjustments on July 1 instead of September 16. The second recommendation deals with "Salary Savings and Vacant Positions."

7. Bylaws Committee (pp. 17, 18)

- David Willis

The Bylaws Committee presented a proposed Bylaws change at the last Senate meeting which will be voted on at the June meeting. The proposed revisions in the Article defining "meetings (sessions)," which was returned to the Bylaws Committee at the May Senate meeting, is again being presented to the Senate with the appropriate revisions. Both reports are attached.

8. Annual Reports (attached) (pp. 19-22)

1. Committee on Committees: The COC report includes reference to a proposal to combine the Bylaws and COC committees. To date, no input regarding the proposal has been received from the Bylaws Committee chairman, so the proposal is presented for the Senate's information. (pp. 19,20)
2. Academic Regulations Committee: The ARC is presenting its report of the year's activities--no action is required. (p. 21)
3. Faculty Status Committee: The Status Committee report is attached. There are no recommendations. (p. 22)

B. Reports from the Executive Committee

1. Interinstitutional Faculty Senate

Thurston Doler, IFS Chairman, will report on the IFS meeting held in Ashland on May 21 and 22.

2. Faculty Senate Committee/Council Appointments

The Executive Committee is currently making assignments of new members and appointments of chairmen for 1982-83.

3. PAC-10 Faculty Leadership Conference

OSU will host the PAC-10 Faculty Leadership Conference on October 28-30, 1982. Registrants are scheduled to receive tickets to the OSU/CAL football game on October 30.

C. Reports from the Executive Office

D. New Business

Office of the Registrar



Corvallis, Oregon 97331

(503) 754-4331

May 3, 1982

TO: Dr. Robert R. Becker, President
Faculty Senate

FROM: Wallace E. Gibbs *WEB*
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, June 3, 1982 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, June 1, 1982.

cc: Dean David B. Nicodemus
Dean Lyle D. Calvin
Ralph H. Reiley, Jr.

Department of
Economics



Corvallis, Oregon 97331

May 7, 1982

TO: Executive Committee of the Faculty Senate
Bob Becker, President

FROM: Ze'ev Orzech, Chair *Ze'ev*
Academic Regulations Committee

SUBJECT: Proposed changes in the Written and Oral English
Communication Segment of the General Education
Requirements

The Curriculum Council in a memorandum dated April 7, 1982, requests that the Written and Oral English Communications segment of the General Education requirements for Baccalaureate Degrees (see General Catalog, 1981-82, p. 13: General Requirements, a.(3)(d)) be changed to allow any complete second-year language sequence to fulfill this requirement. Now, only a first-year sequence is accepted. Also, it requests that Latin be added to the list of languages detailed in that requirement.

The Academic Regulations Committee supports these requests. The proposed version would now read:

Any complete first-year or second-year language sequence also will satisfy this six-hour requirement - Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish. (Underlined portion added.)

Department of
Economics



Corvallis, Oregon 97331

May 6, 1982

TO: Executive Committee of the Faculty Senate
Bob Becker, Senate President

FROM: Ze'ev Orzech, Chair *Ze'ev*
Academic Regulations Committee

SUBJECT: Proposed Changes in Residence Regulations

John King, Associate Director of the Division of Continuing Education in a memo dated 4-21-82, pointed out to this committee that because of the current wording of the residence regulations, anomalous situations might arise: courses which would count toward residence when taken through DCE off-campus, could not be counted toward residence when taken on campus.

Mr. King met with this committee on 5-3-82 and explained the provenance of this situation. Upon due consideration the committee proposes to clear away the apparent illogic of the regulation by changing it to read as follows:

e. Residence

- (1) Minimum, the last 45 hours, or 45 of the last 60 term hours if authorized by approval of a petition to the Academic Requirements Committee. Classroom work courses taken through the Division of Continuing Education ~~is~~ are not considered residence work with-the-exception of-extended-campus-courses.² when a) they are extended campus courses,² or b) they are taught on campus.

²Extended campus courses are courses regularly listed in the OSU Schedule of Classes of Summer Term Bulletin which are taught away from campus by members of the OSU 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.

Proposed Version:

e. Residence

- (1) Minimum, the last 45 hours, or 45 of the last 60 term hours if authorized by approval of a petition to the Academic Requirements committee. Classroom courses taken through the Division of Continuing Education are considered residence work when a) they are extended campus courses,² or b) they are taught as part of an on-campus, self-support program.

²Extended campus courses are courses regularly listed in the OSU Schedule of Classes or Summer Term Bulletin which are taught away from campus by members of the OSU 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.

MEMORANDUM



Division of Continuing Education

Academic Programs and Long Term Workshops

DATE: 21 April 1982

TO: Prof. Ze'ev B. Orzech, Chair
Academic Regulations CommitteeFROM: Dr. John Phillip King
Associate Director

RE: Current Residence Regulations.

ZE'EV: the Associate Registrar, Mr. Russell Dix, has brought to my attention the fact that a "strict constructionist" interpretation of current regulations relating to residence requirements for baccalaureate degree-seeking students would preclude their using campus-based courses administered by the OSU Division of Continuing Education to fulfill those requirements. To the contrary, such an interpretation will limit fulfillment of residence requirements to "extended campus" activities; i.e., those taught away from the Corvallis campus. Related to the 45-hour minimum residence requirement (*OSU 1981-82 Bulletin: General Catalog*, p.13 and fn.1), the relevant language reads:

Classroom work taken through the Division of Continuing Education is not considered residence work, with the exception of extended campus courses.¹

¹ Extended campus courses are courses regularly listed in the *OSU Schedule of Classes* or *Summer Term Bulletin* which are taught away from campus by members of the OSU 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.

That language, strictly construed, means that a regular OSU credit courses offered by a campus-based academic unit (and administered by the Division of Continuing Education) at, say, Corvallis High School or in Cordley Hall during the evening hours or Summer Term does not fulfill residence requirements. Obviously, such a situation is indefensible and probably does not reflect the original intention of the present version of the regulation.

To the contrary, the present version of the regulation reflects a prehistory which does not manifest the current situation of the OSU Division of Continuing Education as an integrated unit within the University. Prior to the localization of the Division at OSU, the OSSHE DCE administered a variety of institutionally-approved credit courses, most of which were offered in locations at a distance from the home campus. Localization of the DCE on the OSU campus (1975-76) meant that (1) only OSU credit courses are administered by its Division of Continuing Education and (2) all such classes, their instructors and locations are approved by appropriate campus-based academic units prior to their delivery. Additionally, the number of OSU credit courses administered by its DCE and delivered on the Corvallis campus or within a 30-mile radius of its boundaries has expanded since the development of the present version of the residence regulation. It is likely that the number of such "local"

MEMORANDUM: Prof. Orzech
21 April 1982

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Division of
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Corvallis, Oregon 97331

(503) 754-2676

courses will grow in the immediate future through the development of classes for "evening-only" students and because of budget reductions supporting on-campus programs and activities.

The present residence regulation may also reflect a misunderstanding of the role of the Division of Continuing Education as only an OSU unit. The Division does not "own" either curricula or instructional staff. Rather, control over curricula and (resident or adjunct) instructional staff resides in the campus-based academic units. There is, at OSU, no such item as a "DCE-class" or a "DCE-credit" relevant to academic credit courses administered by the Division. Rather, there exist only OSU-approved academic credit courses managed in development and delivery to various locations around Oregon, including the Corvallis campus and its immediate environs. With approval by campus-based academic units, the question of residence should not be affected at all by the fact of administration or course delivery. The question of physical location might be another issue were residence to be defined primarily in such terms.

However, the present version of the regulation in question already argues that physical location is not the only definitive criterion related to the residence issue. It allows residence credit for "extended campus" courses. Rather, the present regulation is concerned primarily with academic quality in classes offered through the Division of Continuing Education ("...courses regularly listed...") and in instruction ("...taught by members of the OSU faculty..."). Both are undoubtedly justifiable concerns. However, the intricate approval processes already operational for course content, course location (including instructional facilities) and instructors (resident and adjunct) for all OSU classes administered through its DCE should meet a majority of the concerns related to academic quality.

It is my view that simply the administration and delivery of campus-approved courses through the Division of Continuing Education has no bearing at all on the question of residence credit. Academic quality, as described above, certainly does. Physical location should be at best a secondary concern. Therefore, I believe that any reference to the involvement of the OSU Division of Continuing Education in the administration of University coursework should be deleted from the current residence regulation. In its place, the following statement is proposed:

e. Residence:

(1) Minimum, the last 45 hours, or 45 of the last 60 term hours if authorized by approval of a petition to the Academic Requirements Committee. Classroom work taken away from campus is considered residence work when (1) it is part of an approved off-campus program or (2) it is authorized for residence by the campus-based academic units approving off-campus courses.

It should be noted that the reference in the proposed statement to "...an approved off-campus program..." alludes to the recently approved Guidelines For Off-Campus Programs. That document established the necessity for a significant portion of resident faculty involvement in the instruction in courses supportive of approved

MEMORANDUM: Prof. Orzech
21 April 1982

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off-campus programs. However, as opposed to what may appear to be the case in the present residence regulation, the Guidelines do not require in-load teaching by resident faculty in off-campus programs. In them, in-load teaching is allowed, but not required. The Guidelines, thus, are perhaps better attuned to present budgetary conditions generally in the University. Additionally, the proposed statement clears away the apparent illogic of the present residence regulation to the effect that campus-based courses do not fulfill the requirement simply because they are administered ("...taken through...") the OSU Division of Continuing Education.

I would appreciate your help in expediting this matter. Thank you.

COPY: Dr. R. Duane Andrews
Dr. Robert R. Becker



Department of Art

Corvallis, Oregon 97331

(503) 754-4745

May 10, 1982

To: Robert R. Becker, President
Faculty Senate

From: Faculty Senate Ad Hoc Committee on Calendar Conversion
Berk Chappell, College of Liberal Arts, Chairman *Buc*
Arnold Flath, School of Health and Physical Education
Patricia Frishkoff, School of Business
Gerald Gleicher, School of Science and liaison with the
Curriculum Council

Subject: Annual Reports of Faculty Senate Committees

The Ad Hoc Committee on Calendar Conversion conducted an extensive and University-wide poll on calendar conversion during the academic year 1981-1982. Opinions with regard to this issue were solicited from:

1. Deans and Administrators other than Heads of Departments and Chairpersons.
2. Heads of Departments and Chairpersons.
3. Graduate Students.
4. Undergraduate Students.

The results of the poll were as follows:

1. Deans and Administrators other than Heads of Departments or Chairpersons:
 - a. 65% favored retention of the present quarter system.
 - b. 35% favored conversion to the semester system.
2. Heads of Departments and Chairpersons:
 - a. 80% favored retention of the present quarter system.
 - b. 20% favored conversion to the semester system.
3. Graduate Students:
 - a. 80% favored retention of the present quarter system.
 - b. 20% favored conversion to the semester system.
4. Undergraduate Students:
 - a. 70% favored retention of the present quarter system.
 - b. 30% favored conversion to the semester system.

Since the Committee viewed its function merely as an "information gathering" body, no action by the Faculty Senate is necessary.

Sec. Note: The information below was not included in the report:

5. Faculty:

- a. 65% favored retention of the present quarter system.
- b. 35% favored conversion to the semester system.

May 17, 1982

TO: Faculty Senate Executive Committee

FROM: Faculty Status Committee 

SUBJECT: Revision of the Guidelines for Selective Termination of
Faculty Under Financial Emergency

The attached May 7, 1982 revision of the Guidelines for Selective Termination of Faculty Under Financial Emergency is submitted by the Committee. Some of the changes are associated with the Vars motion (82-389-2). The remaining changes are associated with other comments or suggestions for improving the Guidelines.

The Committee considered the "instructions to revise it (the Guidelines) to reduce the appearance of operationalism". Their conclusion was that they would be returning to a point (time) in the development of the Guidelines just before that at which the current format was generated. In other words, they would "reduce the appearance of operationalism" by returning to a format without section headings and all of the other guides that give this appearance. The Committee's opinion is that this will not improve the usefulness of the Guidelines in the normal budget process. It was assumed from the very beginning that financial emergency meant the University was not going to follow the normal budget process.

Adjustments in the wording are the following:

Page 1, third paragraph-
outlines provision needed
in place of
constitutes a minimum set of provisions required

Page 2, 1c.
secures
in place of
is able to secure

Page 3, 3.
Intra-Program
in place of
Within Program

Memo to Faculty Senate
May 17, 1982
Page 2

Page 5, 3f.

An individual affected
in place of
An affected

Page 5, 4c.

Revise (2) to read
Fixed-term Faculty whose appointments are
temporary due to the program or funding;
Add (3) to read
Fixed-term Faculty whose appointments are
expected to be continued (regardless of the
funding source);
Renummer (3) to (4) and (4) to (5)

Page 7, 5i

Underline to indicate that this is not in
conformance with the Administrative rules.

The Committee asks that the Senate act on the May 7, 1982 revision at its June meeting.

Department of
Economics



Corvallis, Oregon 97331

May 20, 1982

TO: Executive Committee of the Faculty Senate
Robert R. Becker, President

FROM: R. Charles Vars, Chairman *RCV*
Faculty Economic Welfare Committee

SUBJECT: Recommendations Concerning Discretionary Salary Adjustments

The Faculty Economic Welfare Committee has reviewed faculty compensation (salaries plus fringe benefits) at OSU and other institutions. During the past three years average annual total compensation at OSU has declined from 95.5 to 92.4 percent of what faculty receive at the 19 academic institutions selected by the OSBHE for purposes of comparing Oregon salaries and fringe benefits (Figure 1 and Table 1). The remuneration for professors and instructors at OSU is six to seven percent less than at the other 19 institutions (Table 1). Salaries have not kept pace with inflation, faculty morale is low, and some of the best young faculty have left OSU because the rewards of becoming a full professor here are low relative to the competition.

These problems and the prospect of even tighter future budgets led the Faculty Economic Welfare Committee to study and evaluate new means for raising faculty salaries. This memorandum presents two recommendations that emerged from the Committee's study of discretionary salary adjustment criteria and procedures at OSU. The first recommendation concerned the Guidelines for 1982-83 Academic Salary Adjustments and was accepted by the Executive Office. The second recommendation is presented here for the consideration of the Faculty Senate.

Recommendation No. 1

This recommendation dealt with the section on "Salary Savings and Vacant Positions," in the draft Guidelines for 1982-83 Academic Salary Adjustments. The Committee recommended that:

Recurring salary savings which result from resignations, retirements and other turn-over may, with the prior approval of the President, be used by the dean/director of each unit to (1) upgrade vacant positions and (2) provide discretionary adjustments to continuing faculty.

This recommendation was accepted and incorporated in the Guidelines issued by the Executive Office on April 30, 1982.

The recommendation was based on conclusions reached by the Committee after personal interviews with the Deans of five Colleges and Schools to determine the criteria they used in granting discretionary salary adjustments in 1981-82 with the authority and permission of President MacVicar. In that year Deans and Directors were allowed for the first time to use recurring salary savings to upgrade vacant positions and to provide discretionary salary increases for continuing faculty. The Committee sought to understand the effect of the new policy on salaries and the impact of vacant positions and staff reductions on the capacity and quality of University programs.

The Committee concluded that while recurring salary savings from turnover can provide a source of funds for salary increases for continuing faculty, this should be closely monitored and implemented in a way to assure that vacant positions and staff reductions do not excessively burden the faculty or compromise University programs. Therefore, the Committee recommended that the dean/director of each unit seek the approval of the President prior to increasing faculty salaries by application of turnover funds.

Recommendation No. 2

This recommendation of the Faculty Economic Welfare Committee is that:

Faculty on 9-month appointments who (1) work during the period July 1 to September 15 and (2) are paid from non-state contract, grant, gift, or fee-generated funds should receive the salary starting July 1 that would otherwise be effective September 16.

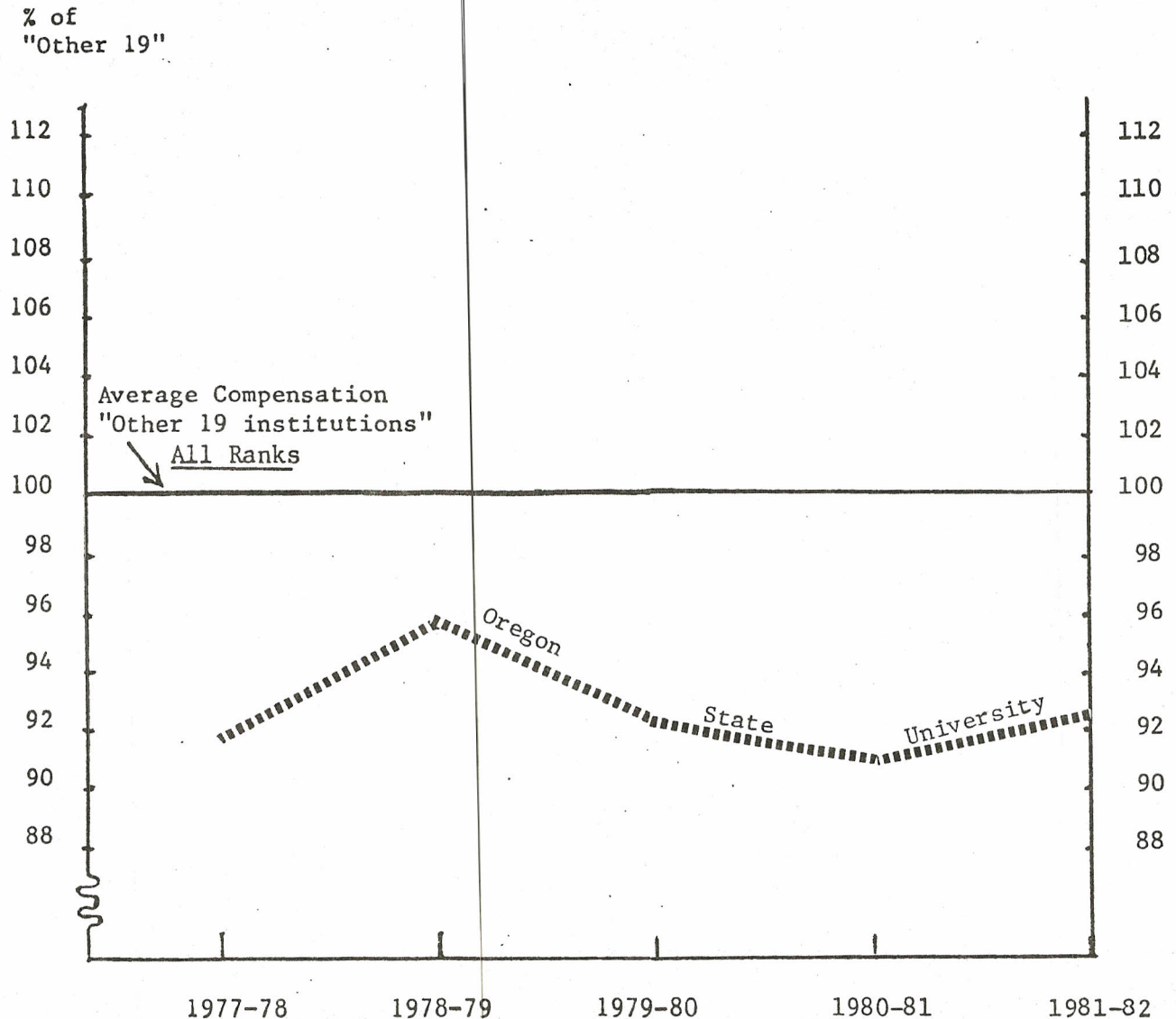
This second recommendation deals with salaries paid in the summer from other than state budgeted funds to faculty with 9-month appointments. At present salaries between June 16th and September 15th for 9-month faculty are paid at the rate in effect on June 1st rather than the higher salary rate that would become effective on September 16th. This is:

- . inconsistent with the practice of granting salary increases on July 1st to faculty with 12-month appointments,
- . inequitable because it denies salary increases for this period of time to faculty who generate funds to pay their own salaries, and
- . inefficient because it means OSU collects less overhead from contracts and grants.

The Faculty Economic Welfare Committee therefore recommends that the OSU Faculty Senate approve the second recommendation above and urge its adoption by OSBHE.

FIGURE 1

Relative Standing of Oregon State Compared to the "Other 19" Institutions With Regard to Average Annual Total Compensation of Faculty (Salary plus fringe benefits), at the "All Ranks" Academic Classification; 9-month Appointments, 1977-78 to 1981-82. ^{/1}



^{/1} Source of Data: Oregon State System of Higher Education
OSU Faculty Economic Welfare Committee, DCM 5/18/82

Note: 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.

TABLE 1

Relative Standing of U of O and OSU Compared to the "Other 19"
Institutions With Regard to Average Annual Total Compensation
of Faculty (Salary plus fringe benefits), at Five Academic
Rank Classifications; 9-month Appointments, 1977-78 to 1981-82. /1

Academic Rank	1977-78						1978-79						1979-80					
	OSU		U of O		U of O & OSU		OSU		U of O		U of O & OSU		OSU		U of O		U of O & OSU	
	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank
All Ranks	91.9	16	96.5	13	94.3	15	95.5	16	101.0	10	98.4	13	92.2	18	98.7	12	95.6	14
Professor	91.5	15	96.5	11	94.4	13	94.5	17	99.5	15	97.5	15	93.8	17	98.8	14	96.8	15
Associate Professor	98.4	13	98.6	11	98.5	12	102.3	9	102.0	12	102.2	9	100.5	10	100.0	13	100.3	11
Assistant Professor	100.5	8	97.3	14	98.8	13	101.5	10	102.6	8	102.1	8	100.0	12	99.8	14	99.9	12
Instructor	98.4	11	102.8	9	100.3	9	99.4	12	109.0	5	103.7	8	95.1	18	105.2	6	99.3	10

Academic Rank	1980-81						1981-82						1982-83					
	OSU		U of O		U of O & OSU		OSU		U of O		U of O & OSU		OSU		U of O		U of O & OSU	
	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank	% of 19	Rank
All Ranks	90.9	18	97.3	14	94.3	15	92.4	17	96.9	14	94.7	15						
Professor	92.0	17	96.8	15	94.8	15	93.7	16	99.0	13	96.7	15						
Associate Professor	100.0	13	101.4	10	100.6	10	100.8	11	101.0	10	100.9	10						
Assistant Professor	99.8	13	100.1	12	100.0	12	100.1	12	98.2	14	99.1	13						
Instructor	95.7	16	106.3	5	99.9	11	92.7	17	98.4	11	95.6	13						

/1 Source of Data: Oregon State System of Higher Education.
OSU Faculty Economic Welfare Committee, DCM 5/17/82

Department of
General Science



Corvallis, Oregon 97331 (503) 754-4151

April 23, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman

Regarding: Proposed Bylaw Change

The Bylaws Committee wishes the Faculty Senate Executive Committee to consider the following proposed change in the Bylaws:

Article IX, Sec. 3, sentence 1:

"Any meeting of the Faculty Senate may be converted into either an executive session, excluding all but elected and ex-officio members of the Senate, the parliamentarian, Faculty Senate Office staff, and other staff members who may be designated at the time, or a faculty session ~~excluding all but elected and ex-officio members and those entitled to vote in election of members of the Senate which shall be the same as an executive session except that anyone entitled to vote in the election of members of the Senate shall also be entitled to attend.~~"

The Faculty Senate parliamentarian, Professor Kermit Rohde, is a member of our committee and initiated this change. He points out that this is simply a housekeeping amendment allowing the parliamentarian, the Faculty Senate office administrative assistant, and the executive secretary to remain in executive sessions. In practice they have been allowed to so remain, but there is no bylaws authority for such action.

Should the Executive Committee wish to bring this proposed change to the full Faculty Senate, I would be pleased to attempt to give a further rationale for it.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, Family Resource Management
Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy Specialist)
Elizabeth Hallgren, Computer Center

Department of
General Science



Corvallis, Oregon 97331 (503) 754-4151

May 18, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman *D L W*

Regarding: Proposed Bylaws Revision

I have been informed that the Faculty Senate Bylaws Committee proposal to add a new second paragraph to Article IX, Section 3, was not passed at the May meeting of the Senate. Apparently the difficulty was the confusion of the word "session" with the term "meeting." To avoid this problem and hopefully not make a bad situation worse, we now propose an overall revision of Article IX, Section 3, as follows:

Sec. 3 "Any meeting of the Faculty Senate may be converted into either an executive ~~session~~ meeting, excluding all but elected and ex-officio members of the Senate, the parliamentarian, Faculty Senate office staff, and others who may be designated at the time, or a faculty meeting session excluding all but elected and ex-officio members and those entitled to vote in election of members to the Senate which shall be the same as an executive meeting except that anyone entitled to vote in the election of members of the Senate shall also be entitled to attend. In addition, the Senate President shall have the authority to call either type an executive or a faculty session. Executive or faculty sessions Such meetings may be called for purposes of discussion, but not for the purposes of taking any final action or making a final decision. The Senate President must announce the statutory authority* before going into ~~executive or faculty session~~ either type of meeting.

Public notice of any such meetings, and, in the case of special meetings, at least 24 hours notice shall be given as specified in the Oregon State Public Meetings Law (ORS. 192.640).

This proposal combines our suggestion of last April about public notice with our proposal in May clarifying executive meetings.

Should the Executive Committee wish to bring this proposal to the full Faculty Senate, I would be pleased to attempt to give a further rationale for it.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, FRM
Elizabeth Hallgren, Computer Ctr.

Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy)

Department of
Entomology



Corvallis, Oregon 97331

TO: Executive Committee of the Faculty Senate

FROM: Committee on Committees
Victor J. Brookes, Chairman

SUBJECT: Annual Report

During the Academic Year 1981-1982 the Committee submitted recommendations on the following matters as requested by the Executive Committee:

1. the establishment of an Instructional Development Committee
2. standing rules for the Committee on Promotion and Tenure

In addition, the Committee reviewed the activities of five Senate Committees and considered the possibility of a merger of the By-Laws Committee with the Committee on Committees (Executive Committee Memorandum, May 20, 1981). The results are as follows:

BY-LAWS COMMITTEE

According to the Standing Rules, the By-Laws Committee is supposed to make a continuing study of the By-Laws of the Faculty Senate and review proposals for changes and recommend amendments for action by the Senate. A review of the By-Laws has not been conducted for at least 3 years. Instead, the committee has responded only to questions posed by the Executive Committee. At the present time two such questions are before this committee, one having to do with allocation of unassociated FTE and the other with Rules of Procedure.

The C on C recommends that the two committees be merged and assigned the title of The Rules Committee for the following reasons:

- 1) Standing committees operate most efficiently when sufficient business exist to warrant regular meetings. Regular meetings with specified tasks and dates provide some insurance that attendance will be adequate to conduct the business.
- 2) The committees in question have technical responsibilities that are similar, one with respect to the By-Laws of the Senate, the other with respect to the committees of the Senate.
- 3) In neither committee is the regular business overwhelming. One meeting per month is probably sufficient to complete all regular business and most other questions that come before these committees.
- 4) Unusual business such as that concerned with the allocation of unassociated FTE could be handled by a subcommittee of the combined committees.

The C on C further recommends that the combined committee consist of nine or ten members one of whom is familiar with the technical details associated with By-Laws review.

Academic Regulations Committee; Academic Requirements Committee; Academic Deficiencies Committee.

Based on the information available the C on C believes that the work of these committees is essential to the workings of the University. The contribution of the student members is essential and more than satisfactory. The work-load of the Requirements Committee is the heaviest and may be excessive. According to the Standing Rules, the Deficiencies Committee is supposed to report to the Regulations Committee on guidelines for administering the Academic Regulations. Such reports have not been made for some time.

Academic Advising Committee

Unlike the committees described above the Advising Committee does not have a definitive assignment but rather is concerned with policies related to the advising program. The Committee formulates its own tasks and responds to directives from the Executive Committee. Members of the Committee expressed frustration from not having well-defined tasks and this was discussed with the Chairman, Dr. Paul Nelson. The process of advising is vague and information is difficult to obtain. Evaluation based on a poll of students has been postponed due to lack of funds. The Advising Committee is uncertain as to how to make effective use of information it does obtain.

The opinion of the C and C is that this committee is a valuable one whose work should continue. During discussion with Dr. Nelson, the following suggestions for continued and future activities were made, some of which have already been considered by the Advising Committee.

- 1) An attempt to evaluate the effectiveness of advising should continue. The expense of polling could be circumvented by conducting a telephone poll of recent OSU graduates. Help in designing the poll may be available through the Survey Research Center.
- 2) The advising policies of Schools and Colleges should be reviewed on a regular basis much the same way the Senate Committees are reviewed.
- 3) Seminars can be held especially for new advisors with the assistance of Dean Osterman.
- 4) The Advising Committee should continue to assist the Peer Advising efforts of students.
- 5) The Advising Committee can serve as a resource giving assistance to advisors. Information should be disseminated to all interested parties, possibilities to Deans of Colleges and Schools through the Executive Committee.

Department of
Economics

Oregon
State
University

Corvallis, Oregon 97331

May 12, 1982

TO: Robert Becker, President
Faculty Senate

FROM: Ze'ev Orzech, Chairman *Ze'ev*
Academic Regulations Committee

SUBJECT: Annual Report, 1981-82

The Academic Regulations Committee dealt with the following six regulations during this past year:

- 1) Revision of A.R. 20, dealing with the repetition of courses. The proposed changes were forwarded to the Faculty Senate.
- 2) Consideration of policies governing University Enrollment Reduction by the Academic Deficiencies Committee. Our committee found the existing probation and suspension policies reasonable and forwarded a "no change" recommendation to the Senate.
- 3) Revision of A.R. 8 specifying deadlines for registration and fee payment. The proposed changes were to be presented to the Senate at its May meeting, but were not because the Registration and Scheduling Committee incorporated them in its own recommended changes.
- 4) Revision in Residence Regulations. The proposed changes are to be presented to the Senate at its June meeting.
- 5) Revision of the Written and Oral English Communication Segment of the General Education Requirement for Baccalaureate Degrees. The proposed changes are to be presented to the Senate at its June meeting.
- 6) Revision of A.R. 6 allowing departments to offer courses during Summer Term with reduced credit hours. The proposed changes are to be presented to the Senate at its June meeting.

May 17, 1982

TO: Faculty Senate Executive Committee
FROM: Faculty Status Committee *JS*
SUBJECT: 1981-82 Annual Report - Faculty Status Committee

During the year the Committee has responded to three requests which required prompt action. Two of these requests involved the development of guidelines - Guidelines for Educational Leaves and Guidelines for Selective Termination of Faculty under Financial Emergency. The policy regarding confidential information in faculty personnel files was the third issue in the "prompt action" category.

Action by the committee has been completed on all the above. Only the Financial Emergency Guidelines await final Senate action at the June meeting.

The committee still has in its files, three items to consider. These will be continued into the 1982-83 year. They are the following:

1. A request that the Committee reconsider its previous recommendation concerning review of deans and department heads/chair(wo)men.
2. Continuing work on the RAU status issue. Some changes were made, namely placing RAU's on appropriate committees; however there are other items under consideration by the committee.
3. The promotion and tenure status issue was only momentarily addressed, but some groundwork has been done.

9/27/82

REPORTS TO THE FACULTY SENATE
October 7, 1982

Agenda for the Senate Meeting: Thursday, October 7, 1982, 3:30 p.m.,
OSU Foundation Center

The Agenda for the October 7 meeting will include the reports and other items of business listed below. To be approved are the Minutes of the June 3 Senate meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Senate Apportionment

- Dean Nicodemus

As a result of problems in implementing the usual procedures for Senate Apportionment, the Executive Committee is requesting the Senate's concurrence in the use of the 1980-81 apportionment data for the 1982-83 year (the same apportionment that was used for 1981-82 also).

2. Faculty Economic Welfare Committee

- V. Van Volk

The FEWC has submitted several reports for the Senate's consideration. They are listed below:

a) Sabbatical Leaves; Salary Compensation and Proposed Amendments to Administrative Rules regarding Leaves (pp. 6-10)

Attached are documents which explain a proposal for altering compensation for sabbatical leaves of various lengths. The OSBHE will take final action on the proposed changes in the near future.

b) Proposed Amendments to Academic Sick Leave Policy (pp. 11-14)

Attached is the FEWC's recommendation regarding a proposed alteration in the academic sick leave policy. Some of the data used as a basis for this proposal are also attached.

c) Fringe Benefits for Faculty Members (p. 15)

The Interinstitutional Faculty Senate (IFS) asked the FEWC to review the adequacy of Faculty input into decisions affecting Faculty benefits. The Committee's response is attached.

d) Salary Comparison Charts (pp. 16, 17)

Attached are new salary comparison charts prepared by Curtis Mumford, a member of the FEWC. The charts are for the Senate's information.

e) Faculty Day Benefits Session

The FEWC chairman will briefly review the Committee's Faculty Day activities.

3. Annual Reports of Faculty Senate Committees and Councils

All Senate committees and councils report annually to the Senate to describe their activities for the year. These reports are particularly important for committees that do not make regular reports to the Senate.

Below is a list of annual reports that are attached to this Reports to the Faculty Senate. These reports are primarily for the information of the Senate, and new chairmen have been appointed to the respective committees. The name of the chairman who prepared the report is listed after the name of the committee. Questions regarding the report should be directed to that Faculty member.

- a) Academic Requirements Committee (Agnes Grady) (pp. 18-20)
- b) Advancement of Teaching Committee (Steven Hawkes) (pp. 21, 22)
- c) Faculty Recognition & Awards Comm. (Arnold Flath) (p. 23)
- d) Undergraduate Admissions (Walt Publitz) (p. 24)
- e) University Honors (Darold Wax) (p. 25)

4. Academic Regulations Committee (p. 26) - Peter Freeman

Attached is the ARC's proposed revision in AR 26 a. 3 (d), the Written and Oral English Communication Segment of the General Education Requirement. This action is in response to the Senate's referral of the matter back to the Committee at the June 3 Senate meeting for further consideration and revision. This report is subject to Senate consideration.

B. Reports from the Executive Committee

1. School of Education; Off-Campus Program Proposals (pp. 27-37)

The "Guidelines for Off-Campus Programs" were a topic considered at the April 1982 Senate meeting (see Minutes, p. XXV). The matter of administering these programs has been the more recent concern of Deans Calvin and Barr, as well as the Curriculum Council, the Budgets & Fiscal Planning Committee, and the Executive Committee of the Faculty Senate. Attached are documents which offer background information on the problems addressed since the June 3 Senate meeting, and the conclusions reached by those concerned.

2. Revision of Academic Regulation 8, Late Registration and Fee Payment (p. 38)

Attached is revised wording of AR 8, which was produced in response to a request from the Registrar. As noted in the attachment, this revision was approved by the Executive Committee on behalf of the Senate for Fall Term 1982 only (also, see Schedule of Classes for 1982-83, p. 9). Further consideration of this revision may be necessary.

4. Search Committees: There are currently three Search Committees either in progress or being appointed.

- a) Dean of the College of Liberal Arts: The following individuals have been appointed by President MacVicar to recommend candidates for that position: Faculty: David Eisemen (Chairman), Music; Gene Craven, Science Educ.; Gary Ferngren, History; Earl Goddard, Business; Mary Jane Grieve, Home Ec. Educ.; Judith Kuipers, Undergraduate Studies; Laura Rice-Sayre, English; Hollis Wickman, Chemistry. Students: Darin Dooley, Engineering; Scott Brookhart, Liberal Studies; Madge Bares, MAIS.
- b) Vice President for Student Services: The following individuals have been appointed to serve on the selection advisory committee: George Beaudreau, Ag. Chem.; Donald Boots, Student Health Center; M. Ed Bryan, Housing; Betty Hawthorne, Home Economics; Will Holsberry, Dixon Recreation Center; Roger King, English; Richard Pahre, Financial Aid; Mary Ann Phillips, Counseling Center; Richard Towey, Economics; Cynthia Flynn, student; Dann Grindeman, student.
- c) Dean of Research: Initial steps have been taken to identify a search committee to seek nominees for this position.

All suggestions for names of individuals to serve on Search Committees are submitted to President MacVicar, who appoints the committees and gives them their charge.

5. Ad Hoc Committee on DCE, Summer Term, and Residency: Several topics considered by the Senate in recent months have dealt with the relationship of the Division of Continuing Education to the University. The Executive Committee, therefore, offers the following motion for Senate consideration on October 7:

Be it Moved that: "The President of the Faculty Senate appoint an Ad Hoc Committee to study the residency issues which were adjusted "temporarily" at the June 3, 1982, Senate meeting. In addition, the Committee shall study the goals, policies, and procedures used in DCE administration of academic programs, particularly to highlight possible conflicts with policies used in the administration of regular OSU departments.

The Committee shall consist of: One current or former member the Faculty Economic Welfare Committee, Faculty Status Committee, Academic Regulations Committee, Curriculum Council, Graduate Council, and the Executive Committee of the Faculty Senate."

6. Category I and Category II proposals; Curriculum Council: Preliminary drafts of Category I and II curricular proposals have been distributed to Deans, Department Heads, the Faculty Senate Office, and Library Reserve Book Room (three copies are on reserve). Copies of the final documents to be considered at the special November Senate meeting will be distributed to all Faculty Senators by the Curriculum Coordination Office prior to the meeting.

7. Proposed Payroll Conversion to first day of the month from (pp.39-44) last day of the month: Attached is a Memorandum from Vice President Thomas Parsons which discusses the above matter. The FEWC has also been asked for its advice and recommendation.

8. Faculty Reviews & Appeals Committee Appointees

The Executive Committee has appointed, subject to Senate confirmation, Sally Malueg, Foreign Languages & Literatures, and Douglas Brodie, Forestry, to three year terms, ending June 30, 1985, on the Faculty Reviews & Appeals Committee.

9. Administrative Appointments Committee Appointees

The Executive Committee has appointed, subject to Senate confirmation, Roger King, English; Hollis Wickman, Chemistry; and Bernard Spinrad, Nuclear Engineering, to three year terms ending June 30, 1985, on the Administrative Appointments Committee.

10. Schedule of Elections of New Senate Officers, Senators, Inter-institutional Faculty Senators, and Executive Committee Members

The Executive Committee, upon concurrence of the Senate as to procedure, will prepare the Apportionment Table for presentation at the November meeting. The 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, IFS Representatives, and Executive Committee members will be the subject of Memoranda to be sent to all Faculty during the months of October and November.

11. Appointments to Senate Committees and Councils

The Executive Committee has made all appointments of chairmen and members to the Senate's Committees and Councils. Student members have been identified and included on the new Roster, but local, current addresses and telephone numbers were not available at the time the Roster was prepared. The 1982-83 Roster of Faculty Senate Committee/Council memberships will be distributed at the October 7 meeting.

12. OSBHE Membership Roster (p. 45)

Attached is the current membership roster of the Oregon State Board of Higher Education. The Board's October 22 meeting will be hosted by OSU. Senators may find the roster useful throughout the year.

13. The Financial Crunch--Status Report #7

This most recent status report was prepared in cooperation with several offices which are involved in the budget process. It is a summary of budget adjustments which have occurred since 1980. The report has been sent to all OSU Faculty, and extra copies are available (on a limited basis) in the Faculty Senate Office.

14. Interinstitutional Faculty Senate (IFS) Meeting

The IFS will meet on the OSU campus Friday and Saturday, October 28 and 30. Meetings will be held in the Memorial Union and Faculty are welcome to attend.

15. PAC-10 Faculty Leadership Conference

As noted previously, the Annual PAC-10 Faculty Leadership Conference will be hosted by OSU on October 28-30. Meetings will be held in the OSU Foundation Center. Faculty members are welcome to attend the several presentations scheduled for Friday and Saturday.

16. President's Response to Previous Senate Actions (pp. 46-48)

Attached are Memoranda from President MacVicar regarding actions taken by the Senate at earlier meetings and forwarded to the Executive Office for approval.

C. Reports from the Executive Office

1. 1982-83 Travel Funds for Faculty

- D. B. Nicodemus

2. Status of Collective Bargaining Hearings

3. Other

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July 21, 1982

MEMO TO: R.R. Becker

FROM: V.V. Volk, Chairman *V.V. Volk*
Faculty Economic Welfare Committee (FEWC)

SUBJECT: Salary Compensation During Sabbatical Leaves

The FEWC convened on July 20, 1982 and approved a motion to support the changes in the sabbatical leave compensation proposed during the AAUP-PSU collective bargaining negotiations. The Committee recognized the importance of the concept of sabbatical leaves and their duration and thusly considered the improvement of salary compensation a positive effect on encouraging two or three term (8 month or 12 month) sabbatical leaves.

In the past eight years the number of sabbatical leaves approved at Oregon State University has tended to decrease (see attached table, courtesy of Dean Nicodemus).

The Committee did recognize that the salary savings accrued per individual (two or three term, eight or twelve month) leave would decrease and that the compensation paid to all faculty on sabbatical would be greater than under current agreements. The Committee strongly encourages return of salary savings to those departments whose faculty are affected by the sabbatical leave. If the proposed changes do foster more and longer sabbatical leaves, the salary savings should be used to maintain manageable workloads for remaining faculty.

VV:jb
cc: FEWC

11-N-81
D312

7.

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754-4344

July 7, 1982

M E M O R A N D U M

To: Van Volk, Chairman, Faculty Economic Welfare Committee
Larry Boersma, Chairman, Faculty Status Committee

From: Executive Committee of the Faculty Senate
Bob Becker, Senate President *Bob*

Subject: Sabbatical Leave Compensation Change

Attached is a proposal to alter the amount of compensation allowed for sabbatical leaves of varying lengths. This proposal will be presented to the OSBHE on July 23. We would like to have some Faculty testimony at this meeting and are seeking your views on the proposed changes. Your views are particularly important to us if you object to any part of the recommendation.

We would appreciate your committee reviewing the proposal and calling me as soon as possible with your collective view of the proposed changes.

ss

Attachment

Institution
Codes of
Ethics for
Intercollegiate
Athletics

Summary for Meeting Worksheets (6-82-28a)

On September 11, 1981, the Board approved a Systemwide policy for intercollegiate athletics which was prepared by Chancellor Lieuallen. The policy includes a requirement that each institution offering a program in intercollegiate athletics submit to the Board for approval a code of ethics for intercollegiate athletics.

Staff Recommendation to the Board

It is recommended that the Board approve the codes of ethics pertaining to intercollegiate athletics presented in the section of Staff Reports for Action Items.

BOARD ACTION:

Residence Hall
and Food Service
Charges, Tuition
and Fee Recom-
mendations for
1982-83, Amend-
ments to
OAR 580-40-040,
Academic Year
Fee Book

Summary for Meeting Worksheets (6-82-29a)

It is recommended that following public hearing on June 25, 1982, the Board amend OAR 580-40-040 as follows:

Academic Year Fee Book

580-40-040 The document entitled "Academic Year Fee Book," dated June 25, 1982, [August-7,-1981], is hereby adopted by reference as a permanent rule. All prior adoptions of academic year fee documents are hereby repealed except as to rights and obligations previously acquired or incurred thereunder.

Through the amendment, the proposed residence hall and food services charges and policies and the proposed policies affecting tuition and fee rates would be adopted for 1982-83.

BOARD ACTION: (Roll call vote following public hearing.)

Amendments to
OAR 580-21-225 &
OAR 580-21-230,
Length of Leave
for Academic
Year Staff and
Fiscal Year
Staff

Summary for Meeting Worksheets (6-82-30a)

It is recommended that the Board schedule a public hearing on the proposed amendment of OAR 580-21-225 and 580-21-230. The amendments, stated below, would modify the Administrative Rules with respect to the salary to be paid to persons who take varying lengths of sabbatical leaves. The proposed amendments result from negotiations with the collective bargaining representative of the faculty at Portland State University and are presented in fulfillment of a memorandum of understanding signed by the parties.

Length of Leave for Academic Year Staff

580-21-225 Staff members employed on an academic year basis are eligible for one of the following types of leave:

- (1) One academic year (three terms) on [one-half] 60% salary during the period of sabbatical leave;
- (2) Two-thirds of an academic year (two terms) on [five-eighths] 75% salary during the period of sabbatical leave;
- (3) One-third of an academic year (one term) on [full] 85% salary during the period of sabbatical leave.

Length of Leave for Fiscal Year Staff

580-21-230 Staff members employed on a fiscal-year basis are eligible for one of the following types of leave:

- (1) One year (twelve months) on [one-half] 60% salary during the period of sabbatical leave;
- (2) Two-thirds of a year (eight months) on [five-eighths] 75% salary during the period of sabbatical leave;
- (3) One-third of a year (four months) on [full] 85% salary during the period of sabbatical leave.

BOARD ACTION: (Defer for public hearing at July Board meeting.)

Amendments to
 OAR 580-21-225 &
 OAR 580-21-230,
 Length of Leave
 for Academic
 Year Staff and
 Fiscal Year
 Staff

Staff Report to the Board (6-82-30b)

Although the Board's representative did not agree in the body of the collective bargaining agreement executed with AAUP-PSU to change the Administrative Rule covering sabbatical leave compensation, it was agreed by memorandum of understanding to present such a proposal to the Board for its consideration. The rationale for the proposed changes developed during discussions on the issue is presented below.

The objective of the proposed changes in sabbatical leave policy is to increase the benefits from sabbatical leaves. The benefit that is most relevant to public policy is the increase in scholarly and teaching performance that accrues from such leaves.

Our present policy, which makes the least institutionally beneficial term of leave the most attractive to faculty members financially, is not in the best interests of faculty members, who aim to participate more fully in the national and international intellectual communities, nor in the best interests of the public, which desires university faculties to be at the forefront of academic discovery and scholarship. Especially when the real income of professors is falling rapidly, the person who plans a sabbatical leave has a very strong motive to elect a one-term leave at full salary, rather than a two-term or three-term leave at five-eighths or one-half salary. Low salaries and scarce travel funds make transitional interaction with academic colleagues difficult. Thus the opportunity to spend the greater part of a year in a center of advanced study in one's area of special interest is crucially important in the development of an academic career. One-term leaves are seldom useful in bringing one into close contact with colleagues at other universities, and the present compensation for longer leaves is inadequate to the needs of most faculty members.

The cost that an institution would have to bear in order to provide for itself the greater benefits accruing from encouraging longer average terms of leave is best measured in terms of lost instructional service, rather than in terms of dollars paid to professors on leave. Replacement instructors for those on leave are often hired at salary rates lower than that of the person being replaced so that there may be no additional cost to the university in supporting a faculty member on fractional salary. Of course, one-term leaves do cause the institution some loss, since there is no fraction of a salary remaining to hire a replacement. This has the unwanted consequence that the university pays the greatest cost (in terms of lost instructional capacity) for the leave that provides the least benefit. The proposed change in policy would thus have two desirable effects. It would bring the costs to the institution of the one-, two-, and three-term leaves more nearly into proportion with the institutional benefits, i.e., one-term leaves would cost less, and longer ones would cost more than under present policy. It would also encourage faculty members to elect longer leaves in preference to shorter ones.

From the point of view of faculty members, a dilemma may be made less painful. Most are genuinely eager to accomplish the intellectual rejuvenation that periodic prolonged leaves make possible. Yet many faculty members recognize that the best use of these leaves is incompatible with maintaining an acceptable standard of living. The dilemma of deciding between adequate or acceptable income and a leave of sufficient duration to accomplish study or research objectives would be diminished under the rules as proposed to be amended.

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August 18, 1982

MEMO TO: Dean D.B. Nicodemus

FROM: V.V. Volk, Chairman *V.V. Volk*
Faculty Economic Welfare Committee

SUBJECT: Amendment to sick leave policy

The proposed change in the sick leave policy was distributed to the FEWC and I solicited their comments by telephone on August 17-18, 1982. Each of the seven committee members contacted recommended that the proposed change be adopted. Some of the comments made by the committee included: Should something be done concerning annual tenure? What specific guidelines are to be used to decide whether or not fixed term employees will receive advances on sick leave? Combine the first two sentences of the addition to insure that the fixed term employees read the whole section and recognize that their requests for sick leave advances beyond their current employment may be denied.

VV:jb

cc: FEWC

R.R. Becker ✓

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(503) 754-4251

August 16, 1982

MEMO TO: Faculty Economic Welfare Committee
FROM: V. V. Volk, Chairman *V. V. Volk*
SUBJECT: Amendment to sick leave policy

On Thursday, August 12, Dean Nicodemus discussed with me some concerns about the sick leave policy statement which is included as part of the Notice of Appointment. Although the total sick leave policy may not be as specific as desired, the question of sick leave advances for fixed term employees appeared to need more immediate attention. The question basically involves the number of days of sick leave which should be advanced to fixed term employees. As you are probably aware, some fixed term persons are employed for many years and units most likely would continue their employment in the future; while other fixed term employees are employed for shorter time intervals. The appropriate sick leave advances for fixed term appointees thus could be different, based upon the reappointment probabilities.

Resultant from our discussion, Dean Nicodemus has prepared a new version of the sick leave statement as it pertains to fixed term employees. (See attached. Sentences enclosed in red brackets are added statements).

I will contact you by telephone to discuss the proposed changes. Dean Nicodemus desires some immediate feedback so that the new Notices of Appointment will contain the appropriate terminology. Feel free to make additional revisions in the proposed change if the new wording is unsatisfactory to you.

Sorry for the short time notice, but I received the information Friday and the information is needed by Tuesday so that the Notice of Appointments can be processed.

VVV:lgs
Enclosure
cc: R.W. Becker

OFFICE OF THE DEAN OF FACULTY

August 13, 1982

To: Faculty Economic Welfare Committee
V. Van Volk, Chairman

Executive Committee of the Faculty Senate
Robert R. Becker, Senate President

From: D. B. Nicodemus *DBN*

Subject: Proposed revision of Section J. of the Attachment to
OSU Notices of Appointment for 1982-83--Sick Leave Policy

J. ABSENCE DUE TO ILLNESS - SICK LEAVE PLAN (FH 64)

The Board's Rules (AR 580-21-040) provide 8-hours sick leave credit to academic staff for each month of full-time service; part-time staff on 0.5 FTE or more earn prorata credit. Sick leave records will be kept and unused sick leave credits can be accumulated without limit. If needs arise, those with less than 520 hours unused earned leave may be advanced sick leave to provide a maximum of 90 calendar days paid leave. The latter provision may not apply fully to academic staff on fixed-term appointments. In accordance with AR 580-21-045 and with institutional policy, fixed-term staff may not be advanced more hours of sick leave than they can be expected to earn and repay by the end of their fixed-term appointment. Except for this limitation in the hours of leave that may be advanced, other provisions of AR 580-21-040 shall apply. For details, consult Dept. of Personnel Services (AdS B122). *more*

The above draft aims to provide a reasonable and fair interpretation to the provision in the Sick Leave policy which deals with the advance or loan of sick leave hours up to 520 hours if needs arise.

Your comments and suggestions regarding this draft are invited. I hope to be able to send this material to the Printing Dept. early next week. It is also my intention to include in an early issue of the Staff Newsletter this fall a specific notice regarding this change in Section J of the Attachment, because I fully realize that many faculty may not read it. (The present version of Section J. is reproduced on the back of this memo)

CC: President MacVicar
Vice President Parsons
Mr. Gene Todd

(OVER)

Sick Leave Plan for Academic Personnel

580-21-040 (1) All full-time academic staff will be credited with eight hours of sick leave for each full month of service, or two hours for each full week of service of less than one month. Part-time academic staff employed .50 FTE or more will be credited a prorata amount. No credit shall be given during periods of sabbatical leave, educational leave or leave without pay.

(2) Academic staff who have earned sick leave credits shall be eligible to use the credits for any period of absence from service which is due to the employee's illness, bodily injury, disability resulting from pregnancy, necessity for medical or dental care or attendance on members of the employee's immediate family (employee's parents, spouse, children, brother, sister, or member of the immediate household) where employee's presence is required because of illness or death in the immediate family of the employee or the employee's spouse.

(3) At the time and in the manner prescribed by the Chancellor, each academic employee covered by these provisions shall certify to the officer designated the amount of sick leave earned and the amount of sick leave with pay utilized. Sick leave records will be maintained in an appropriate file for each staff member until separation or retirement, whichever first occurs.

(4) Academic staff members with less than 520 hours of earned unused sick leave may be advanced the difference between earned unused sick leave and 520 hours when the need arises. As sick leave is earned, the amount shall replace any sick leave advanced until all advanced time is replaced with earned time. The purpose of this provision is to assure academic staff members of at least 90 calendar days of sick leave with pay at all times. Unused advanced sick leave may not be considered for purposes of retirement benefits. There shall be no limitations on the amount of earned sick leave which can be accumulated.

Stat. Auth.: ORS Ch. 351

Hist: HEB 3-1978, f. & cf. 6-5-78

Conditions of Employment on Gift, Grant and Contract Funds

580-21-045 (1) The President of each institution shall determine whether unclassified personnel whose employment is financed primarily by gifts, grants or contracts, shall be subject to Administrative Rule provisions regarding vacations, sick leave, tenure, promotion, sabbatical leave, and timely notice of nonrenewal or termination of employment.

(2) Administrative Rules which do not apply to a particular employee, and any substitute provisions, shall be specifically identified in the notice of appointment.

Stat. Auth.: ORS Ch. 351

Hist: HEB 3-1978, f. & cf. 6-5-78; HEB 2-1980, f. & cf. 4-18-80

OREGON
ADMINISTRATIVE
RULES

J. ABSENCE DUE TO ILLNESS - SICK LEAVE PLAN (FH 64)

The Board's Rules (AR 580-21-040) provide 8-hours sick leave credit to academic staff for each month of full-time service; part-time staff on 0.5 FTE or more earn prorata credit. Sick leave records will be kept and unused sick leave credits can be accumulated without limit. If needs arise, those with less than 520 hours unused earned leave may be advanced sick leave to provide a maximum of 90 calendar days paid leave. For more details, consult the Dept. of Personnel Services (AdS B122).

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July 21, 1982

MEMO TO: Thurston Doler, Chairman
Interinstitutional Faculty Senate
FROM: V.V. Volk, Chairman *V.V. Volk*
Faculty Economic Welfare Committee (FEWC)
SUBJECT: Faculty Input Into Fringe Benefit Packages

On July 20, 1982 the FEWC discussed faculty input into fringe benefit, primarily insurance, negotiations in response to your June 2, 1982 communication. The Committee informally concurred that faculty input during fringe benefit package preparation and negotiation was desirable. A subcommittee, John Mingle and Jack Danley, was appointed to document some background information and suggest a plan of action for the FEWC to consider at the next meeting. Since retirement benefits were also mentioned in your letter, June 2, 1982, the Chairman of the OSU Retirement Committee should perhaps also be contacted.

I plan to convene the FEWC in early October to react to the Subcommittee report. The Committee was receptive to the idea that Mr. Ralph Bolt meet with the Committee to discuss SEBB activities.

The FEWC makes recommendations to the OSU Faculty Senate and Executive Office and I presume information generated would be processed through those channels.

VV:jb

cc: R.R. Becker
Fred Hisaw
FEWC

1981-82 Academic Salary Statistics: Oregon State University;
University of Oregon; OSU and U of O Combined; and the Average of
19 Other Universities; by Academic Rank (9-month appointments)^{1/}

Academic Rank	Average Annual Salary				Fringe Benefits				Total Compensation			
	OSU	U of O	OSU and U of O Comb.	Other 19	OSU	U of O	OSU and U of O Comb.	Other 19	OSU	U of O	OSU and U of O Comb.	Other 19
Professor % of 19	\$31,172 87.3%	\$32,983 92.4%	\$32,205 90.2%	\$35,705 100.0%	\$ 8,867 126.1%	\$ 9,323 132.5%	\$ 9,126 129.7%	\$ 7,034 100.0%	\$40,039 93.7%	\$42,306 99.0%	\$41,331 96.7%	\$42,739 100.0%
Associate Professor % of 19	24,705 94.7%	24,749 94.8%	24,726 94.7%	26,099 100.0%	7,236 129.7%	7,247 129.9%	7,242 129.9%	5,577 100.0%	31,941 100.8%	31,996 101.0%	31,968 100.9%	31,676 100.0%
Assistant Professor % of 19	20,289 93.6%	19,884 91.7%	20,081 92.6%	21,678 100.0%	6,123 130.3%	6,021 128.2%	6,070 129.2%	4,698 100.0%	26,412 100.1%	25,905 98.2%	26,151 99.1%	26,376 100.0%
Instructor % of 19	15,405 86.0%	16,395 91.5%	15,914 88.8%	17,918 100.0%	4,892 123.2%	5,141 129.5%	5,020 126.4%	3,971 100.0%	20,297 92.7%	21,536 98.4%	20,934 95.6%	21,839 100.0%
All Ranks % of 19	25,037 86.1%	26,297 90.4%	25,697 88.4%	29,085 100.0%	7,320 123.2%	7,637 128.5%	7,487 126.0%	5,942 100.0%	32,357 92.4%	33,934 96.9%	33,184 94.7%	35,027 100.0%

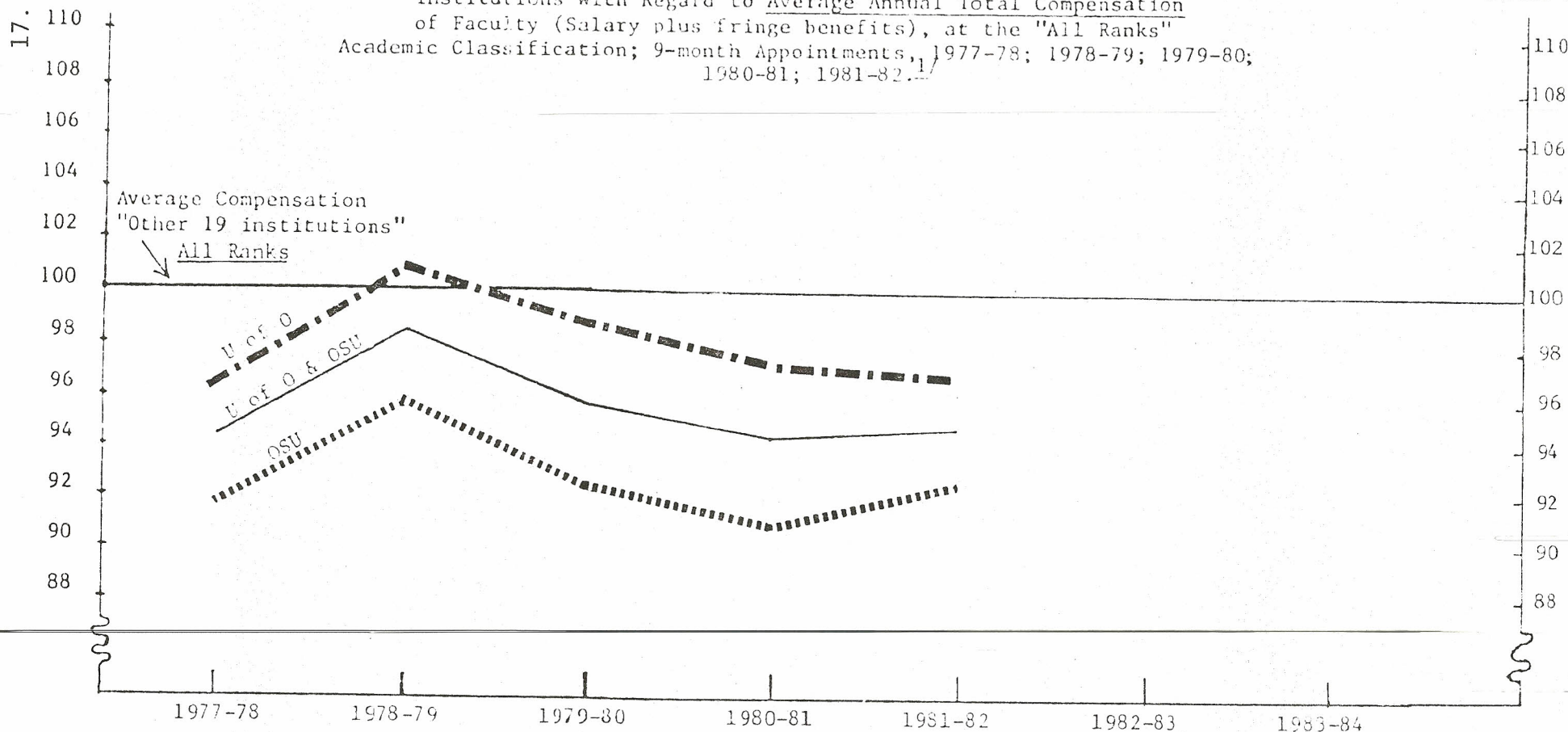
1/ Source of data: Oregon Department of Higher Education. The "other 19" institutions with which the State Board of Higher Education compares salaries at the University of Oregon and Oregon State University are as follows: Universities of California, Colorado, Idaho, Illinois, Indiana, Iowa, Iowa State,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

Prepared by D. Curtis Mumford for the Faculty Economic Welfare Committee, Oregon State University, September 16, 1982.

"Other 19"

Relative Standing of U of O and OSU Compared to the "Other 19"
Institutions With Regard to Average Annual Total Compensation
of Faculty (Salary plus fringe benefits), at the "All Ranks"
Academic Classification; 9-month Appointments, 1977-78; 1978-79; 1979-80;
1980-81; 1981-82.

"Other 19"



Total Annual Compensation in Relation to "Other 19" Institutions

Academic Rank	1977-78			1978-79			1979-80			1980-81			1981-82			1982-83		
	OSU	U of O	U of O & OSU	OSU	U of O	U of O & OSU	OSU	U of O	U of O & OSU	OSU	U of O	U of O & OSU	OSU	U of O	U of O & OSU	OSU	U of O	U of O & OSU
All Ranks	91.9	96.5	94.3	95.5	101.0	98.4	92.2	98.7	95.6	90.9	97.3	94.3	92.4	96.9	94.7			
Professor	91.5	96.5	94.4	94.5	99.5	97.5	93.8	98.8	96.8	92.0	96.8	94.8	93.7	99.0	96.7			
Assoc. Prof.	98.4	98.6	98.5	102.3	102.0	102.2	100.5	100.0	100.3	100.0	101.4	100.6	100.8	101.0	100.9			
Assist. Prof.	100.5	97.3	98.8	101.5	102.6	102.1	100.0	99.8	99.9	99.8	100.1	100.0	98.2	100.1	99.1			
Instructor	98.4	102.8	100.3	99.4	109.0	103.7	95.1	105.2	99.3	95.7	106.3	99.9	92.7	98.4	95.6			

William Jasper Kerr
Library



Corvallis, Oregon 97331

July 8, 1982

To: Robert R. Becker, Faculty Senate President
Faculty Senate Executive Committee

From: Academic Requirements Committee
Agnes M. Grady, Chairman *Agnes M. Grady*

Subject: 1981/82 Annual Report

The attached statistical sheet speaks for itself in showing the workload of the Academic Requirements Committee during the 1981/82 academic year. These petitions were considered by a varying number of committee members during 35 meetings lasting from 2 to 4 hours in length.

This year the Academic Requirements Committee was reviewed by the Committee on Committees. From the information provided by the ARC chairman, the COC came to this conclusion:

The work-load of the Requirements Committee is the heaviest / of the Academic Regulations Committee, the Academic Requirements Committee, and the Academic Deficiencies Committee / and may be excessive. According to the Standing Rules, the Deficiencies Committee is supposed to report to the Regulations Committee on guidelines for administering the Academic Regulations. Such reports have not been made for some time. (Annual Report of the Committee on Committees to the Faculty Senate as printed in Reports to the Faculty Senate, June 3, 1982, p.20)

It is not clear if the last part of the above statement concerning the administering of Academic Regulations has a direct bearing on the amount of petitions that the Academic Requirements Committee considers. However, in trying to ameliorate the workload of the committee and at the same time give a fair hearing to those petitions deserving it, the committee has a written policies and procedures document whereby the Assistant Registrar is given authority to approve (never to deny) petitions that conform to certain criteria. This helps to speed up the process of some of the more pro forma petitions.

From many of the petitions it is clear to the committee members that a large percentage of faculty members and students believe that petitions presented to the ARC will receive an automatic approval. Petitions are received that give no logical explanatory reason from either student or instructor for why the petitions are needed. Only the denial of a petition gets the attention of these individuals. Although the attached figures show a large number of approved petitions, the ARC is not a rubber-stamp committee. Most ARs give the ARC discretion for both approval and denial of petitions. The ARC needs the cooperation of the faculty in not only

signing the petitions but also in giving clarifying information about the need for the petition.

The Academic Requirements Committee strongly supports efforts made across the university in strengthening advising activities. A large number of student petitions seen by the ARC stem from either the lack of advising or poor quality in advising. It seems that changes in ARs take a long time to become known to the students. This is not to deny that students themselves have responsibilities for adhering to the ARs.

In addition to considering petitions on a weekly basis during each quarter except the summer term, the ARC discussed various aspects regarding committee policy relating to the various academic regulations. This was especially true of AR20, the regulation regarding repeat courses. The footnote to AR20 was subject to various interpretations at the beginning of the academic year. Until the re-worded regulation was approved by the Faculty Senate, the committee followed guidelines that paralleled the intent of the revised regulation. However, next year's committee must consider this regulation in depth for equitable treatment of students in the future.

The ARC chairman, acting on behalf of the committee, has been involved in several discussions concerning the role of the Curriculum Council in relation to the ARC about petitions for substitutions and waivers of the communications requirement. This matter continues also into the next academic year.

The Academic Requirements Committee recognizes with appreciation the work done by the staff of the Registrar's Office in handling student petitions. In particular, the efforts of Assistant Registrar Ralph Reiley, Sally Duckwall, and Brian Thom on behalf of the ARC are warmly acknowledged.

ACADEMIC REQUIREMENTS COMMITTEE

July 1982

	July 1, 1980 - June 30, 1981						July 1, 1981 - June 30, 1982					
	Approved		Denied		Total		Approved		Denied		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
II. CHANGE OF GRADES	1577	94	101	6	1678	35.9	1493	92	127	8	1620	33.9
III. REMOVAL OF E GRADES	524	97	14	3	538	11.5	425	94	26	6	451	9.5
IV. SUBSTITUTION OF COURSES	81	74	28	26	109	2.3	72	80	18	20	90	1.9
V. HOURS OFF CAMPUS	290	94	17	6	307	6.6	368	96	17	4	385	8.1
VI. SPECIAL EXAMINATIONS	90	84	17	16	107	2.3	88	86	14	14	102	2.0
VII. ADDS AND DROPS	896	88	127	12	1023	21.9	836	89	107	11	943	19.8
VIII. WITHDRAWALS*	-----	---	---	---	-----	-----	233	47	268	53	501	10.5
IX. MISCELLANEOUS	<u>701</u>	<u>84</u>	<u>209</u>	<u>16</u>	<u>**910</u>	<u>19.5</u>	<u>615</u>	<u>90</u>	<u>67</u>	<u>10</u>	<u>682</u>	<u>14.3</u>
Total Percentage		89		11		100.0		87		13		100.0
Total Number	4159		513		4672		4130		644		4774	

* The "Withdrawal" Category (VIII) for 1981-1982 is a new category. Formerly included in Category IX, "Miscellaneous".

** The "Miscellaneous" Category (IX) figures for 1980-1981 (910) include 207 "W" petitions approved (57% of the 365 total "W" petitions), and 158 "W" petitions denied (43% of the 365 total "W" petitions). Further, the 365 "W" petitions represent 40% of the 910 "Miscellaneous" petitions, and 7.8% of the total 4672 petitions.

Report from the Advancement of Teaching Committee

The annual chore of adjudicating on proposals for faculty development awards was completed. On the basis of our recommendations, Dean Kuipers made the awards listed on the attached sheet.

A detailed proposal for reorganization of the Committee to act as advisory committee for the College and University Teaching project (CAUT) was rejected in its entirety by the Executive Committee acting on the recommendation of the Committee on Committees.

S. J. Hawkes

Stephen J. Hawkes
Chairman

rr

FACULTY DEVELOPMENT AWARDS

1981 - 82

NAME	SCHOOL/DEPT.	AMOUNT
1. Michael Coolen	Music	\$ 1,739.10
2. Gary Ferngren	History	757.00
3. John Bigelow	Bus. Admin.	1,700.00
4. Edward Piepmeier	Chemistry	1,800.00
5. Thomas Murphy	Psychology	1,800.00
6. Lisa Ede	Communication Skills Ctr	1,800.00
7. Dean N. Osterman	Instructional & Fac. Dev.	1,630.00
8. Herbert Frolander	Oceanography	1,396.00
9. Art Koski	Health	500.00
10. Edwin Anderson	Education	1,036.30
11. Gwyneth Britton	Education	1,800.00
12. Charles Starnes	Sociology	1,800.00
13. David E. Sims	Veterinary Medicine	836.00
14. Vern Dickinson	Physical Education	1,000.00
15. Malcolm Daniels	Chemistry	1,000.00
16. James W. Funck	Forest Products	1,570.63
17. Ed Schmisser	Ag & Resource Econ.	1,799.00
Total		\$ 23,964.03

The Department of
Physical Education

Oregon
State
University

Corvallis, Oregon 97331

TO: Robert Becker, Faculty Senate

FROM: Arnold Flath, Chairman, Faculty Recognition and
Awards Committee
Ralph Quatrano, Botany
Margy Woodburn, Foods and Nutrition

DATE: 02 August 1982

RE: 1981-82 Annual Report

- (1) The committee is charged with (a) recommending nominees to the Faculty Senate for receipt of the OSU Distinguished Service Awards at Commencement, (b) recommending a nominee to President MacVicar for receipt of the OSU Alumni Association Distinguished Professor Award to be made at Faculty Day and (c) distributing announcements for the Elizabeth P. Ritchie Distinguished Professor Award with the committee chairman serving on the nominee selection committee which is chaired by the Dean of Undergraduate Studies.
- (2) All functions were successfully carried out.
- (3) The committee met three times. Once to review the committee duty calendar, once to select Distinguished Service Award nominees, and once to select the OSU Distinguished Professor nominee.
- (4) The committee chairman reported Distinguished Service Award recommendation to the Faculty Senate, April 8, 1982. The recommendations were approved.
- (5) The committee recommendation for the OSU Distinguished Professor Award was forwarded to, and approved by, President MacVicar. The award will be given on Faculty Day, September, 1982.

AF:mm

Department of
Forest Products

Oregon
State
University

Corvallis, Oregon 97331

June 25, 1982

REPORT TO: Faculty Senate

SUBJECT : Annual Report of Undergraduate Admissions Committee

1. The Undergraduate Admissions Committee (UAC) met 24 times between July 1, 1981 and June 30, 1982, the most recent meeting being June 16.
2. The UAC reviewed 595 cases which were submitted for consideration; 86 were not approved and 509 were approved for admission.
3. Of the 595 total cases, 124 were admitted for 1981-82 as part of the National Student Exchange Program, and 94 NSE students have been approved for 1982-83.
4. The UAC admitted 125 freshmen in 1981-82 out of a maximum allowable of 149, under the 5% special admit program. For 1982-83, we have approved 42 such students for admission in the fall term, out of a maximum of 135.
5. The UAC admitted 45 transfer students during 1981-82, and to date, an additional 14 transfer students for admission in the fall term, 1982.

Copies: Kay Conrad, Admissions Office
Wallace Gibbs, Admissions Office
Don MacDonald, 1982-83 Chairman UAC

Department of History



Corvallis, Oregon 97331

(503) 754-3421

June 1, 1982

TO: Robert R. Becker, President, Faculty Senate

FROM: Darold Wax, Chairman, University Honors Program Committee DDW

SUBJECT: Annual Report

The UHP Committee devoted its attention during academic year 1981-82 to maintaining and assessing the impact of a number of changes adopted the previous year and implemented fall, 1981.

1. The use of the 300-level course number (in addition to Ho 250) for colloquia is working well and will be continued.
2. The current arrangement of offering only seminars during winter term will be extended. Among the seminars will be an offering similar to the highly successful "Science and Technology: Encounter and Vision," which enrolled several hundred students during Winter term, 1982.
3. While the entire University is plagued by financial difficulties, the Committee is necessarily concerned about the Honors Program and urges continued and growing support for this important aspect of our academic community.

DDW:jb

Department of
Economics

Oregon
State
University

Corvallis, Oregon 97331

June, 7, 1982

TO: Bob Becker, President,
Faculty Senate

FROM: Ze'ev Orzech, Chair, *Ze'ev*
Academic Regulations Committee

SUBJECT: Changes in the Written and Oral English Communication
Segment of the General Education Requirement

This is the revised version of the Written and Oral English Communications segment of the General Education requirement for Baccalaureate Degrees. The initial changes were presented to the Senate on June 3, 1982, and were referred back to committee. Underlined portion added.

Any *complete* first-year language sequence, or any complete second-year language sequence not used to satisfy the Humanities and/or Arts requirement, will satisfy this six-hour requirement - Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish.

Office of the President



Corvallis, Oregon 97331-2128 (503) 754-4133

September 2, 1982

Dr. R. R. Becker
President, Faculty Senate
Faculty Senate Office
Campus

My dear Dr. Becker:

I have your memorandum of August 30 concerning off-campus programs in Bend and Coos/Douglas Counties.

I believe this adequately resolves a difficult problem involving programs which were initiated in good faith by both the university and the prospective students during a period of time in which the specific guidelines that have now been adopted were not in effect.

It is my interpretation of this resolution that the programs which have been initiated in Bend and in Coos and Douglas Counties in the fields of guidance/counseling leading to a master's degree may and will be continued until appropriate termination based on inadequate numbers of individuals who desire to pursue this particular program.

May I indicate that I believe the Executive Committee has functioned in a most appropriate fashion in this particular difficult dilemma and express my personal appreciation to you and to the committee for bringing this matter to an appropriate resolution.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Robert MacVicar", written over a horizontal line.

Robert MacVicar
President

RM:is

cc: Robert Barr
Gerald Becker
Lyle Calvin
Duane Andrews

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754-4344

MEMORANDUM

August 30, 1982

TO: President Robert MacVicar

FROM: R. R. Becker, President, Faculty Senate *RR Becker*

SUBJECT: Off-campus Programs in Bend and Douglas/Coos Counties

The Executive Committee of the Faculty Senate has discussed the reports of the Curriculum Council and the Budgets and Fiscal Planning Committee regarding the off-campus programs in Guidance/Counseling and agree that the programs already in place should go on. The recommendation was not to grant approval now for future programs, but rather to request that future programs be handled in the usual way through Senate committees. Further, in discussions with Deans Calvin and Barr and Professor G. Becker, Professor Scanlan and I agreed that the guidelines for off-campus programs need clarification and modification and we will see that the matter is addressed promptly. After that meeting, Prof. Scanlan and I met with you (Aug. 11, 1982) and verbally stated the Executive Committee's stand as indicated above: The programs in place should go on, but future proposals should follow procedures which include approval by Senate committees.

RRB:sc

cc: Robert Barr, Dean of Education
Gerald Becker, Education
Lyle Calvin, Dean of the Graduate School

Graduate School



Corvallis, Oregon 97331

(503) 754-4881

August 30, 1982

MEMORANDUM

TO: Bob Becker, President, OSU Faculty Senate

FROM: Lyle D. Calvin, Dean *LDC*

SUBJECT: Off-Campus Programs in Bend and Douglas/Coos Counties

I have just received a copy of the memo to you from the School of Education dated August 10 which attempts to clarify the issues raised at our meeting on that day. It appears to me that this memo does that satisfactorily.

The August 10 memorandum, with the addition to our agreed-upon termination date of 1985 for the temporary approval of these off-campus programs, would appear to satisfy the issues raised by the Curriculum Council and the Budgets and Fiscal Planning Committees in their meeting of August 4th. If you and the Executive Committee of the Faculty Senate agree, I would hope that approval could be given to these programs as soon as possible. You had indicated that it might be necessary to call another meeting of the chairmen of these committees and the Executive Committee. If this meeting is held between September 2 and September 22, I will be off campus and unable to attend. I would appreciate your asking John Ringle to attend in my place.

Thanks for your help on this problem.

LDC:jt

cc: Robert Barr, Dean, School of Education
Gerald Becker, Education



School of Education

Corvallis, Oregon 97331

August 10, 1982

TO: Robert Becker, President
OSU Faculty Senate

FROM: Robert Becker, Dean
School of Education

Gerald Becker, Chairman
Counseling & Guidance

SUBJ: School of Education Proposal for Off-Campus Programs in Guidance/
Counseling in Central and Southern Oregon

In order to clarify the two issues raised at our meeting on August 10, 1982 with Lyle Calvin, the following information has been prepared.

Library Arrangements for Off-Campus Programs

The Guidelines for the Conduct of Off-Campus Programs indicate that "Sites selected for off-campus courses will include instructional facilities, materials, and equipment commensurate to campus-based sites." If commensurate is interpreted as "equal to" then there is no way that this can be achieved by the School of Education Counseling and Guidance Department with its limited resources. However, if interpreted as adequate to provide the necessary resources for student use as judged by campus-based faculty members who are responsible to teach the courses then this is not only possible, but in most instances meets these criteria. This does not mean that present resources are considered at maximal strength as faculty are continually seeking additional funds and materials to add to their instruction.

Each faculty member has accumulated their own collection of resource materials which are transported to the instructional site and made available to students either through the reserve room of available libraries or handled directly by the faculty member. In addition, the department makes available its video tape equipment when the instruction site has none of its own.

A maximum of one course per term, out of the two or three courses scheduled, may require extensive library resources. Considerable coursework is of an experiential nature in counseling rather than research oriented, therefore, requiring more human subjects as resource rather than books and papers.

In addition to the above, efforts have been made to strengthen existing resources as follows:

Robert Becker
 Page 2
 August 10, 1982

1. Based upon a review of resources for off-campus programs by Mariol Peck, Education Librarian for OSU, funds were made available by DCE for purchase of designated materials (\$1,725 the first year and \$1,365 the second year). These materials will be purchased and cataloged with the assistance of Mariol Peck in cooperation with Gerald Becker, Department Chairman.
2. The librarian at each instructional site were contacted and an agreement received that:
 - a. students will have access to existing collection of materials;
 - b. new materials provided by OSU will be processed, cataloged and shelved for student use;
 - c. interlibrary loan services will be provided;
 - d. temporary reserve materials will be processed and made available to students.
3. Computerized literature searches will be conducted for off-campus students by the OSU Education Librarian with the Community College Reference Librarian acting as intermediaries.
4. A current subscription to ERIC, Resources in Education, will be obtained and placed in the Community College Library in order to make available the ERIC Clearinghouse in Counseling and Personnel Services.
5. Portable containers are available for transportation and storage of materials.
6. Library materials are organized around course specific content areas and the new materials will be filed accordingly as received.
7. A librarian is available to assist the Counseling Department in cataloging and organizing materials for checkout upon receipt at OSU, and to coordinate placement and filing of materials at the instructional site. This individual is available without cost to the program.

Self Supporting Program

The proposed program is funded from local resources and student tuitions. No state-allocated funds will be involved in the delivery of the program. There must be sufficient enrollment to ensure self support.

The Department Chairman of Counseling & Guidance is responsible for scheduling courses to be taught, assigning faculty, approving adjunct faculty and supervising student program development and advising.

DCE is responsible to collect all funds and maintain an accounting of student registration, transcripts, arrange for instructional space and process faculty travel requests.

Funds will be dispersed by DCE as follows:

Robert Becker
Page 3
August 10, 1982

- Salary

Faculty assigned in-load salary paid by transfer of funds from DCE to School of Education through use of Journal Voucher.

Faculty assigned over-load salary paid directly to faculty member by DCE.

- Expenses -- travel, materials, and equipment

Faculty member is reimbursed directly by DCE. All instructional materials and equipment essential for conduct of the course is provided by DCE.

The Counseling & Guidance Department of the School of Education is striving to provide the best educational program possible to those individuals who seek its services, whether on campus or off. It is our mission to serve those in need where ever they may be in Oregon and to strengthen our ability to do so as the need presents itself. This takes time, but we have the will, the expertise and the "minimum" resources to do it.

GB/nb

Curriculum Coordination



Corvallis, Oregon 97331 (503) 754-3711

August 4, 1982

TO: Robert Becker, President
Faculty Senate

FROM: Doug Stennett, Chairman 
Curriculum Council

SUBJECT: School of Education Proposal for Off-Campus Programs
in Guidance/Counseling and Counseling
in Central and Southern Oregon

The Curriculum Council and the Budgets and Fiscal Planning Committee met jointly this morning to discuss the proposed central Oregon and southern Oregon off-campus graduate programs in Guidance/Counseling and Counseling.

The Curriculum Council defeated a motion to approve permanent programs in Guidance/Counseling and Counseling in central and southern Oregon. However, the Council realizes that an advanced degree has been implied and/or promised to students enrolled in courses in these two regions, and Oregon State University has a commitment to these groups of people even though a formal program does not now exist.

The Council appreciates the School of Education's willingness to respond to our previous concerns. Nevertheless, it was felt that faculty load and library arrangements still compromise the proposed programs; thus, the proposals could not be permanently approved. Although the School of Education is allocating start-up funds for library purposes, the Council felt strongly that, if Oregon State University is to make a commitment to these place-bound students, sufficient funds need to be made available to purchase the required amounts of journals, background materials, texts, and other reference sources prior to offering the program. The Council felt that at this point, although the School of Education is making an effort to provide off-campus students with resources comparable to those on campus, on-campus students may be adversely affected. This was voiced especially in relation to interlibrary loans and to the exception that is being made to loan the ERIC microfiche to COCC and UCC libraries for these programs.

Robert Becker

- 2 -

August 4, 1982

Council members and Budgets and Fiscal Planning Committee members also voiced concern that the program will tax an already struggling library budget in terms of clerical and professional costs.

Faculty teaching loads in the School of Education appear to be one of the highest at Oregon State University. The Council felt that additional permanent programs, especially off-campus, may adversely affect the quality of faculty responsibilities including teaching, advising, and graduate faculty duties.

The Curriculum Council recommends that students already enrolled in courses in the two areas, who are seeking an advanced degree, be allowed to progress toward that degree and be awarded the degree upon completion of their studies. Oregon State University appears to have a commitment at this point to these students. However, the Curriculum Council adheres to both the OSBHE and OSU guidelines for off-campus programs. Planning and detailed arrangements need to be made prior to offering courses and programs. Programs must not be offered or the opportunity for a degree implied without the review and approval of the program via the usual university agencies, including the Faculty Senate.

In summary, the Curriculum Council recommends that the two programs not be approved permanently at this point for the reasons stated above, but that special dispensation be made for the students already enrolled in courses in these areas so that they may earn their degrees.

DS/cjj

xc: President MacVicar
Dean Barr
Chuck Stamps
Dean Calvin
Ann Messersmith
Duane Andrews
John King
John Block



School of Pharmacy

Corvallis, Oregon 97331-3507 (503) 754-3725

August 4, 1982

TO: Faculty Senate Executive Committee

FROM: Budgets and Fiscal Planning Committee
 Kathleen Heath (not present for preparation of report)
 Leo Parks
 Lois McGill
 Ze'ev Orzech
 M. McKimmy
 John H. Block, Chairman

SUBJECT: Evaluation of the School of Education's Category I
 Program Request for an Off-Campus M.S. Program in
 Counseling

Consistent with its charge, the Budgets and Fiscal Planning Committee evaluated the request for an Off-Campus M.S. Program in Counseling in terms of the adequacy of existing resources and the fiscal impact of the requested program on existing programs. The review of this off-campus program is complicated because there are students already enrolled at the two sites. The southern Oregon (Coos and Douglas Counties) students are about a fourth of the way through their courses. The students in the central Oregon (Bend) program are nearly through their coursework. Neither group of students is enrolled in an approved program.

There are fiscal problems that must be carefully considered. The Faculty Senate Executive Committee must be cognizant that a precedent potentially deleterious to the fiscal integrity of the University's teaching programs could be set depending on the final decision for this program.

Budget: The Budgets and Fiscal Planning Committee acknowledges the openness of the School of Education and its willingness to provide all requested information to the Committee. Dr. Glenn Clark's letter of July 23, which is attached to this report, states that the program "...will require only a minimal transfer of funds that were in place for the on-campus programs..." Eight ways of meeting the demands for the M.S. Program in Counseling are then listed. The School of Education is very frank in stating that some faculty will have to teach on an overload basis.

Faculty Senate Executive Committee
August 4, 1982
Page 2

(Budget--continued)

According to Dr. Clark's letter, a normal teaching load "...i.e., 1.0 FTE in the School of Education, is teaching four three-hour courses or assignment of duties equivalent to that." From telephone conversations, this is a per term load. The actual number of courses taught by an individual faculty member will vary with the class size. Nevertheless, this is a heavy average load when considering that 69.7 percent and 17.7 percent of the School of Education's student credit hour production is upper division and graduate, respectively (Fall 1980 data). It must be emphasized that a faculty member teaching in these off-campus programs is not simply teaching another course. He/she is usually driving to Coos, Douglas, or Deschutes counties, teaching the course, staying in a motel, and returning to the campus the following day.

Library: Mariol Peck's evaluation is also attached to this report. It is obvious that the available library facilities in the above mentioned counties are not adequate for a graduate degree program. Thus, considerable labor will have to be borne by the Library to meet the necessary interlibrary loan requests. Further, once a book has left the Kerr Library, it is not available to resident students which dilutes the on-campus programs.

Conclusion: The Budgets and Fiscal Planning Committee has reviewed the Off-Campus M.S. Program in Counseling in terms of its fiscal implications. It is clear that faculty and library resources are inadequate to support this program.

Recommendations: It should be communicated clearly to the School of Education, the Graduate School, and the Division of Continuing Education that, consistent with the Guidelines for the Conduct of Off-Campus Educational Programs, each individual off-campus program is to be processed as a Category I program request and is not to be started without prior approval from the Faculty Senate and its appropriate councils and committees.

em

Attachment

c: Dean R. Barr
Dean L. Calvin
R. D. Andrews
J. King
D. Stennett

JOINT
CURRICULUM COUNCIL
AND
BUDGETS AND FISCAL PLANNING COMMITTEE
OREGON STATE UNIVERSITY

MEETING # Special

DATE: August 4, 1982

PRESENT: Curriculum Council representatives included: Julius Dasch, Jonathan King, Milton Larson, Doug Stennett (Chairman), Sandra Suttie (Executive Secretary), and Connie Johnson (Administrative Assistant)

Budgets and Fiscal Planning Committee representatives included: John Block (chairman), Lois McGill, Milford McKimmy, Ze'ev Orzech, and Leo Parks

School of Education Off-Campus Graduate Proposals

The Curriculum Council and the Budgets and Fiscal Planning Committee met in a joint session to discuss the School of Education Off-Campus Graduate Proposals in Counseling and Guidance/Counseling for central Oregon and southern Oregon. This meeting was held at the request of the Executive Committee of the Faculty Senate.

Stennett gave a history of the off-campus proposals for students in the proposed programs. Suttie gave some background on the difference between the extended-campus programs and off-campus programs, as well as the guidelines for off-campus programs--which were approved this past spring.

Some of the questions that were raised included concern about DCE's fee structure; the type of agreements or contracts (verbal or implied) which have been made with students taking courses in these two areas; and library holdings.

The joint meeting ended at this point. The Budgets and Fiscal Planning Committee met separately to finalize the wording of their report. The Curriculum Council reassembled to take action on the proposals.

A motion was made to approve the off-campus M.S. programs from the School of Education in the fields of Counseling and Guidance/Counseling, for students in the central Oregon and Coos/Douglas Counties areas. The motion was defeated. The Council felt, however, that OSU has a commitment to these students and that the students enrolled in these courses should be permitted to progress toward and earn their degrees.

NEXT MEETING: To be announced at the beginning of Fall Term.

Approved by the Faculty Senate's Executive Committee on June 30, 1982

AR 8. Late registration and fee payment.

Registration is permitted through the tenth day of classes and fee payment through the third Friday each term as noted in the official university calendar. Students with extraordinary problems outside their control may request exceptions to these deadlines, but under no circumstances will petitions for late registration be accepted after the third week of classes or for late fee payments after the Friday before dead week. In all cases, a late fee of \$10 for the first day and \$2 for each additional day will be in effect on the first day of classes for registration and on the third day of classes for fee payment.*

*The Faculty Senate may consider further revisions in AR 8 to apply after fall term 1982.

Office of the President



Corvallis, Oregon 97331-2128 (503) 754-4133

September 13, 1982

MEMORANDUM

TO: Dr. Robert Becker, President
Faculty Senate

FROM: T. D. Parsons *T. D. Parsons*
Vice President for Administration

SUBJECT: Proposal for Conversion of Payroll Checks to First-of-the-Month

For reasons outlined on the first page of the attached document it has been proposed that payroll checks be issued on the first of the month for services rendered the preceding month rather than on the last day of that month. This has ramifications for all employees because it affects federal and state income taxes in the year of conversion. There would be additional effects related to FICA for employees with annual salaries in excess of \$32,400 and for employees with tax-deferred annuities. These are outlined in the attached document. The conversion would not be put into effect until after January 1983 so that all employees could plan their financial affairs for the entire 1983 fiscal year, especially those with maximum contributions to tax-deferred annuities.

I request that the Faculty Economic Welfare Committee or some other appropriate agency of the Faculty Senate consider the matter and express their views on this proposal. Vice Presidents of Administration and Institutional Executives will consider the question further at meetings on October 21st after campus reviews.

TDP/td

Attachment

D R A F T

PAYROLL CHECK DATE CONVERSION TO FIRST-OF-THE-MONTH
Proposal January 1983

It is recommended that the State System payroll be converted to a first-of-the-month check dating system beginning January 1983.

Presently, all State System employees receive paychecks which are dated the last day of the month in which the pay is earned; i.e., the December 1982 paycheck will be dated December 31, 1982. It is recommended that all monthly paychecks be dated the first of each succeeding month; i.e., January 1, 1983 for December 1982 pay. This change is recommended for the following reasons:

It places State System check dating procedures in conformity with those of other state agencies.

It improves efficiency and timing of the issuance of year-end W-2 earnings statements.

It enables the department to conform to the constructive receipt requirements for Federal income and social security tax withholding and reporting.

Tax Withholding. State and federal withholding regulations require taxes to be withheld and reported when wages are received by the employee. The State System does not strictly conform to these rules when the supplementary payroll is run on January 10 of each year. The supplemental payroll makes corrections to the previous month's pay, and includes refunds as well as additions to pay. The normal practice, therefore, has been to include the January 10 payroll within the prior year's W-2 withholding statement by assigning a December 31 date to the checks.

This practice not only violates the tax codes constructive receipt principle, it requires the State System to make an estimated withholding payment by January 3, in order to meet the tax agencies' remittance deadline. By changing all monthly check dates to the first of the month, year-end pay is based upon November work and all supplemental payrolls are completed well before the close of the calendar year. The earlier closing of calendar year pay provides more time to make earnings corrections--30 days instead of 10.

There will be a special year end cleanup payroll on or about December 23 of each year for the purpose of W-2 adjustments and payment of December salaries to employees nearing retirement.

The date change has financial implications for the State System and its employees, because in the conversion year only 11 months of pay will be reported for tax and retirement purposes.

Social Security (FICA). Employees with salary above the \$32,400 FICA tax ceiling will lose one month (December) in which income is completely or partially free of tax. Employees with income below the \$32,400 ceiling suffer no Social Security related income loss because their wages are taxed throughout the year.

There will be a one-time additional employer cost of approximately \$330,000 because of the additional FICA paid by employees that would have exceeded the maximum in December.

Federal and State Income Taxes. All employees will realize income tax savings which will fully offset any Social Security related income losses. In the conversion year, with only 11 months of income reported, tax savings will result from both the absolute drop in reported income and the lower effective tax rate applied against reported income. The tax costs and savings impact are illustrated below for three different salary income levels. (See table 1)

Retirement Considerations. Employees planning retirement within one of the three years following the pay date change could have a shortfall of earnings recorded in their retirement base. This shortfall, which would result from recording only 11 months of income in the conversion year, can be offset administratively by simply moving the last January 1 paycheck to December (See table 2). This will avoid the FICA cost, for employees earning more than \$32,400, described above in "Social Security (FICA)", but will increase the income tax liability because of 13 months' salary in year of retirement.

TABLE 2

Impact of Converting to First-of-the Month Payroll
Four Employees with
Succeeding Year Retirement Dates

<u>Retirement Date*</u>	<u>Months of Pay in Retirement Base</u>							<u>Total</u>
	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	
1. 12-31-82	12	12	12					36
2. 12-31-83		12	12	11 <--- 1				36
3. 12-31-84			12	11	12 <--- 1			36
4. 12-31-85				11	12	12 <--- 1		36

*Employees who retire in any month other than December will be treated the same way as December retirees and will include January in the additional months of work for benefit calculation purposes.

Tax-Deferred Annuities. Federal law limits the amount of salary employees may defer. Because some employees defer the maximum amount, special and early attention will have to be given to assure that the maximum exclusion allowance is observed. Also, some employees adjust the amount of income deferred in the fall months as a tax-planning strategy, and, therefore, it will be important for them to know that the December earnings will not be included for exclusion calculation and will not be available for salary reduction.

Payroll Accounting. The regular payroll will continue to be posted to the General Ledger for the month in which it is earned. However, supplemental payroll(s) (including those formerly called "emergency") will be posted to the month in which they are run. There no longer will be a supplemental payroll posted to the preceding month. If necessary, however, provision will be made for a supplemental payroll to be run in early July for the purpose of making adjustments to list 12. Attached is a chart comparing payroll schedules.

TABLE 1

EMPLOYEE IMPACT OF CONVERTING TO FIRST-OF-THE MONTH PAYROLL
WITH CONVERSION YEAR REPORTING ELEVEN MONTHS OF INCOME
SELECTED MARITAL STATUS AND INCOMES

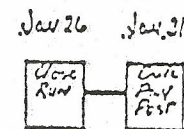
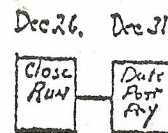
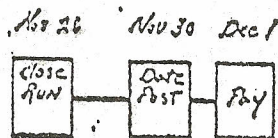
<u>Adjusted Gross Income</u>	<u>State and Federal Income Tax</u>			<u>Social Security Tax (1) Change</u>	<u>Net Tax * Change</u>
	<u>12 Months</u>	<u>11 Months</u>	<u>Tax Change</u>		
Married, Zero Exemptions					
50,000	17,078	15,655	(1,423)	279	(1,144)
35,000	9,908	9,082	(826)	174	(652)
17,500	3,665	3,360	(305)	-0-	(305)
Married, Four Exemptions					
50,000	15,168	13,904	(1,264)	279	(985)
35,000	8,231	7,545	(686)	174	(512)
17,500	2,566	2,352	(214)	-0-	(214)
Single, Zero Exemptions					
50,000	19,011	17,427	(1,584)	279	(1,305)
35,000	11,841	10,854	(987)	174	(813)
17,500	4,387	4,022	(365)	-0-	(365)
Single, Four Exemptions					
50,000	16,947	15,535	(1,412)	279	(1,133)
35,000	9,851	9,030	(821)	174	(647)
17,500	2,979	2,730	(249)	-0-	(249)

* Taxes based on rates in effect for 1982.

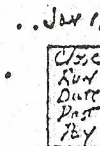
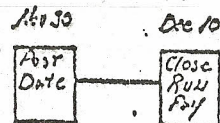
(1) Social Security Rate @ .067 w/maximum subject of \$32,400.

EXISTING SYSTEM

I. Regular Payroll



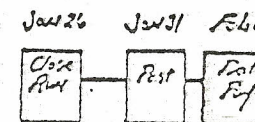
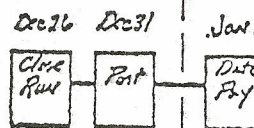
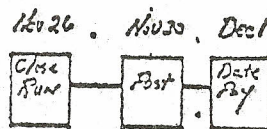
II. Supplemental Payroll



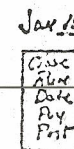
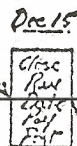
III. Emergency Payroll(s)

PROPOSED SYSTEM

I. Regular Payroll



II. Supplemental Payroll(s)



III. December W-2 Cleanup



Key to terms:

- Close - Last day for payroll transactions.
- Run - Date payroll is processed.
- Date - Date appearing on face of check.
- Pay - Day check is due to employee.
- Post - Identifies month in which expense is recorded.

OREGON STATE BOARD OF HIGHER EDUCATION

<u>MEMBERS</u>	<u>PHONE</u>	<u>TERM EXPIRES</u>
Robert C. Ingalls, President 3110 N.W. Roosevelt Drive Corvallis, OR 97330	757-9955	1984
Loren L. Wyss, Vice President 3028 ^{1/2} Crystal Springs Boulevard Portland, OR 97202	774-7364(home) 224-0253(office)	1984
John Altucker P. O. Box 1067 Eugene, OR 97401	683-6400 (appointed confirmation hearing not yet set)	1985
Alvin R. Batiste P. O. Box 5035 Portland, OR 97208	256-1834	1986
Mrs. Jane H. Carpenter 801 North Foothills Road Medford, OR 97501	772-4838	1983
Mrs. Harriett J. Flanagan 1256 S.W. Second Avenue Ontario, OR 97914	889-5258	1983
Randal D. Gill Route 3, Box 403 McMinnville, OR 97128	472-6975	1984
Edward C. Harms, Jr. 223 North A, Suite D Springfield, OR 97477	746-9621	1985
Louis B. Perry P. O. Box 711 Portland, OR 97207	248-2801	1985
James C. Petersen P. O. Box 1236 La Grande, OR 97850	963-8421	1984
Marion T. Weatherford Olex Rural Route Arlington, OR 97812 or 224 N.W. 26th Street Corvallis, OR 97330	454-2891(home) 754-3521(school)	1983

Office of the President



Corvallis, Oregon 97331-2128 (503) 754-4133

August 13, 1982

Dr. Robert Becker
President, Faculty Senate
Faculty Senate Office
Campus

My dear Bob:

Some time ago the Faculty Senate agreed to a proposal to add to the official record of the university the designation of minors. No action was taken at that time, in large part because of the problem of resolving a requirement of the State Board of Higher Education that students majoring in business at Oregon State University take a block of carefully controlled subject matter outside the School of Business. This has been referred to in the past as a "technical minor" but does not meet the criterion established by the senate for a minor to be entered on the academic record. Several months ensued before the resolution of this matter; in the meantime, the financial circumstances of the university have progressively worsened.

In order to enter the formal minor on the records of the university, extensive evaluation will need to be done both in the departments and in the respective dean's offices in order to assure that the criterion established by the senate have been met. Furthermore, it will take a significant and continuing effort on the part of the Registrar to enter the minor field on the academic record itself.

A survey of policies of other institutions indicates that it is most unusual to show a minor or any designation less than a major on a transcript; indeed, a great many institutions do not even enter the major subject but merely indicate which degree had been conferred and the date of conferral.

Considering all the problems which face Oregon State University at the present time, it seems to me an unnecessary and additional burden to require overworked classified personnel who will in effect receive a reduction in compensation to undertake additional duties without what seems to me to be an overriding need on the part of students. I therefore am deferring the decision on the part of the senate on this matter until a later date.

Very truly yours,

A handwritten signature in dark ink, appearing to read "MacVicar".

Robert MacVicar
President

cc: Dr. Suttie
Academic Deans
W. E. Gibbs

Office of the President



Corvallis, Oregon 97331-2128 (503) 754-4133

July 2, 1982

Dr. Robert Becker
President, Faculty Senate
Faculty Senate Office
Campus

My dear Dr. Becker:

In response to your memorandum to me of June 14, 1982, I am pleased to indicate Executive Office action on each of the items in the memorandum.

1. I am pleased to indicate approval of the Faculty Senate action concerning faculty records. This action on my part should not indicate approval of the open records law per se, which I believe does not serve the best interests of the faculty in achieving the goal of fair and equitable evaluation. Rather, since the law is in effect, I believe that any attempt to blur its operation would be inappropriate, and hence, I concur in the Faculty Senate's action.
2. Changes in the graduate admissions standards for the School of Business have my approval, and I am asking the Graduate School to review this matter in two years and at that time to make an appropriate report concerning the functional adequacy of these standards.
3. I believe that the Faculty Senate's request to appoint a new goals commission is inappropriate at the present time and therefore would wish to defer any action on this recommendation until both the status of the state system review of long-range goals and objectives is well along and the current financial status of the university is more favorable than at present.
4. I am pleased to approve the changes in the Faculty Senate Bylaws which added a new second paragraph in Article IX, Section 2, and modified the second paragraph in Article X, Section 1.
5. I am pleased to indicate Executive Office approval for summer term, 1982, only of the revision in paragraph (1) in AR 26 e - Residence.
6. The recommendation of the Faculty Senate in connection with "Guidelines for Selective Termination of Faculty Under Financial Emergency" represents, as you are doubtless aware, a dilemma in that certain of the recommendations are contrary to the Administrative Rules of the board or to some of its policies.

Dr. Robert Becker
July 2, 1982
Page 2

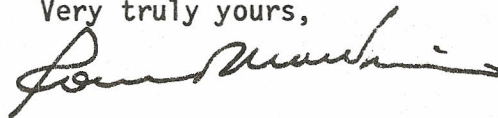
A second obvious concern is that in some instances I believe that there has been a lack of awareness of certain restraints placed on the university by state statute or by federal regulations, as well as board policy. One area that clearly falls into this category is related to the affirmative action program of the university which would be negatively affected by the priority for termination of regular faculty under paragraph 4 c.

Because of the legal potential of approving even portions of this document prior to careful review by the Assistant Attorney General, as well as more intensive review internally than is currently the case, I believe that the following alternative is more appropriate than either formal approval or formal rejection:

My proposal is that during the coming year, if the institution faces the necessity of terminating tenure-track faculty without adequate notice or terminating tenured faculty, the basic principles outlined in this report be followed insofar as practicable.

7. The Faculty Economic Welfare Committee's recommendation number 1 has already been approved and incorporated verbatim in the salary adjustment guidelines for 82-83. Recommendation number 2, in my opinion, needs further study and will be discussed with the appropriate university officials prior to July 1, 1983, and decision reached concerning this proposed action.
8. I am pleased to approve the Faculty Senate Bylaws changes to clarify Article IX, Section 3.

Very truly yours,



Robert MacVicar
President

RM:is

cc: Dean Nicodemus

10/26/82

REPORTS TO THE FACULTY SENATE
November 4, 1982

Agenda for the Senate Meeting: Thursday, November 4, 1982; 3:30 p.m.
OSU Foundation Center

The Agenda for the November 4 meeting will include the reports and other items of business listed below. To be approved are the Minutes of the October 8 Senate meeting, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Apportionment for 1983 (p. 5) - D. B. Nicodemus

The attached Apportionment Table for 1983 (on-campus FTE in the rank of Instructor or above), is the table used for 1981 and 1982. The table was prepared, in fall 1980, and approved by the Executive Committee using the same guidelines as in previous years, and reported to the Senate as outlined in the Memorandum dated October 6, 1982 to "Members of the OSU Faculty." The 1980 Table is being used because the statistical data required to revise apportionment for 1983 is simply not available because of a number of variations in computer-generated information. (Apportionment Tables for other years are published in the Minutes (see Minute Indices), 78-352, p. VII; 77-341, p. VIII, or 76-330, p. VII. (More current Tables are also available in the Mins.)

2. Report of the Nominations Committee (pp. 6,7) - Leo Parks

The Committee's report is attached. It includes nominees for the 1983 Senate President-Elect, for new members of the Executive Committee, and for Interinstitutional Faculty Senate Representatives. The President-Elect serves for one year, and then automatically assumes the Presidency of the Senate. Executive Committee members serve two-year terms; IFS members serve for three years.

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 11 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 15-22 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. on November 10 and 12 only. This election will be conducted by campus-wide mail ballot, to be returned to the Faculty Senate

Office by 5:00 p.m. on November 22. The election of new members of the Executive Committee will take place at the December 2 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 simultaneously with the President Elect ballot, to all members of the OSU Faculty on campus, in accordance with current Faculty Senate Bylaws.

3. Promotion and Tenure Committee Annual Report - Harry Freund
(pp. 8-20)

Attached is the first Annual Report of the Senate's new standing committee on Promotion and Tenure. The report is for the Senate's information and any recommendations would be subject to Senate consideration.

4. Bylaws Committee Report (pp. 21, 22) - Virginia Dickinson

Attached is a report prepared by the Bylaws Committee last year (David Willis, Chrm.) with a recommendation regarding "Unassociated FTE." These are Faculty members who are not associated with one of the usual voting groups identified in the present Bylaws. The Faculty are currently allowed to associate with and vote with one of the identified groups, which practice has been questioned. This proposal would create a voting unit composed of all unassociated FTE faculty members (a unit of 50+).

5. Tax Deferred Annuities - Les Strickler

Strickler, who currently serves on an OSSHE Committee dealing with TDA's, has information regarding the restructuring of Tax Deferred Annuities available to Faculty.

6. Academic Advising Committee (p. 23) - Paul Nelson

Attached is the 1981-82 annual report of the Academic Advising Committee. This report is for the information of the Senate. Questions may be addressed to the previous chairman, Paul Nelson, who may not be present at the November 4 meeting.

7. Budgets & Fiscal Planning Committee (pp. 24,25) - John Block

The Budgets & Fiscal Planning Committee was asked by the Executive Committee again this year to review Category I and II documents prior to the November 18 curricular meeting to assess possible fiscal ramifications in the proposals. Chairman Block will discuss the committee report and answer questions.

8. Faculty Economic Welfare Committee (p. 26) - Van Volk

Attached is the report of the FEWC regarding the proposed Payroll Conversion--changing pay checks from the last day of the month to the first day of the month. Background information was distributed to the Senate in the October agenda. Vice President for Administration Theran Parsons will be at the meeting to address questions or concerns on this matter.

9. OSU/WOSC School of Education

- Dean R. Barr

Dean Robert Barr has been invited to talk with the Senate re the newly named program between OSU and WOSC. Barr has been chosen as the Dean of the new School of Education, and will share information on plans, etc.

10. Proposed Admission Standards for OSSHE
Colleges & Universities (pp. 27-30)

- Dick Scanlan

Attached is a proposal by Chancellor Davis entitled "Campaign for Excellence," as well as an updated draft of proposed admission requirements. The Senate will be asked to discuss the topic of admission standards; no specific motion, however, is proposed by the Executive Committee. This matter is to be discussed by the Board at its November 19 meeting; but action will not be taken until the December Board meeting. The Senate will be asked to react to the proposed changes.

B. Reports from the Executive Committee1. PAC-10 Faculty Leadership Conference

Members of the various PAC-10 institutions met on the OSU campus in the OSU Foundation Center on October 28-30. A full report will be provided to the Senate.

2. Interinstitutional Faculty Senate

The IFS met on the OSU campus on Friday and Saturday, Oct. 29 and 30. All eight of the institutions were represented. Chancellor Davis addressed a combined group of PAC-10 Faculty Leaders and IFS representatives on Friday night. A report will be given on the meeting.

3. Faculty Senate Election Schedule (p. 31)

Attached is a Schedule of deadline dates for the Faculty Senate elections to be conducted in November and December 1982. Although the President-Elect election will be conducted by campus-wide mail ballot, the Executive Committee election is conducted at the December 2 Senate meeting.

4. Oregon State Board of Higher Education

The OSBHE conducted an "inspection tour" of OSU on October 21 prior to the Board meeting on October 22 (also at OSU). A Forum was held with Faculty on Thursday (10/21). President Becker presided over that meeting and will report on what occurred.

5. Dean of Research Search Committee

The Search Committee to fill the position of Dean of Research has been appointed. Members include: T. Sugihara, Sci. (Chrm.); Doug Caldwell, Ocean.; Don Campbell, P.E.; Al Ferro, Micro; Larry Gates, Atmos. Sci.; William Smotherman, Psych.; Bernard Spinrad, Nuc. Engr.; George Brown, For. Engr.; Charles Warren, Fish & Wildlife; Margy Woodburn, Foods & Nutrition.

4.

C. Reports from the Executive Office

D. New Business

On Campus Academic FTE - Rank of Instructor and Above - for Faculty Senate Apportionment for 1983

(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	187.33	66.53	18.91	320.62	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	54.64	0.75	6.51	252.09	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	381.88	85.69	108.82	1415.06	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.

*1981 Apportionment Chart being used as basis for 1983 Apportionment (see p. 1) 10-25-82

Department of
Microbiology



Corvallis, Oregon 97331 3804
USA

(503) 754-4441

October 19, 1982

TO: Executive Committee, Faculty Senate
Robert Becker, Senate President

FROM: Senate Nominations Committee

SUBJECT: Nominees for Senate Offices

The committee has met and nominated the following individuals to be candidates for the specified offices. Each nominee has been contacted and has agreed to be a candidate and to serve if elected.

Senate President-elect

D. S. "Pete" Fullerton
Pharmacy

Jean H. Peters
Foods and Nutrition

Interinstitutional Faculty Senate (three-year term)

Will Gamble
Biochemistry-Biophysics

Nancy Leman
English

Executive Committee of the Faculty Senate

Agnes Grady
Library

Zoe Ann Holmes
Home Economics

James H. Krueger
Chemistry

John Morris
Zoology

Bruce Shepard
Political Science

Gary H. Tiedeman
Sociology

Executive Committee

Page 2

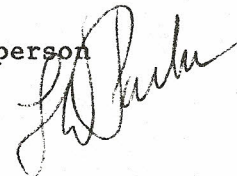
October 19, 1982

The committee is pleased to submit the names of these outstanding colleagues to the Faculty Senate and the entire Faculty for consideration as nominees to elected offices.

Lois McGill

Solon Stone

Leo Parks, Chairperson



LP:cz

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

OFFICE OF THE DEAN OF FACULTY

October 18, 1982

To: Executive Committee of the Faculty Senate

From: Promotion and Tenure Committee
Darold Wax, Professor of History
Owen Osborne, Associate Director
University Extension
Iowa State University
(Formerly: Associate Professor, Electrical
and Computer Engineering
Harry Freund, Professor Emeritus, Chemistry *HF*
(Chairman)

Subject: Report on Promotion and Tenure, 1982

I. Introduction

Promotion and tenure (P & T) procedures and requirements at Oregon State University (OSU) have undergone significant change over the past decade. The changes have derived from attempts by the University administration to improve standards and, in response to federal and State Board guidelines, to provide fair and impartial treatment of candidates.

Faculty have responded to revised P & T rules in a variety of ways. In recognition of the growing importance of the deliberations at the University level, the Faculty Senate in 1980 established an ad hoc Committee on Promotion and Tenure. The Committee consisted of William A. Firey, Professor of Mathematics; Agnes Grady, Catalogue Librarian; and Glenn Klein, Professor of Extension Education, who served as chairman. The next year the Faculty Senate authorized another committee, known as the Ad Hoc Promotion and Tenure Observer Committee. Professor Grady chaired this group and was joined by Ron Cameron, Professor of Plant Pathology, and Willard Potts, Professor of English. Both committees enjoyed the full cooperation of the Executive Office. They observed the promotion and tenure deliberations at the University level and filed reports with the Faculty Senate. The initial committee raised some procedural questions, offered a list of recommendations for improving the process, and provided a set of comments or observations on P & T at OSU. In addition, this committee reviewed and summarized the written guidelines governing P & T that exist for colleges, schools, and individual departments. The second ad hoc committee, chaired by Professor Grady, also presented to the Faculty Senate a list of observations and recommendations. The reports of both ad hoc committees are on file in the office of the Faculty Senate and were made available to the

-2-

current committee.

On April 8, 1982, the Faculty Senate adopted Standing Rules of the Committee on Promotion and Tenure. The rules charge the Committee with monitoring "promotion and tenure procedures at the Executive Office level" and state that it "shall study Promotion and Tenure procedures and make recommendations for improving the entire Annual Review process." Current members accepted their appointments early in the spring and proceeded to study the dossiers in preparation for the final stage in the promotion and tenure process.

The deliberations of the President's review panel began on Monday, June 7, and, with breaks in the schedule, concluded on Thursday, June 24. Participating in the review of promotion and tenure recommendations were David Nicodemus, Dean of Faculty; Lyle Calvin, Dean of the Graduate School; George Keller, Acting Dean of Research; and Judith Kuipers, Dean of Undergraduate Studies. Some did not attend all sessions (e.g., the Deans of Research and Undergraduate Studies did not participate in the review of Extension Service faculty), but in general the President's advisors functioned as a group with only infrequent absences.

Likewise, all three members of the Faculty Senate committee observed probably ninety percent of the proceedings. The remainder of the discussions was observed by at least one committee member and usually two.

The discussions took place in the President's Conference Room in an atmosphere that was formal yet relaxed. Members of the Faculty Senate committee were graciously received by the President's Committee, which demonstrated a spirit of cordiality and cooperation throughout. Seated at one end of the room, the Senate committee observed the proceedings.

This report describes the Senate committee's perceptions of the review process. In identifying problems and offering reactions and recommendations for improvement the perspectives generally are those of faculty members. Often the problems are faculty correctable. At other times aspects of difficult administrative decisions that are of a critical importance to the faculty are confronted. It is hoped that in these cases the contributions will be accepted as constructive and not presumptive.

II. The Promotion and Tenure Process at the University Level

Three vital areas reviewed at the President's level are: scholarly activity, teaching, and service. For regular academic faculty, scholarly activity (research or other creative activity) is the dominant area, in which meritorious

performance is characterized by sustained and vigorous pursuit, high visibility and generally laudatory peer reviews. Good teaching and service performance are necessary for advancement, with some degree of trade-off possible between them. Inadequate scholarly performance, however, cannot be offset by excellence in teaching and service.

The organization, effectiveness and credibility of the dossier affect profoundly the discussions and final decisions. First, then, some reflections on the organization and presentation of the dossiers. Lacking a uniform procedure for candidate review, the departments and schools generate dossiers that have passed through diverse systems and have a range of appearances. Tight, detailed and well-prepared dossiers appear alongside others that are bulky and loose, lacking detail, and stitched together seemingly without a steady guiding hand. Even while preserving the diversity in dossier preparation (a reflection of the complex nature of the University), some significant improvement can be realized through a common striving for specificity. Dossiers can only be strengthened and the move toward equity more fully realized through the transmission of information. The rule to be followed is: always be as specific as possible; precision is to be desired over the vague and general. The dossiers should document and demonstrate--not merely assert--performance. Greater application and attention by departments, schools and colleges will assist in reducing the chance of error when decisions are reached at the university level.

A. Evaluation of Faculty Performance: Criteria and Credibility

Scholarly activity is evaluated chiefly by peer review of a body of research or creative effort that usually has been developed over a period of several years. The credibility of peer review is strongly dependent on the selection of the peer reviewers, who should be capable and objective scholars. Care must be exercised not to compromise the reviewers. Former research directors, co-investigators, or for example an editor who has just invited the candidate to write a monograph, may be especially knowledgeable about the scholarly activity, but the potential for bias or self service hangs as a cloud over their evaluations. Credibility will be enhanced greatly if the spectrum of reviewers includes also neutral scholars whose evaluations echo or sustain the contributions of more familiar colleagues. The best received

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and most credible reviews include an enumeration of pluses and minuses by analytical, incisive reviewers who on balance find the scholarship to be of significance and of good quality.

The selection of more distant, neutral reviewers places an important responsibility on those who invite the critiques. Inclusion with the invitation of a sufficient range of reprints, with perhaps some guidance regarding the thrust of the review, will permit an efficient accomplishment of the reviewer's assignment. Otherwise the review could be bland, damning with slight praise, simply because the reviewer lacked the time to dig out and respond to the really crucial documentation.

The practice of selecting as reviewers outstanding scholars from prestigious institutions can create interpretative problems for the local P & T Committees charged with assembling the dossiers. Productivity, especially in experimental areas, rests strongly on the extent of research support and the quality of the graduate students. With restricted funding and fewer graduate students, the best tend to be increasingly segregated in the most outstanding schools. The productivity norms for the faculty at such schools may be quite unrealistic for OSU, and the disparity may grow even greater. Often the reviewers will cite the evaluation of the OSU faculty member, were the review being conducted at the reviewer's school.

The establishment of a good track record of creative activity involves first the generation of worthy ideas, whose merit often tends to be judged (in technical fields) by their ability to attract and sustain grant support. Success in the competition of securing grants from the prestigious granting agencies provides the highest marks. Evidence of sustained and dedicated pursuit of the research goals is next sought and may be judged by examining the dissemination of the new knowledge, usually via presentations to peer groups at seminars and society meetings and followed by publication in appropriate professional outlets. Peer acceptance in grantsmanship, in quality and organization of research effort and finally publication of research results in reviewed professional journals will achieve the visibility sought both for the candidate and the University. There is little qualitative difference in these criteria for differing ranks; mostly it is a matter of degree. The circle of impact and

influence at the full professor rank is expected to have grown so as to achieve wider recognition. When, due to the nature of the creative activity, the track record differs from the above scenario it is important to organize the dossier so that the explicit alternative criteria are clearly defined and developed. This is a serious problem for the Service sector of the University, where fundamental misunderstandings can develop regarding the very nature and role of scholarship.

Formal teaching performance is judged heavily on the basis of student evaluations, in the form of statistical tabulations of responses to department- or school-generated questionnaires. With explicit referencing to departmental norms, limited, valid conclusions can be drawn. Such data, however, in mathematical parlance are a necessary but not a sufficient basis for adequately judging teaching quality. Generally, students are too inexperienced to judge quality of content, relevance to future needs and indeed the very competence of the instructor. In addition, therefore, letters should be solicited from advanced students (both undergraduate and those who have gone on to graduate studies or to employment in their chosen fields) who have had the need to build on and to use the content of earlier courses. Their perspectives will provide more mature assessments of teaching effectiveness, often rather different from their earlier undergraduate student perceptions.

The "one-on-one" informal teaching, characteristic of the direction of research or advanced independent studies, should not be overlooked. These contacts provide University teachers with an important avenue for influencing career paths, and for providing inspiration and guidance at crucial moments in a student's career.

Student advising should be regarded either as a form of informal teaching (when one-on-one) or as a service (with large groups). Serious evaluation of such contributions should be part of the dossier.

Weaknesses revealed by evaluations of teaching or the exploration of new approaches to teaching, can today be addressed by participation in programs such as CAUT or in special conferences often developed by professional societies or research foundations. Documentation in the dossier of such efforts emphasizes a dedication to good teaching.

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Service to the public, to the University and to the profession is expected of all faculty. Administration and Faculty Senate committees, staffed by faculty, are charged with planning and developing the operational details that enable the University to meet many of its academic obligations. The Faculty Senate itself grows in stature in accord with the dedication and contributions of all of the faculty. At the school and department levels other faculty committees address the curricular, teaching, and professional responsibilities of their respective disciplines. Willing, conscientious and fruitful participation at a reasonable level is evidence of good University citizenship.

All professions rely on the commitment of their members to improve and to advance the best goals of the discipline. Meeting this responsibility is recognized to mean membership and participation in the work of the professional societies, including meetings, educational programs, manuscript and grant reviews. These activities play a major role in enhancing national visibility and are so recognized in any review of faculty performance.

The caveat to be heeded is that service activities should complement, and not take the place of traditional scholarly activities.

B. Dossier Improvement

In addition to the foregoing remarks, dossiers can be improved by attention to the following points:

1. The completed dossier should contain the most recent and updated information. Dossier generation occurs over a period of several months, when publication and grant information are changing most rapidly. This should be recognized formally by having each Dean submit an update sheet at the time of the Presidential review. For example, an article that has proceeded from the "under consideration or submitted for publication" category to the "accepted for publication and to appear in _____" should be noted.

2. In some areas, especially in experimental science, the significance of the junior/senior author position on papers has become blurred. Graduate students, who often have planned and carried out most of the experimental work, will appear as senior authors in recognition of their important and original contributions. Where such departure from the traditional ordering occurs, a note to this effect should appear, otherwise the faculty member may be unjustly criticized for playing too minor a role in the research.

3. Bibliographies should always include specific pagination of the individual items.

4. The chronological profiles of candidates should be specific--when were honors conferred? when did the publication appear? when was the invited address given?, etc.

5. Graduate students who have worked with a candidate and are referred to in the dossier should be listed by name, the degree pursued, and when the degree was completed.

6. Dossiers that reach the Executive Office have moved through several stages of review. The outcome of the review of each candidate at each stage should be communicated to the President's advisors. This can best be done by conducting formal roll call votes, with the results recorded and incorporated into the dossier.

C. Some General Reflections

The detailed, comprehensive, yet compact dossier that informs the President of the actions taken at lower levels is essential. Still, a paradox exists, for while the President and his advisors stress the need for reporting the voting results of department, school and college bodies, emphasis is seldom placed on earlier peer judgments. Discussions of most candidates proceed without any reference to department votes or the degree of peer support.

More potent than peer judgments can be the involvement and influence of the academic deans, who sit with the President during the review of candidates from their schools and colleges. The knowledge, grasp of issues, familiarity with individual cases, and even personality and style of individual academic deans can be decisive. As might be guessed, recently-arrived deans operate with a special handicap in that they lack experience with the OSU system. Others, however, of long tenure and possessed of forceful personalities, play commanding roles in the discussions. Armed with the most recent information on their people ("the article is now in press"; "the grant has come through"), they can affect the outcome of deliberations in a direct and powerful way.

Evaluation of faculty on all levels is made on the basis of achievement in the three areas of scholarship, teaching and service. The standard of judgment remains subjective, however, which means that questions arise and other related issues impinge on the process. Some segments of the faculty carry out their assignments with only limited contacts with the formal classroom and few opportunities for research. People associated with the Extension Service, for

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example, are not easily judged in terms of the standard criteria. More weight is given, therefore, to age, time in rank, education and advanced degrees, and efforts to disseminate information. Faculty associated with the Library and Student Services also are less easily evaluated in terms of the standard criteria, and indeed insistence upon meeting traditional academic standards often seems contrived.

There may be a tendency for all review agencies to impose an additional demand or expectation on candidates who are members of minority groups. Is it appropriate to ask that faculty members who are Hispanic or Black assume leadership roles and make contributions to their respective communities within the University? While the three requirements of scholarship, teaching, and service must be kept firmly in mind, it should be recognized that adjustments are made in these requirements, others substituted in some cases, and additional criteria introduced in certain instances.

D. Equity Among Schools/Colleges. Given the multiple character of the University, it is likely that the most conscientious efforts at equity across college and school lines will fail of full realization. Fundamental differences in the nature and mission of the schools and colleges dictate against common standards of judgment. Different standards, however, can raise questions of equitable treatment. And it may be that a failure to appreciate differences among the academic units and proceeding in a uniform fashion carry their own potential for inequitable treatment.

Attempts at objectively measuring teaching effectiveness are fraught with difficulties. Numbers must be assigned meanings, and the meanings necessarily vary. The data presented in the dossiers reveal the internal features of the schools and colleges and are not readily comparable with other units. To state that this is so is to record the obvious. Peers, administrators and all others involved in the P & T process must recognize the unique aspects of teaching assignments in distinct academic units and avoid embracing a system that claims objectivity through numerical scores.

The matter of equity arises also in connection with the graduate level activity and the impetus to research provided by graduate students. When quantity of research is measured or number of publications counted it is evident that faculty who work with graduate students compile the highest scores. Dissertation chairpersons and graduate advisers often appear as co-authors of student papers.

These papers find a place in the bibliographies of candidates. While the system works well for most segments of the University, others, notably the College of Liberal Arts, may suffer by comparison.

The system is also more compatible to some faculty than to others in that faculty receive leaves and sabbaticals to study at OSU for advanced degrees that are necessary for tenure and promotion in rank. Faculty in the Extension Service, for example, pursue this route with regularity. While it can be argued that this is altogether legitimate, the practice is less open to colleagues in other disciplines and may raise questions of equity.

University administrators are not insensitive to these issues and they genuinely strive for even-handedness. Still, opportunity for gaining some ground may exist.

III. The Aftermath of Decision-Making: Recordkeeping and Continuity

Much emphasis is placed on precision and recordkeeping in the course of promotion and tenure deliberations. Carefully documented dossiers and records of support for candidates are deemed necessary for the maintenance of a fair and efficient system. At the President's level, however, the concern for written information and a record of deliberations is diluted. The President's advisors offer no official record or written summary of actions taken. This is in keeping with a view holding that the President alone makes final decisions on promotion and tenure, with his consultants operating as a purely advisory body. In fact, informal votes are taken and individual members sometimes exercise considerable influence.

A summary statement that recorded the position of advisors and the reasons for the final decision would seem highly appropriate. For one thing, it would assist the President's review panel in succeeding years when, for example, candidates who reappear are wondered about. The collective memory of the advisors sometimes fails. A written record of deliberations, voting, and decision, therefore, should prove useful at the University level.

A further purpose could be served through maintaining a concise written record. Unsuccessful candidates now learn of the denial orally from immediate supervisors. The general pattern, it appears, is one that has the dean informing a chairman/department head who in turn passes on to the candidate the negative judgment. The candidate often learns only that denial or deferral occurred. Why this judgment was reached, what weaknesses in the

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record were noted, or what must be improved are matters that may be left unclear. Thus, for some faculty the most important question is left open--Why was promotion/tenure denied?

Frequently, the deliberations include a suggestion that the candidate be informed of this or that gap in the record. Agreeing on ways to improve the record, the President lacks the machinery to transmit unequivocal information to candidates. Once again, provision for a written record of proceedings would serve a useful purpose.

IV. Summary and Conclusions

A. Myths and Realities

On Quotas and Quota Systems. Contrary to the belief of many, the decisions at the President's level are made without a preset percentage figure for promotion and tenure actions or any preconceived plan that can be described as a quota system. Individual cases are reviewed without concern for total numbers or target figures. Only after the final review process has been completed and decisions reached, is a count made and figures compiled. No formal record of approvals and denials exists until final actions are taken. The figures below report the number of approved recommendations for the past five years, 1978-82 (includes the three professorial ranks, senior instructors, and tenure decisions):

1982--127	(169 recommendations)
1981--160	(221 recommendations)
1980--130	(191 recommendations)
1979--101	(159 recommendations)
1978--131	(180 recommendations)

On the Shooting Down of Candidates. The starting point in the review of candidates is the record and the degree of excellence it suggests, and not what are the weakest segments of the record that can be used in denying advancement. Merit is the issue, though as noted, this is merit as judged rather subjectively by the President and his advisors.

On Zones, Stars and Superstars. Zones represent a key feature in the promotion and tenure process, and may even seriously erode what otherwise is solid merit. Candidates are located in their zones--third year in zone, fourth year in zone, etc. A frequent refrain is "too early in the zone"; that is, the candidate has just become eligible for promotion in rank, and such matters should not be rushed.

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Faculty should give serious consideration to time in zone when evaluating candidates. Too much reflection on the issue, however, may very well lead to a slackened pace and a lowering of one's intellectual and professional sights. Excellence has its reward, it could be said, but only for those who are not too early in the zone. Faculty "stars" seldom slip by the zone barrier, while "superstars" can leap this barrier if specially equipped (say, lucrative job offers at another university or in the private sector).

The University administration should recognize that in some cases excellence pursued is excellence achieved. A record of achievement that would win promotion when in the third year of the zone should be more than adequate for the first year in the zone.

B. Perfecting an Imperfect System

The promotion and tenure system at Oregon State University has undergone significant improvement over the past decade. A system has been created, standards exist, and a commitment to excellence has been articulated. All this is securely in place, so that the University can now begin to think in terms of pressing forward in an effort to further reduce the possibilities of injustice or unfairness. The suggestions that follow are offered in the belief that if adopted, promotion and tenure procedures at OSU would be further strengthened.

1. Faculty must commit themselves to an uncompromising rigor when evaluating candidates for advancement. Dossiers that win the seal of approval from departments, schools and colleges must be well prepared, painstakingly scrutinized, and professionally evaluated. The President has the right to expect no less from the collective faculty.

2. The President and his advisors, for their part, must listen carefully to the faculty when promotion and tenure recommendations are transmitted. A system approaching perfection will have the President overturning department and school/college recommendations only in the most unusual circumstances. It should be the case that the leading and most important question asked at the presidential level is, what have the candidate's colleagues recommended?

3. Recordkeeping at the University level should be improved. No doubt advantages may accrue to the Executive Office when decisions are reached without attention to a written record. Candidates who are denied promotion and/or tenure and their colleagues who have supported them should be informed in writing of the specific deficiencies in the record that justify rejecting the recommendation.

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If the system is undergirded by mutual trust on the part of faculty and administrators, then nothing is lost and much gained by frank reporting of the rationale for presidential decisions.

4. The President's advisory group should be enlarged or its membership altered. Although current members do not represent specific constituencies within the University, still, the scientific/technological viewpoint of higher administration is unmistakable. The terrain of the liberal artists, on the other hand, is unfamiliar and perhaps foreign. Provision should be made for the presence of a liberal artist at the Executive Office level, someone who can bring to the discussion the professional viewpoint of those in the arts, humanities and social sciences.

5. Annual Meeting of Department Chairmen/Heads with the President

An annual day-long meeting of the Department Chairmen with the President and his advisors should be inaugurated. The broad objectives should be to create a vehicle for the easy and accurate exchange of views and information. Outside experts can be invited, when appropriate, to provide fresh ideas and to serve as peer reviewers of existing and proposed changes in promotion and tenure policies. Specifically the meetings might address:

a) Dossier Preparation: A common understanding must be achieved regarding preparation, organization, criteria and factors influencing credibility in the evaluation of faculty performance.

b) Effective use of Periodic Review of Faculty (PROF): Career threatening problems develop gradually, usually with ample time to correct them if they are recognized early and the knowledge and skill exist to cope with them. PROF is intended in part to recognize and to document the efforts to alleviate such problems. However, Department Chairmen are selected primarily for skills in their chosen fields, and, only with the hope they somehow possess the good sense and instincts to handle the human problems. Professional advice would be most helpful in refining managerial skills in this area.

c) Other Areas: Other areas, outside the charge of this Senate committee, might at least be identified, e.g., budget preparation and management, development of short and long range departmental goals and the programs to achieve them.

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As time passes and the departments and schools/colleges achieve realistic and high standards, greater reliance must be placed on increasing faculty responsibility for the management and judgment of performance. It is hoped the recommendations in this document will assist in recognizing the dynamic nature of faculty/administration relationships and will lead to improved and expanded channels of communication.

:dm

Department of
General Science

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-4151

May 18, 1982

To: R. R. Becker, President
Faculty Senate

From: David L. Willis, Chairman *D-LW*
Senate Bylaws Committee

Regarding: Senate Representation for Unassociated Faculty

On August 3, 1981, Dean Judith L. Kuipers requested of Pat Wells, then President of the Faculty Senate, the formation of a special Faculty Senate voting unit made up of Undergraduate Studies Support Services personnel. On October 7, 1981, Pat Wells communicated to our committee this request and asked us to investigate it in detail and report back our findings.

The Senate Bylaws Committee has held regular meetings throughout the year to investigate this matter. We have contacted Dean Nicodemus, Dean Kuipers, members of the Undergraduate Studies group, and a large number of "unassociated faculty" across campus. This spring we formulated and circulated a questionnaire to as many of the unassociated faculty as we could identify. A copy of the questionnaire is attached.

The results of the questionnaire were most useful to us. Seventy-six forms were sent out and 32 were received back. The critical question was #6 with regard to whether the individuals wished to vote with a unit composed of unassociated faculty. The response was that 89% favored such action.

It became evident to us that unassociated faculty members, while not truly disenfranchised, are unable to participate in Faculty Senate elections as easily as faculty members associated with Schools and Colleges. We would make the following three recommendations in light of this situation:

1. The letter of notification sent to unassociated faculty each fall from Dean Nicodemus' office should be abbreviated and clarified. While it is a complete explanation of a complex problem, its very completeness seems to deter an understanding on the part of its recipients.
2. The Senate should form a voting unit made up of unassociated faculty. The Bylaws Committee would be happy to propose specific changes in the Bylaws to accommodate such a unit.
3. The committee does not support the formation of a specific unit for Undergraduate Studies Support Services personnel. While this group has many things in common, we believe that the formation of a specific sub-unit would merely lead to requests for other even

smaller units. This would result in a further splintering of the unassociated faculty.

We would be happy to discuss this matter with the Executive Committee, since this is not a fully formed proposal appropriate for Faculty Senate action at this time.

DLW:ksr

c: Russell Maddox, Political Science
Virginia Dickinson, Family Resource Management
Kermit Rohde, Psychology
H. P. Adams, Extension (Dairy Specialist)
Elizabeth Hallgren, Computer Center

REPORT OF THE COMMITTEE
ON ACADEMIC ADVISING
1981-82

- 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 student's 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

Paul Nelson, '82 Chair, English
Jeanne Dost, '82, Women Studies
Gordon Anderson, '83, Health
Keith Parrott, '84, Pharmacy

Students

Julie Nash, Business
David Ernst, Music
Ken Sun, Chemistry

- D. Scope of Committee Activities: During the academic year 1981-82 the Advising Committee has focused most of its attention on identifying problems in the advising procedures at Oregon State.
1. The Committee reviewed a variety of possibilities for gathering information about current advising conditions. No extensive polling of students, graduates, and faculty appeared financially possible at present; instead the Committee called on selected members of the faculty and administration to identify problem areas. (Nancy Vanderpool, Assistant Dean of Students, was especially helpful in providing information.)
 2. The Committee placed an ex officio member on the Council on Academic Advising in the interest of obtaining more information about problems in advising.
 3. The Committee discussed the need for a program in advisor training, especially for new advisors. Dean N. Osterman, Director of Instructional Development, expressed willingness to work with the Committee next year in planning such a program.
 4. The final business of the Committee was to work with Judith L. Kuipers, Dean of Undergraduate Studies, on the selection of a candidate for the newly established Dar Reese Excellence in Advising Award. The Committee reviewed the nominees and made its recommendation to Dean Kuipers.
- E. Other topics of discussion:
1. The possibility of drafting a model advising plan for use as a guide to advisors and departments.
 2. The means for better communication to students about courses and services at the University.
 3. The possibility of a continuing peer advising system.
 4. The continuing inadequate recognition for faculty advising activities.



School of Pharmacy

Corvallis, Oregon 97331-3507

(503) 754-3725

October 18, 1982

TO: Faculty Senate Executive Committee

FROM: Budgets and Fiscal Planning Committee

Leo Parks
 Lois McGill
 Ze'ev Orzech
 M. McKimmy
 Rich Dietz
 John Logan
 Steve Rohde
 John H. Block, Chairman

SUBJECT: Fiscal Impact of the 1983-84 Category I Program
 Requests

The Budgets and Fiscal Planning Committee examined the fiscal implications of the 1983-84 Category I Program Requests. The effect of the State's weak economy is evident in this year's requests. Only one program (B.S. in Agricultural Business Management) will require new resources. All other programs will

1. Use existing resources and courses

School of Education: New Instructional Program
 Option in Industrial Training within the Existing
 Baccalaureate Degree in Industrial Arts Education

School of Health and Physical Education: New
 Instructional Program leading to the M.S. Degree
 in Environmental Health

2. Eliminate or suspend programs and degrees

School of Business: Suspend the M.S. in Management
 Science; eliminate the Option in Entrepreneurship
 within the Management Area of Concentration

3. Involve name changes.

School of Engineering: Electrical and Computer
 Engineering to Electrical and Electronics
 Engineering; Engineering (Computer Science) to
 Computer Engineering

The remainder of this report will discuss the B.S. in

Agricultural Business Management request.

Budget: Three new courses (10-13 hours) are being requested for this program in the School of Agriculture's Category II document. An additional nine hours may be requested depending on the availability of resources and identified coursework needs. Assuming a projected enrollment of 140 students by 1987-88, an additional 1.71 faculty FTE and 0.34 support staff FTE will be needed by 1986-87. The school of Agriculture has estimated first year costs of \$23,397 increasing to \$74,727 (not corrected for inflation) by 1986-87 and has stated that funding "will come from the regular budget of the School of Agriculture." This will be by "Internal shifting and reallocation of resources....."

Library: The current holdings and subscriptions will support the requested program.

Impact on the School of Business: According to Dean Goddard at the Curriculum Council meeting of October 12, there will be no adverse fiscal impact on the School of Business because of the very small number of students currently enrolled in the Agricultural Business Management Concentration. Any problem of course and program duplication lies with the Curriculum Council.

Conclusion: The fiscal impact of the Agricultural Business Management Degree program will be in the School of Agriculture. The perceived problem of duplication with the School of Business should be addressed by the Curriculum Council.

ph

cc: Dr. D. Stennett
Dean E. Briskey
Dean E. Goddard

Agricultural
Experiment Station



Corvallis, Oregon 97331

(503) 754-4251

October 15, 1982

MEMO TO: R.R. Becker, President
Faculty Senate

FROM: V.V. Volk, Faculty Economic Welfare Committee

V.V. Volk

SUBJECT: Payroll conversion from the last day of one month to the first day of the subsequent month.

The FEWC considered the proposed change in payroll at a meeting on October 11, 1982. Mr. Dick Greenwood, Director of Accounting, and Mr. Don Young, Director of Fiscal Operations, both of whom are in the Controller's Office, attended the meeting to supply background information and respond to questions.

The FEWC approved a motion to recommend that the payroll be changed from the last day of the month to the first day of the subsequent month.

The proposed change would begin in December, 1983. December, 1983 earnings would be paid January 1, 1984, rather than December 31, 1983. The employee would thus receive eleven checks dated in 1983 and then twelve checks per year until retirement or termination of employment. Special arrangements would be made for employees who retire within the three year period impacted by the eleven month payment year to insure no loss of retirement benefits. With present plans, individuals who retire effective January 1, 1987 and thereafter, will receive in fact, 37 pay checks during the final three years of employment. This policy is consistent with procedures followed by other state agencies. Additional benefits for making the proposed changes have been reported to the Faculty Senate (Report to FS, Oct. 7, 1982, p. 39-44).

VV:jbb

cc: FEWC

Statement by William E. Davis, Chancellor
October 22, 1982

A CAMPAIGN FOR EXCELLENCE

To meet the economic and social challenges of the future, Oregon will need the best minds and the best leadership we can muster. We will need physical and social scientists, engineers, managers, politicians, attorneys, doctors, nurses and, yes, philosophers, artists, musicians and writers to leaven our lives.

The Oregon State System of Higher Education must supply the educated men and women our state needs to keep it moving forward. We know that the best source of people for us to educate to meet future responsibilities are the talented sons and daughters of Oregon families.

To help retain these young men and women in Oregon, we are initiating, today, a "Campaign for Excellence" in our colleges and universities. The goal of this campaign is to produce university graduates who have the education and training required to revitalize Oregon's economy and quality of life.

The Oregon Presidential Scholarship Program

The keystone of this campaign will be a program of college and university scholarships which will give Oregon's outstanding high school graduates an opportunity to attend our State System institutions. It is important that more of Oregon's best and brightest students stay in Oregon to attend college and university. If they stay in Oregon, new businesses will be attracted by the quality of our college and university graduates to locate here. If our best high school graduates go to California for their post-secondary educations, they are likely to remain, working for firms that have been attracted to California by Oregon's progeny. To stop this brain drain, and ultimately to bring new vitality to the state, we must both provide incentives for students to stay here, and then give them the high quality programs they deserve.

I have asked the eight institutional presidents to begin immediately to raise funds to support a program of Oregon Presidential Scholarships. Each institution will be asking alumni and friends of that institution to donate \$1,000 a year for a scholarship which may be named after the donor. The scholarship, granted initially to an incoming freshman on the basis of merit alone, would be continued through the student's undergraduate career so long as a prescribed level of achievement is attained. Initially, I am asking each of our three universities to aim at providing 50 Oregon Presidential Scholarships a year beginning in the fall of 1983. Each of the smaller institutions is being asked to start with 10 scholarships a year. Hopefully the numbers will grow as more of the public comes to see the value of the program. This will be a truly cooperative public and private endeavor. We are asking private citizens and businesses to invest in Oregon's best and brightest students. These will be investments in the future which can pay incalculable dividends for the state of Oregon.

A CAMPAIGN FOR EXCELLENCE

Statement by William E. Davis, Chancellor

October 22, 1982

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New Course Requirements

Our institutions of higher education must take a lead in developing a commitment to excellence at every level of education in the state. Improving the quality of education student's receive will be a central theme of our campaign for excellence in Oregon. We have previously proposed that students complete a rigorous set of college preparatory courses to be eligible for admission into our colleges and universities. These requirements include three years of mathematics, two years of science, four years of English and composition, three years of social sciences, and two additional years of college preparatory courses preferably in foreign languages or additional mathematics and science courses. A major purpose of these requirements is to increase the number of students who will be prepared for college work. The educational opportunities of Oregon students will be expanded by raising their expectations of the skills needed to fulfill the academic requirements of our colleges and universities and to compete successfully in the modern work force. Mastery of these basic skills in high school should improve students' success in college and expand their educational and career options. We believe these new course requirements will improve the preparation of students entering our colleges and universities and consequently the quality of our graduates.

Improved Teacher Training

The quality of high school instruction depends upon the quality of the teachers prepared by State System teacher training programs. It is my opinion that we have not done as well as we can in training teachers. We need stronger preparation in such general education areas as mathematics, science, literature, and behavioral science. This is not a criticism of teachers, but a criticism of higher education in general. The deans of the State System's education programs are now developing a proposal for strengthening teacher education programs throughout the State System. The plan must address the problems of general education, the need for more teachers in mathematics and science and the need for more supervised teaching experience.

Stronger General Education Program

We must improve the quality of the general education programs in the colleges and universities. Today students are in a hurry to obtain work related training. As a result they often neglect to obtain the writing, thinking and analytical skills needed to succeed in a vocational field. In the guise of providing students a wide choice of courses, colleges and universities have often failed in their efforts to ensure that students receive a good general education. All of the

A CAMPAIGN FOR EXCELLENCE

Statement by William E. Davis, Chancellor

October 22, 1982

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colleges and universities are now reviewing their entire curricular offerings. They will be encouraged to reallocate instructional resources into programs of high demand, particularly those programs which train people for jobs in high technology fields. They will also be prodded to strengthen their general education programs. The time may have come when additional work in composition, mathematics, basic science, computer science and foreign languages is necessary for students to succeed in upper division and graduate programs of study.

A Revitalized High School and Community College Relations Program

To assure that capable new and transfer students know about the high quality programs available in our state institutions, we will strengthen our services to prospective students. The former Office of High School Relations has been reorganized to emphasize relations with all schools, secondary, community college and other public and private colleges. Existing informational programs will be expanded to include meetings with prospective students and their parents. Additional information will be sent to secondary school counselors on the performance of their former students. A new program is underway to increase communications and visits with students preparing to transfer from community colleges.

We will be asking college and university faculty members to spend some time talking to prospective students about their areas of teaching and research. Cooperative efforts with alumni organizations, parents' clubs, and other professional groups will be sought to reach out to more students, some of whom may not even be considering college education. The presidents of our colleges and universities have pledged that all of these efforts will receive the highest attention of their staffs. In all, there will be a unified State System approach to assure accurate, appropriate and timely delivery of our message: that the State System, through the uniqueness of its separate campuses, is accessible to and provides quality programs for students who have prepared themselves appropriately. The state cannot afford to miss even one student who through appropriate education could contribute to meeting the challenges before us.

Summary

Our "Campaign for Excellence" aims to attract all qualified students, including our very best, to Oregon's State System colleges and universities. We will do this through a program of scholarships, better high school preparation, strengthened teacher training programs, better general education programs in our colleges and universities, the reallocation of resources to high priority programs and intensified information programs. With this campaign we are saying to the people of Oregon, that higher education will do its part in returning our economy to prosperity and our state to the prominence it has for many years enjoyed.

CHANCELLOR DAVIS' RECOMMENDATIONS FOR ADMISSION INTO OREGON'S COLLEGES & UNIVERSITIES
October 1982

Subject	State Requirements for Graduation from High Sch. (years of study)	Chancellor Davis' proposed Admission Requirements (years of study)	Proposed Change
English	3	4	+1
Mathematics	1	3	+2
Science	1	2	+1
Social Studies (U.S. History - 1) (Global Studies - 1) (Government - ½)	2½	3	+½
Other	1 **	2 *	+1

(Note: Chart does not reflect all basic requirements for High School graduation; only those directly affected by proposed changes)

<u>Totals:</u>	8½	14	+5½
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*Other College Prep courses: May be foreign language (highly recommended); computer science, additional mathematics, science, humanities, or social science; fine arts; or other college prep elective, which may, at the discretion of the admitting institution, include a comprehensive sequence of units in a vocational-technical area of study.

**Combination of applied arts, fine arts, and foreign language.

Office of the
Faculty Senate



Corvallis, Oregon 97331 (503) 754-4344

November 1982

SCHEDULE OF NOMINATIONS/ELECTIONS
OF
FACULTY SENATE PRESIDENT-ELECT, AND
IFS REPRESENTATIVE

-
- October 20: Report of Nominations Committee
- November 11: List of Nominees & their Vita to be published in the Staff Newsletter
- November 10 & 12: Absentee Ballots may be cast in the Faculty Senate Office between the hours of 9:00 and 11:00 a.m., and 2:00-4:00 p.m., by those eligible voters who will be off-campus between November 15 and 22.
- November 15: Ballots will be mailed to all Faculty eligible to vote in the Faculty Senate elections (except those who voted by Absentee Ballot).
- November 22: All Ballots to be returned to the Faculty Senate Office by 5:00 p.m. Counting will be conducted by the Ballot Counting Committee and overseen by the Senate Executive Comm.
- December 2: Results of the Election will be announced to the Senate in the "Reports to the Faculty Senate" for December 4 (which should be received one week prior to the actual meeting).
- December 2: Results to be announced in the Staff Newsletter to the University community.
-

ELECTION OF EXECUTIVE COMMITTEE

- October 20: Nominations received by Executive Committee
- December 2: Ballots to be distributed to Faculty Senate Members at the Senate meeting. Results will be made known at the end of the meeting, if available.
-

11/22/82

REPORTS TO THE FACULTY SENATE
December 2, 1982

Agenda for the Senate Meeting: December 2, 1982, 3:30 p.m., Engineering Auditorium, OSU Foundation Ctr.

The Agenda for the December 2 Senate meeting will include the reports and other items of business listed below. To be approved are the Minutes of the November 4 and 18 Senate meetings, as published in the Staff Newsletter Appendix.

A. Reports from the Faculty

1. Motion to Delete Psychology 435 and 446 from List of Graduate Courses in Category II Document - K. Rohde

A motion was introduced during the Special Curricular considerations Senate Meeting on November 18 to delete from the proposed list of Category II Graduate Courses (p. 88 of the Category II Document), Psychology 435, Personality Theories, and Psychology 446, Industrial Psychology. The effect of the motion, if adopted, would be to designate them as undergraduate courses. Support for the motion was the information that they had no prerequisites and that the enrollment ceiling had been lifted, thus resulting in unmanageable enrollment. Views were expressed by Faculty from Education and Home Economics favoring retention; by other Senators with opposing views. The motion to delete was postponed to this meeting and should be acted upon by the Senate.

2. Faculty Economic Welfare Committee (pp. 4-7) - Van Volk

Attached is a report with recommendations and a motion from the Faculty Economic Welfare Committee regarding Higher Education representation on the State Employee Benefits Board. This matter was brought to the attention of the FEWC by the Inter-institutional Faculty Senate when some IFS representatives expressed the concern that Faculty views were not regularly available to the SEBB and asked that the matter be investigated by the FEWC and its equivalent at the University of Oregon.

3. Sexual Harassment Workshop - R. McMahon

The topic of sexual harassment has been brought to the attention of University personnel from time to time in the past few years. The extent of the problem with sexual harassment is not generally discussed, and a brief report on a recent workshop on this subject will be given.

4. Minority Recruitment and Retention - Nancy Leman

The matter of bringing minority students to the University and seeing them complete their education is an ongoing concern to the Faculty. Several public forums on the topic have occurred, including the PAC-10 Faculty Leadership Conference here in October, in addition to a workshop attended by Nancy Leman.

2.
B. Reports from the Executive Committee

1. Review of Faculty Senate Committees

In response to a request from the Committee on Committees regarding their charge to conduct a periodic review of Senate Committees and Councils, the Executive Committee has recommended that this year the following Committees be reviewed: Advancement of Teaching, Graduate Admissions, International Education, and University Honors. A fifth committee may also be included.

2. Communication Media Center (formerly IRAM and CTV)

Recently, a merger between IRAM and CTV was announced by the University. The implications of the merger are unknown to the Faculty, thus, the Executive Committee is asking its Instructional Media Committee to review this merger and report to the Senate the effects.

3. Faculty Senate President-Elect/IFS Election

In the on-campus election conducted during the period between November 15 and 22, 1287 Faculty were eligible to cast Ballots. Of that number, 744 Faculty voted in the secret ballot election conducted by mail. Results were that Dwight (Pete) Fullerton received 373 (51%) of the votes, and Jean Peters received 362 (49%) of the votes cast. Dwight Fullerton (Pharmacy) is declared President-Elect, and will take office in January with the new Executive Committee members and Senators.

For IFS, the results are as follows: Wilbert Gamble received 449 votes, and Nancy Leman received 291 votes.

The Executive Committee, on behalf of the Senate, wishes to thank the Ballot Counting Committee, composed of Ron Cameron (Chrm.), Herb Frolander, Bruce Shepard, Robert McMahon, and Robert Becker, for their assistance.

The Executive Committee extends its thanks to the other Faculty members who have been candidates for the positions of President-Elect and IFS representative, and to those who 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 our Faculty members who are willing to have their names placed in nomination for these important positions. We hope that those who were not elected at this time will continue to be nominated for future positions.

4. Election of New Executive Committee Members (p. 8)

Faculty Senators will vote for three new Executive Committee members at this meeting. A Ballot will be distributed to Senators or their proxies only. Information regarding the candidates has been published in the Staff Newsletter and brief vitae are attached as part of this document. A Counting Committee will tally the votes and report the results to the Senate if determined before adjournment; otherwise, results will be published in the Staff Newsletter and 'Reports to the Faculty Senate' for the January 13 meeting. Continuing Executive Committee members are: David Faulkenberry (Sci), Robert

McMahon (For), and Robert Zaworski (Engr), whose terms expire December 31, 1983.

5. Faculty Senate--New Senator Orientation

An Orientation session for Senators elected to their first or second terms will be held on Tuesday, January 11, from 2:30 p.m. through 8:30 p.m. at Nendel's Inn. The Executive Committee is working on the program and more information will be presented at the Senate meeting. An agenda of the meeting will be sent to newly-elected Senators soon.

C. Reports from the Executive Office

D. New Business

Agricultural
Experiment Station

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University

Corvallis, Oregon 97331 (503) 754-4251

November 8, 1982

MEMO TO: R.R. Becker, President
Faculty Senate

FROM: V.V. Volk, Faculty Economic Welfare Committee *V.V. Volk*

SUBJECT: Higher Education Representation on the State Employee Benefits
Board (SEBB)

In response to a request from IFS President Thurston Doler, the FEWC has investigated the issue of whether Higher Education should have formal representation on the SEBB.

The FEWC recommends adoption of the following motion:

The State System of Higher Education in Oregon should be officially represented on the SEBB.

The FEWC visited with Mr. Ralph Bolt, Manager of SEBB and learned:

1. Members of the SEBB include:

Epley (ch.)	Administrator of Personnel Division
Lindquist	Legislator, House of Representatives
Potts	Legislator, Senate
Saeger	Oregon State Employment Division
Teater	Representative, Director of General Services
Ward	Representative, Oregon Nurses Assoc.
Seibert	Representative, State Police
Newby	Representative, Federation of Assoc. Probation and Parole Officers (FOAPPO)
Krone	Representative, Assoc. of Engineering Employees
2. The Governor selects four persons (currently Ward, Seibert, Newby & Krone) to serve on the SEBB.
3. SEBB currently serves about 21,000 employees, including about 5,000 academic staff in Higher Education.
4. Higher Education personnel are considered a desirable group to have included in group insurance plans.
5. A variety of benefit contracts are administered by SEBB, some of which are directed to particular groups (i.e. State Police health benefits).

R.R. Becker
11-8-82
Page 2

6. Higher Education personnel do maintain contact with the SEBB and provide input to the SEBB on policies. Occasions have arisen where a change in an adopted policy has been made because of the input from Higher Education personnel.
7. SEBB would be benefited by addition of persons well versed in benefit programs.

The FEWC felt that since the IFS represents all Higher Education it should serve as the organization which recommends that Higher Education be represented on the SEBB. The FEWC recommends that the decision on the motion for representation be sent to IFS and OSU administration. If the decision is affirmative, it would appear appropriate to include in the letter to IFS the names of those persons who could represent Higher Education on the SEBB. If the IFS decides to seek representation for Higher Education on the SEBB, the request should be submitted to the Governor as soon as possible so that he could consider it along with other requests for representation.

VV:jb

cc: FEWC Members

Office of the
Faculty Senate

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-4344

June 2, 1982

Professor Charles Vars
Chairman, Faculty Economic Welfare
Committee
Oregon State University

Professor Fred Andrews
Chairman, Faculty Personnel
Benefits Committee
University of Oregon

Gentlemen:

The Interinstitutional Faculty Senate, at its regular quarterly meeting, had presented to it the question of whether or not Faculty have sufficient input into decisions regarding what Faculty benefits are available and their extent. By faculty benefits we mean primarily insurance of various kinds; medical, dental, life, etc., and also retirement. Further, if we decide we do not now have sufficient input into these decisions, how may we alter that deficiency?

In the context of the discussions, the view was presented that these "fringe" benefits are negotiated for classified people by the Oregon Public Employees Union, and then generally applied to all state employees. This may, in fact, not be the case, but that is the way it is now perceived.

The IFS voted to ask the OSU FEWC and the UO FPBC to look into this matter and advise us about any needed course of action. I am, therefore, forwarding the matter to you as directed by the IFS. An indication of whether or not you are willing to look into this matter would be appropriate. If you are willing, could you give us some estimation of when you could report to us your findings? We will meet again on October 15-16, 1982, and January 20-22, 1983.

Sincerely,

Thurston Doler
Chairman, Interinstitutional
Faculty Senate

ss

Agricultural
Experiment Station

Oregon
State
University

Corvallis, Oregon 97331 (503) 754-1251

July 21, 1982

MEMO TO: Thurston Doler, Chairman
Interinstitutional Faculty Senate
FROM: V.V. Volk, Chairman *V.V. Volk*
Faculty Economic Welfare Committee (FEWC)
SUBJECT: Faculty Input Into Fringe Benefit Packages

On July 20, 1982 the FEWC discussed faculty input into fringe benefit, primarily insurance, negotiations in response to your June 2, 1982 communication. The Committee informally concurred that faculty input during fringe benefit package preparation and negotiation was desirable. A subcommittee, John Mingle and Jack Danley, was appointed to document some background information and suggest a plan of action for the FEWC to consider at the next meeting. Since retirement benefits were also mentioned in your letter, June 2, 1982, the Chairman of the OSU Retirement Committee should perhaps also be contacted.

I plan to convene the FEWC in early October to react to the Subcommittee report. The Committee was receptive to the idea that Mr. Ralph Bolt meet with the Committee to discuss SEBB activities.

The FEWC makes recommendations to the OSU Faculty Senate and Executive Office and I presume information generated would be processed through those channels.

VV:jb
cc: R.R. Becker
Fred Hisaw
FEWC

VITAE
NOMINEES FOR ELECTION TO EXECUTIVE COMMITTEE
December 2, 1982

AGNES GRADY (at OSU since 1970). Associate Professor, Assistant Head, Catalog Dept., Kerr Library. Faculty Senator, 76; 79-Present. Bylaws Comm., 72-75, Chrm. 74; Committee on Committees, 75-77; Ad Hoc Promotion and Tenure Comm., 80-81, Chrm. 81; Academic Requirements Comm., 80-Present, Chrm. 81.

ZOE ANN HOLMES (at OSU since 1974). Associate Professor of Foods & Nutrition. Faculty Senator, 74-77, 82-Present; Academic Requirements Committee, 82-Present. Educational Media & Services Comm., 74-79; Computer Committee, 79-82, Chrm. 81. Member, Association of Oregon Faculties, 80-Present, Membership Secretary, 80-Present. Home Economics Small Grants Committee, 74-75; Alumni Relations Comm., 77-82; Public Relations Comm., 77-78; Computer Coordinator, 79-Present.

JAMES KRUEGER (at OSU since 1961). Professor of Chemistry. Faculty Senator, 81-Present. Student Recognition and Awards Comm., 74-77; Sigma Xi, Treasurer, 67-69, Vice President, 69-70, President, 70-71. College of Science Curriculum Comm., 68-70.

JOHN MORRIS (at OSU since 1968). Professor of Zoology. Faculty Senator 81-Present. Faculty Senate Library Comm., 69-73, 81-84, Chrm. 73-74. AAUP Executive Board, 79-Present, President 80-81.

W. BRUCE SHEPARD (at OSU since 1972). Associate Professor of Political Science. Research Council, 78-80; Graduate Council, 81-82; Bylaws Committee, 82-Present; Faculty Senator, 82-84; Ad Hoc Comm. on 9 Mo./12 Mo. Appts., 79-80; Ad Hoc Committee on Academic Calendar Conversion, 80-81, Chrm. 80-81. Computer Comm., 73-76, Chrm. 74; Student Activities Comm., 77-80, Chrm. 80. CLA Liberal Studies Committee, 74-76; CLA Personnel Comm., 82-Present. State Government Liaison Specialist, 74-75. Academic Users Council for Computer Center, 76-78.

GARY H. TIEDEMAN (at OSU since 1980). Associate Professor of Sociology. Faculty Senator, 81-Present. Faculty Recognitions & Awards Comm., 75-78, Chrm. 77-78; Academic Requirements Comm., 82-Present. Conventions & Lectures Comm., 75-79, Chrm. 77-78. CLA Curriculum Comm. 79-81; Graduate Program Comm., 75-77, Co-Chrm., 76-77; Lecture Series Comm., 73-74; Search Comm., Director of Advising, 77. Chrm., Dept. of Sociology, 76-Present.